

# RESEARCH & VALIDATION



## Overview

Scholastic RISE is a short-term, Tier 2 intervention with targeted small-group instruction for reading comprehension, word study, phonics, and guided writing for grade 1-8 students reading below grade-level benchmarks. The RISE framework (for Levels C-N) consists of four stations: 1) Reading a new book, 2) Completing phonics or word study activities, 3) Rereading and discussing the book, and 4) Guided writing. For higher-level readers (Levels O-Z), RISE Up offers three stations: 1) Read a new text for literal comprehension, 2) Reread yesterday's text for deeper comprehension, and 3) Guided writing. RISE and RISE Up offer two dynamic instructional options across a wide gradient of texts (RISE focuses on teaching students decoding, fluency, retelling, comprehension, word-solving, vocabulary, sight words, phonics and spelling, phonemic awareness, and writing for students in Levels C-Z; RISE Up focuses on literal and deeper conversation, vocabulary, word study, and writing in Levels O-Z). Based on Jan Richardson's proven Access-Decide-Guide framework, instructors work with small groups of students reading at similar levels.

## Aligned to Research

RISE is aligned with evidence-based principles of effective literacy intervention:

- **Emphasize “eyes on text.”** As researcher and National Reading Panel (NRP) contributor Steven Stahl wrote in *The Voice of Evidence in Reading Research* (2004), “The more time students spend ‘with eyes on text,’ or doing engaged reading, the better readers they become.” RISE promotes the extended reading of multiple texts and accelerates students’ progress toward proficient, independent reading. Students become better readers by reading, self-monitoring, and problem-solving through texts, rereading as needed to check for understanding.
- **Offer explicit, systematic instruction.** Data indicate that students taught systematically and explicitly can decode, spell, comprehend, and write better than students who receive incidental, implicit instruction (NICHD, 2000). The hallmark of systematic instruction is that it offers a clearly defined scope and sequence that builds upon prior learning and moves from more straightforward to more complex tasks (NICHD, 2000). Explicit instruction 1) establishes a clear lesson purpose and goals; 2) segments tasks into smaller chunks; 3) provides explicit instruction, drawing attention to essential features of the content through modeling and thinking aloud, 4) utilizes guided practice and scaffolding to develop independence in students with completing tasks gradually, and 5) providing opportunities for students to receive feedback and respond (Archer & Hughes, 2011). RISE lessons follow a gradual release model and a clearly defined, systematic scope and sequence that progresses from simple to more complex topics.
- **Provide purposeful fluency-building activities.** Research suggests providing a purpose for repeated reading, regular opportunities for students to read a wide range of texts, and focusing instructional time on reading with prosody (Vaughn et al., 2022). The RISE framework deliberately engages students in purposeful reading to build fluency.
- **Assess, decide, guide.** Formative assessment—the ongoing assessment process to inform instruction—positively affects student reading achievement (Kingston & Nash, 2011; Xuan et al., 2022). RISE encourages teachers to keep their eyes on students and engage in continuous assessing, monitoring, and responsive teaching. RISE teachers know when to step in and scaffold and when to reduce support.
- **Marshal the full force of language.** Research demonstrates a high-degree of support for integrating phonics instruction with knowledge-building, vocabulary, comprehension, and writing lessons (Slavin, 2019; Guthrie, 2008; Fairbanks et al., 2014; Metsala et al., 2021; Owens, 2020; Blevins, 2019). RISE also immerses students in integrated reading, writing, speaking, and listening. RISE teaches phonics patterns and systems embedded in real language rather than isolated skills.
- **Differentiate and personalize instruction for each child.** Because students in today’s classroom have vastly different academic, cultural, and linguistic needs and backgrounds (NCES, 2023), research supports implementing differentiated instruction that tailors lesson content, process, or product to equitably meet a student’s unique needs (Rappolt-Schlichtmann et al., 2012; Rose et al., 2005; Tomlinson et al., 2003; Hollie, 2017; Hammond, 2014; Puzio, 2020; Reilly, 2023; Stembridge, 2015; Vagle, 2016). RISE teachers use a variety of strategies to respond to student needs and apply hands-on word-solving activities to help each student learn to read efficiently and effectively.
- **Engage families.** Research shows family engagement’s positive impact on student achievement (Park & Holloway, 2017; Jeynes, 2005). RISE encourages at-home reading and helps families support their children. Families can access texts seven days a week, 24 hours a day via digital access.
- **Collaborate.** Research has shown that teacher collaboration positively impacts student achievement (Dumay et al., 2013). RISE teachers work with their colleagues, pool their assessment data and notes, and plan the instruction needed for each student.

## Proven to Work

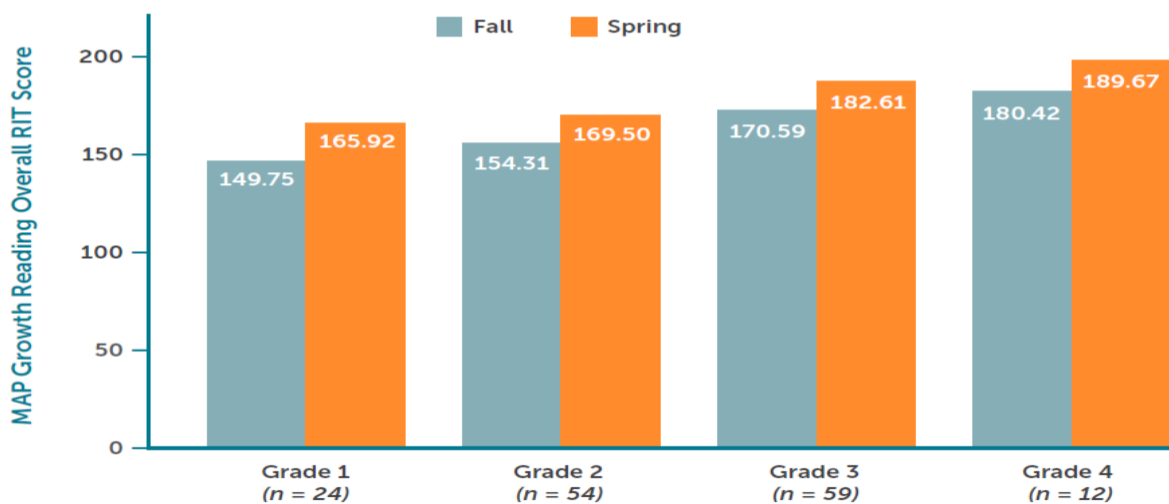
Chesterfield County School District (CCSD) is a rural school district in northeastern South Carolina. Located approximately 80 miles northeast of Columbia, the district spans 806 square miles and serves 6,901 students across 16 schools. Roughly 75 percent of students are eligible for free or reduced-price lunch.

During the pandemic, CCSD students' reading test scores declined significantly, and the district wanted to find a solution to help students get back on track. The district examined several reading interventions and decided to pilot RISE/RISE Up because of its targeted small-group instruction for reading comprehension, word study, phonics, and guided writing. The district implemented RISE/RISE Up with struggling first- to fourth-grade students in six schools. Students received 60 minutes of daily RISE/RISE Up instruction as part of their Tier 2 intervention program.

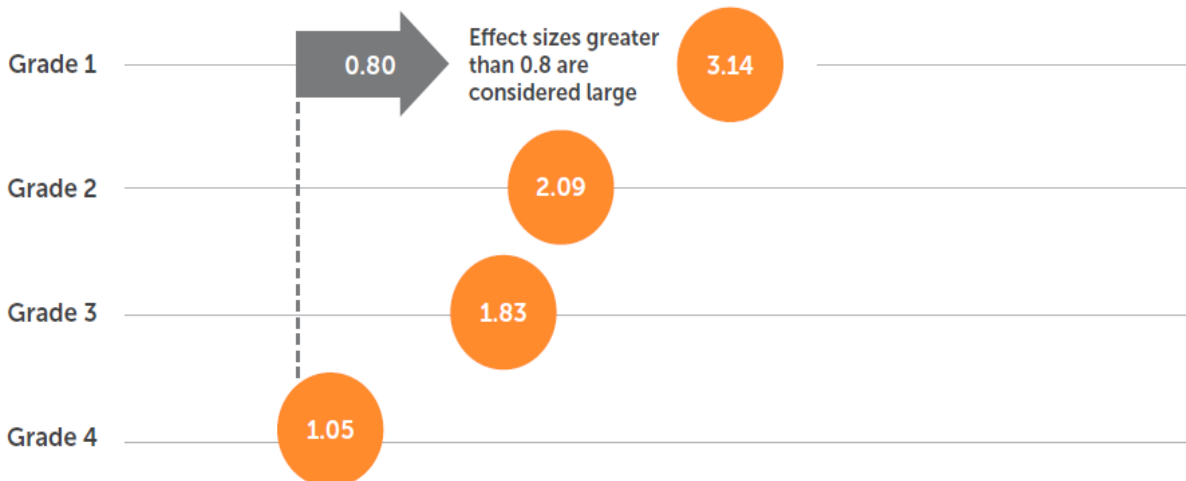
To measure the influence of RISE/RISE Up on reading skills, Scholastic analyzed Measure of Academic Progress (MAP®) Growth Reading data from 149 RISE/RISE Up students who used the program during the 2021–2022 school year. From fall 2021 to spring 2022, RISE/RISE Up students demonstrated significant gains on the MAP Growth Reading Test across all grade levels (see Figure 1). Students in Grade 1 made the largest improvements, improving from a pretest Rasch Unit (RIT) score of 149.75 to a posttest RIT score of 165.92, a statistically significant gain of 16.17 RIT points ( $p < .001$ ).

Researchers also calculated effect size estimates to provide insight into the magnitude of the findings. Results showed that reading effect sizes ranged from 1.05 to 3.14 for participants, suggesting a substantial impact on student learning. Effect sizes greater than 0.8 are considered large effects.

**Figure 1. Fall 2021 and Spring 2022 MAP Growth Reading Scores of RISE/RISE Up Students by Grade Level**



**Figure 2. MAP Growth Reading Scores Effect Sizes by Grade Level**



Cohen's *d* effect sizes: 0.20 = small, 0.50 = medium, 0.80 = large