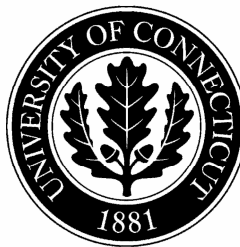


Using the Schoolwide Enrichment Model Reading Framework

Sally Reis
Joan Jacobs
Rebecca Eckert
Fredric Schreiber
E. Jean Gubbins
Christine Briggs
Susannah Richards
Michael Coyne

NRC
G/T

**The National Research Center
on the Gifted and Talented**



www.gifted.uconn.edu

**The National Research
Center on the Gifted and
Talented WEBSITE**

www.gifted.uconn.edu

www.gifted.uconn.edu

u

[SEMR Materials](#)

Reading at Risk: A Survey of Literary Reading
in America

National Endowment for the Arts

Reading Is Declining Faster Than Before

The findings in the report show a steady drop
in the percentage of Americans who read
books of any sort!

Only **56.6 %** of respondents reported
reading any type book in 2002, a decline of
7% from the previous decade.

**The steepest decline -- and the one that
the report notes with most alarm -- has
occurred among young adults.**

The change has been particularly striking
among those aged 18 to 24. The report says
that, over the past two decades, the share
of the adult population engaged in literary
reading declined by 18 points, from 56.9
percent in 1982 to 43 percent in 2002. But
for the 18-to-24 cohort, the drop has been
faster, sinking from 59.8 percent to 42.8
percent, a decline of 28 percent.



Three Goals of the Schoolwide Enrichment Model Reading (SEM-R)

- ✧ To increase enjoyment in reading
- ✧ To encourage students to pursue challenging independent reading
- ✧ To improve reading fluency, comprehension, and increase reading achievement

Enjoyable activities, in contrast, “are not natural; they demand an **effort** that initially one is reluctant to make. But once the interaction starts to provide feedback to the person’s skills, it usually begins to be **intrinsically rewarding**”

— Csikszentmihalyi, 1990



Where do I find the
time for not reading
so many books?

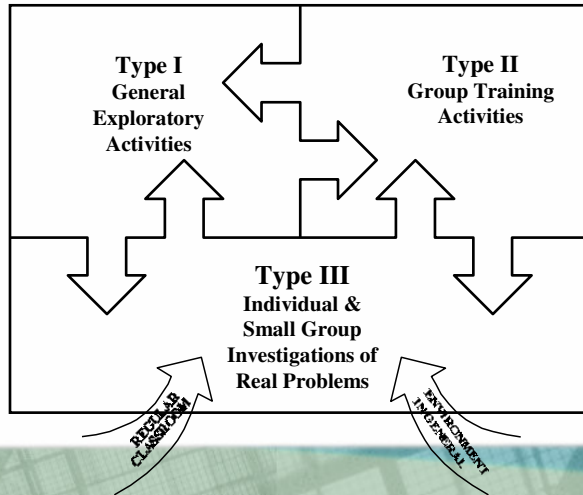
--Karl Kraus

The SEM-R Theory and Background

**National Research Center
on the Gifted and Talented
(NRC/GT) 2001-2005**

The Enrichment Triad Model

(Renzulli, 1977)



Key Concepts for Types I, II, & III Enrichment



Expose students to new topics, dynamic activities that stimulate interest, "event" oriented



Student as first-hand inquirer pursuing self-selected investigations



Process and thinking skills development, uses scope and sequence approach, methods and materials oriented

My own experiences as a middle school Language Arts teacher

Regular curriculum (compacted) in three days each week

Two days each week for enrichment and focused, challenged reading or in-depth Type III projects

Schoolwide Enrichment Triad Model Reading Framework (SEM-R)

Phase 1

Advanced, high interest, read aloud book hooks to stimulate an interest in reading; exposure to information that may stimulate an interest in reading (author facts, types of books, etc.).

Phase 2

Time for supported independent reading (SIR) to read self-selected books at appropriately challenging levels. Questions and strategies support an increase in the engagement with text.

Phase 3

Self-selected activity options designed to enhance engagement with reading materials, including participation in interest centers and creative language arts activities, books on tape, opportunities for reading on the web, explorations of various genres and literary elements and time for additional supported independent reading.

Components of the SEM-R Framework

| Phase 1 - Exposure | Phase 2 - Training & Self-Selected Reading | Phase 3 - Interest & Choice Components |
|--|--|---|
| <ul style="list-style-type: none"> • High-interest books to read aloud • Higher-order thinking probing questions • Bookmarks for teachers with questions regarding Bloom's Taxonomy, biography, character, illustrations and other topics relevant to the study of literature | <ul style="list-style-type: none"> • Training and discussions on Supported Independent Reading • Supported Independent Reading • One-on-one teacher conferences on reading strategies and instruction • Bookmarks for students posing higher-order questions regarding character, plot, setting, considering the story, and other useful topics. | <ul style="list-style-type: none"> • Introducing creative thinking • Exploring the Internet • Genre studies • Literary exploration • Responding to books • Investigation centers • Focus on biographies • Buddy reading • Books on tape • Literature circles • Creative or expository writing • Type III investigations |
| Type I Activities | Type II Activities | Type II & Type III Investigations |

The SEM-R Study

Year 1 Implementation: Two urban schools

Implementation for one hour daily during literacy block in the afternoon for 12 weeks
 Implemented in addition to the regular direct instruction language arts program (90 minutes per day),
 Success for All (Robert Slavin)



Phase 1




High interest read alouds
and higher order questions

Phase 1 Components

- Read Aloud for pleasure and enjoyment as well as exposure
- Book Selection:
 - Genres
 - Themes
 - Fiction/Nonfiction
- Goal is to have students ask for the book
- Decrease time in Phase 1 as students began reading more independently

Book Lists

- **Book Links Salutes A Few Good Books** published in *Book Links* in January
- **CCBC Choices**, compiled and published by The Center for Children's Books, available in April/May
- **Children's Choices**, International Reading Association, published in October in *The Reading Teacher*
- **Ruminator Review -Children's Books of Distinction** listed in the spring with the final award winners listed in the summer
- **Notable Children's Trade Books in the Field of Social Studies**, published in April/May *Social Education* and available at <http://www.ncss.org/resources/notable/home.html>
- **Outstanding Science Trade Books for Children** published in March in *Science and Children* and available at <http://www.nsta.org/210>
- Riverbank Review's Children's Books of Distinction at www.riverbankreview.com
- **School Library Journal's Best of** published in December/January of each year
- **SLJ Star Track**, *School Library Journal*, published in January and August as a supplement to *School Library Journal*
- **Teacher's Choices**, International Reading Association, published in November in *The Reading Teacher*
- **Young Adult Choices**, International Reading Association, published in November in the *Journal of Reading*
- Our own list!!
- See our PDF on our web site!

| | | |
|--|---|---|
| <div style="text-align: center;">  </div> <div style="text-align: center; border: 1px solid black; padding: 2px; margin: 5px 0;"> Character </div> <p>What gift would you like to give the main character? Why?</p> <p>Illustrate some of the similarities between two or more characters.</p> <p>How might you rewrite this story to include one of your friends as a character?</p> <p>If you were the author, what further episodes, events, or discoveries would you have the characters participate in?</p> | <div style="text-align: center;">  </div> <div style="text-align: center; border: 1px solid black; padding: 2px; margin: 5px 0;"> Setting </div> <p>List all the places that the story took place.</p> <p>Think of six words that describe a setting from the story.</p> <p>Why did the author place the story in this location?</p> <p>Do you think the setting for this story was real or imaginary? Why?</p> <p>Locate the probable location for the story on a map. If the setting is imaginary, draw it.</p> | <div style="text-align: center;">  </div> <div style="text-align: center; border: 1px solid black; padding: 2px; margin: 5px 0;"> Setting </div> <p>Why was the setting an appropriate place for this story to take place?</p> <p>Do you think the author would enjoy writing a story that took place where you live? Why?</p> <p>Would you want to live in a setting similar to the story location?</p> <p>How might your parents or friends react to living in the story setting?</p> |
|--|---|---|

| Author Name | Title | Grade | Suggested Delivery |
|--------------------|--|-------|--------------------------|
| Norton, Mary | <i>The Borrowers</i> | 3 | Fiction/Read Aloud |
| O'Dell, Scott | <i>Island of the Blue Dolphins</i> | 3 | Fiction/Read Aloud |
| Osborne, Mary Pope | <i>After the Rain: Virginia's Civil War Diary</i> | 3 | Picture Book/Independent |
| Osborne, Mary Pope | <i>My Brother's Keeper: Virginia's Diary</i> | 3 | Picture Book/Independent |
| Osborne, Mary Pope | <i>My Secret War: The World War II Diary of Madeline</i> | 3 | Picture Book/Independent |
| Osborne, Mary Pope | <i>Standing in the Light: The Captive Diary of Catharine</i> | 3 | Picture Book/Independent |
| Park, Barbara | <i>Almost Starring Skinnybones</i> | 3 | Fiction/Read Aloud |
| Peet, Bill | <i>Bill Peet: An Autobiography</i> | 3 | Non Fiction/Read Aloud |
| Peterson, John | <i>The Littles to the Rescue</i> | 3 | Fiction/Independent Read |
| Philbrick, Rodman | <i>The Journal of Douglas Allen Deeds</i> | 3 | Picture Book/Read Aloud |
| Pilkey, Dav | <i>Captain Underpants and the Attack of the Talking</i> | 3 | Fiction/Independent Read |
| Pilkey, Dav | <i>Captain Underpants and the Invasion of the Incredibly</i> | 3 | Fiction/Independent Read |
| Pilkey, Dav | <i>Captain Underpants and the Perilous Plot of</i> | 3 | Fiction/Independent Read |
| Pilkey, Dav | <i>Captain Underpants and the Wrath of the Wicked</i> | 3 | Fiction/Independent Read |
| Pinkney, Andrea | <i>Duke Ellington: The Piano Prince and his Orchestra</i> | 3 | Picture Book/Read Aloud |
| Polacco, Patricia | <i>The Keeping Quilt</i> | 3 | Picture Book/Read Aloud |
| Priceman, Marjorie | <i>Emeline at the Circus</i> | 3 | Picture Book/Read Aloud |
| Rinaldi, Ann | <i>The Journal of Jasper Jonathan Pierce</i> | 3 | Picture Book/Independent |
| Rockwell, Thomas | <i>How to Eat Fried Worms</i> | 3 | Fiction/Read Aloud |
| Sachar, Louis | <i>Marvin Redpost: Alone in His Teacher's House</i> | 3 | Fiction/Read Aloud |
| Scieszka, Jon | <i>The True Story of the 3 Little Pigs</i> | 3 | Picture Book/Read Aloud |
| Selden, George | <i>The Cricket in Times Square</i> | 3 | Fiction/Read Aloud |

Teacher Read Aloud Guidelines in SEM-R

- Find a book you enjoy.
- Match the book to your audience.
- Make sure every child is comfortable.
- Use a range of intonations, speeds, and volumes.
- Read **part** of the book.
- Use book chats.
- Read selections from multiple books by the same author.
- Change genres and styles often.
- Expose kids to great books on tape.
- Invite special guest readers.





Phase 2

Supported Independent Reading
Individual Conferences



**Supported
Independent
Reading**

This is **not**
sustained silent
reading!!

“If you always do what interests
you, at least one person is
pleased.”

– Katharine Hepburn



Our Goals

- Students will . . .
 - Enjoy reading books of their own selection
 - Read appropriately challenging books (1 to 1.5 above their current reading level)
 - Develop self-regulation skills to enable them to read appropriately challenging books for at least 25-35 minutes each day
 - Have individualized reading instruction that is tailored to each student's needs



Self-Regulated Learning

Zimmerman (1989) defines self-regulated learning as involving the regulation of three general aspects of academic learning.

First, self-regulation of **behavior** (active control of various resources students have available- such as time, study environment-where they study), and their use of peers and faculty members to help)

Second, self-regulation of **motivation and affect** (controlling and changing motivational beliefs such as self-efficacy and goal orientation) so students can adapt to the demands of school. In addition, students learn how to control their emotions and affect (such as anxiety) in ways that improve their learning.

Third and finally, self-regulation of **cognition** involves the *control of various cognitive strategies for learning*, such as the use of deep processing strategies for better learning and increased performance.




Rules for SIR



- You must have a **book** to read
- If you aren't enjoying a book and have given it a fair chance (10 pages!), ask someone to help you choose a new one.
- Remain in your reading area during SIR
- Only reading is happening
- Books must be appropriately challenging
- Do your best reading the whole time

Conferences provided:

- Support for each student's needs
 - Enthusiasm about books
 - Reading skill development
 - Interest-based reading opportunities
 - Self-regulation/monitoring
 - Increasing ability to focus
- Opportunity to assess reading level and book match and find optimal challenge level
- Thoughtful conversations about literature
- Opportunities to use higher order thinking skill questions from bookmarks
- The chance to use gifted education pedagogy with all students!
- Differentiation for all students in skills, questions, and book selection

| | | |
|---|--|--|
|  Character |  Setting |  Setting |
| <p>What gift would you like to give the main character? Why?</p> <p>Illustrate some of the similarities between two or more characters.</p> <p>How might you rewrite this story to include one of your friends as a character?</p> <p>If you were the author, what further episodes, events, or discoveries would you have the characters participate in?</p> | <p>List all the places that the story took place.</p> <p>Think of six words that describe a setting from the story.</p> <p>Why did the author place the story in this location?</p> <p>Do you think the setting for this story was real or imaginary? Why?</p> <p>Locate the probable location for the story on a map. If the setting is imaginary, draw it.</p> | <p>Why was the setting an appropriate place for this story to take place?</p> <p>Do you think the author would enjoy writing a story that took place where you live? Why?</p> <p>Would you want to live in a setting similar to the story location?</p> <p>How might your parents or friends react to living in the story setting?</p> |

| Biography | Biography | Focus on Illustrations |
|--|---|--|
| <p>How did the author organize the events of this individual's life? What event was most significant in the individual's life?</p> <p>Compare/contrast your family's culture with the one you read about.</p> <p>In most biographies, the person has to overcome some difficulty. Describe an obstacle the person dealt with.</p> <p>In what ways did the book you read influence your understanding of life and events at that time?</p> <p>How would you describe the subject of this biography? What traits did he or she possess that you relate to?</p> | <p>How did this person's teachers influence him or her? If you had been the teacher, how would you want to influence this individual?</p> <p>What obstacles did this person face? How did these obstacles influence his or her life?</p> <p>Who do you think influenced this individual's early years?</p> <p>What ethical issues did the individual face?</p> <p>What character traits did you admire most in this person?</p> | <p>How do the visuals help you understand the complexities of the text?</p> <p>How did the illustrations draw you in to read further?</p> <p>What part of the book drew you in most quickly? Why?</p> <p>What did the illustrations reveal about the setting/time period?</p> <p>How would you describe the techniques used in illustrating this book?</p> |

Questioning using the SEMR bookmarks

- higher order, open-ended questions
- chances to model your own methods of critical analysis
- time for creative ideas
- discussions about literature that challenge and enrich children's experiences

Conferencing and Individualized Instruction

- “What book are you reading?”
- “What made you interested in this book?”
- “Would you read a few pages to me?”
- What do you do when you encounter a word you do not know?
- How can you try to interpret the meaning of this section of text?
- What do you enjoy most about this book?



Phase 3

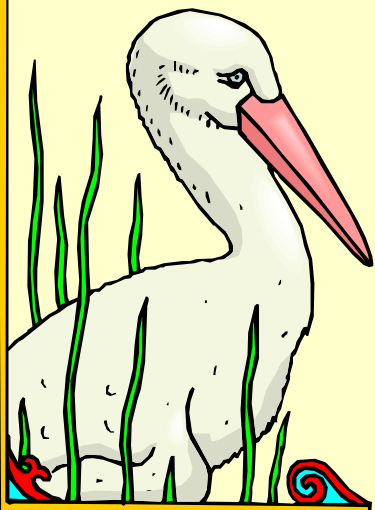
Self-selected interest and
choice components

Independent Projects

- Build on student interest
- Encourage independence
- Allow work with complex and abstract ideas
- Enable long-term and in-depth work on topics of interest
- Develop task commitment and self-regulation
- Teach planning and research skills at advanced levels

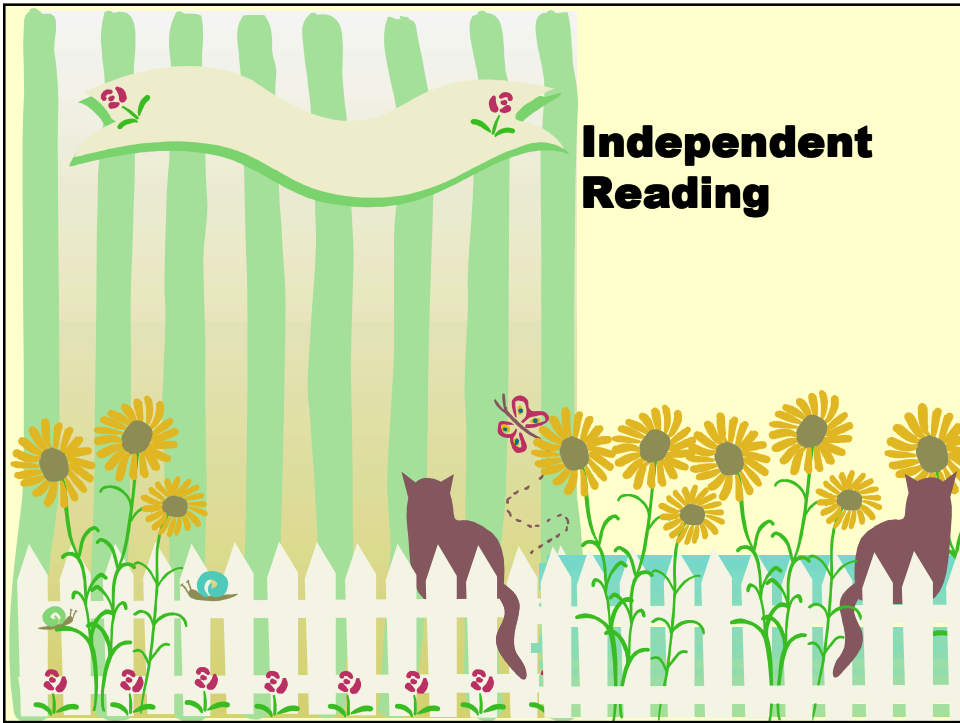


Interest Development Centers



- Don't have all students do all tasks at all centers
- Monitor what students do and learn at centers
- Balance student and teacher choice about centers to be completed.





Technology-- The New Literacies (Don Leu)


**Students were reading on line
Using technology to access
books
Contacting children's writers on-
line
Accessing Writer's web pages**





The Best On-line Resources for “Character”

American Memory
<http://memory.loc.gov/>
Developed by the Library of Congress, this site is a gateway to an extraordinarily rich collection of primary source materials relating to the history and culture of the US. It offers more than 7 million digital items from more than 100 historical collections.



The Best On-line Resources for “Character”

Plastic Fork Diaries

www.plasticforkdiaries.org/

Follow six middle school students as they experience the relationship between food and their changing bodies, their cultural similarities and differences, vanishing family meal times, nutrition and exercise.



The Best On-line Resources for “Character”

Portraits of Nevada

<http://www.unr.edu/sb204/theatre/>

Profiles the history and lifestyle of early Nevada pioneers through descriptions and pictures (includes pictures of clothing items such as bonnets, corsets, and hoop skirts).



The Best Web Sites to Teach Biography

Famous Leaders for Young Readers:

<http://www.gardenofpraise.com/leaders.htm>

Meet Amazing Americans

<http://www.americaslibrary.gov/cgi-bin/page.cgi/a>

National Women's History Project

<http://www.nwhp.org>

Gallery of Achievers

<http://www.achievement.org/galleryachieve.html>



The Best Web Site we found for Exposing Students to Children's Authors and Illustrations

- <http://www.ucalgary.ca/dkbrown/authors.html>
- This site provides dozens of links to childrens' authors such as Avi, Judy Blume, Enid Blyton, Caroline Arnold, Haemi Balgassi and others



Other Best Web Sites we found for Exposing Students to Children's Authors and Illustrations

1. <http://www.magickeys.com/books/index.html>
(a great site for reading children's books on line)
2. <http://www.bartleby.com/titles.html>
(comprehensive listings for talented readers)
3. <http://etext.lib.virginia.edu/on.html>
(hundreds of titles available on line)
4. <http://www.childrensbooksonline.org>
(The Rosetta Project collection of 2,000 antique children's books published in the 19th and 20th century)



Creativity Training Activities



Name _____ Date _____

24 Unfinished Stories (a)

Write three separate endings for the story below. The first ending should be a happy ending. The second ending should be a sad ending. The third ending should be a ridiculous ending. Write each ending on a separate piece of paper. Don't forget to give an interesting title for each of your three stories.



A long, low whistle flowed gently over the grass to reach ears that suddenly pricked up in eager anticipation. Neighing in answer, Dutch Brandy tossed its head and broke into a slow canter. Across the paddock the horse moved in graceful, rhythmic strides toward the boy named Miguel. Dutch Brandy was three years old. It was the color of buckskin and had a dark, flowing mane and black-stockinged feet. Its coat glistened with good health and the care that only Miguel could give. They understood each other as well as any two creatures on earth. How could anyone think of parting them?

"I run a business, not a sanctuary," Mr. Martinez had stated iritably. "I make a living selling the livestock I raise. I can't afford to keep every horse or dog or stray animal you take a fancy to. Grow up, Miguel. Don't you want to go to school?"

"No!" thought Miguel as he stroked Dutch Brandy's face. "I don't want to go anywhere. That's just an excuse for selling you. If there were more time, I'd go to work. I'd do all sorts of odd jobs. I'd do anything to keep you."

But there was no more time. Ms. Luella Moses, the rich owner of a paper factory in New Hampshire, was coming that afternoon to see Dutch Brandy. What could Miguel do?

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Name _____ Date _____

24 Unfinished Stories (b)

Write three separate endings for the story below. The first ending should be a happy ending. The second ending should be a sad ending. The third ending should be a ridiculous ending. Write each ending on a separate piece of paper. Don't forget to give an interesting title for each of your three stories.



Once there was a dragon named Horatio. He was just an ordinary-looking dragon.

(Write a description of Horatio)

There was only one thing peculiar about Horatio. He liked to swim. Other dragons disliked the water intensely. It went up their noses and into their lungs and extinguished heartburn. But Horatio had learned to hold his breath for long periods of time—nearly two hours. He also plugged his nostrils with ginkgo leaves. All the other dragons rattled their scales at Horatio's eccentricity. But he didn't care. He continued living by the seashore, romping in the surf and feeling happy.

One day Horatio awoke to find the skies wracked by a violent storm. There were thunder, lightning, and hailstones as big as gromble eggs. The weather was too terrible even for Horatio. He remained in his cave overlooking the beach and marveled at the turbulent sea.

Horatio snorted suddenly, emitting a spray of charred leaves. There in the distance, about twenty miles off shore, was something or someone in trouble. Wallowing drunkenly, it disappeared from view for alarmingly long periods of time. Horatio could not tell for sure, but from this distance he thought he could discern the profile of a fellow dragon. Quickly, Horatio decided....



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Schoolwide Enrichment Model— Reading Framework

Phase One-First Year Results



First-Year Implementation

- Major urban area, two schools, cluster random sample (random assignment of students and teachers)
- Direct instruction reading program for 90 minutes in the morning (SFA)
- Implemented during an afternoon literacy time slot of one hour
- Poor student self-regulation in reading
- Control class monitoring continued--Preparation for the Connecticut Mastery Test

Pre-Assessments

- Measures of Oral Reading Fluency
- Elementary Reading Attitude Survey
- Enjoyment Of Reading
- Reading Interest-A-Lyzer



Continuing Assessments

- Daily Reading Log
- Weekly Reading Reflection
- Daily/Weekly Observations and Conferences



Post-Assessments

- Measures of Oral Reading Fluency
- *Iowa Test of Basic Skills: Reading Comprehension Subtest*
- *Elementary Reading Attitude Survey*



SEM-R Results

Attitude toward Reading

One-Way ANOVA

F = 7.821

p = .006

Effect Size

eta squared = .057

Cohen's d = 0.289

Significant differences favoring the SEM-R treatment group



SEM-R Results
Measures of Oral Reading Fluency

One-Way ANOVA

F = 6.943 $p = .009$

Effect Size

eta squared = .049

Cohen's d = 0.124

Significant differences favoring the SEM-R
group



Resolve to edge in a little reading
every day, if it is but a single
sentence. If you gain fifteen
minutes a day, it will make itself felt
at the end of the year.

—Horace Mann

A high correlation exists
between reading during free
time and increased reading
achievement

- Anderson et al., 1988
- Cox & Guthrie, 2001
- Artelt et al., 2000).

SEM-R Results

Reading Comprehension

One-Way ANOVA

$F = 6.269$ $p = .013$

Effect Size

eta squared = .043

Significant differences favoring the SEM-R
treatment group



Self-regulation in reading and task commitment in reading

- ❖ Challenge vs. comfort
- ❖ Ability of students to enjoy challenge and develop self-regulation in reading appropriately challenging material

Findings related to self-regulation in and task commitment in reading

Pre

Post

10%

30-40 minutes of
reading a day

95%

30-40 minutes of
reading a day

Schoolwide Enrichment Model— Reading Framework

Phase Two-Second Year
Results



Second-Year Implementation

- SEMR implemented in one suburban and one urban school
- Random assignment of students and teachers
- Implementation of SEM-R during one hour of a two hour Language Arts class
- Results in the urban school differed in one way from the suburban school

SEM-R Results
Measures of Oral Reading Fluency

One-Way ANOVA

F = 5.246 $p = .024$

Effect Size
eta squared = .045

Significant differences in reading fluency gains favoring the SEM-R group in the urban school



SEM-R Results
Measures of Oral Reading Fluency Gains

One-Way ANOVA

F = 4.582 $p = .033$

Effect Size
eta squared = .008

Significant differences in reading fluency gains favoring the SEM-R group in both schools



SEM-R Results

Reading Comprehension

One-Way ANOVA

F= 4.195 $p = .043$

Effect Size

eta squared = .033

Significant differences favoring the SEM-R treatment group in the urban school



Differences between SEM-R and other Reading Programs

- Focus on the joy found in reading
- Increasing levels of challenge in reading
- Can be used in conjunction with other programs
- Increased self-regulation in reading
- Acknowledging and celebrating students' interests
- Deeper more complex conversations about reading
- Higher level thinking skills and questioning
- Individualized instruction on a regular basis 2-4 times each week during Phase 2
- Freedom to choose activities and reading!

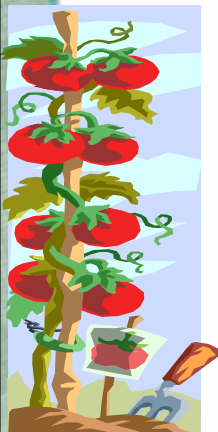


In the beginning my kids looked at me as if I had two heads when I took the books away from them and told them that they were reading a book that was too easy for them.




—4th grade treatment teacher

Building on Interests



Freedom of choice was a big issue for these students. Some of these kids got to choose what they were doing in school for the first time.

Special Education Teacher



The individual conferences were so helpful. My average to above average readers really surprised me. They went beyond what I ever thought they could do with advanced thinking skills and questioning skills.

5th grade treatment teacher



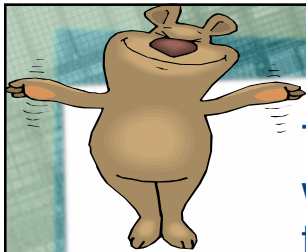
In the beginning, I did not realize how much middle of the road reading instruction I did and how few of my kids I really challenged.

4th grade
treatment
teacher



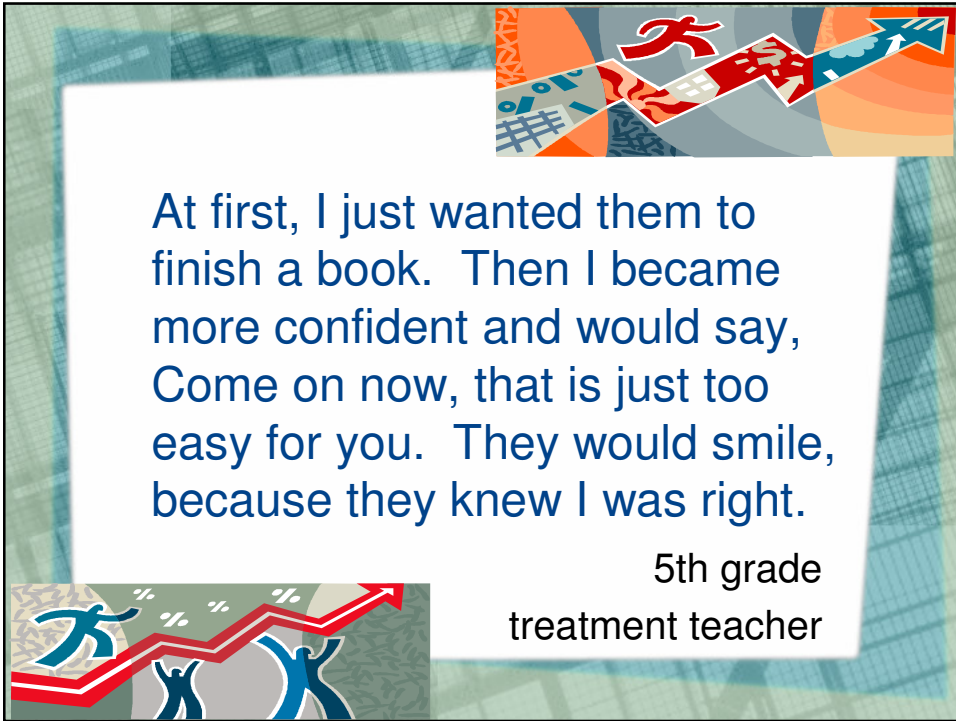
In the SEM-R, the focus was not on me teaching, but rather on them learning. I did not have to spend hours on a lesson plan . . . Instead, I spent my time thinking of what to read to my students to get them excited about reading.

3rd grade treatment teacher



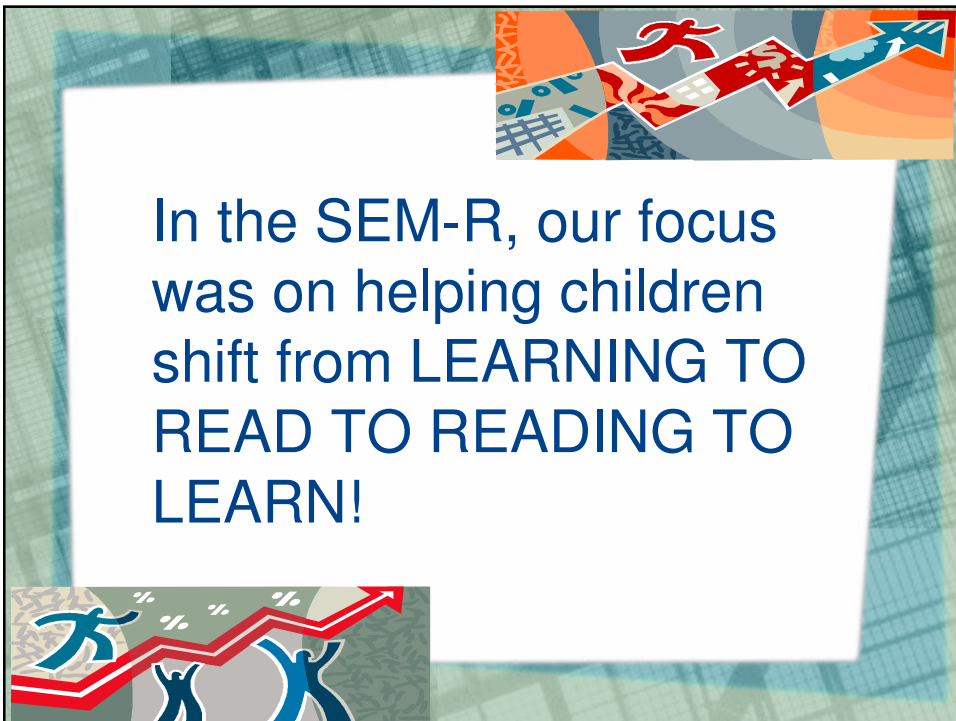
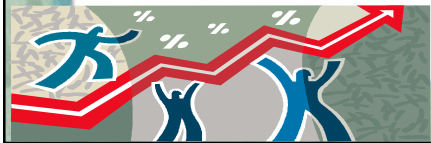
The individualized reading was so enjoyable. I found the basal program brutally boring! The same activities each day followed by the same kinds of questions. The same worksheets each day were mind-numbing. I hated it! I loved doing the individualized stuff.

3rd grade treatment teacher

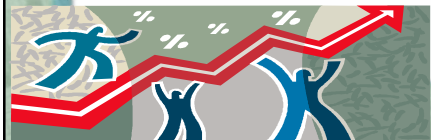


At first, I just wanted them to finish a book. Then I became more confident and would say, Come on now, that is just too easy for you. They would smile, because they knew I was right.

5th grade
treatment teacher



In the SEM-R, our focus was on helping children shift from LEARNING TO READ TO READING TO LEARN!



“We do not need to burn books to kill our civilization; we need only to leave them unread for a generation.”

—R. M. Hutchins

“I don’t think there was anybody who wasn’t excited about reading.”

—3rd grade intervention teacher

**“I saw things that I was able to
do that I *wanted* to do with my
students.”**

—5th grade intervention teacher

Implications and Future Research Questions

Is the SEM-R more effective in urban schools than in suburban or rural schools?

Can we implement in an after-school enriched reading program and still influence reading fluency and achievement ?

Can we implement as part of a basal reading program for 2-3 hours each week and still have an impact on achievement?

Can we implement in schools in which others are coaching that we have trained at UCONN?

Can we help students to enjoy reading more?

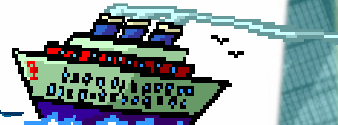
Can we help teachers to enjoy teaching reading more?

Article on Phase 1 Study submitted to *AERJ*

Article on Phase 2 Study in preparation to be submitted to
Reading Research Quarterly

Technical Report with all data in press and available from our
Research Center www.gifted.uconn.edu

A focus of our work in The Schoolwide Enrichment Model is to increase enrichment opportunities and achievement for all students and this focus is respected in the SEM-R.



A rising tide lifts all ships...