Communities In Schools of North Carolina is leading the national network in providing the most effective student supports and wraparound interventions and supports directly in schools to support students and teachers. Working collaboratively with 400 schools across North Carolina, Communities In Schools impacts the lives of more than 230,000 youth each year. Driven by research-based practices surrounding the best predictors of student success – attendance, behavior, coursework and parent and family engagement – Communities In Schools is changing the picture of education for students across North Carolina. Learn more about Communities In Schools of North Carolina at www.cisnc.org.

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.

Table of Contents

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 and 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 and 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; allowing students the freedom to choose the texts they read and the assignment they perform with the texts or their partners during instruction; employing social goals or cooperative-learning structures in reading activities; and promoting 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 communication skills.

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- 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 communication 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

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

Time

- Five 1-hour class sessions.

Lesson Plan of Activity

Use the sample lesson with students to develop fluency and reading comprehension skills. The lesson plan includes:
- An activity focused on reading fluency, comprehension, and vocabulary.
- Strategies to build students' speaking, writing, and listening skills.
- Opportunities to enhance student creativity and provide peer motivation and support.

Review the resources listed in the Resources section.

Sample Lesson – In My Own Words

Activity	Process Notes
Prepare copies of a short poem for distribution to each student.	*Use the NC Standard Course of Study for English Language Arts as an additional resource for this lesson. Retrieve from:* http://www.ncpublicschools.org/docs/curriculum/languagearts/scos/ncscs-ela.pdf *A photocopied version would allow students to take notes directly on the page for later use.*

Activity	Process Notes
Day 1	
Tell students that one way to make sure that we understand what we are reading is to restate the text in our own words. - Introduce the *In My Own Words* activity. Tell students we will study a short poem together, then each student will have to rewrite the poem and present it orally first in a small group, then finally in front of the entire class.	*Tell students another way to refer to the oral presentation is "spoken word" or "slam poetry."*
Read the poem with the class. Ask students to make observations from the poem. - Discuss the elements of poetry (e.g., rhyme, rhythm, narrative, etc.) - Review keys to understanding a text. 　• Character development 　• Imagery 　• Connection to life experiences	
Ask each student to write a one paragraph summary of the poem. - What is the main idea/message the author is trying to communicate? Provide evidence.	
Model an expressive reading of the poem. - Highlight how the presenter handles the mood of the story (e.g., voice projection, facial expressions, hand/body gestures, etc.)	*If available, a video of a recitation of the poem can also be used.*
Tell students that their homework assignment is to re-write the poem in their own words and be prepared to present it to a small group of their peers. Prepping for the initial oral presentation: - Present the poem with attitude (the deep meaning and emotion of the poet). - Focus on rhythm. Recite the poem to a popular beat or create your own. - Make eye contact, project voice, enunciate words, and use facial expressions to bring the poem to life. - Use gestures such as hand and body movements to emphasize different parts of the poem (e.g., raise hands with open palms to animate questions).	*Encourage students to do additional research on spoken word/slam poetry on the internet.* *Suggested sites:* *http://www.powerpoetry.org/ or https://www.youtube.com/results?search_query=spoken+word+poetry* *Encourage students to memorize and practice their poem in front of a friend or family member.* *Teacher may want to use a rubric for assessing student work. If so, then share the rubric with students in advance.*
Day 2	
Students submit first written draft of poem in their own words.	*Teacher reviews poem for comprehension, use of new vocabulary, poetic devices, etc.*
Break class into small groups of 3-4 students. - Each student orally presents their poem to peers. - Peers give feedback on content as well as oral presentation.	*Remind students to be respectful of one another and to highlight positive things as well as things that can be improved. Encourage students to take notes on their peer feedback.*

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Activity	Process Notes
	Suggested guidelines for peer evaluation: - *Student uses poetic language (figurative, rich vocabulary, etc.)* - *Student conveys the author's idea or point of view.* - *Student incorporates rhyme/rhythm.* - *Student uses physical expressions, energy and emotion consistent with the mood of the poem.* - *Student speaks clearly, projects voice, memorized the poem, etc.*
Tell students their second homework assignment will be to incorporate their peer feedback into their revised poems and be prepared to present it again to a different group of students.	
Day 3	
Students submit re-written poem in their own words. - Teacher returns graded draft of first poem.	
Break class into small groups of 3-4 students so that each student is with a different set of peers. - Each student orally presents their poem to peers. - Peers give feedback on content as well as oral presentation.	*Remind students to be respectful of one another and to highlight positive things as well as things that can be improved. Encourage students to take notes on their peer feedback. Use same guidelines from Day 2.*
Tell students their third homework assignment is to incorporate their second set of peer feedback into their revised poems as well as teacher feedback on the initial draft, and be prepared to present it in front of the class. - Ask for volunteers to go first on day 4.	*Allow 2 days for student presentations.*
Day 4 & 5	
Student presentations. - Allow peers to give feedback after each presentation (1-2 minutes.)	*Commend students for their hard work.*
Have each student write a self-assessment paper as a final homework assignment. Guiding questions: - Describe the process of going from the author's version to your own. What strategies did you have to use (e.g., dictionary, background research on author, place, or subject, etc.)? - How did the process help you to understand the poem? - What did you learn from the poem? - What did you learn about yourself during the process of writing and presenting the poem in your own words?	*Set a due date for the following Monday or Wednesday.*
Bonus: Allow students to earn extra credit by writing a poem on the same subject as the original poem, but from a different point of view than the author's.	

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-level 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 will provide additional information and suggestions for enhancing activities related to literacy development. 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 level of usefulness within the school setting.

Poetry Foundation – http://www.poetryfoundation.org
Dream in Color: A resource guide for high school teachers
http://www.poetryfoundation.org/downloads/BHM_HighSchool.pdf

Edutopia – http://www.edutopia.org
National Poetry Month: Useful Resources for Teachers and Students
http://www.edutopia.org/blog/national-poetry-month-teacher-resources-matt-davis

NYC Department of Education – http://schools.nyc.gov
Poetry …. Do I Dare?
http://schools.nyc.gov/documents/teachandlearn/poetryunit_2-24final.pdf

Poetry 180
A poem a day for American high schools.
http://www.loc.gov/poetry/180/

Poems for High School Students
http://www.poets.org/poetsorg/anthology/poems-high-school-students

Teaching Literature: Poetry
http://www.teachingliterature.org/teachingliterature/poetry.htm

Spoken Word/Slam Poetry
Learn NC: Holding a poetry slam.
http://www.learnnc.org/lp/pages/655
Edutopia: Scoring rubric.
http://www.edutopia.org/pdfs/edutopia-poetry-slam-scoring-rubric.pdf
Power Poetry: 5 Tips on Spoken Word.
http://www.powerpoetry.org/actions/5-tips-spoken-word
How to write and preform spoken word: Khalih Smith
https://www.youtube.com/watch?v=Dk3ZZdK6yxY

Public Schools of NC 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

The following resources pertain to developing rubrics.

Resources for Using Rubrics in the Middle Grades (Edutopia)
> http://www.edutopia.org/rubrics-middle-school-resources

Assessment and Rubrics (Kathy Schrock's Guide to Everything)
> http://www.schrockguide.net/assessment-and-rubrics.html

6-8 Presentation Rubric—CCSS Aligned (Buck Institute for Education)
> http://bie.org/object/document/6_8_presentation_rubric_ccss_aligned

The following optional resources provide additional information and concepts, or may be used in sharing with others or to expand the activity. Read through these resources to become familiar with the information and to determine their level 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). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* **(NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved 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 levels 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

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 levels.
>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 level.
- 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

Spoken word – writing that is intended to be performed for an audience. Spoken word "relies on a heavy use of rhythm, improvisation, rhymes, word play, and slang." (http://www.powerpoetry.org/)

Slam poetry – a type of spoken word.

Appendix B: References

Achieve (2012). How well is North Carolina preparing all students for college, careers and life. (Slide deck). Retrieved from http://www.achieve.org/north-carolina

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.

Guthrie, J. T., Wigfield, A., Humenick, N. M., Perencevich, K. C., Taboada, A., & Barbosa, P. (2006). Influences of stimulating tasks on reading motivation and comprehension. *The Journal of Educational Research, 99*(4), 232-246.

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.

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/PracticeGuide.aspx?sid=8

National Center for Education Statistics (2013). *The nation's report card: A first look: 2013 mathematics and reading* (NCES 2014-451). Institute of Education Sciences, U.S. Department of Education, Washington, D.C. Retrieved from http://nces.ed.gov/nationsreportcard/subject/publications/main2013/pdf/2014451.pdf

Whitehurst, G. J. (2004, April). *Making education evidence-based: Premises, principles, pragmatics, and politics.* Evanston, IL: Northwestern University Institute for Policy Research, Distinguished Public Policy Lecture Series. Retrieved from http://www.northwestern.edu/ipr/events/lectures/DPPL-Whitehurst.pdf

Appendix C: Research Alignment

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
Balfanz, R., Legters, N., & Jordan, W. (2004). *Catching Up: Impact of the talent development ninth grade instructional interventions in reading and mathematics in high-poverty high schools* (Tech. Rep. No. 69). Baltimore, MD: Johns Hopkins University, Center for Research on the Education of Students Placed at Risk.	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.	Three high schools as the treatment group and 3 high schools as the control group. N= 457 students; 257 treatment and 200 control.	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	**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. **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

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
			May and February to May comparisons, students in the experimental schools significantly outperformed students in the control schools, in terms of both overall level of achievement obtained and in achievement gains. Results indicate that students at all levels of the achievement spectrum benefited from the TDHS ninth grade instructional program and that at each level 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	experiences and the sharing of ideas.

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
			students in the control schools by a half year 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.	
Kemple, J., Corrin, W., Nelson, E., Salinger, T., Herrmann, S., Drummond, K., et al. (2008, January). *The enhanced reading opportunities study: Early impact and implementation findings.* NCEE 2008-4015). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education	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 level as they enter high school. Two programs, Reading Apprenticeship	34 high schools (9th grade only). N = 2,413 students; 1,408 treatment students and 1,005 control students.	**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	**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

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
Sciences, U.S. Department of Education.	Academic Literacy and Xtreme Reading were chosen.		group, to the 25th percentile nationally, as represented by the 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.	classroom instruction was taught, and teachers used 1-2 of four classroom routines. **Xtreme Reading**: 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). *The impact of participation in readers theater on reading attitudes and fluency skills among ninth grade students in an alternative program* (Unpublished doctoral	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	22 9th 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.	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

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
dissertation). University of Akron, Ohio.	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 comparison group who did not participate in Readers Theater.		"Engagement with the reading process" generated three distinct positive subthemes: exposure to new genres, increased confidence in oral public reading, and 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	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 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.

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
			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 mean was 160.09 with an accuracy mean of 98.45%. The posttest mean for the comparison groups Multidimensional Fluency Scale was 9.55, compared to the intervention's posttest mean of 11.09. The mean instructional reading level for the comparison group at posttest was 9.36, compared to the intervention group mean at posttest, 9.64.	