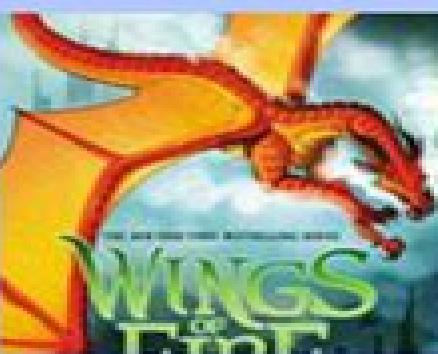
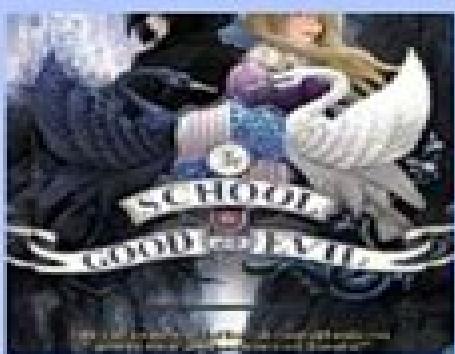
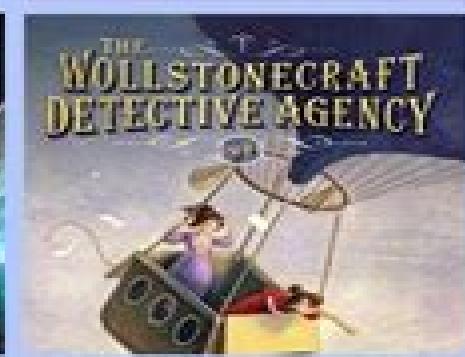
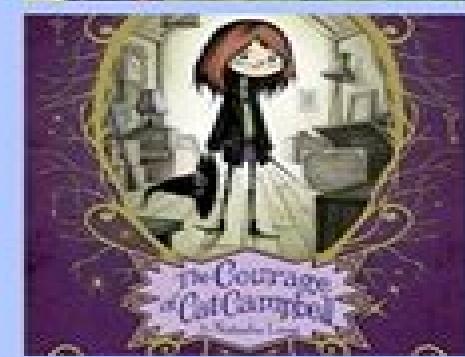
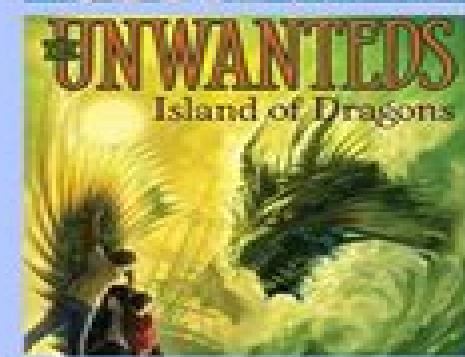


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Report of the National Reading Panel : Teaching Children to Read : an Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction : Reports of the Subgroups National Reading Panel (U.S.), 2000 In 1997 Congress asked the Director of the National Institute of Child Health and Human Development NICHD in consultation with the Secretary of Education to convene a national panel to assess the status of research based knowledge including the effectiveness of various approaches to teaching children to read The panel was charged with providing a report that should present the panel's conclusions an indication of the readiness for application in the classroom of the results of this research and if appropriate a strategy for rapidly disseminating this information to facilitate effective reading instruction in the schools p 1.1

Teaching Children to Read National Reading Panel (U.S.), 2000

Report of the National Reading Panel : Teaching Children to Read : an Evidence-based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction National Reading Panel (U.S.), 2000

African Americans and Standardized Tests Veda Jairrels, 2013-06-01 With a surprisingly honest and hard hitting approach this scathing indictment of the modern black family postulates that a lack of appreciation for literacy in the African American household is the true cause of low scores on today's standardized tests Arguing that television video games rap music and sports are all distractions from much needed study time the discussion stresses the significance of literacy in a child's future and the importance of parental involvement toward shaping that future In an educational climate where most of the blame for a child's poor performance is placed upon the teachers the curricula and the social structure of the schools this discussion ultimately places the responsibility back in the hands of the family and offers them suggestions for improvement

The Effectiveness of Accelerated Reader on Fifth-grade Students Kathleen Ferguson Stevens, 2006

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critical reviews of CDs videogames smart toys for ages 1 to 16 [Read More - Read Better?](#) Marta Lewis,2002

Accelerated Reader and Its Effects on Fifth-Grade Students' Reading Comprehension Jan Nichols,2013 Schools in the United States have been using the Accelerated Reader AR program since the mid 1980s A search of the literature related to the effectiveness of the AR program revealed that many of the studies were conducted more than a decade ago and a large number of those studies failed to utilize a control group to provide comparative data Researchers and educators have examined the use of the AR program whose parent company is Renaissance Learning for more than 20 years yet there is still little definitive data on whether the system positively affects student reading comprehension and motivation to read This causal comparative design in the form of an ex post facto study examined two groups of fifth grade students to determine if the addition of AR showed statistically significant effects on their reading comprehension Data were gathered from both an experimental and a control group the control group utilized the school system s literacy plan for reading instruction while the experimental group utilized the literacy plan along with mandatory use of AR Independent t tests were used to determine if the treatment AR had any effect on reading comprehension by group or by gender The results from the independent t tests showed no statistically significant effect for reading method by group and no statistically significant effect for gender by group

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