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 middle 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 middle 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. Students who are not reading at grade level by third grade are four times less likely to graduate on time from high school compared to those students reading proficiently at third grade (Hernandez, 2011). 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:
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 and 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 middle schools. Teachers can develop students' literacy through:
- A service learning activity to learn and practice higher level reading comprehension 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 middle school students.

Audiences

The primary audience for this lesson is middle 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 creative writing 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 and Community
- Refer to *Family Engagement – Literacy* curriculum.

Materials/Equipment/Space

- List of popular children's books
- Children's books – depending on class resources

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

Time

- Classroom: 45-50 min./day for one week.

Lesson Plan of Activity

Use the sample lesson with students to develop students' literacy skills. The lesson plan:
- Teaches and reinforces higher level reading comprehension strategies.
- Promotes positive attitudes toward reading and higher level critical thinking.
- Fosters positive home-school relations.
- Incorporates service learning and character development.

For added impact of literacy development and service learning, schedule the activity during literacy week/month (September).

Review the resources listed in the Resources section.

Sample Lesson – *Family Reading Helpers*

Activity	Process Notes
Advance preparation: 2 weeks before - Have students choose 3 titles from a list of popular/favorite children's books (organize by most favorite) that they enjoyed when they were younger. - Make a list of the top five books identified.	*Compile a list of children's books that are:* - *Short enough to be read and discussed in 30 minutes with children in grades 1-3* - *Have high quality text and illustrations, and* - *Subject matter deals with or suggests important issues.*

Activity	Process Notes
- If possible, provide copies of the books, ask students to bring in their copies, or borrow from the library.	*Example title: Anansi the Spider (Gerald McDermott) Amazing Grace (Mary Hoffman), Where the Wild Things Are (Maurice Sendak), etc.* *Tell students to consider books that they read or were read to them at home or in school, or a book that they remember the most.*
Introduce the service learning project: 1 week before. - Tell students that the goal of the project is to enhance key reading comprehension skills that they will then have an opportunity to practice on younger children in a meaningful way. - Students will choose a favorite children's book from the list and practice the reading strategies that you will teach them by reading it every day to each other in small group and at home to a younger child. - Students should identify at least three children (between grades 1-3) who they can read to the following week. - Send home family information sheets with the listed objectives, guidelines and grading rubric of the project, possible ways for families to participate and required consent.	*You can also emphasize that a project like this builds personal communication skills, self-confidence, self-esteem and character, provides service to the community by helping to develop reading skills in younger children, as well as exposes students' to possible career options (e.g., teaching).* *Suggest project components:* *1. Participation in daily small group discussion.* *2. Read story to 2-3 different children throughout the week, implementing reading strategies.* *3. Keep a reflective journal of each reading event.* *4. Submit a final reflection paper on experience with reading strategies, personal life impact of service learning, etc. In anticipation of possible scheduling issues and students' needing to make-up sessions with children, as well as time to receive sufficient peer and teacher feedback on journals, schedule due date for the reflective paper for the following Monday or Wednesday.* *Suggest using younger siblings, relatives, neighbors, family friends, etc. Permission should be obtained for non-relatives. Students should consider possible transportation issues when choosing participants.* *Other location ideas: Local library literacy circles for younger children or community literacy centers.*
Day 1: Use one of the top five books to teach key reading strategies. - Allow time for class discussion on each strategy. - Have students think of creative ways they might ask questions and engage younger children.	*Reading Strategy (Handel, 1995, p. 533)* *Making predictions* *1. What do you think will happen next?* *2. Why do you think so?* *Asking our own questions* *1. What questions do you have about this (story, page, event)?* *2. What puzzles you? What would you like to find out?* *Relating reading to personal experience* *1. Does this (story, character, event) remind you of anything in your own life?* *2. Does it remind you of anything you have heard about or learned?*

Activity	Process Notes
	Learning new information 1. *What do you already know about this topic?* 2. *Let's read to learn more.* 3. *What did you learn that was new?*
Day 2: Small group practice - Provide a 5 minute review of strategies. - Dismiss students into their small groups of 5 students. - Allocate 5 minutes per student to read a portion of their story to the group using one of the 4 strategy points (e.g., making predictions, asking our own questions, etc.) to engage their group in the story. - Assign homework: Students will read the book they have chosen to one of the younger students they identified from their list and write a one-page journal about their experience (e.g., how were the strategies used, problems encountered, etc.).	*Suggest that students pretend like they are reading to a younger student. Make observations about tone, reading speed, expressions, etc. as they read to each other and observe others. Take note of questions that group members ask and explore similar questions or scenarios that may arise in actual reading situation.* *Offer tips for at-home practice:* - *Encourage students to read to a child they are familiar with such as a younger sibling, relative or neighbor they play with/talk to often.* - *Choose a quiet place with minimal distraction.* - *Write discussion questions on a small index card that can be kept in the book while reading.* - *Prepare to use visual aids, voice intonation, energy to keep students' attention, etc., especially if they are familiar with the book.* - *Give praise/recognition for child's participation in discussion (e.g., "that's a really good question."* - *Build rapport with the child – sshare your memory/experience with the book (e.g., my grandmother read the book to me when I visited her – book always makes me think of/remember how she loved me.)*
Day 2: Reflection and debrief. - With small group members, students share their experience after first at-home reading session. Encourage group members to offer advice and suggestions. - Teacher rotates from group to group listening to reflections and provides guidance where necessary. - Have students submit journal and provide more detailed, written feedback to students based on their individual concerns. - Homework assignment: Read to the same student if possible again. Journal about the experience. Write about new things practiced, improvements made, younger student's response to reading this time, etc.	*Possible issues that might arise:* - *How to handle disruptive, distracted children; other distractions in the room* - *When children reveal personal information triggered by the story* - *Middle schooler's fear, lack of confidence, communication skills, etc.*
Day 3: Practice, practice, practice - Students submit journal #2 to teacher. - Return first journal assignment to students and allow time for them to read and process teacher's feedback. - Students break into groups and take turns	*Encourage group members to highlight positive improvements, creativity, etc., and continue to support fellow group members with encouraging tips.* *Teacher reads journal #2 and provides written feedback to students. Look for areas to offer*

Activity	Process Notes
practicing a different reading strategy with their book (e.g., relating reading to personal experience, learning new information, etc.). - Homework assignment: Read the story to a different student. Journal (#3) about the experience. Note difference in preparation for new student, new things practiced/improvements made, compare younger student responses, etc.	*praise/encouragement.*
Day 4: More group practice - Students submit journal #3 to teacher. - Return journal #2 to students. Allow time for students to read and process teacher's feedback. - Students break into groups and take turns practicing a different reading strategy with their book (e.g., relating reading to personal experience, learning new information, etc.). - Homework assignment: Read the story to the same student as the night before. Journal (#4) about the experience. Note difference in preparation for new student, new things practiced/improvements made, compare younger student responses, etc.	*Teacher rotates through groups observing students or takes the time to consult with individual students who need additional coaching based on observations and/or experiences shared in journals.*
Day 5: Recap - Students submit journal #4 to teacher. - Students break into groups to share final reflections about impact of the assignment on them personally as well as the child(ren) they worked with throughout the week. Discuss lessons learned, any changes they observed in themselves, impact of strategies on their own reading (e.g., in other subjects), or implications for future (e.g., career, goals, etc.). - Wrap-up with whole class discussion/praise/recognition. - Review final project guidelines and due date.	*Praise students for their hard work throughout the week. Note positive changes observed throughout the week. Compile list of creative strategies/adaptations students mentioned in groups and/or journals and hand out to students as a resource.*
Bonus: Arrange a field trip to a local elementary school and have students read their stories to the children. - Solicit media to cover the story.	*Give service learning certificates to students. Recognize class publicly with small gifts (e.g., t-shirt, McDonald's coupon, etc.). Partner PTO or community groups to donate tokens of appreciation for contributing to the community.*

Lesson adapted from:

Handel, R. D. (1995). Family reading at the middle school. *Journal of Reading, 38*(7), 528-540.

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-Mediated Instruction
The study examined the effect of a peer-mediated instructional approach on the teaching of phonological skills and reading comprehension for middle school students with reading disabilities and reading at the 3rd grade level or below. Students were taught using a peer-mediated phonological skill program, Linguistics Skills Training (LST) and a peer-mediated reading comprehension program, Peer Assisted Learning Strategies (PALS).

> Calhoon, M.B. (2005). Effects of a peer-mediated phonological skill and reading comprehension program on reading skill acquisition for middle school students with reading disabilities. *Journal of Learning Disabilities*, *38*(5), 424-233.

Example 2: Accelerated Reading Intervention
The READ 180 program is a reading intervention program designed to support teachers in their efforts to improve reading achievement for students reading below grade level. Used on students who repeated 8th grade, READ 180 made significant gains of over three normal curve equivalents in Reading and almost two normal curve equivalents in Language Arts (SAT-9).

> Papalewis, R. (2004). Struggling middle school readers: Successful, accelerating intervention. *Reading Improvement*, *41*(1), 24-37.

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.

Developing Rubrics

Edutopia. Resources for Using Rubrics in the Middle Grades.
http://www.edutopia.org/rubrics-middle-school-resources
Kathy Schrock's Guide to Everything. Assessment and Rubrics.
http://www.schrockguide.net/assessment-and-rubrics.html
Buck Institute for Education (BIE). 6-8 Presentation Rubric (CCSS Aligned).
http://bie.org/object/document/6_8_presentation_rubric_ccss_aligned

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 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

Institute of PLAY
Creates learning experiences rooted in the principles of game design which support teachers and other learning leaders in making learning irresistible.
http://www.instituteofplay.org/resources-for-quest-parents/

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

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 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/

Note: All posters, images, and activity guides identified are copyright cleared for non-commercial use.

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

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).

Proficient reading level – "Eighth-grade students performing at the Proficient level should be able to provide relevant information and summarize main ideas and themes. They should be able to make and support inferences about a text, connect parts of a text, and analyze text features. Students performing at this level should also be able to fully substantiate judgments about content and presentation of content" (NC Public Schools, n.d.).

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

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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
Fang, Z., & Wei, Y. (2010). Improving middle school students' science literacy through reading infusion. *The Journal of Educational Research*, 103(4), 262-273.	Examines the extent to which the inquiry-based science plus reading (ISR) curriculum differed from the inquiry-based science only (IS) curriculum in influencing students' learning outcomes in science literacy.	243 total students in grade 6 randomly assigned to experimental (ISR) and comparison (IS) group from one middle school.	Results showed that the ISR group significantly outperformed the IS group in the Gates-MacGinitie Reading Test (GMRT) for vocabulary, $F(1, 223) = 10.03$, $p < .01$, $d = .23$; for comprehension, $F(1, 233) = 6.64$, $p = .01$, $d = .22$; and for the total score, $F(1, 233) = 9.98$, $p < .01$, $d = .22$. Results also showed that the ISR group scored significantly higher than the IS group on the curriculum-referenced science test (CRST), $F(1, 210) = 9.61$, $p < .01$, $d=.35$. It was also found that the ISR group outperformed the IS group on the academic year science grade (AYSG), $F(1, 210) = 6.78$, $p = .01$, $d = .34$.	The comparison group used the IS curriculum, which is standard and the experimental group used the ISR curriculum which is similar but with two extra components: one reading strategy lesson per week for about 15-20 minutes and instituting a home reading program where students could select quality science trade books to read at home.

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
Handel, R.D. (1995). Family reading at the middle school. *Journal of Reading*, 38(7), 528-540.	Comprehensive program including instruction of middle school students in reading strategies using children's books, reading sessions with primary grade children, the participation of other family members, institutionalization of Family Reading as part of the language arts curriculum and collaborative staff development to support and refine the program.	Year 2, 46 students.	Of 46 students, 29 reported using a strategy taught in their workshop for themselves. Most students reported a gratifying experience helping the younger children and stated that they learned as well.	The Family Reading model includes a series of workshops in children's literature and in reading comprehension strategies that are integrated into literature reading. The family-like atmosphere of attentiveness and helpfulness to others is characterized by student interaction during workshops and reading sessions with elementary school children.
Radcliffe, R., Caverly, D., Hand, J., & Franke, D. (2008). Improving reading in a middle school science classroom. *Journal of Adolescent & Adult*	To examine the effects of introducing the PLAN (predict, locate, add, and note) study-reading strategy into a middle school science classroom.	One teacher who taught two 6th grade science classrooms and 50 students total; one class as the treatment group and one as the control group.	For comprehension post-test, the difference between the treatment and control groups scores were statistically significant, t(47) = -4.579, p = .000, with the	To teach PLAN, the teacher illustrated how to create concept maps on the board, students created concept maps in groups and

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Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
Literacy, 51(5), 398-408.			treatment group's post-test scores (M=68.9) exceeding the control group's post-test (M=52.8). For reading checklist, the difference between the two groups' post-test scores was significant, t(47) = -2.61, p = .012, with the treatment group's post-test score (M=6.68) exceeding the control group's post-test score (M=5.00). The treatment group also demonstrated a significant gain in scores from their pretest to post-test, t(39) = -2-.270, p = .029, while the control group did not.	then individually, and then students individually completed the four steps of the PLAN strategy.
Stevens, R.J. (2006). Integrated middle school literacy instruction. *Middle School Journal*, 38(1), 13-19.	To assess the TARRGET model as a conceptually based approach to redesign instruction and make it more developmentally	The STRW program was piloted in three 6th grade classes.	The STRW program resulted in significantly higher achievement, and after 1 year, students in the STRW scored one-third standard deviation	Teachers participated in trainings to improve the quality of their STRW implementation.

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Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	appropriate for young adolescents. The model takes into account cognitive, social and motivational characteristics of learners to look at Tasks, Autonomy, Resources, Recognition, Grouping, Evaluation and Time. The Student Team Reading and Writing (STRW) program was created to design a literacy program responsive to the students.		higher on the standardized measure of reading vocabulary, one-quarter standard deviation higher on reading comprehension, and more than one-third standard deviation higher on language expression.	First, there was a restructuring of English and reading into one 90 minute block on literacy so that teachers could teach learning to read, reading to learn and writing to express what one learns in an integrated fashion. The STRW program uses a literature anthology as the basis for reading material and reading instructions and comprehension tasks to help students develop their ability to comprehend what they read and learn.