

For immediate release

CORE Seeking Schools for Exciting Vocabulary Development Study for 7th and 8th Grade Struggling Readers

February 3, 2010—(Berkeley, CA)—CORE is seeking interested middle schools in California, Oregon, and Washington to participate in the final year of a federally funded research and development project. Stanford University, in collaboration with CORE (Consortium on Reading Excellence) and SRI International, received a grant from IES (Institute of Education Sciences, U.S. Department of Education) to develop, pilot, and field-test a vocabulary program for struggling adolescent 7th and 8th grade readers, including English learners. The curriculum, Content-Rich Vocabulary (CRV), includes the explicit teaching of academic and content vocabulary tied to social studies content. CORE is providing the curriculum development, implementation, and teacher training; SRI International is conducting the data analysis and evaluation.

Many, if not most, middle school students who struggle with content-area reading comprehension can decode and even read with some fluency but lack vocabulary and background knowledge. The CRV curriculum is designed for those students. It fits comfortably into an added period of between 40 and 50 minutes to supplement a regular English class. All reading passages are from informational text, with 7th grade passages linked to medieval history and 8th grade passages linked to U.S. history, in order to build knowledge.

During the 2010–2011 academic year, the project staff will conduct a final field test of the CRV curriculum in a randomized control trial. We are seeking eight middle schools, each of which has at least three 7th and 8th grade classrooms (either two 7th grade and one 8th grade, or one 7th grade and two 8th grade). Each classroom must have two-thirds or more of the students performing at "basic" or "below basic" levels in reading. Half of the schools will be randomly assigned to the "treatment" condition, in which teachers who work with classrooms that meet specified criteria will implement the CRV curriculum; the other half of the schools will be assigned to the "control" condition, in which teachers with classes that meet specified criteria will be asked to carry out their regular teaching plans. After the study is completed in 2011, we will provide to teachers in the control condition, free of charge, CRV teacher and student materials and two days of professional development.

Participation in the project comes at no cost to any school or district. The project provides the following:

- Professional development and substitute teacher costs for days that teachers are in training
- All CRV instructional materials, including tests, student binders with worksheets, transparencies, etc.
- An honorarium (\$1,000) to teachers for participation in the study and an allocation to the school

For more information, please contact Claude Goldenberg at Stanford University (cgoldenberg@stanford.edu, (562) 883-1408) or Nicole Sherman Brewer, Project Coordinator (nicoleshermanbrewer@gmail.com).

To hear what teachers using the program are saying, [click here](#).