

## Evidence Based, Research Proven

*Meeting the High-Quality Research Requirements of the Every Student Succeeds Act (ESSA)*



- ▶ 100+ Research Studies
- ▶ 38 Peer-Reviewed Journal Articles, Conference and Symposia Presentations
- ▶ 40+ Research Briefs
- ▶ 40+ Learning Science Research Studies
- ▶ 30+ Assessment Correlation Studies
- ▶ 20+ District and School Yearly Reports and Correlation Studies
- ▶ 7 Third-Party Implementation Studies
- ▶ 4 Clearinghouse Reports
- ▶ 6 Dissertations
- ▶ 5 Book Chapters

Reading Plus is an evidence-based adaptive reading intervention and improvement program with a large research portfolio over the past 15 years that demonstrates statistically significant effects on improving student outcomes. The program has been extensively validated in a wide range of districts and schools, with all key sub-population groups of students, and for RTI/MTSS Tiers I, II, and III.

Reading Plus is built on decades of foundational research in silent reading development, vocabulary improvement through contextual analysis, decoding practice, reading stamina and efficiency, and comprehension enhancement.

Program authors include noted Dr. P. David Pearson, Dr. John Guthrie, Dr. Kristin Gehsmann, Dr. Ralph Radach, Dr. Alexandra Spichtig, and Stanford Taylor. Research partners and past contributors include Dr. Elfrieda (Freddy) Hiebert, Dr. Timothy Rasinski, Dr. Ray Reutzel, and Dr. Jay Samuels.

### June 2019 Clearinghouse Website Publications

- ▶ “Evidence for ESSA” website, Center for Research and Reform in Education at Johns Hopkins University. Met the criteria for the highest rating: “strong evidence.”
- ▶ National Center for Intensive Intervention, Academic Screening Tools. The Reading Plus InSight assessment found to have “convincing evidence.”

**EVIDENCE**  
for **ESSA** 

National Center on  
**INTENSIVE INTERVENTION**

at American Institutes for Research ■

# Highlighted Studies

## Gold Standard Randomized Trial

### Significantly Larger Gains in Proficiency with Reading Plus

“The Impact of Adaptive, Web-Based, Scaffolded Silent Reading Instruction on the Reading Achievement of Students in Grades 4 and 5”

*Elementary School Journal*, 2019

This randomized controlled trial examined the impact of Reading Plus on 426 fourth- and fifth-grade students in an urban U.S. school district.

During 25-minute supplemental literacy blocks, students in the control group received targeted reading instruction using the district’s usual curricula. The treatment group received Reading Plus (RP), completing an average of 93 15-minute scaffolded silent reading lessons. Expressed as grade equivalents, fourth-grade RP students accelerated reading growth by 2.5 grade levels, or 23% more than the control group. Fifth-grade RP students improved their reading achievement by 2.4 grade levels, or 46% more than the control group.



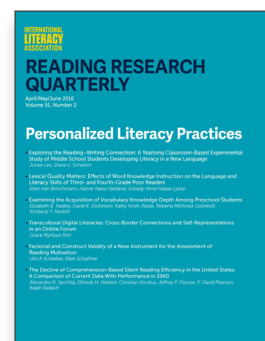
## The Impact of Lower Silent Word-Reading Automaticity on Reading Achievement in the U.S.

“The Decline of Comprehension-Based Silent Reading Efficiency in the United States: A Comparison of Current Data with Performance in 1960”

*Reading Research Quarterly*, 2016

This groundbreaking study by leading researchers compared current silent reading performance data to data from 1960. The study found that comprehension-based silent reading rates of U.S. students have significantly declined at all grade levels.

Given this evidence, the reading proficiency of U.S. students may not have improved over the past two generations due to the failure of curricula and instructional practice to address silent reading efficiency. This study expands the body of evidence suggesting that the silent reading efficiency of U.S. students, especially older students, is not adequate to meet current literacy demands faced in schools and the workplace.

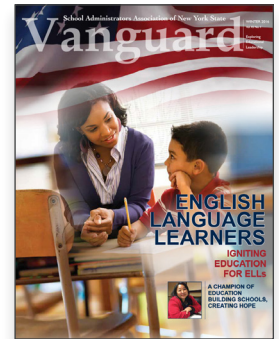


## ELL Students: 1.5 to 2 Times Larger Gains

“Structured Silent Reading Practice: An Effective Educational Support for ELL Students”

*Vanguard* special issue, 2016

This peer-reviewed study showed that ELL students (English language learners) in a large urban district who used Reading Plus with fidelity achieved gains 1.5 to 2 times as large as those achieved by students who did not use the program. In addition, students who used Reading Plus at lower levels of fidelity, reaching just 30 hours of silent reading instruction and practice, achieved increased reading rates and an improved ability to comprehend more complex text over the course of a school year, evidenced by higher score gains and level advancement.



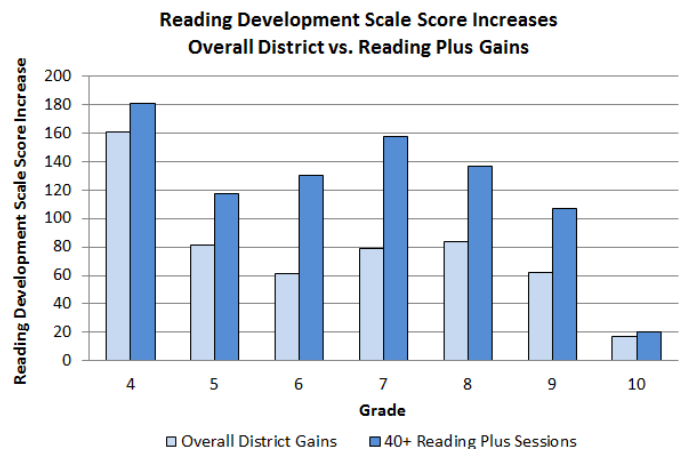
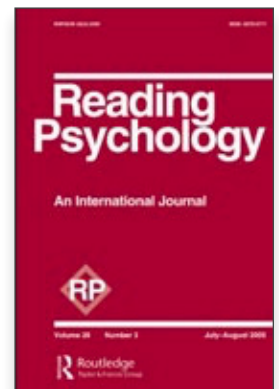
## Large District Study: Significantly Greater Gains, Grades 4-10

“The Relationship Between a Silent Reading Fluency Instructional Protocol on Students’ Reading Comprehension Achievement in an Urban School Setting”

*Reading Psychology*, 2011

This study examined the impact of Reading Plus on the Florida Comprehensive Achievement Test (FCAT) reading scores of students in grades 4-10 in 23 schools in Miami-Dade County Public Schools.

Results indicated that students using Reading Plus for a minimum of 40 or more 30-minute lessons over approximately six months made significantly greater gains than students in the control group who received other intervention materials or followed the district’s standard Reading/ELA curriculum. Among subpopulations, African-American, Latino-American, special education, and learning disabled students demonstrated substantially greater gains in measures of reading achievement on both the CRT and NRT portions of the FCAT than students not participating in the intervention.



## Significant Improvement in Both Efficiency and Comprehension

“The Impact of Differentiated Silent Reading Instruction Targeting Comprehension and Efficiency”

Twenty-Fifth Annual Society for the Scientific Study of Reading (SSSR) Meeting, 2018



This peer-reviewed, randomized control trial examined the impact of Reading Plus instruction targeting both reading comprehension and efficiency in students with differing levels of reading efficiency.

Results showed that students who began with low efficiency increased their reading rates the most. In addition, the low-efficiency treatment group achieved significantly larger gains in reading efficiency as compared to their peers in the control group who engaged in business-as-usual instruction.

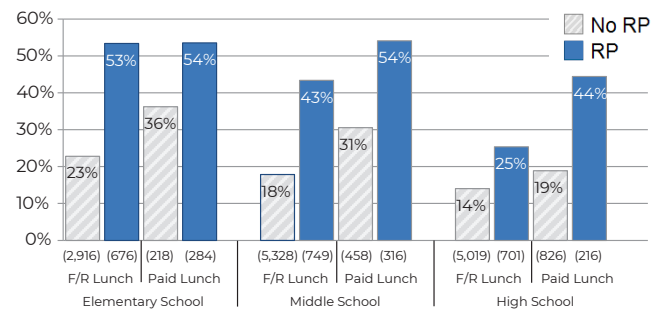
## Significant Effect with Students Eligible for Free and Reduced Lunch

“Reading Plus Significantly Raises the Reading Achievement of Students Eligible for Subsidized Lunch”

Reading Plus Research Study, 2015

This study included 104,475 students in grades 4-10. In all grade bands, a significant positive relationship was found between increasing amounts of Reading Plus practice and larger scale score gains on the FCAT. This was true for all student groups regardless of their subsidized lunch status.

Percentages of Students Who Advanced from Below Satisfactory to Satisfactory or Higher on the FCAT (Subsidized vs. Paid Lunch)



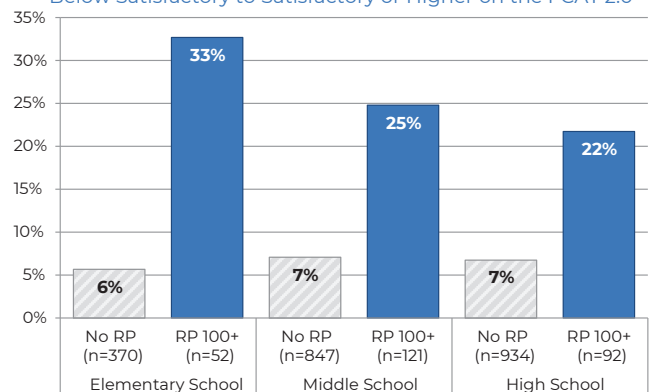
## Significant Effect for LD students

“Reading Plus Significantly Raises Achievement for Students with Learning Disabilities”

Reading Plus Research Study, 2015

This large study included 7,406 students in grades 3-10 classified as having a specific learning disability. In all grade bands, a significant positive relationship was found between increasing amounts of Reading Plus practice and larger scale score gains on the FCAT. This was true for all student groups regardless of their LD status.

Percentage of Students with LD Advancing from Below Satisfactory to Satisfactory or Higher on the FCAT 2.0



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