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Literacy Resources***Synopsis of "Writing to Read: Evidence for How Writing Can Improve Reading".***

This synopsis of Graham and Hebert's meta-analysis presents an overview of their findings and describes implications for practice. It is intended to serve as a first step that will encourage further exploration of the "Writing to Read" document. The authors describe a range of instructional practices that have demonstrated a positive effect on reading outcomes and provide guidance on how teachers can use writing instruction to strengthen students' reading performance. This document can be downloaded from the COI website [here](#).

STEM Resource***Summary of Funded Race to the Top Applications: STEM Activities in 11 States and the District of Columbia.***

This report summarizes the STEM (Science, Technology, Engineering, Mathematics) initiatives and activities proposed in the Race to the Top applications of the 11 states and the District of Columbia that were awarded the grants. It specifically addresses the three required areas in the STEM priority section of the RTTT application: Rigorous courses of study, activities to assist and prepare teachers, and activities on the recruitment of under-represented groups of girls and women. This report can be downloaded from the COI website [here](#).

The Center on Instruction is one of five content centers that support the regional comprehensive centers in providing technical assistance to SEAs and districts/schools in need of improvement. The goal of COI is to supply much of the research-based information, products, guidance, analyses, and knowledge on instruction in reading, mathematics, science, special education, and English language learning that Regional Comprehensive Centers use when working with States.

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