CAPACITY BUILDING INDICATORS & DISSEMINATION STRATEGIES
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 DOEs 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