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The Nonprofit Evaluation Support Program (NESP) is a collaborative effort between two University of North Carolina Greensboro organizations – The SERVE Center and The Office of Assessment, Evaluation, and Research Services (OAERS). NESP's mission is to provide program evaluation services and program evaluation capacity building support to nonprofit and community-based organizations while providing authentic learning experiences for future leaders in the field of program evaluation.



The SERVE Center at The University of North Carolina Greensboro is a university-based research, development, dissemination, evaluation, and technical assistance center. For more than 24 years, SERVE Center has worked to improve K-12 education by providing evidence-based resources and customized technical assistance to policymakers and practitioners.



The University of North Carolina Greensboro (UNCG) is one of the sixteen university campuses of The University of North Carolina. UNCG holds two classifications from the Carnegie Foundation for the Advancement of Teaching, as a "research university with high research activity" and for "community engagement" in curriculum, outreach, and partnerships.

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Overview

CISNC Introduction

In the 2014-2015 school-year, Communities In Schools of North Carolina (CISNC) introduced a framework that aligns site and student metrics and interventions/supports to four areas that have been shown to have the greatest impact on student success: attendance, behavior, coursework, and parent involvement, or ABC+P. Both combined and individually, attendance, behavior, and coursework are among the best predictors of a student's academic success and on-time graduation. While collecting data around ABC+P is critically important to understanding the school and student, it is even more important to use the data to drive high impact intervention and support delivery to empower each student to reach their full potential. To this end, Communities In Schools of North Carolina has partnered with the SERVE Center at the University of North Carolina at Greensboro to design curricula specifically for CIS within the ABC+P framework to enhance student outcomes in school and success in life. This document is one of more than 50 modules developed to support local CIS staff and most importantly the students that are served. We encourage you to explore all of the modules available online at www.cisnc.org.

Using Evidenced-Based Strategies

There are a multitude of strategies that claim to address coursework, but there are few that actually do so for all students. We suggest that schools use an evidence-based, decision-making model to ensure that high quality information informs the decisions made.

The Institute of Education Sciences (IES) at the U.S. Department of Education defines evidence-based decision making as routinely seeking out the best available information on prior research and recent evaluation findings before adopting programs or practices that will demand extensive material or human resources (including both funding and teacher time) and/or affect significant numbers of students (Whitehurst, 2004).

Evidence-based practice means delivering interventions/supports to students (clients) in ways that integrate the best available evidence from data, research, and evaluation; professional wisdom gained from experience; and contextual knowledge of the particular classroom, school, district, or state that might impact the design or implementation.

This document is written to provide schools with coursework strategies based on the best evidence from prior research and recent evaluations in high schools. In the context of our review, we propose four strategies designed to help improve coursework:

- Coursework – EOG Prep strategy
- Coursework – Literacy strategies (2)
- Coursework – STEM strategy

This document will focus on one easy to implement literacy strategy for high schools.

Problem/Rationale

The Common Core State Standards for elementary and secondary education have been implemented to ensure that students are college and career ready for a globally competitive society upon high school graduation. Sadly, more than 40% of students are leaving high school without being college and career ready (Achieve, 2012). As a result, States have set requirements for English language arts as well as literacy in history/social studies, science, and technical subjects (otherwise referred to as reading across the curriculum). Literacy allows learners to employ their knowledge and past experiences, confidence, identity, and motivation to develop their reading skills in relevant ways, while learning about the world around them.

The development of strong literacy skills requires explicit instruction and extensive practice in reading, writing, listening, thinking, and speaking across the curriculum. Nationally, more than 60% of middle and high school students are not demonstrating mastery of these critical skills (National Center for Education Statistics, 2013). In other words, millions of youth in the United States cannot comprehend or evaluate text, reference related points, or support conclusions about the text. Moreover, the expectations for future success have changed. To succeed in life, most students will need more than a high school education; they will need at least some college or vocational/trade school training. Without a high school education, students will only be qualified for 10% of available jobs (Achieve, 2012).

Kamil and colleagues (2008) suggest the following effective classroom and intervention practices to address adolescent literacy:

- 1) Provide explicit vocabulary instruction.
- 2) Provide direct and explicit comprehension strategy instruction.
- 3) Provide opportunities for extended discussion of text meaning and interpretation.
- 4) Increase student motivation and engagement in literacy learning.
- 5) Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.

Furthermore, comprehensive classroom and school-wide literacy strategies should focus on content-learning goals rather than performance goals of scoring; allow students the freedom to choose the texts they read, the assignment they perform with the texts or their partners during instruction; employ social goals or cooperative-learning structures in reading activities; and promote the perception that the teacher understands them and cares about their progress (Guthrie et al., 2006).

Purpose

The purpose of this document is to focus on one easy to implement literacy strategy that can be used in high schools. Teachers can develop students' literacy through:

- A group activity to develop reading comprehension, vocabulary and critical thinking skills.

- Additional strategies to develop literacy.
- Tools and resources to share with families.

Implementation Plan

Uses

Teachers can use the information provided in this guide to develop literacy skills in high school students.

Audiences

The primary audience for this lesson is high school students.

Activities

Listed below are several activities that schools can implement to develop literacy skills in students. The highlighted activity is designed to develop reading comprehension, vocabulary and critical thinking skills.

Classroom

- **Small group discussions (e.g., literacy circles, reading groups, etc.).**
- Silent and read-aloud reading time.
- Stimulating, hands-on activities related to content material.
- Enrichment programs for proficient or advanced readers.
- Family engagement activities at-home and in-school (e.g., classroom volunteers).

School-wide

- Use evidenced-based decision-making.
 - Guide instruction and allocate instructional resources.
 - Refer to curriculum guide on monitoring data.
- Provide leadership for effective classroom instruction.
 - Literacy plan.
 - Literacy block scheduling.
 - Reading leadership teams.
 - Administrative oversight.
- Provide supplemental materials and technology (e.g., trade books).
- Maintain an up-to-date, technologically advanced school library.
- Use integrated approaches that incorporate reading and language arts instruction into content area instruction such as science or social studies.
- Individualized professional learning opportunities for staff (e.g., reading specialists, instructional staff, librarians, etc.).
- Cooperative learning (e.g., success for one based on success for all).
- Partner with PTA (e.g., volunteers).

- Partner with local college/university, etc. (e.g., tutoring, mentors, professional development, etc.).
- Reading and literacy coaches.
- Interdisciplinary teams.
- Literacy emphasis week/month.
- Institute summer reading challenges, Read-a-thons, etc.
- Provide book clubs, incentives, rewards, recognitions to motivate reading.

Family

- See *Family Engagement – Literacy* curriculum.

Materials/Equipment/Space

- 3-5 copies of each text chosen by the group
- Role sheet packet for each student in each group
- Tent cards with each role—1 complete set per group
- Rubric outlining expectations for group work and behavior

Note: For presentations, check for access to computer, Smartboard or data projector and screen, relevant power cords, and remote slide advancer.

Time

- 45 minutes for five days across one to two weeks.

Lesson Plan of Activity

Use the sample lesson with students to develop reading comprehension skills. The lesson plan includes:

- An activity that incorporates strategic reading, self-reflection and cooperative learning.
- Strategies to build students’ communication skills.
- Opportunities to motivate long-term interest in reading through peer motivation and support.

Review the resources listed in the Resources section.

Sample Lesson – Literature Circles

Activity	Process Notes
Planning for the literature circles. - Compile a reading list of sufficiently challenging high interest texts that students can choose from or are easy for you to obtain enough copies for each student in the group.	<i>Goal of literature circles is to discuss literature with peers (cooperative learning) while strengthening students’ reading comprehension, vocabulary and communication skills.</i>

Activity	Process Notes
<ul style="list-style-type: none"> - Determine how students will be divided into groups. - Review literature circles resources in the Resources section to choose from different role sheets. Adapt as needed and make copies. - Determine list of allowable options for the final assignment (e.g., group illustration, recitation, or presentation, individual student journal, etc.). - Develop a rubric for how individual student work/contribution will be assessed and graded. 	<p><i>Reading list can be novels, short stories, poems, plays, etc. Texts can also be chosen based on themes such as decision-making, character development, college and career, etc. Review NC Standard Course of Study for appropriate materials: http://www.ncpublicschools.org/docs/c/urriculum/languagearts/scos/ncscs-ela.pdf.</i></p> <p><i>Options for dividing students:</i></p> <ul style="list-style-type: none"> - Similar reading ability. - Each student submits 3 names of peers they would like to be grouped with. Teacher confirms that reading ability level within the group is well matched. - Vary different reading ability levels in the group. Ensure that reading material chosen falls with the range of group. <p><i>Sample Role Sheet. Retrieve from http://www.merryhillsschool.com/wp-content/uploads/sites/3/2015/02/Literature_Circles.pdf</i></p>
<p>Tell the class over the next two weeks each student will work with 3-4 peers to discuss a text of the group's choosing.</p> <ul style="list-style-type: none"> - Break students into groups. - Distribute a list of texts and allow groups to discuss their preference and submit top 2-3 choices. 	<p><i>Group options may be limited based on type of text (e.g., novel vs. short stories that can be photocopied). Teacher will need a system to determine which group gets to choose first if there are limited options.</i></p>
<p>Distribute the role sheet packets and discuss the responsibilities of each role in detail.</p> <ul style="list-style-type: none"> - Explain that each student will take a turn in each role. - Allow sufficient class time for the group members to choose their initial role. <p>Literature Circle roles:</p> <ul style="list-style-type: none"> - Discussion leader - Diction Detective - Bridge Builder - Reporter - Artist 	<p><i>Teacher may want to use most of the class period to model each role for the class using a short story.</i></p> <p><i>Depending on group size, students may need to have 1-2 roles per turn.</i></p> <p><i>Suggestion: print each role on a different color paper.</i></p> <p><i>Responsibilities of each role are listed on the role sheets to guide students. Teacher can use alliteration to make the roles fun and interesting. For example:</i></p> <ul style="list-style-type: none"> - Discussion leader > Discussion Director - Diction Detective > Wacky Word Finder - Bridge Builder > Cool Connector - Reporter > Travel Tracer - Artist > Illuminator
<p>Assign first portion of text for homework.</p> <ul style="list-style-type: none"> - Students should complete their role sheet based on the first reading. 	<p><i>Remind students that the sheets will be used during the group discussion tomorrow and submitted at the end of class.</i></p>
<p>Have group members interview each other as a way of breaking the ice prior to first group</p>	<p><i>Sample interview questions include:</i></p> <ul style="list-style-type: none"> - Preference: Coke or Pepsi?

Activity	Process Notes
<p>discussion. Provide an interview grid or have students create their own.</p> <ul style="list-style-type: none"> - Require that student take notes to complete the grid. - Students can ask 1-2 interview questions prior to the first few discussions until a comfort level is reached/observed with the literature discussions. 	<ul style="list-style-type: none"> - <i>Preference: tennis or hockey?</i> - <i>Favorite store at the mall?</i> - <i>Favorite type of music?</i> - <i>Places you've traveled?</i> - <i>Plans after high school?</i> - <i>Summer plans?</i> <p><i>Sample interview grid–See Daniels & Steineke (p. 40). Retrieve from https://www.heinemann.com/shared/online-resources/E00702/minilessons.pdf</i></p>
<p>Distribute 5 tent cards to each group. Each card should have a different role written on it.</p> <ul style="list-style-type: none"> - Each student will choose the card with the initial role that they chose and place it in front of them to keep track of each person's responsibility in the group. 	<p><i>Stick-on labels can also be used in place of tent card. The point is to clarify each group member's role during the discussion.</i></p> <ul style="list-style-type: none"> - <i>Retrieve cards at the end of the session and re-distribute each time the group meets.</i>
<p>Allow 30 minutes for group discussions.</p>	<p><i>Teacher rotates around the room to observe student participation as well as give guidance. Have a list of questions ready to move the discussion forward if you notice students are stuck or aren't really digging into the text. Example Questions:</i></p> <ul style="list-style-type: none"> - <i>What problem is the main character facing?</i> - <i>What kind of person is the main character?</i> - <i>Have any other characters been introduced? Who are they?</i> - <i>Did the character's changes affect others? How?</i> - <i>Does the setting remind you of a place that you've visited or seen before (magazine, TV, etc.)?</i> - <i>Did you come across any words that were interesting?</i>
<p>Allow 5 minutes for class de-briefing after first session. Ask students:</p> <ul style="list-style-type: none"> - What contribution do you think your role made to the discussion? - Which role provided the most support for discussing this section of the book? - What do you need to work on for the next session? Individually? As a group? 	<p><i>Listen for group process responses. For example,</i></p> <ul style="list-style-type: none"> - <i>In my role as the wacky word finder, I helped my group to get a sense of what the author was thinking when s/he used certain words to describe the character.</i> - <i>When we got stuck, the travel tracer really helped us to focus on how the scene changed. We hadn't noticed some of these changes before.</i>
<p>Wrap up first day's discussion by asking students to choose another role for the next portion of the text.</p> <ul style="list-style-type: none"> - Assign second portion of text for homework. - Students will complete role sheet for new role. 	<p><i>Students will hand in first role sheet for grading/assessment. Teacher provides feedback.</i></p>
<p>Repeat class discussions and role selections until entire text is completed.</p> <ul style="list-style-type: none"> - Teacher continues to monitor group discussions. Teacher may sit with 1 or 2 groups per day to assess and give guidance. - Group determines the format for their discussion of the book (e.g., illustration, 	<p><i>Additional debriefing questions:</i></p> <ul style="list-style-type: none"> - <i>How does the text relate to some of your life experiences?</i> - <i>Can you relate to the main character? How would you feel in his/her situation? Would you have made the same decisions?</i> - <i>How did you determine important information in</i>



Activity	Process Notes
<p>presentation, script, etc.).</p>	<p><i>the text?</i></p> <ul style="list-style-type: none"> - <i>What is your opinion about the information posed in the text?</i> - <i>Did you change your original opinion based on the discussions you had in your group? What made you change your opinion?</i> - <i>How did you use sensory images in the text?</i> - <i>Have you noticed any difference in your group discussions? Peers more engaged? Opinionated? Everyone contributes equally? Etc.?</i> - <i>Have you identified a favorite role? Why?</i> - <i>Would you want to read more of anything you discussed in this text? Explain.</i> - <i>Were there any interesting things you learned during your group discussion?</i> <p><i>Individual Student Assessment (Learning Targets):</i></p> <ul style="list-style-type: none"> - <i>Student can give an opinion.</i> - <i>Student can explain or justify opinion.</i> - <i>Student is able to connect and use text info.</i> - <i>Student is able to use background experience.</i> - <i>Student can appropriately challenge the opinions of others.</i> - <i>Student is able to raise questions.</i> - <i>Student completed role assignments correctly.</i> <p><i>Optional student assessment tool. Retrieve from http://www.litcircles.org/Discussion/focus.html</i></p>
<p>Each group presents their text to the class.</p>	<p><i>Assess/grade group presentations for:</i></p> <ul style="list-style-type: none"> - <i>Comprehension–story big idea.</i> - <i>Connections made in the story to real life experiences.</i> - <i>Questions generated.</i> - <i>Use of text and background knowledge to make and justify judgments.</i> - <i>Use of sensory images.</i> - <i>Group participation.</i>
<p>Bonus: For extra points, offer students the opportunity to write a character expose of their favorite or least favorite character.</p> <ul style="list-style-type: none"> - Determine page limit and due date. 	<p><i>Sample Guideline for Character Expose:</i></p> <ul style="list-style-type: none"> - <i>Defend or support the character. Cite evidence from the text.</i> - <i>Discuss the character’s development in the story.</i> - <i>State ways in which you identify with the character.</i> - <i>Include peer comments about the character.</i>

Tier 2 Intervention and Support Examples

Intervention strategies for struggling readers include peer mediated instruction to build comprehension, vocabulary and fluency and an accelerated reading intervention program to support teachers.

Example 1: Peer-Assisted Learning Strategies (PALS)

PALS was implemented with nine treatment classes five times every 2 weeks for 16 weeks. High school PALS used the same dyadic structure, the same three activities (partner reading, with brief retellings, paragraph shrinking, and prediction relay), and the same score cards and team structure as elementary-Tier PALS. However, high school PALS deviated in two ways: students changed partners frequently, rather than every four weeks, and the reinforcement system was more structured and incorporated tangible reinforcers.

Fuchs, L. S., Fuchs, D., & Kazdan, S. (1999). Effects of peer-assisted learning strategies on high school students with serious reading problems. *Remedial and Special Education, 20*(5), 309-318.

Example 2: Repeated Reading and Vocabulary Previewing

Students were exposed to repeated reading (RR), repeated reading and vocabulary previewing (RR + VP), and no intervention control conditions. Results indicated that the RR + VP condition led to the greatest improvements in reading fluency for all participants.

Hawkins, R. O., Hale, A. D., Sheeley, W., & Ling, S. (2011). Repeated reading and vocabulary-previewing interventions to improve fluency and comprehension for struggling high-school readers. *Psychology in Schools, 48*(1), 59-77.

Resources

The following resources are identified as part of the activity. Read through these resources carefully to become familiar with any concepts and instructions as they pertain to the content and activity.

Literacy Circles

Literature Circles Resource Center

<http://www.litcircles.org/>

EduScapes.com–Literature Learning Ladders

<http://eduscapes.com/ladders/themes/circles.htm>

Harvey Daniels & Nancy Steineke–Mini-lessons for Literature Circles

<https://www.heinemann.com/shared/onlineresources/E00702/minilessons.pdf>

Katherine L. Schlick Noe–*Focus Questions for Anecdotal Notes: Literature*

Discussions <http://www.litcircles.org/Discussion/focus.html>

Merryhill School Literature Circles Packet

http://www.merryhillschool.com/wp-content/uploads/sites/3/2015/02/Literature_Circles.pdf

The following resources will provide additional information and suggestions for enhancing activities related to family engagement and using data for decision-making. Read through the resources carefully to become familiar with the information, any concepts and instructions as they may pertain to the content and the extension of activities, and to determine their Tier of usefulness within the school setting.

Education Commission of the States

The Partnership for Reading is a collaborative effort by three federal agencies–the National Institute for Literacy (NIFL), the National Institute of Child Health and Human Development (NICHD) and the U.S. Department of Education–to bring the findings of evidence-based reading research to the education community, families and others with an interest in helping all people learn to read well. This site provides information on research, principles about reading instruction suggested by the research, and products for parents, teachers, administrators and policymakers.

<http://www.ecs.org/>

Education World – <http://www.educationworld.com/>

LitTips: 12 Practical Tips to Improve Literacy!

http://www.educationworld.com/a_curr/curr130.shtml

EngageNY

EngageNY.org is dedicated to providing educators across New York State with real-time, professional learning tools and resources to support educators in reaching the State's vision for a college and career ready education for all students.

<https://www.engageny.org/>

Harvard Family Research Project – <http://www.hfrp.org/>

Engaging Families in Science, Technology, Engineering, and Math (STEM) Project-Based Learning

<http://www.hfrp.org/out-of-school-time/publications-resources/engaging-families-in-science-technology-engineering-and-math-stem-project-based-learning>

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008).

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from <http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8>

MDRC – <http://www.mdrc.org/>

Mobilizing Volunteer Tutors to Improve Student Literacy

http://www.mdrc.org/sites/default/files/ReadingPartners_2015_FR.pdf

National Council of Teachers of English

NCTE is devoted to improving the teaching and learning of English and the language arts at all Tiers of education.

<http://www.ncte.org/>

National Institute for Literacy

<http://lincs.ed.gov/>

National Network for Partnership Schools @ Johns Hopkins University

NNPS invites schools, districts, states and organizations to join together and use research-based approaches to organize and sustain excellent programs for family and community involvement that will increase student success in school.

<http://www.csos.jhu.edu/p2000/>

NC Read to Achieve LiveBinder

<http://www.livebinders.com/play/play?id=850102>

Public Schools of North Carolina-Department of Public Instruction

NC Standard Course of Study for K-12 English Language Arts

<http://www.ncpublicschools.org/docs/curriculum/languagearts/scos/ncscs-ela.pdf>

ReadWriteThink.org

Offers free reading and language arts activities collected by the International Reading Association and the National Council of Teachers of English.

<http://www.readwritethink.org/>

Scholastic – <http://www.scholastic.com>

Promotes literacy with books for kids of all ages and reading Tiers.

Kids & Family Reading Report

<http://www.scholastic.com/readingreport/Scholastic-KidsAndFamilyReadingReport-5thEdition.pdf?v=100>

School Improvement Network

<http://www.schoolimprovement.com/>

SEDL (American Institutes for Research) – <http://www.sedl.org/>

The Center links people with research-based information and resources that they can use to effectively connect schools, families, and communities.

The SEDL National Center for Families and Community Connections with Schools

<http://www.sedl.org/connections/>

The Nation's Report Card

<http://www.nationsreportcard.gov/>

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Measuring Success

Identifying outcomes and collecting data to measure the success of literacy strategies can help the school track quality of implementation as well as the effectiveness of these strategies. Following are some suggestions that schools may find useful to begin measuring success.

- Evidence-based measures to assess students':
 - General reading comprehension.
 - Subject vocabulary.
 - Subject understanding.
 - Subject writing.
 - Reading motivation.
 - Interest-based reading Tier.
- Teacher assessment of student's overall improvement.
- Teacher self-reports of program implementation and effectiveness.
- Range of materials used for literacy instruction.
 - Basal textbooks, trade books, magazines, internet sources, etc.
- Amount of time spent on subject/vocabulary instruction.
- Professional development sessions on literacy instruction (e.g., strategy instruction, etc.).



Appendices

A. Glossary

B. References

C. Research Alignment

Appendix A: Glossary

Cooperative learning – “a successful teaching strategy in which small teams, each with students of different Tiers of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement” (U.S. Department of Education, Office of Educational Research and Improvement, 1992).

Family engagement – a shared responsibility between families, schools and communities for the educational development of children from birth through adolescence, operating across the various settings where children grow and learn (Harvard Family Research Project, 2010).

Literature circle – a small group of students work together to apply the comprehension skills and strategies they have learned throughout the year to a text of their choosing. The aim of the literature circle is to stimulate meaningful discussion of the text as well as motivate students to read more.

Appendix B: References

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Appendix C: Research Alignment

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
<p>Balfanz, R., Legters, N., & Jordan, W. (2004). <i>Catching Up: Impact of the talent development ninth grade instructional interventions in reading and mathematics in high-poverty high schools</i> (Tech. Rep. No. 69). Baltimore, MD: Johns Hopkins University, Center for Research on the Education of Students Placed at Risk.</p>	<p>This study uses data from high-poverty high schools in two large urban districts to evaluate initial impacts of the Talent Development High Schools (TDHS) ninth grade instructional program in reading and mathematics.</p>	<p>Three high schools as the treatment group and 3 high schools as the control group. N= 457 students; 257 treatment and 200 control.</p>	<p>The first comparison (8th grade to Feb of 9th grade) provides an indication of the achievement impact of the first semester TDHS catch-up courses (Strategic Reading and Transition to Advanced Mathematics). The second comparison (8th grade to May of 9th grade) indicates the achievement impact of the full TDHS ninth grade instructional program in English and mathematics, and the last comparison (Feb to May of 9th grade) is used as a cross-check against unknown differences in the eighth grade experience of the tested students. For both the eighth grade to May and</p>	<p>The TDHS Ninth Grade Reading/English Interventions: teachers model the comprehension process, teachers offer mini-lessons, students work in small, cooperative learning teams, and Strategic Reading provides more time for self-selected reading or writing activities.</p> <p>The TDHS Ninth Grade Mathematics Intervention: lessons start with a “problem of the day” to help students with mental math and help build facility and self-confidence in their math reasoning skills. The lesson follows with multiple coordinated learning activities featuring hands-on experiences and the</p>



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			<p>February to May comparisons, students in the experimental schools significantly outperformed students in the control schools, in terms of both overall Tier of achievement obtained and in achievement gains. Results indicate that students at all Tiers of the achievement spectrum benefited from the TDHS ninth grade instructional program and that at each Tier of achievement, in all cases but one, a greater percentage of students in the TDHS schools obtained larger achievement gains. Students who took the TDHS instructional program outperformed students in the control schools by a half year</p>	<p>sharing of ideas.</p>



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			<p>more in grade equivalents, 7 national percentile points, and 11 scale score points in mathematics, and 7 months in grade equivalents, 6 national percentile points and 12 scale score points in reading.</p>	
<p>Kemple, J., Corrin, W., Nelson, E., Salinger, T., Herrmann, S., Drummond, K., et al. (2008, January). <i>The enhanced reading opportunities study: Early impact and implementation findings</i> (NCEE 2008-4015). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.</p>	<p>The ERO study is a test of supplemental literacy interventions that are designed as full year courses to replace a ninth-grade elective class, and targeted to students whose reading skills are two or more years below grade Tier as they enter high school. Two programs, Reading Apprenticeship Academic Literacy and Xtreme Reading were chosen.</p>	<p>34 high schools (9th grade only). N = 2,413 students; 1,408 treatment students and 1,005 control students.</p>	<p>Early findings: Overall, the ERO programs produced a positive and statistically significant impact on reading comprehension test scores $p = .019$, with an effect size of 0.09. This impact corresponds to an improvement from the 23rd percentile nationally, as represented by the average scores for students in the non-ERO group, to the 25th percentile nationally, as represented by the</p>	<p>Reading Apprenticeship: flexible fidelity guided by the instructional and behavioral/social needs of the students, teachers acted as “master reader”, apprenticing students in various literacy competency areas and drawing on various materials, a “social reading community” was established, five curricular strands of classroom instruction was taught, and teachers used 1-2 of four classroom routines. Xtreme Reading:</p>



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			average scores for students in the ERO group. Although the difference is not statistically significant, vocabulary test scores for students in the ERO group were estimated to be 0.3 standard score point higher than those for the non-ERO group.	prescribed daily lessons and time limits on classroom activities, teachers explicitly taught seven reading strategies using step-by-step instructional materials, focused literacy skills through seven learning strategies, and each strategy was taught using a prescribed eight-stage instructional methodology.
Rees, R. M. (2005). <i>The impact of participation in readers theater on reading attitudes and fluency skills among ninth grade students in an alternative program</i> (Unpublished doctoral dissertation). University of Akron, Ohio.	This study examined how the treatment group of 11 ninth grade students who have been identified as high ability low performing responded to the instructional strategy of Readers Theater when it was embedded as a regular part of the language arts curriculum. Their gains were compared to those of students in the	22 9 th grade students at an alternative high school. Eleven students were in the treatment group and 11 students were in the comparison group.	Results suggest positive experiences for the treatment group in three areas: creative expression, positive interaction with people and engagement with the reading process. “Engagement with the reading process” generated three distinct positive subthemes: exposure to new genres, increased confidence in oral public reading, and	For students in Readers Theater, they read multicultural literature that would be the basis for scripts. The teacher and researcher taught brief lessons about story mapping and story grammar to help students organize their thoughts. Students then adapted dialogue to help them with their scripts. When scripts were finished, students did readings of the scripts to

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	<p>comparison group who did not participate in Readers Theater.</p>		<p>expanded metacognitive awareness. Moreover, metacognitive awareness resulted in greater understanding of the pace, expression, and meaning-making facets of the reading process. Pre and post data from the Flynt Cooter Informal Reading Assessment, the Multidimensional Fluency Scale, and reading rate were analyzed. The data found that in several areas gains by Readers Theater participants showed statistical significance. The mean posttest reading rates of the comparison group was 159.45 words per minute with a mean accuracy of 97.09%. The Readers Theater participants' posttest</p>	<p>see how they played out. Feedback was provided and revisions were made. Scripts went into production, people were cast, and rehearsals began. This routine continued throughout the 12 week workshop.</p>



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			<p>mean was 160.09 with an accuracy mean of 98.45%. The posttest mean for the comparison groups</p> <p>Multidimensional Fluency Scale was 9.55, compared to the intervention's posttest mean of 11.09. The mean instructional reading Tier for the comparison group at posttest was 9.36, compared to the intervention group mean at posttest, 9.64.</p>	

