

## Effect Sizes to 1.5 Standard Deviations When Integrating Reading and Writing

### Instruction

**Purposes:** Participants will review effective teaching and scheduling practices used when integrating reading and writing instructions with effects to 1.5 standard deviations. Participants will receive instructional reading and writing designs using these practices and see them demonstrated. Participants will discuss implications when using these practices with the Common Core Curriculum.

**Perspectives or Theoretical Framework:** Since 1966 Ethna Reid and others at the Exemplary Center for Reading Instruction (ECRI) worked to codify effective teaching behaviors. As explained in *Influencer The Power To Change Anything* (2008) the authors summarized how ECRI researchers found what teachers do well and do not do well by watching teachers teach. With dozens of doctoral dissertations they began to understand which teacher behaviors worked well and which did not work well. They learned all highly effective teachers demonstrated integrating these teacher behaviors:

They provided the time and practice students needed to learn.

They retaught as needed.

They stated the objective aloud and modeled the objective. They helped students demonstrate the objective.

They worked to increase student response rates.

They believed the students learned well and created a schedule where students moved through the curriculum as they individually met criteria. No student waited for another.

They focused on student strengths.

They identified student prior knowledge.

They created instruction where students would read, write, speak, and listen.

They aligned the objective and assessment conditions.

The research was reviewed and found to be effective by the Education Commission of the States (2001), the American Federation of Teachers (1999), the Cambridge Center for Behavioral Studies (1997), the Texas Center for Educational Research (1997), the Northwest Regional Educational Laboratory (2001), the United States Department of Education (1996, 2002) and The National Education Association (2002, 2005).

**Detailed Methods:** Participants will review effective research based teaching practices and scheduling procedures, see these demonstrated, and receive instructional designs incorporating these practices for integrating reading and writing instruction. Participants will discuss implications using these practices with the Common Core Curriculum.

**Results:** Participants will receive references explaining evaluation studies to 1.5 standard deviations. Participants will receive references explaining institutions reviewing this research and the results of these reviews.

**Implications and Recommendations:** Participants will discuss implications and recommendations for integrating reading and writing instruction. Participants will discuss experiences seeing integrated reading and writing instruction.

### References

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