



Student Team Reading and Writing

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What is it?

- Student Team Reading and Writing (STRW) is a cooperative intervention program for secondary students in grades 6 through 8
- Integrates reading, writing, and language arts instruction through direct instruction in reading comprehension strategies, literature related activities, and cooperative classroom learning processes



Implementation

- Students work in heterogeneous learning teams of 4 to 5 students and their work as a group AND individual is considered
- Activities follow a regular cycle
 - teacher presentation, team practice, independent practice, peer pre-assessment, and individual assessments that form the basis for team scores
- The program is intended to improve reading comprehension, fluency, and selection-related writing in urban school settings (grades 6-8)





Overview of Research

- Modeling and Scaffolding is necessary in effectively implementing this strategy. Educators must practice gradual release with an emphasis on guided practice. (Rupley, 2009)
- Students who receive planned and direct/explicit instruction on word identification skills and strategies in small-group settings are better able to use the alphabetic code than students who do not receive such instruction. (Rupley, 2009)
- Word identification skills are important for comprehension; therefore, it is crucial to explicitly instruct fluency strategies in order to receive optimal student growth in that particular domain. Comprehension is the main focus and has been proven to be the greatest growth area within this intervention program.



Conclusion



- Current literature provides adequate clarification regarding the general effectiveness of *Student Team Reading and Writing* with regards to comprehension and general literacy
 - Demonstrated effectiveness in comprehension; Indeterminable success in general literacy
- Research provides proof of applicability in urban schools
- Demographic information is lacking, limiting applicability to specific classrooms
- More recent research on *Student Team Reading and Writing* and its effectiveness within additional academic domains beyond comprehension would be beneficial

1. Name and purpose of the intervention program or evidence-based practice (i.e., what it consists of, academic or functional areas it is intended for)
2. How the intervention program or evidence-based practice is implemented (i.e., who receives it, stages of implementation, intended setting, intended outcomes)
3. Overview of past and present research related to the intervention program or practice
4. Conclusions/lessons learned (i.e., an assessment of the effectiveness and utility of the intervention program or evidence-based practices, feasibility of implementation in urban schools)