The Writing Intensive Reading Comprehension Study

WIRC

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The Writing Intensive Reading Comprehension Study

• Three-year investigation of the efficacy of using writing to improve reading comprehension in low-performing urban schools
• Purpose: to determine if guided reading and writing supported by thinksheets — step-by-step guides to problem solving which teachers use interactively with students — will improve the reading comprehension of fourth- and fifth-graders
• PI: Jim Collins, Co-PI: Jaekyung Lee

Writing Intensive Reading Comprehension

Graduate School of Education

Year 1:
• Complete development of WIRC curriculum
• Complete design and piloting of thinksheets
• Complete recruitment of schools and teachers for experimental trials in Years 2 and 3

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Staying focused on the thinksheet

Scaffolding the search for meaning

Reading and writing together

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