

Extensive Reading Interventions in Grades K–3: From Research to Practice

Description: This report summarizes relevant high-quality research studies and synthesizes their findings to determine the relative effectiveness of interventions for struggling early readers as well as the implications of these findings for practice.

Information Level: intermediate/advanced

Intended Audience for Internal Knowledge Development:

State: policy, licensure, grants, professional development

District: policy, planning, professional development

School: literacy plan, professional development

To expand RCC's capacity, this activity or resource:	
Raises awareness of new developments in fields important to states' work.	This report helps RCCs to understand the relative effectiveness of interventions for struggling early readers in terms of their impact for policy and practice.
Helps the RCC help states improve or support an ongoing state program, policy, or practice.	The research findings presented in the document can support states in strengthening revisions to program standards and policy guidelines.
Helps the RCC help states plan or initiate a new state program, policy, or practice.	RCCs can use this information to help guide their work with states around the development of literacy grants and plans to ensure that strong research-based intervention programs are being implemented by districts and schools.
Helps the RCC enhance states' ability to address NCLB/ESEA* requirements.	The law requires interventions be based on best scientific research available. This document synthesizes the present current research findings on interventions.
Helps RCC improve states' ability to work with districts.	These suggestions for implications for practice can help guide the states in the professional development offerings they provide to districts in the area of interventions for struggling early readers.
Enables the RCC to carry out its work more effectively.	It provides a research base to support discussions between RCCs and SEAs on the topic of interventions for early readers.

Accompanying/Related Materials:

- Intensive Reading Interventions for Struggling Readers in Early Elementary School : A Principal's Guide
- Teaching All Students to Read in Elementary School: A Principal's Guide

Suggested Dissemination Strategies:

- Inform state DOE of document and its purposes.
- Provide opportunity for follow up conference calls for questions and discussion of document and its potential uses internally at the DOE and with districts.
- Make SEA aware of supporting document - Intensive Reading Interventions for Struggling Readers in Early Elementary School : A Principal's Guide

* ESEA – Elementary and Secondary Education Act