

# Getting All Students Up to Speed: Using Evidence-Based Supplemental Reading Programs

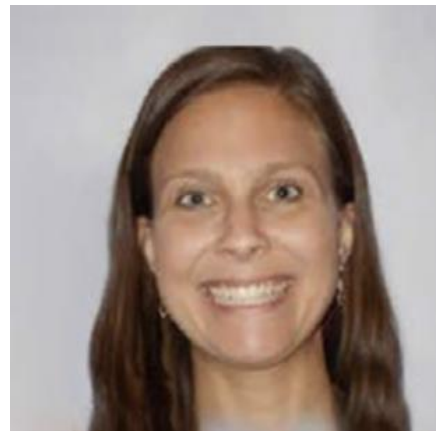
February 6, 2024



# Panelists



**Heather Hanney Aiken  
Ph.D.**  
Research Scientist  
Frank Porter Graham Child  
Development Institute  
University of North Carolina,  
Chapel Hill



**Lauren Artzi, Ph.D.**  
Principal Researcher  
American Institutes for  
Research



**Mary Bratsch-Hines,  
Ph.D.**  
Senior Manager for  
Research and Evaluation  
University of Florida  
Lastinger Center for  
Learning



**Billie Jo Day, Ph.D.**  
Senior Research  
American Institutes for  
Research

# Panelists



**Emily Hayden, Ph.D.**  
Literacy Specialist  
Strategic Education  
Research Partnership



**Erin McCain Heim**  
Reading Specialist  
Southside Elementary  
School  
Versailles, Kentucky



**Kate Leo, MA, EdS**  
High School English  
Teacher  
Dowling Catholic High  
School  
West Des Moines, Iowa

# Moderator



Adrienne D. Woods, Ph.D.  
Senior Education Researcher  
Center for Learning and Development  
SRI International

# SRI Education Mission

SRI Education works to reduce barriers, optimize outcomes, and ensure educational equity for all children, youth, and families.

We do this by conducting high-quality research, supporting use of data and evidence, and developing tools that improve teaching and accelerate and deepen learning.





# What is scaling?

The multifaceted process of achieving widespread, equitable, and sustainable reach and impact.

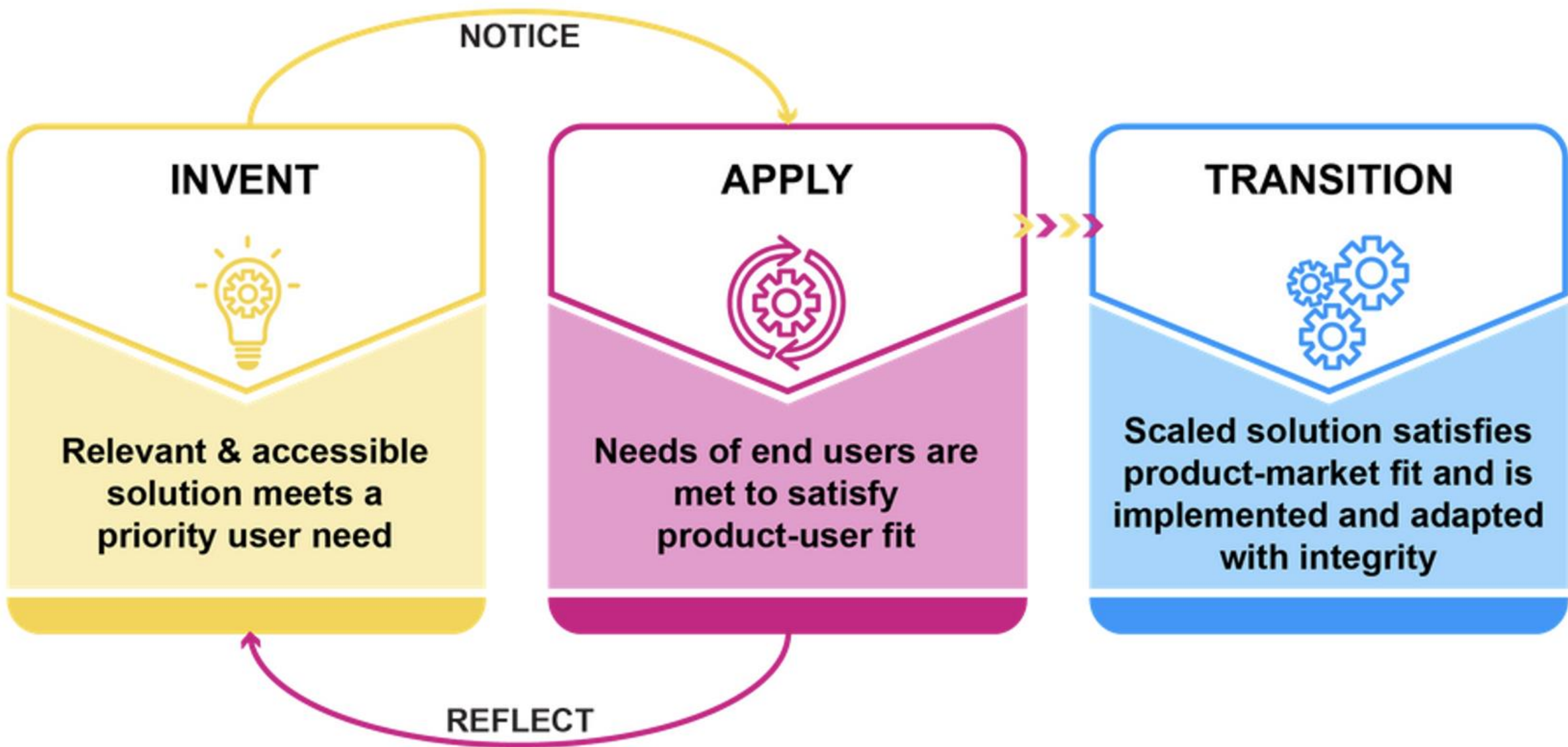


Leveraging Evidence to Accelerate Recovery Nationwide



1. PALS Reading, grades 4–5
2. Classwide Super Solvers + PALS Math, grade 5





# SCARBOROUGH'S READING ROPE

## LANGUAGE COMPREHENSION

**BACKGROUND KNOWLEDGE**

(facts, concepts, etc.)

**VOCABULARY**

(breadth, precision, links, etc.)

**LANGUAGE STRUCTURE**

(syntax, semantics, etc.)

**VERBAL REASONING**

(inference, metaphor, etc.)

**LITERACY KNOWLEDGE**

(print concepts, genres, etc.)

## WORD RECOGNITION

**PHONOLOGICAL AWARENESS**

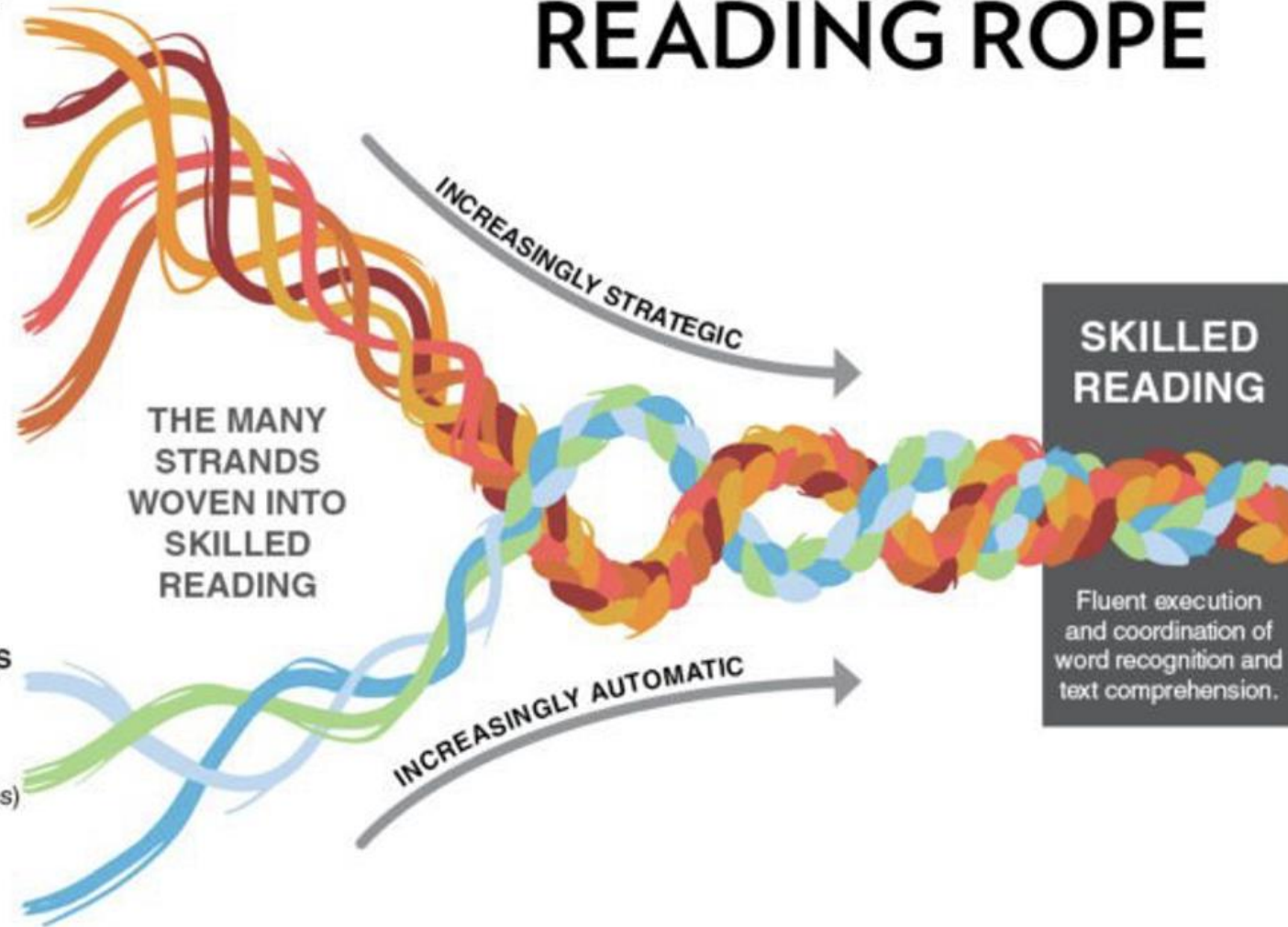
(syllables, phonemes, etc.)

**DECODING**

(alphabetic principle,  
spelling-sound correspondences)

**SIGHT RECOGNITION**

(of familiar words)





# Targeted Reading Instruction- Flamingo Reading App (TRI-FRA)

**Mary Bratsch-Hines**, University of Florida  
Lastinger Center for Learning

**Heather Aiken**, University of North Carolina-Chapel Hill  
Frank Porter Graham Child Development Institute

**Erin McCain Heim**, Woodford County Schools, KY  
Southside Elementary



# Teachers Learning, Students Growing



## All Educators

College student **tutors**,  
**teacher assistants**,  
**classroom teachers**,  
and **reading specialists**  
have all successfully  
implemented TRI-FRA



## 1:1 Support

TRI-FRA students  
receive synchronous  
**1:1 virtual or in-person  
reading lessons** with an  
educator, who receives  
**1:1 coaching**



## Rapid Growth

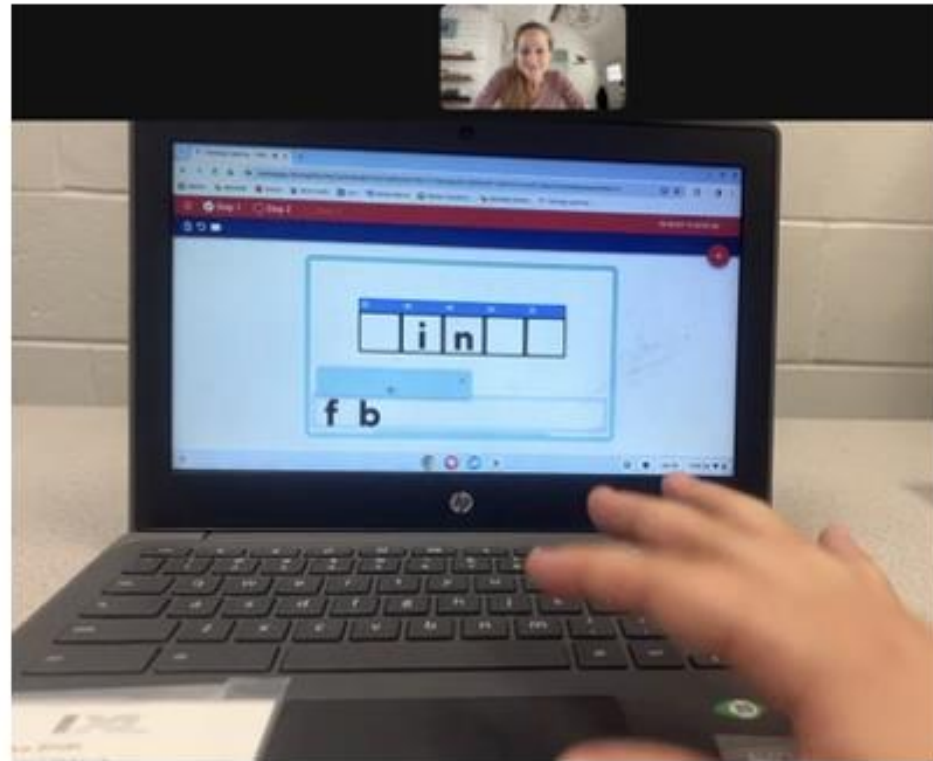
Elementary students have  
made significant growth in  
**comprehension**,  
**decoding**, and **fluency**  
with TRI-FRA's evidence-  
based scope and  
sequence

# TRI-FRA Lesson Structure

Rereading for Fluency

Word Work

Connected Text Reading



# TRI-FRA Builds Fluency

Rereading for Fluency

Word Work

Connected Text Reading



The screenshot shows a digital reading interface with a red header bar containing a menu icon, three step indicators (Step 1, Step 2, Step 3), and the text "I'M READY TO MOVE ON". Below the header is a blue navigation bar with a refresh icon and a square icon. The main content area features a large illustration of two children, Mist and Trish, walking on a path in a forest. Mist is holding a map, and Trish is holding a backpack. The path leads from a log cabin on the right towards the left. The text "Mist and Trish march off the porch to the path and start their trip." is displayed in large, bold, black font over the illustration.

Mist and Trish march off the porch to the path and start their trip.



# TRI-FRA Builds Phonemic Awareness and Decoding Knowledge

Rereading for Fluency

Word Work

Connected Text Reading

The screenshot shows a digital learning interface with a red header bar containing a menu icon, a progress indicator for 'Step 1' (checked), 'Step 2', and 'Step 3', and the text 'I'M READY TO MOVE ON'. Below the header is a dark blue bar with a trash icon, a refresh icon, and a close icon. The main content area features a blue-bordered box containing a word-building activity. At the top of this box is a table with three columns and one row, each containing a letter: 'b', 'o', and 'a'. Below the table is a blue input field with a close 'x' icon. At the bottom of the box, the letter 't' is displayed on a white background.

# TRI-FRA Builds Advanced Understanding of Concepts

Rereading for Fluency

Word Work

Connected Text Reading

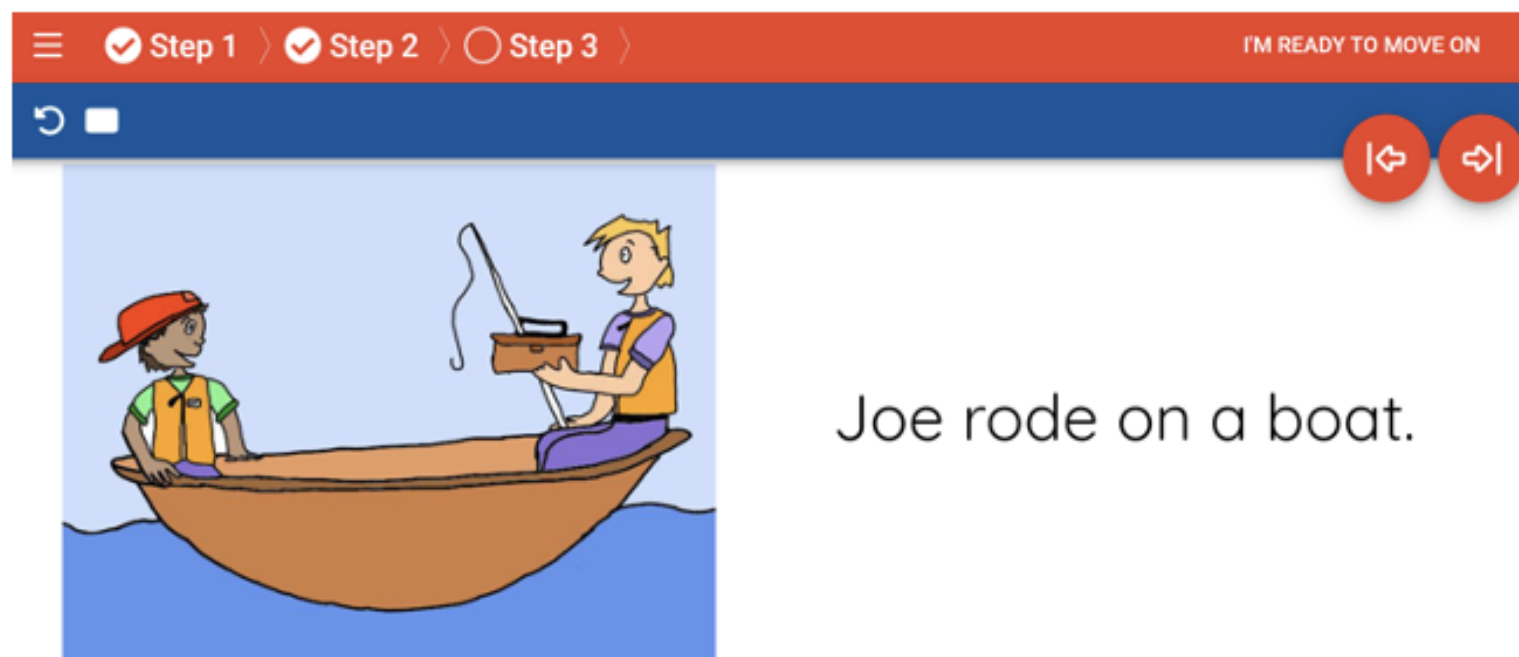
The screenshot shows a digital learning interface with a red header bar containing a menu icon, a progress indicator for 'Step 1' (checked), 'Step 2' (unchecked), and 'Step 3' (unchecked), and a button labeled 'I'M READY TO MOVE ON'. Below the header is a blue bar with a refresh icon and a square icon. The main content area is a grid with five columns labeled 'o', 'o\_e', 'oe', 'ow', and 'oa'. On the left side of the grid, there are four rows of word cards: 'bowl', 'doe', 'cold', and 'throat'. The 'rose' card is placed in the 'o\_e' column. The grid is set against a background of a dashed grid pattern.

# TRI-FRA Builds Vocabulary and Comprehension

Rereading for Fluency

Word Work

Connected Text Reading



The screenshot shows a digital reading interface. At the top, there is a red progress bar with three steps: 'Step 1' (checked), 'Step 2' (checked), and 'Step 3' (unchecked). To the right of the progress bar, it says 'I'M READY TO MOVE ON'. Below the progress bar is a dark blue navigation bar with a refresh icon and a square icon. On the right side of the navigation bar are two red circular buttons with left and right arrow icons. The main content area features a cartoon illustration of two people in a brown boat on blue water. One person is wearing a red cap and a green shirt, and the other is wearing a yellow vest and a purple shirt. The text 'Joe rode on a boat.' is displayed to the right of the illustration.

Joe rode on a boat.

# SOTR



**Focus**  
on the  
student doing  
the work

**Pace**  
lessons to  
intensify  
learning

**Integrate**  
decoding and  
oral language  
into word and  
text reading

**Embed**  
strategies to  
create  
independent  
readers

Aiken, Bratsch-Hines, Amendum,  
& Vernon-Feagans, 2021



# Meet the Team



**Billie Day**

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**Lauren Artzi**

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# What is PALS?



Peer

Assisted

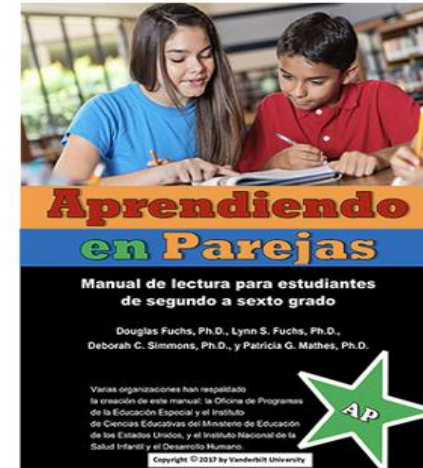
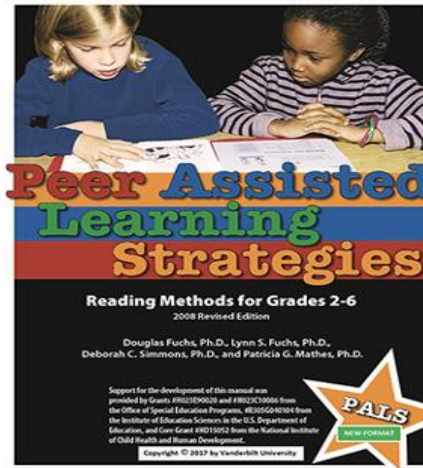
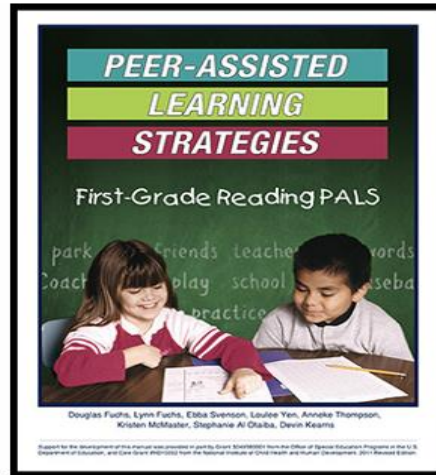
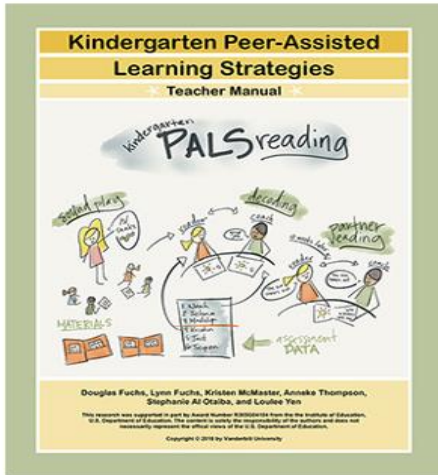
Learning

Strategies

# About PALS



- PALS is an evidence-based class-wide supplemental program designed to improve elementary students' reading performance
  - Decoding
  - Fluency
  - Comprehension





# About PALS

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- PALS activities include:
  - Sounds and words
  - Partner reading
  - Retelling important events
  - Identifying the main idea of paragraphs
  - Summarizing larger portions of connected text



<https://frg.vkcsites.org/what-is-pals/>



# PALS Supports Include

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- PALS activities include:
  - Cards for supporting peer interactions
  - Reinforcement systems for motivation
  - Guides and training materials for teachers

<https://frg.vkcsites.org/what-is-pals/>

# What PALS Reading Looks Like

<b>PALS RD Component</b>	<b>Instructional Target</b>
Partner Reading and Retell	Fluent reading and retelling
Paragraph Shrinking	Identifying main idea and summarizing
Prediction Relay	Identifying main idea, summarizing, and predicting
Word Play (new addition for this current project)	Using word parts to determine meaning of unknown words

# Question and Correction Cards Help Partners Interact



## Question Card

### Paragraph Shrinking

1st Reader reads. Coach says:

1. Name the most important who or what.
2. Tell the most important thing about the who or what.
3. Say the main idea in 10 words or less.

1 point for each step

2nd Reader reads. Coach says:

1. Name the most important who or what.
2. Tell the most important thing about the who or what.
3. Say the main idea in 10 words or less.

1 point for each step

(Adapted from Peer Assisted Learning Strategies: Reading Methods for Grades 2-6, by D. Fuchs, L. Fuchs, D. Simmons, and P. Mathes, 2008, p. 177.)



## Correction Card

### How to give help to the Reader

When the Reader makes a mistake or is stuck on a word for 4 seconds:

**Coach: "Check it!"**

**Reader:** "I need some help."

**Coach:** "That word is \_\_\_\_\_  
What word?"

**Reader:** Says the word correctly.

**Coach:** "Good. Read the sentence again."

**Reader:** Re-reads the sentence.

**Reader:** Says the word correctly.

**Coach:** "Good. Read the sentence again."

**Reader:** Re-reads the sentence.

(Adapted from Peer Assisted Learning Strategies: Reading Methods for Grades 2-6, by D. Fuchs, L. Fuchs, D. Simmons, and P. Mathes, 2008, p. 179.)

# The Strengths and Effectiveness of PALS

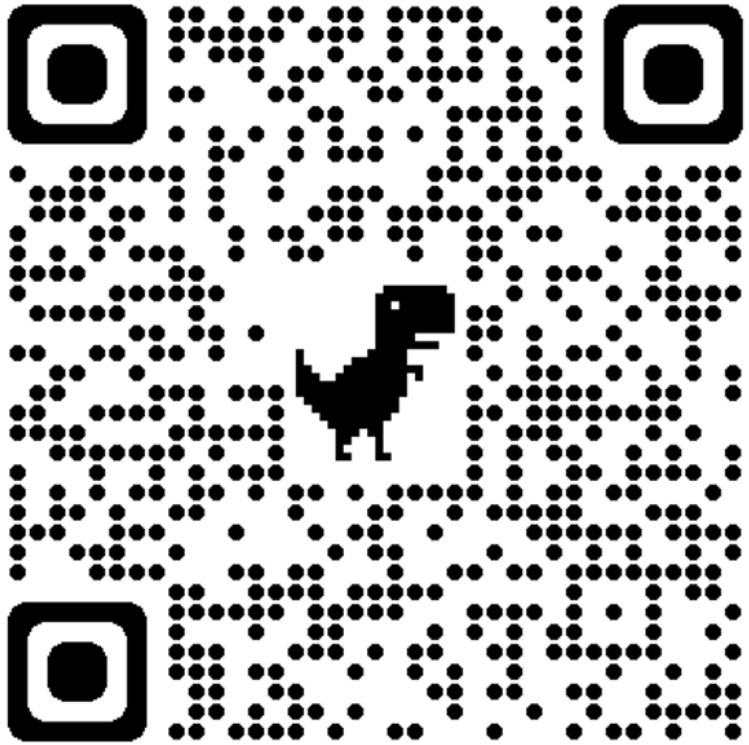
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- PALS has been evaluated and found effective with **diverse learners**:
  - students with disabilities
  - English learners
  - students without disabilities with reading difficulties
- PALS strengthens **reading fluency** and **reading comprehension** among K-6 students, with robust effects
- PALS enhances **student peer relationships** through fostering positive and productive peer interactions
- PALS can be used with curriculum **already in the classroom** and used with existing books and materials
- PALS is a [Blueprint Certified Program](#)

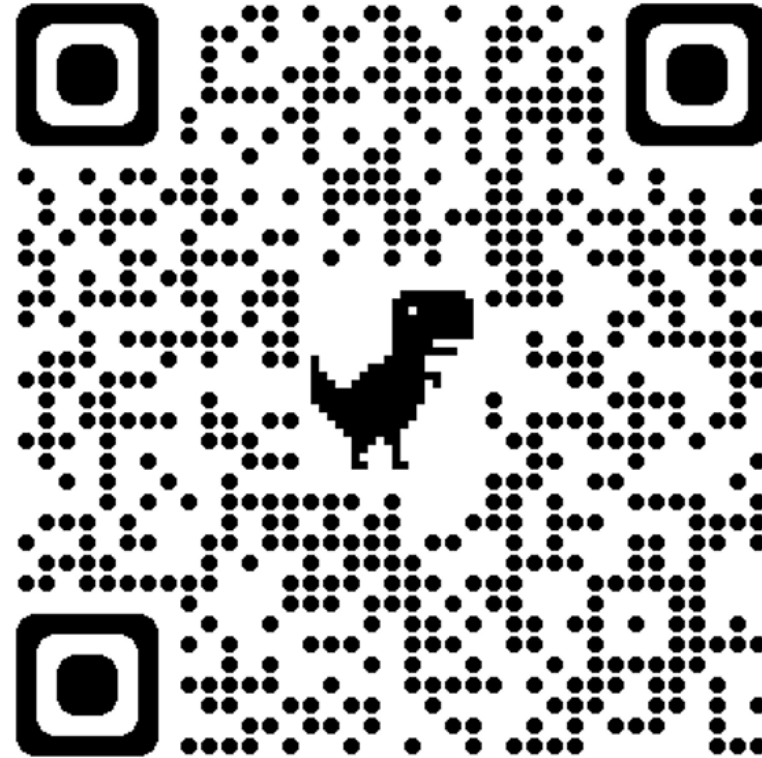




# More information on PALS Reading



<https://www.air.org/fuchs-tutoring-professional-learning>



<https://frg.vkcsites.org/>

# What is STARI?

- **Strategic Adolescent Reading Intervention**
- A reading intervention for 6th–9th graders reading two or more years below grade level

*For more information and to access **free** curriculum materials:*

[serpinstitute.org/stari](https://serpinstitute.org/stari)



# Adolescents have multifaceted needs .....



Word recognition

Decoding

Vocabulary knowledge

Reading efficiency

Complex comprehension

Developing 21st century skills

of discussion & debate

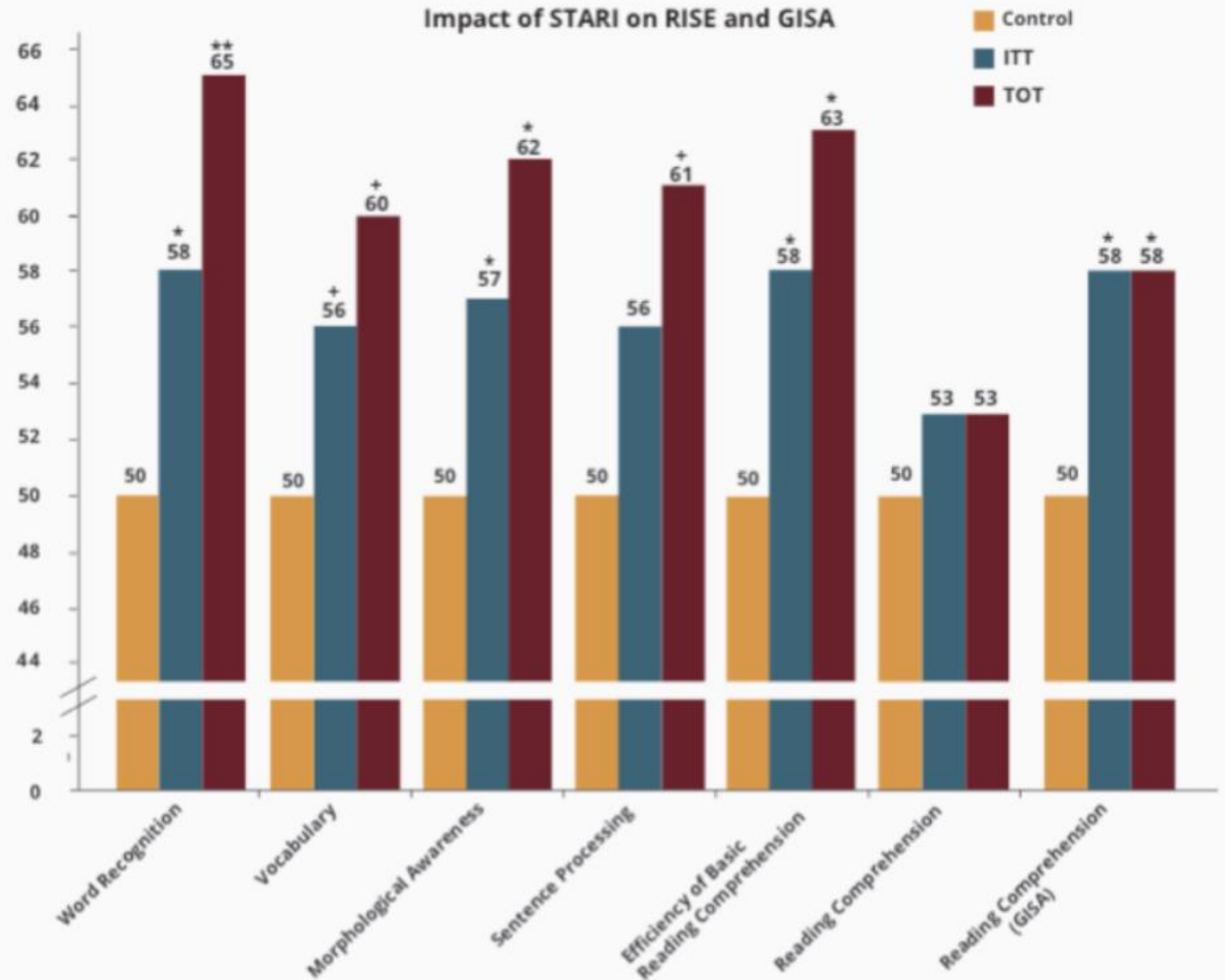
**ENGAGEMENT!**

## **STARI features:**

- Fluency routine, incorporating decoding, language structures
- Fiction + nonfiction text-sets
- Engaging topics, trade books at 500L-800L
- Complex comprehension
  - Discussion & debate

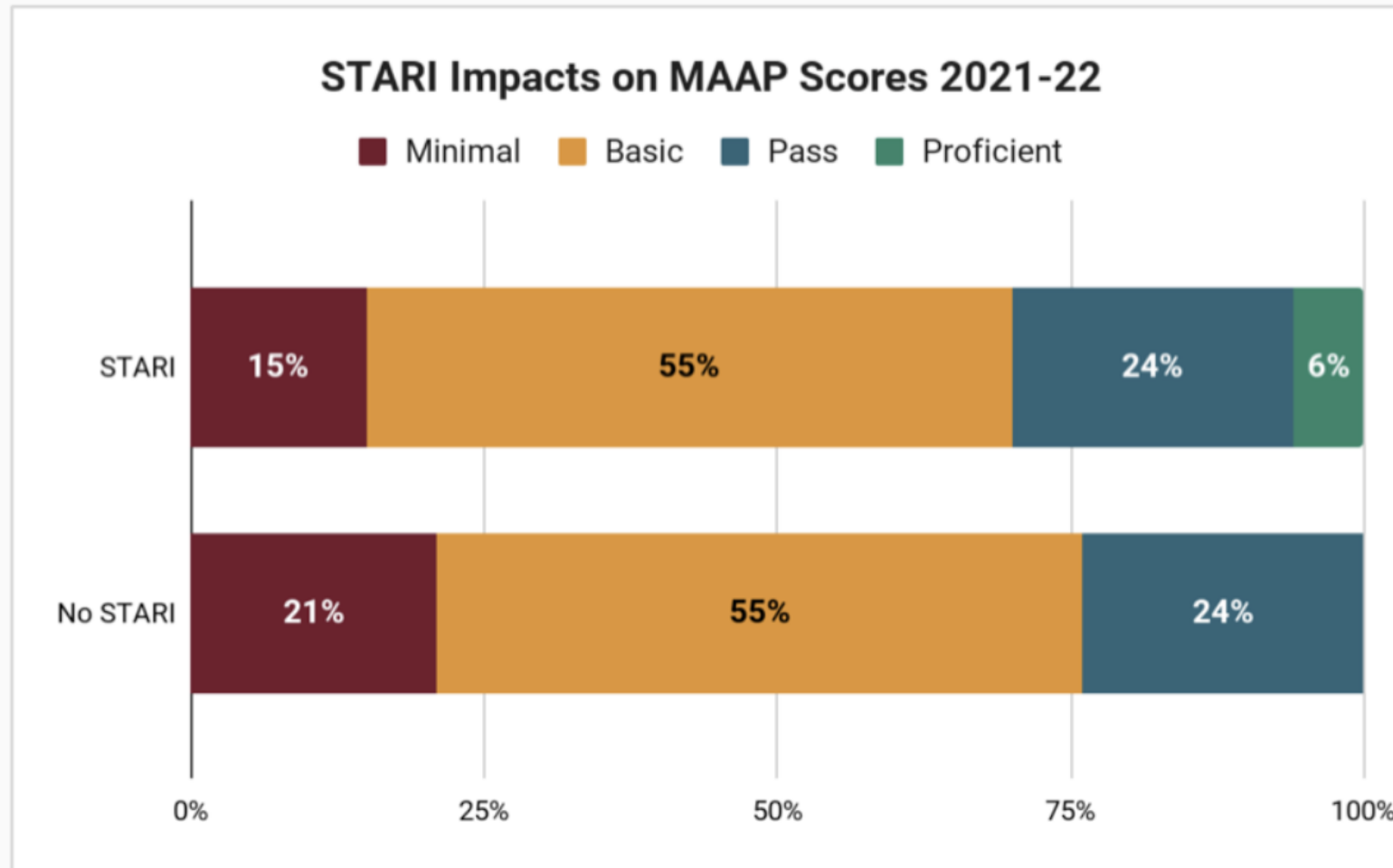
# Evidence STARI works

- STARI students showed significantly greater gains in decoding, morphology (word parts), and fluency/comprehension
- Comparison students showed little growth overall although most received other interventions





# Evidence STARI works



**STARI students outperformed control students on the Mississippi state test (MAAP) by a sizable and statistically significant margin ( $d = 0.32, p = .08$ ).**



# 2022-23 Data from Foundations of Literacy Dowling Catholic High School

12 students completed units 2.1 and 2.2 of STARl

- Students grew an average of 44 correct words per minute using the daily fluency routine
- All 12 students moved up a fluency level
- All 12 students moved up at least one level on the STARl argumentation rubric, as their argumentation abilities grew
- 9 of 12 are proficient (or low proficient) in reading comprehension per ReadBasix
- 5 students are now proficient on the ISASP
- In addition to those 5, three others showed significant growth, although still nonproficient
- Students grew 43.25 points on average on the ISASP

# Questions & Discussion

# Upcoming GLR Learning Tuesdays Webinars

## GLR LEARNING TUESDAYS, CRUCIBLE OF PRACTICE SALON

Relationships That Work in CGLR Communities With Coalition Leads, Schools and Other Partners  
Tuesday, February 13, 12:30–2:00 p.m. ET/9:30–11:00 a.m. PT

## GLR LEARNING TUESDAYS

The Science of Reading and Emergent Bilinguals  
Tuesday, February 13, 3–4:30 p.m. ET/12–1:30 p.m. PT

## FUNDER-TO-FUNDER CONVERSATION

Reading Universe: Scaling Teacher PD for Student Success  
Tuesday February 20, 12:30-2:00 p.m. ET/ 9:30-11:00 a.m. PT

## BIG BETS WORKING

How Summer Learning's Resurgence and Maximization is Accelerating In-School Learning  
Tuesday, February 20, 3–4:30 p.m. ET/12–1:30 p.m. PT

