

Kansas Reading Roadmap

Afterschool, Summer and Family Engagement Program

Supporting Research

Components of Afterschool Program

<p>Structured Read-Aloud and Vocabulary (SRA-V)</p> <p>Modeled reading of grade level literature to enhance students' oral language, vocabulary, and listening comprehension, which facilitates the application of reading skills followed by vocabulary activities.</p>	<p>Beck, I. Et al. (1998). Getting at the meaning. <i>American Educator</i>, Summer, 66-71.</p> <p>Beck, I., McKeown, M., Hamilton, R., & Kucan, L. (1997). <i>Questioning the author: An approach for enhancing student engagement with text</i>. Newark, DE: International Reading Association.</p> <p>Beers, K. (2003). <i>When kids can't read: What teachers can do: A guide for teachers 6-12</i>. Portsmouth, NH: Heinemann.</p> <p>Block, C., & Pressley, M. (2001). <i>Comprehension instruction: Research-based best practices</i>. NY: Guilford.</p> <p>Block, C., Gambrell, L., & Pressley, M., (Eds.). (2002). <i>Improving comprehension Instruction: Rethinking research, theory, and classroom practice</i>. San Francisco, CA: Jossey-Bass.</p> <p>Brown, R. (2002). Scaffolding two worlds: Self-directed comprehension instruction for middle schoolers. In C.C. Block and M. Pressley (Eds.), <i>Comprehension Instruction Research-based Best Practices</i> (pp. 337-350). New York: Guilford Press.</p> <p>Buck, J., Torgesen, T., & Schatschneider, C. (YEAR). <i>Predicting FCAT SSS Scores using prior performance on the FCAT-SSS, FCAT-NRT, and SAT9</i>. FCRR Technical Report #4.</p> <p>Fisher, J., Schumaker, J., & Deshler, D. (in press). Improving the reading comprehension of at-risk adolescents. In M. Pressley & C. Block (Eds.), <i>Strategies for increasing reading comprehension</i>. New York: Guilford</p> <p>Harvey, S., & Goudvis, A. (2000). <i>Strategies that work: Teaching comprehension to enhance understanding</i>. NY: Stenhouse.</p> <p>Keene, E., & Zimmermann, S. (1997). <i>Mosaic of thought: Teaching</i></p>
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Blachowicz, C., & Fisher, P. (2002). *Teaching vocabulary in all classrooms*. NJ: Merrill/Prentice-Hall.

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Hiebert, E.H. & Kamil, M.L. (Eds.). (2005). *Teaching and learning vocabulary: Bringing research to practice*. Mahwah, NJ: Lawrence Erlbaum Assoc.

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Stahl, S., & Kapinus, B. (2001). *Word power: What every educator needs to know about teaching vocabulary*. Washington, DC: National Education

	Association.
<p>Individualized Skill Reinforcement (ISR)</p> <p>The KRR model, by utilizing the Kansas MTSS system for identification of reading difficulties and the data analysis process, provides a structured curriculum and recommended activities for students in the program. Based off the Curriculum Based Measurement (CBM) data that is collected for each student who is enrolled in the program, students who struggle in foundational reading skills receive a structured curriculum which is matched to their skill gaps in reading</p>	<p>Adams, M.J. (1990). <i>Beginning to read: Thinking and learning about print</i>. Cambridge: MIT Press.</p> <p>Adams, M.J., Foorman, B.R., Lundberg, I., & Beeler, T. (1998, Spring/Summer). The elusive phoneme: Why phonemic awareness is so important and how to help children develop it. <i>American Educator</i>, 22, 18- 29.</p> <p>Gillon, G.T. (2004). <i>Phonological awareness: From research to practice</i>. New York: Guilford Press.</p> <p>Lieberman, I. Y., Shankweiler, D., & Liberman, A. M. (1989). The alphabetic principle and learning to read. In D. Shankweiler & I. Y. Liberman (Eds.), <i>Phonology and Reading Disability: Solving the Reading Puzzle</i> (pp.1-33). Ann Arbor: University of Michigan Press.</p> <p>Torgesen, J.K., & Mathes, P. (2000). <i>A Basic Guide to Understanding, Assessing, and Teaching Phonological Awareness</i>. Austin, TX: PRO-ED.</p> <p>Beck, I.L. (2006). <i>Making sense of phonics: The hows and whys</i>. New York: Guilford Press.</p> <p>Ehri, L. (2002). Phases of acquisition in learning to read words and implications for teaching. In R. Stainthorp and P. Tomlinson (Eds.) <i>Learning and teaching reading</i>. London: British Journal of Educational Psychology Monograph Series II.</p> <p>Ehri, L.C. (1998). Grapheme-phoneme knowledge is essential for learning to read words in English. In J. Metsala & L. Ehri (Eds.). <i>Word recognition in beginning reading</i>. (pp. 3-40). Hillsdale, NJ: Lawrence Erlbaum Assoc.</p> <p>Henry, M. (2003). <i>Unlocking literacy: Effective decoding & spelling instruction</i>. Baltimore: Paul Brookes.</p> <p>Iversen, S., & Tunmer, W. E. (1993) Phonological processing skills and the reading recovery program. <i>Journal of Educational Psychology</i>, 85, 112-126.</p> <p>Juel, C., & Minden-Cupp, C. (2000). <i>Learning to read words: Linguistic units and instructional strategies</i>. <i>Reading Research Quarterly</i>, 35, 458-492.</p> <p>Moats, L.C. (2000). <i>Speech to print: Language essentials for teachers</i>.</p>

	<p>Baltimore: Brookes.</p> <p>Moats, L.C. (2006). How spelling supports reading: And why it is more regular and predictable than you may think. <i>American Educator</i>, Winter, 12-24.</p>
<p>Individualized Independent Reading (IIR)</p> <p>Guidance and reading practice for students who have already demonstrated accuracy in oral reading on their CBM. Students will still need to be closely monitored and may need assistance or reminders about how to use decoding strategies to figure out unknown words.</p>	<p>Ehri, L. (2002). Phases of acquisition in learning to read words and implications for teaching. In R. Stainthorp and P. Tomlinson (Eds.) <i>Learning and teaching reading</i>. London: British Journal of Educational Psychology Monograph Series II.</p> <p>Ehri, L.C. (1998). Grapheme-phoneme knowledge is essential for learning to read words in English. In J. Metsala & L. Ehri (Eds.). <i>Word recognition in beginning reading</i>. (pp. 3-40). Hillsdale, NJ: Lawrence Erlbaum Assoc.</p> <p>Fuchs, L. Fuchs, D., & Hosp., M. (2001). Oral reading fluency as an indicator of reading competence: A theoretical, empirical, and historical analysis. <i>Scientific Studies of Reading</i>, 5(3), 239-256.</p> <p>Hudson, R.F., Lane, H. B, & Pullen, P. C. (2004). Reading fluency assessment and instruction: What, why, and how? <i>The Reading Teacher</i>, August.</p> <p>Kuhn, M.R. & Stahl, S.A. (2000). CIERA Report #2-008. <i>Fluency: A review of developmental and remedial practices</i>. Washington, DC: US Department of Education. Retrieved February 2, 2006, from http://www.ciera.org/library/reports/inquiry-2/2-008/2-008.pdf</p> <p>Meyer, M., & Felton, R. (1999). Repeated reading to enhance fluency: Old approaches and new directions. <i>Annals of Dyslexia</i>, 49, 283-306</p> <p>Osborn, J., & Lehr, F. (2003). <i>A focus on fluency: Research-based practices in early reading series</i>. Honolulu, HI: Pacific Resources for Education and Learning.</p> <p>Raskinski, T. (2003). <i>The fluent reader: Oral reading strategies for building word recognition, fluency and comprehension</i>. NY: Scholastic.</p> <p>Schwanenflugel, P., Hamilton, A., Wisenbaker, J., Kuhn, M., & Stahl, S. (2004). Becoming a fluent reader: Reading skill and prosodic features in the oral reading of young readers, <i>Journal of Educational Psychology</i>, 96(1), 119-129.</p> <p>Therrien, W. (2004). Fluency and comprehension gains as a result of repeated reading: A meta-analysis. <i>Journal of Remedial and Special Education</i>, 25(4), 252-261.</p>

	<p>Torgesen, J.K. & Hudson, R. (2006). Reading fluency: critical issues for struggling readers. In S.J. Samuels and A. Farstrup (Eds.). <i>Reading fluency: The forgotten dimension of reading success</i>. Newark, DE: International Reading Association.</p> <p>Torgesen, J.K., Rashotte, C.A., Alexander, A. (2001). Principles of fluency instruction in reading: Relationships with established empirical outcomes. In M. Wolf (Ed.), <i>Dyslexia, Fluency, and the Brain</i>. Parkton, MD: York Press.</p> <p>Wolf, M & Katzir-Cohen, T. (2001), Reading fluency and its intervention. <i>Scientific Studies of Reading</i>, 5(3), 211-23.</p>
<p>Summer Programs</p>	<p>Studies of summer programs have shown that, not only have summer programs been shown to have positive effects on student achievement, but that these effects continue for at least two years after participation in the summer program (RAND Corporation, 2011).</p> <p>In the case of summer programming, the RAND Corporation, in their reports, “Making Summer Count” and “Getting to Work on Summer Learning” has cited several best-practices for ensuring high-quality summer programs that produce the maximum outcomes for students. These include structured instruction, adequate duration and intensity of instruction, utilizing certified teachers, maximizing student attendance, creating smaller group sizes, aligning school year and summer curricula, including content beyond remediation, and tracking student achievement. The KRR’s summer program is designed to address all of these best practices.</p>
<p>Healthy Kids (CATCH Curriculum)</p> <p>Evidence-based strategies for enhancing physical education help children be more active during the school day. In addition,</p>	<p>The Surgeon General’s Call to Action to Decrease Overweight and Obesity (2001). Rockville, MD: United States Department of Health and Human Services, Public Health Service, Office of the Surgeon General, 2001.</p> <p>Trost SG (2009). Active Education: Physical Education, Physical Activity and Academic Performance. A Research Brief. Princeton, NJ: Robert Wood Johnson Foundation.</p> <p>CDC (1997). “Guidelines for school and community programs to promote lifelong physical activity among young people.” <i>Morbidity and Mortality Weekly Report</i>; 46: 1–36.</p>

<p>providing students with activity breaks during academic classes improves their academic performance, focus on academic tasks and classroom behavior.</p>	<p>Council on Sports Medicine and Fitness and Council on School Health (2006). "Active healthy living: Prevention of childhood obesity through increased physical activity." <i>Pediatrics</i>, 117: 1834–1842.</p> <p>Pate RR, Davis MG, Robinson TN, Stone, EJ, McKenzie TL, Young JC (2006). "Promoting physical activity in children and youth: A leadership role for schools: A leadership role for schools: A scientific statement from the American Heart Association Council on Nutrition, Physical Activity, and Metabolism (Physical Activity Committee) in collaboration with the Councils on Cardiovascular Disease in the Young and Cardiovascular Nursing." <i>Circulation</i>, 114: 1214–1224.</p> <p>Cawley J, Meyerhoefer C and Newhouse D (2007). "The correlation of youth physical activity with state policies." <i>Contemporary Economic Policy</i>, 16(12): 1287–1301.</p> <p>Pate RR, Ward DS, O’Neill JR, et al (2007). "Enrollment in physical education is associated with overall physical activity in adolescent girls." <i>Research Quarterly Exercise and Sport</i>. 78(4): 265–70.</p> <p>Sallis JF, McKenzie TL, Alcaraz JE, Koldy B, Faucette, N, Hovell MF (1997). "The effects of a 2-year physical education program on physical activity and fitness in elementary schools students." <i>American Journal of Public Health</i>, 87: 1328– 1334.</p> <p>McKenzie TL, Nader PR, Strikmiller K, Yang M, Stone EJ, Perry, CL, et al (1996). "School physical education: Effect of the child and Adolescent Trial for Cardiovascular Health." <i>Preventive Medicine</i>, 25: 423–431.</p> <p>Young RD, Phillips JA, Yu T, Haythornthwaite JA (2006). "Effects of a life skills intervention for increasing physical activity in adolescents girls." <i>Archives of Pediatric and Adolescent Medicine</i>. 160: 1255–61.</p>
<p>Family Engagement</p>	<p>Bailey, L. B. (2006). Interactive homework: A tool for fostering parent-child interactions and improving learning outcomes for at-risk young children. <i>Early Childhood Education Journal</i>, 34(2), 155- 167.</p> <p>Caspe, M., & Lopez, M. E. (2006). <i>Lessons from family-strengthening interventions: Learning from evidence-based practice</i>. Cambridge, MA: Harvard Family Research Project.</p> <p>Sanders, M. (2008). How parent liaisons can help the home-school gap. <i>Journal of Educational Research</i>, 101(5), 287-297.</p>

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