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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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**Communities In Schools of North Carolina**  
222 North Person Street, Suite 203 | Raleigh, NC 27601  
Phone: (919) 832-2700 | Toll Free: (800) 849-8881 | Fax: (919) 832-5436  
<http://www.cisnc.org/>



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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 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](http://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).

CISNC uses the Response to Intervention (RTI) framework as the basis for its practices. RTI is a multitiered framework of academic and behavioral interventions that require school staff to make instructional decisions based on data. This document focuses on a Tier 2 strategy. Tier 2 strategies typically focus on students who have not responded to Tier 1 supports and includes supplemental instruction and interventions that are periodically monitored to ensure students are responding to the supports. Tier 2 supports are targeted, structured, explicit and can take place in small groups or general education classrooms.

CISNC calls for the use of evidence-based interventions versus generally researched practices. The National Center on Response to Intervention (NCRTI) defines evidence-based interventions as:

... an intervention for which data from scientific, rigorous research studies have demonstrated (or empirically validated) the efficacy of the intervention. Applying findings from experimental studies, single-case studies, or strong

quasi-experimental studies, an evidence-based intervention improves student learning beyond what is expected without that intervention (Center on Response to Intervention (Center on RTI) at American Institutes for Research and the National Center on Intensive Intervention (NCII), 2014, p. 4).

Whereas a research based curricula “may” incorporate strategies that have been generally researched, but not studied using a rigorous research design. The following suggestion is based on interventions that have been studied using a scientific, rigorous research design. When incorporated with fidelity and as a part of a systematic process, students should positively respond to these strategies.

This document is written to provide intensive coursework interventions based on the best evidence from prior research and recent evaluations in middle schools. In the context of our review, we propose two interventions designed to help struggling middle school students:

- Coursework – Supplemental Reading
- Coursework – Organization and Study Skills

This document will focus on one easy to implement reading intervention 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. Currently, more than 40% of students are leaving high school without being college and career ready; without a high school education, students will only be qualified for 10% of available jobs (Achieve, 2012). In conjunction with these standards, many states have also instituted universal screening mechanisms to verify that students are achieving proficiency in key subject areas and to accurately identify students with learning difficulties so that additional support may be provided.

One area of concern is literacy in secondary schools. 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 cannot comprehend or evaluate text, reference related points, or support conclusions about the text. 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.

Yet, even with quality classroom instruction, some students still struggle with the core curriculum and require additional instructional support to be successful at school. The

Institute for Education Sciences recommends the following effective classroom and intervention practices to support students who struggle with reading (Kamil et al., 2008):

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

In addition to regular screening to identify students who fall below benchmark scores or are not making satisfactory progress with the core curriculum, targeted and sustained interventions should be provided to struggling students, based on individual need, over an extended period of time. The intervention should involve frequent checking and monitoring of the student's academic growth measures, faithful implementation of the core curriculum and supplemental instruction in targeted areas, and data-based decision making (Lembke, Hampton & Beyers, 2012).

### Purpose

The purpose of this document is to focus on one easy to implement intervention that can be used in middle schools. Student Support Specialists can supplement struggling students' reading development through:

- Intensive reading comprehension strategy and skill building.
- Additional intervention strategies for schools.

### Implementation Plan

#### Uses

Middle schools can use the sample intervention plan to assist at-risk students in improving their reading performance and academic outcomes. As identified in the sample, there may be times when the Student Support Specialist, teacher, or other instructional and support staff will assume primary responsibility for a component of the intervention, while at other times additional school staff such as a School Intervention Team will be collectively responsible for aspects of implementation of the intervention. Such distinctions will be noted in the sample intervention.

#### Audiences

The primary audience for this intervention is middle school students.

#### Materials/Equipment/Space

- Screening/assessment results
- Teaching space for 10-15 students

- Instructional and grade-level reading materials
- Curriculum based assessments for mastery

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

**Time**

- 45-60 minutes, 3-5 times per week.
- Semester or year-long.

**Sample Intervention – Literacy Lab**

Activity	Decision Making Level	Process Notes
<p>Create an intervention portfolio for each student.</p> <ul style="list-style-type: none"> <li>- Closely examine individual student data to identify which topical areas require additional instruction (e.g., comprehension, fluency, etc.).</li> </ul>	<p>Assumes the Student Support Specialist (SSS) is working in collaboration with the school’s intervention support team (IST) and a Student Support Plan (SSP) has been developed for the student.</p>	<p><i>The intervention support team (IST) is a school-level team that serves as the primary problem solving team for all types of academic and behavioral learning issues. The team should include the classroom teacher, parent, resource or specialists as needed, guidance counselor, and principal (or designee).</i></p> <p><i>The Student Support Plan (SSP) is the needs-based plan of CISNC supported intervention/supports provided to students who have been identified as needing targeted (tier 2) or intensive (tier 3) intervention and supports or supports to be successful in school and life.</i></p> <p><i>Sample data sources include: grade level benchmarks/curriculum based measurements (CBMs) such as EOG, EVAAS, PowerSchool, other assessment data, grades/GPA, teacher recommendation, as well as attendance and disciplinary records.</i></p>
<p>Establish intervention framework.</p> <ul style="list-style-type: none"> <li>- Group size (15 students max), session length, and number of weeks should align with school schedule and resources.</li> <li>- Labs should be held in place of an elective such as music or art, and <u>not</u> at a time when the core</li> </ul>	<p>Student Support Specialist and Intervention Support Team</p>	<p><i>Ensure that students are matched at the right intervention level, grade level and with students at the same level of need.</i></p> <p><i>Consider a behavior management system for lab sessions (e.g., rewards).</i></p>



Activity	Decision Making Level	Process Notes
<p>curriculum is being taught.</p> <ul style="list-style-type: none"> <li>- Group size should allow for increased opportunities to respond to and receive feedback.</li> </ul>		
<p>Determine curriculum content. Lab components should:</p> <ul style="list-style-type: none"> <li>- Provide explicit reading instruction (comprehension, fluency, and vocabulary) appropriate for students' needs and developmental level.</li> <li>- Build skills gradually (i.e., vary pace to respond to students' needs).</li> <li>- Follow scope and sequence of instruction for skills/strategies.</li> <li>- Align with core curriculum.</li> <li>- Involve high levels of interaction (e.g., frequent practice, peer groupings, instructor feedback, etc.).</li> <li>- Texts should provide opportunities to generalize skills.</li> </ul>	<p>Student Support Specialist and Intervention Support Team</p>	<p><i>The objective of the literacy lab is to build students' repertoire of strategies so they can independently determine which strategy to use and when to use them to accomplish goals and overcome obstacles.</i></p> <p><i>Sample Literacy Lab Content</i></p> <ul style="list-style-type: none"> <li>- Semester can be broken into blocks (teach 1 block every 4-6 weeks) or focus on 1-2 complementary strategies from each block every 4-6 weeks. Adjust to student need and developmental level.</li> </ul> <p><i>Block 1: Before Reading the Text</i></p> <ul style="list-style-type: none"> <li>- Teach strategies for working with new vocabulary, making predictions, activating and building background knowledge, etc.</li> </ul> <p><i>Block 2: While Reading the Text</i></p> <ul style="list-style-type: none"> <li>- Teach strategies for identifying/decoding words, drawing mental pictures while reading, generating questions, getting the main idea (gist of the passage), story grammar components, building fluency, etc.</li> </ul> <p><i>Block 3: After Reading the text</i></p> <ul style="list-style-type: none"> <li>- Teach strategies for summarizing the text, reviewing vocabulary, verifying predictions, getting the gist, etc.</li> </ul> <p><i>Block 4: Generalizing strategies/test-taking</i></p> <ul style="list-style-type: none"> <li>- Teach students how to use the strategies with different kinds of texts (e.g., newspapers, textbooks, content area trade books, plays, magazines, book series, etc.) to strengthen their literacy across the</li> </ul>



Activity	Decision Making Level	Process Notes
		<p>curriculum, and how to use the various comprehension strategies when taking tests (e.g. multiple choice, short answer, essay questions).</p> <p>Retrieve sample curriculum from <a href="http://www.westada.org/cms/lib8/ID01904074/Centricity/Domain/207/Literacy%20Lab%20Curriculum.pdf">http://www.westada.org/cms/lib8/ID01904074/Centricity/Domain/207/Literacy%20Lab%20Curriculum.pdf</a></p>
<p>Conduct an initial meeting with each student.</p> <ul style="list-style-type: none"> <li>- Have students set commitments and goals for the lab.</li> <li>- Provide a progress tracking chart for each student.</li> </ul>	<p>Student Support Specialist</p>	<p>Meet with each student individually prior to initial lab session (or use the first lab session) to assess student’s own sense of reading ability and literacy goals.</p> <p>Sample student commitment for:                      Fluency:                      I, _____ will read [ # ] words correctly per minute by the end of [ # ] weeks of literacy lab using grade-level text.</p> <p>Comprehension:                      I, _____ will answer [ # ] questions correctly by the end of [ # ] weeks of literacy lab using grade-level text.</p>
<p>Convene lab sessions at designated days/times (3-5 per week).</p> <ul style="list-style-type: none"> <li>- See sample session format below.</li> <li>- Maintain intervention fidelity, e.g., follow curriculum, use designated materials, maintain consistent length of instruction, etc.</li> <li>- Provide corrective and positive feedback in a supportive, neutral tone.</li> <li>- Praise students regularly for their hard work.</li> </ul>	<p>Student Support Specialist</p>	<ul style="list-style-type: none"> <li>- Room should be organized for maximum student-instructor interaction (e.g., small group stations for independent reading and/or paired groupings.)</li> <li>- Should have classroom board (e.g., blackboard/smartboard) for instruction.</li> </ul>
<p>Monitor student progress.</p> <ul style="list-style-type: none"> <li>- Use curriculum based weekly mastery tests to assess student progress.</li> <li>- Monitor student</li> </ul>	<p>Student Support Specialist (predetermined with IST).</p>	<p>Progress monitoring provides a valid picture of overall growth in reading proficiency. Progress monitoring, e.g., talking with teachers, reviewing performance, attendance, or disciplinary</p>





Activity	Decision Making Level	Process Notes
<p>engagement level, motivation, behavior, etc.</p> <ul style="list-style-type: none"> <li>- Establish intervention benchmarks to monitor overall student progress.</li> <li>- Graph student progress in a reliable way.</li> <li>- Review progress with IST every 9 weeks.</li> </ul>		<p><i>data should be reviewed at a frequency that matches the risk and need of the student. It can also indicate when a student may no longer need the intervention or to regroup students who continue to need the intervention at different levels/targeted areas.</i></p> <p><i>Suggested intervention benchmarks:</i></p> <ul style="list-style-type: none"> <li>- <u>9 weeks</u> – review student intervention portfolio, classroom work, behavior charts, etc.                             <ul style="list-style-type: none"> <li>• Assess skills needed to be reviewed or re-taught.</li> </ul> </li> <li>- <u>18 weeks</u> (end of semester) - Is the student progressing to grade level?                             <ul style="list-style-type: none"> <li>• If yes, should student exit the intervention? How will their progress be monitored to ensure on-level reading?</li> <li>• If not, are critical components missing from the lessons/intervention?</li> </ul> </li> <li>- <u>27 weeks</u> (if yearlong) – if student is not progressing, is a different intervention appropriate for the student? Is more diagnosis needed? More intensive intervention?</li> </ul> <p><i>Consider allowing students to graph their weekly progress (e.g., number of questions answered correctly/words read correctly per minute on their mastery tests) on a bar graph.</i></p>

**Sample Lab Session**

Activity	Process Notes
<p>Component 1 – provide explicit instruction to develop reading comprehension (15-20 min)</p> <ul style="list-style-type: none"> <li>- Introduce the strategy (e.g., making predictions or working with new vocabulary).                             <ul style="list-style-type: none"> <li>• Example: Ask students to preview the book or chapter (e.g., review headings, look at the cover/pictures of captions, etc.) and write down a few things that they observed, know about the topic, or think will happen in the book.</li> </ul> </li> <li>- Model how to preview a book.</li> </ul>	<p><i>Say: Before you dig into a text, sometimes it's a good idea to do a preview. Previewing is like watching a movie trailer – it gives an idea of what the movie is about.</i></p> <p><i>Or</i></p> <p><i>Say: Before we begin reading, I will introduce you to several words that you will need to know to understand the story.</i></p> <ul style="list-style-type: none"> <li>- <i>Say the word and have students repeat the</i></li> </ul>

Activity	Process Notes
<ul style="list-style-type: none"> <li>• Think aloud and use clear, detailed explanations.</li> <li>- Review and incorporate previous strategies learned with each new lesson.</li> </ul>	<p><i>word.</i></p> <ul style="list-style-type: none"> <li>- <i>Tell students what the word means or have them look it up in a dictionary (write down the definition).</i></li> <li>- <i>Tell students how the word is used in the story and explain.</i></li> <li>- <i>Give students 3-5 examples of the word being used in other contexts.</i></li> </ul>
<p>Component 2 – provide guided practice and process directed feedback on strategy use (10 - 15 min.)</p> <ul style="list-style-type: none"> <li>- Introduce graphic organizers (e.g., Venn diagram, character map, etc.) to illustrate and cement specific strategies, process and summarize information (e.g., getting the main idea, generating questions, sequencing, drawing mental pictures, etc.).</li> </ul>	<p><i>Continuing with building vocabulary example, think aloud as you list examples and non-examples of the vocabulary word.</i></p> <p><i>Read several questions or scenarios and ask students to determine whether they are examples or nonexamples of the vocabulary word.</i></p> <p><i>Continue with other additional vocabulary words.</i></p> <p><i>Sample resource: use a Frayer model map to cement vocabulary words. Retrieve from <a href="http://www.longwood.edu/staff/jonescd/projects/educ530/aboxley/pdffiles/2.pdf">http://www.longwood.edu/staff/jonescd/projects/educ530/aboxley/pdffiles/2.pdf</a></i></p>
<p>Component 3 – build students’ reading fluency (15 min)</p> <ul style="list-style-type: none"> <li>- Model fluent, expressive, high quality reading and provide extensive practice.</li> <li>- Use a between different reading format (e.g., cloze read, choral read, partner read, silent read) each session or for portions of the text based on student need or developmental level.</li> <li>- Provide corrective feedback in a neutral tone.</li> </ul>	<p><i>Model active thinking as sessions progress to incorporate comprehension-monitoring strategies such as generating questions, drawing mental pictures, or making connections/activating background knowledge.</i></p> <p><i>Sample fluency building strategies:</i></p> <p><i>Cloze read - Read a section of the passage or chapter while students follow along with their fingers or pencil. Stop on a key word and have students read the word. Continue reading and stop on another key word and have students read the word. Continue strategy to end of passage.</i></p> <p><i>Choral read (repeated or alternating) - Read a passage while students follow along. Have students read the same passage aloud in unison. Or, read the passage aloud. Have students alternate reading the sentences in the same passage (e.g., instructor reads first sentence, students read second sentence, instructor reads third, students read fourth, ...)</i></p> <p><i>Partner read - Pair students and have them alternate whisper-read several pages (5-10). Student 1 reads the first paragraph while student 2 follows along, marks any missed words and gives feedback when their partner finishes the paragraph. Students switch roles and continue reading. Walk around the</i></p>



Activity	Process Notes
	<p><i>room to monitor engagement and to check for understanding through questioning.</i></p> <p><i>Silent reading – Students read an assigned number of pages for a set amount of time. Instruct students to re-read the selection if they finish early. Instructor walks around to check for student engagement and for understanding through questioning.</i></p>
<p>Component 4 – Session Wrap-up (5-10 min)</p> <ul style="list-style-type: none"> <li>- Review strategy(ies).</li> <li>- Assess mastery.</li> <li>- Solicit student feedback (e.g., areas where more help required).</li> <li>- Student updates progress monitoring chart.</li> </ul>	

### Suggested Supplemental Activities

- Plan professional development days to train school staff on the intervention framework.
- Develop an intervention support team to facilitate intervention (if the school does not already have one in place).
- Conduct a school-wide self-assessment/readiness to implement specific components and practices (e.g., screening and monitoring, core reading topics to be covered during interventions, systematic and intensive instruction in tiered interventions).
- Plan regular data days to review the results of screening, benchmark, and/or end-of-year assessments.

## Resources

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

### 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 will provide additional information and suggestions for enhancing intervention activities and using data for decision making. Read through the resources carefully to become familiar with the information, any concepts and instructions as they pertain to the content and the extension of activities, and to determine their level of usefulness to the specific intervention.

### Center on Response to Intervention

The Center on RTI is a national leader in supporting the successful implementation and scale-up of RTI and its components to states, districts and schools.

<http://www.rti4success.org/>

### Doing What Works Library

Doing What Works helps educators understand and use research-based practices. This library includes interviews with researchers and educators, multimedia examples and sample materials from real schools and classrooms, and tools that can help educators take action.

<http://dwwlibrary.wested.org/>

### 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>

### Intervention Central

Intervention Central provides teachers, schools and districts with free resources to help struggling learners and implement Response to Intervention and attain the Common Core State Standards.

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

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## Measuring Success

Identifying outcomes and collecting data to measure the success of the intervention can help track the quality of implementation as well as the effectiveness of the intervention. In addition to state/district benchmark assessments, following are some additional suggestions that may be useful to measure success.

- General student outcomes
  - Curriculum-Based Measurements
  - Weekly progress monitoring
  - Attendance and/or disciplinary reports
- Content mastery
  - Assess student rate of progress (e.g., # sessions for student to attain consistent mastery)
- Observations (Student Support Specialist, teacher)
  - Student engagement and effort
  - Documented conversations with teachers, other school personnel, student, etc.
- Fidelity of implementation
  - Fidelity to lesson plan/sessions
  - Length of time per session
  - Effectiveness of intervention curriculum
- Student feedback
  - Usefulness of lab for reading goals, general schoolwork, etc.
  - Areas for improvement/expansion
- Parental feedback



## Appendices

A. References

B. Research Alignment



## Appendix A: References

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## Appendix B: Research Alignment

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
<p>Cantrell, S. C., Almasi, J. F., Carter, J. C., Rintamaa, M., &amp; Madden, A. (2010). The impact of a strategy-based intervention on the comprehension and strategy use of struggling adolescent readers. <i>Journal of Educational Psychology, 102</i>(2), 257-280.</p>	<p>This study examines the impact of the Learning Strategies Curriculum (LSC), an adolescent reading intervention program on 6<sup>th</sup> grade students' reading comprehension and strategy use.</p> <p>The LSC is divided into three strands: acquisition, storage, and expression. Each strand includes a number of strategies designed to help students derive information from texts, identify and remember important information, or develop writing or academic competence.</p>	<p>171 students in the intervention group and 131 students in the control group.</p>	<p>Sixth grade students in the targeted intervention significantly outperformed students in the control group (<math>p = .034</math>) on the GRADE, a standardized test of reading achievement.</p>	<p>The LSC was a supplement to the regular curriculum wherein students in the targeted intervention received the regular language arts curriculum plus an extra 50–60 min of the LSC per day over the course of the school year.</p> <p>Each strategy of the LSC had a corresponding instructional manual giving detailed instructions for how to teach it and document student progress. Each manual included eight critical instructional procedures common across the strategies: pretest and make commitments, describe,</p>

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	<p>Students in this study were taught the strategies of word identification, visual imagery, self-questioning, paraphrasing, and sentence writing.</p> <p>All students were provided the whole-school model, but only a randomly selected group of struggling readers received the targeted intervention.</p> <p>Students who scored two or more grade levels below their grade were randomly selected for intervention.</p>			<p>model, verbal practice, controlled practice and feedback, advanced practice and feedback, posttest and make commitments, and generalization.</p>
<p>Faggella-Luby, M., &amp; Wardell, M. (2011). RTI in a middle school: Findings and practical</p>	<p>The purpose of this study was to investigate the effects of three standard</p>	<p>86 5<sup>th</sup> and 6<sup>th</sup> grade at-risk students from one middle school.</p>	<p>The dependent measures were the AIMSweb Maze, a cloze measure that assessed</p>	<p>The experimental SS condition teaches three strategies: students learn to ask themselves seven</p>



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
<p>implications of a tier 2 reading comprehension study. <i>Learning Disability Quarterly</i>, 34(1), 35-49.</p>	<p>treatment conditions of instruction, Story Structure (SS), Typical Practice (TP), and Sustained Silent Reading (SSR), on the reading comprehension of at risk students.</p> <p>Students were selected for intervention if their scores fell below 48 and 52 respectively for 5<sup>th</sup> and 6<sup>th</sup> grade on the Degrees of Reading Progress (DRP) test.</p> <p>Once selected, students were randomly assigned to conditions: experimental (SS), comparison (TP), and SSR.</p> <p>Cloze: The AIMSweb Maze, a standardized,</p>		<p>sentence level reading comprehension, the Strategy-Use test to examine the degree to which the experimental students used the SS strategies, and the Gates-MacGinitie Reading Comprehension.</p> <p>Cloze: for 6<sup>th</sup> grade, there were significant differences between the SS mean scores and the SSR group mean scores, as well as between the TP mean scores and the SSR group mean scores. Both the SS and TP mean scores were larger than those of the SSR group but not significantly different from one another.</p> <p>Strategy-Use: mean</p>	<p>story-related questions, students engage in story-structure analysis by identifying and labeling specific elements, students learn to use a five-sentence summary writing formula to produce a written account of the narrative and students use a graphic organizer to record self-questions and answers. Instruction took place in 30 minute sessions 2-3 days per week over 18 weeks.</p> <p>The TP condition focused on mini-lessons on the components of active reading. Each lesson consisted of a brief introduction of the term by the teacher followed by a guided reading activity in which students were prompted</p>

Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	<p>curriculum-based cloze measure, was administered to all students at posttest. The Cloze is a timed, multiple-choice assessment that measures sentence-level reading comprehension.</p>		<p>scores were equivalent regardless of grade level or instructional condition.</p> <p>GMRT: the average comprehension posttest scores were significantly higher for 6<sup>th</sup> graders than for 5<sup>th</sup> graders when collapsing across conditions. GMRT scores were equivalent regardless of instructional condition.</p> <p>SS and TP instructional methods had the most impact on all three measures.</p>	<p>to use the new skill.</p> <p>The SSR condition had students read silently for 30 minutes each day.</p>
<p>Graves, A. W., Duesbery, L., Pyle, N. B., Brandon, R. R., &amp; McIntosh, A. S. (2011). Two studies of tier II literacy development. <i>The</i></p>	<p>The purpose of this article is to report our investigation of the effects of Tier I and Tier II instruction on sixth-grade struggling</p>	<p>Study 1, N=59; 31 in the treatment group and 28 in the control group.</p> <p>Study 2, N=50; 30 in</p>	<p>Dependent measures were: test of oral reading fluency (ORF), test of vocabulary (VOC), test of syntactic reading</p>	<p>In study 1 and 2, treatment group students were placed in groups of three and were instructed for 3 hours/week over 10</p>



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<p><i>Elementary School Journal</i>, 111(4), 641-661.</p>	<p>readers.</p> <p>In Study 1, authors replicated a previous pilot intervention, adding random assignment to conditions, more vocabulary instruction, and a vocabulary measure. In study 2, authors replicated study 1, adding more rigorous preparation for instructors and an additional comprehension measure, the Woodcock Reading Mastery Test—Revised (WRMT-R/NU) passage comprehension subtest.</p> <p>In both studies, students were randomly assigned to</p>	<p>the treatment group and 20 in the control group.</p>	<p>comprehension (MAZE), and passage comprehension subtest of the Woodcock Reading Mastery Tests-Revised/NU (WRMT-R/NU).</p> <p>Study 1: ORF rates for both groups improved; however, the treatment group had a significant gain from 88.7 pretest to 106.8 post-test wpm. Students in the treatment group with learning difficulties improved their wpm rate from 56.6 to 78.4. No significant difference between groups on vocabulary; both groups increased at about the same rate. No significant difference between groups for reading comprehension; both</p>	<p>weeks (Tier II). Control students attended their elective or English language arts classes as usual.</p> <p>Tier I was implemented for all students in both groups (treatment and control). These students were required to take a 2-hr block of ELA. In Tier I, ELA teachers gave weekly writing and reading assignments.</p> <p>Tier II instruction consisted of word analysis including beginning decoding or structural decoding, fluency development, and reading comprehension with vocabulary development.</p>



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
	treatment and control groups.		<p>groups increased at about the same rate.</p> <p>Study 2: ORF rates for both groups improved; however, the treatment group had a significant gain from 88.3 pretest to 109.9 posttest wpm. Students in the treatment group with learning difficulties improved their wpm rate from 65 to 78.6. No significant difference between groups on vocabulary; both groups increased at about the same rate. No significant difference between groups for reading comprehension; both groups increased at about the same rate. On passage comprehension there was a significant</p>	





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			<p>difference between groups. The treatment group increased from 24.3 pretest to 26.6 posttest while the control group fell from 30 pretest to 29.1 posttest.</p> <p>When the results of both studies were combined, it was shown that ORF was the only measure to maintain a significant difference between groups with the treatment group outperforming the control group. A similar increase was found for both groups in vocabulary and reading comprehension.</p> <p>Providing students with Tier I and II</p>	



Citation	Brief Summary of Strategy	Sample Size	Impact/Evidence of Effectiveness	Implementation
			<p>interventions proved to be significant only on ORF. Vocabulary, reading comprehension and passage comprehension increased for both groups, although not a significant difference in favor of the treatment group.</p>	
<p>Vaughn, S., Cirino, P. T., Wanzek, J., Wexler, J., Fletcher, J. M., Denton, C. D...Francis, D. J. (2010). Response to intervention for middle school students with reading difficulties: Effects of a primary and secondary intervention. <i>School Psychology Review</i>, 39(1), 3-21.</p>	<p>This study examined the effectiveness of a year-long, Tier 2 intervention with a group of 6<sup>th</sup> grade students with reading difficulties. The intervention emphasized word recognition, vocabulary, fluency, and comprehension.</p> <p>The Texas Assessment of Knowledge and</p>	<p>327 struggling students and 249 students in the typical group.</p>	<p>Students who participated in the Tier 2 intervention showed gains on measures of decoding, fluency, and comprehension, but differences between gains for Tier 1 and Tier 2 students were small.</p> <p>Students who received the researcher-provided intervention scored significantly</p>	<p>All students learned from teachers who participated in researcher-provided professional development designed to integrate vocabulary and comprehension practices throughout the school day (Tier 1).</p> <p>Tier 2 was broken down into three phases. Phase 1 consisted of 25 lessons taught over 7-8 weeks</p>



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	<p>Skills (TAKS) was used to identify struggling readers.</p>		<p>higher than students who received comparison intervention on measures of word attack, spelling, the state accountability measure, passage comprehension, and phonemic decoding efficiency.</p>	<p>and emphasized word study and fluency. Word study was promoted using strategies for decoding multi-syllabic words. Fluency was promoted by using oral reading fluency data and pairing higher and lower readers for partner reading. Vocabulary was also addressed by teaching the meaning of words through definitions, along with examples and non-examples of how to use the words. Comprehension was addressed by asking students to answer relevant comprehension questions.</p> <p>Phase 2 of the intervention emphasized vocabulary and comprehension. Phase 2</p>



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				<p>lessons occurred over a period of 17-18 weeks. Word study and vocabulary was taught through a review of strategies learned in Phase 1 by applying them to new vocabulary words. Fluency and comprehension were taught 3 days a week by reading and providing comprehension instruction with expository social studies text and 2 days a week by reading and comprehending narrative text in novels.</p> <p>Phase 3 continued over 8-10 weeks and maintained the instruction emphasis on vocabulary and comprehension.</p>



Best/Promising Practices

Promising Practice	Source(s)	Comments/ Limitations
Academic Seminar	Bradway-Swain, J., & Pinkney, C. J. <i>Academic Seminar, the High School Behavior Education Program, 2<sup>nd</sup> Edition.</i> <a href="http://www.pbis.org/Common/Cms/files/pbisresources/Acdemic_Seminar_Handbook_Second_Edition.pdf">http://www.pbis.org/Common/Cms/files/pbisresources/Acdemic_Seminar_Handbook_Second_Edition.pdf</a>	<p>The Academic Seminar Class should be a semester course for credit. Academic Seminar is a secondary level intervention that targets work completion for middle and high school students by:</p> <ul style="list-style-type: none"> <li>- Teaching and providing practice in academic self-management and organizational skills</li> <li>- Increasing positive adult interaction and specific behavioral prompts through the classroom model of interaction</li> <li>- Teaching students to recruit necessary support from teachers and school staff</li> </ul> <p>These goals are accomplished in a 45-minute period that is a combination of explicit teaching of academic management skills and supported homework completion. The overarching goal of the class is for students to become fluent in the organizational and self-management skills required for successful completion of class work, homework, tests, and projects.</p> <p>The Academic Seminar curriculum focuses on the following academic activities: greeting, acknowledgement, feedback request, asking good questions, support request, planner use and maintenance, notebook organization, creating of a graduation plan, goal setting for academic and social behaviors, tracking progress, test taking and study strategies.</p>



<b>Promising Practice</b>	<b>Source(s)</b>	<b>Comments/ Limitations</b>
		The learning activities in Academic Seminar focus on teaching students how to organize and prioritize academic tasks, and how to solicit the support they need from teachers.
Academic Intervention Services (AIS)	South Lewis Central School. <i>Academic Support Services</i> . <a href="http://www.southlewis.org/Page/921">http://www.southlewis.org/Page/921</a>	<p>Students are chosen to participate in the AIS program based on the following criteria: standardized test scores, academic performance and teacher recommendation. Parents may also request that their child receive academic intervention. Students receive assistance from classroom teachers as well as our reading specialist. They meet in small groups (five to six students or less) with their AIS provider for a minimum of three (3) periods during a six (6)-day cycle and up to a maximum of six (6) periods in a six (6)-day cycle. This time is spent building skills and strengthening a student's understanding in identified subject areas.</p> <p>Students also receive help from teachers during activity period (2:06 PM - 2:46 PM) Monday through Thursday. Students whose averages fall below 71 in a core subject area are assigned to work with classroom teachers. However, any student can receive assistance during activity period.</p>
Student Support Services Team	Turrentine Middle School. <a href="http://www.abss.k12.nc.us/Page/15145">http://www.abss.k12.nc.us/Page/15145</a>	Through collaboration between students, teachers, SST members, administrators, families and the community, schools envision an environment where all students will be provided enrichment and support in the areas of academic, career and personal/social development. Students eager to come to school regularly, engage in learning, have positive social interactions with teachers, peers, and parents and will set



Promising Practice	Source(s)	Comments/ Limitations
		<p>short and long term goals with steps to help them achieve lifelong success. The Student Support Services Team is about combining expertise to provide support to students and families so that all students can be successful in middle school.</p> <p>Goals of the Student Support Services Program: Of the students who did not pass their reading EOG last year, Student Services attempted to conference with 178 parents and students. Of this number, 69 conferences were held to review attendance, academic, behavior and medical data with the parent/guardian as well as the student. In collaboration with the parent/guardian and often the student, a plan was developed and a contract was signed delineating what each member of the group will do to assist the student in reaching academic, attendance, behavior and health goals. By the end of the school year, 40% of the students identified passed the reading EOG.</p>

