

Strategic Adolescent Reading Intervention (STARI)

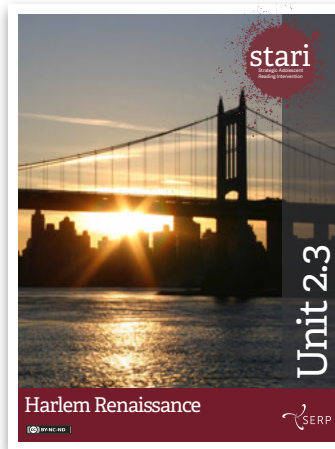
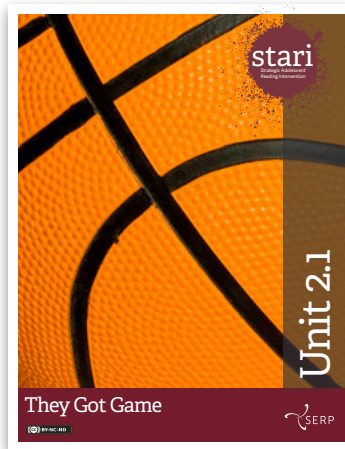
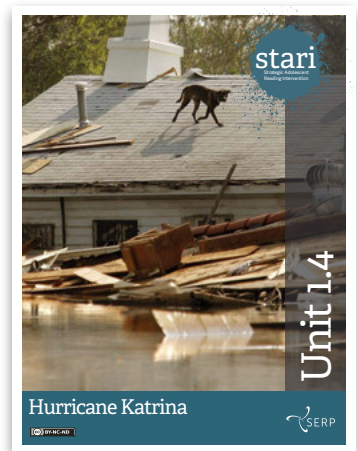
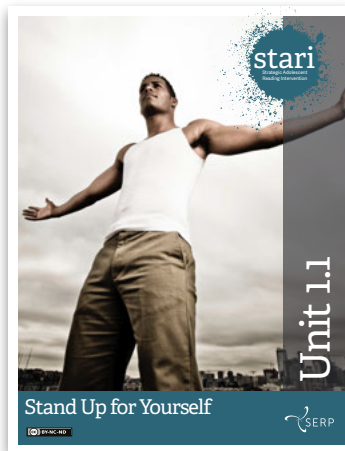
Program Overview

The Strategic Adolescent Reading Intervention (STARI) is a Common Core infused, Tier 2 program targeting students in grades 6-9 who are reading at a third or fourth grade level.

The program's optimal use is as a supplemental ELA course taught 4-5 full class periods per week. STARI has also been used as a replacement ELA course, as a summer school course, or as a resource period course.

STARI has two levels that address the same set of skills; level 1 content targets the lower end of the age range, and level 2 content targets the upper end.

Each STARI level is designed around four strategically chosen and engaging themes.



Curriculum materials include:

- texts that vary in genre and complexity and expose students to realistic reading demands for secondary school;
- debate(s) related to the unit's guiding question; and
- student workbooks and detailed lesson plans.

Each unit is accompanied by a full-length novel and a selection of poetry, short stories, and/or nonfiction.

Key Components

STARI is built around key research findings about reading comprehension and includes:

Leveled fluency passages

- Develop reading rate and stamina
- Offer practice with academic language patterns
- Build background knowledge for the unit novel and nonfiction books

Partnered, timed reading

- Builds social bonds and strengthens sense of belonging
- Counteracts prior experiences of reading failure
- Provides frequent opportunity for every student to read aloud in a safe setting

Peer talk

- Promotes more complex response to text
- Supports perspective taking
- Supports listening skills

Guided reading

- Provides a structure for accessing the texts in manageable chunks
- Supports students in applying strategies taught in whole-class mini-lessons
- Builds up students' stamina for reading on their own

Debate

- Provides social motivation for developing more elaborated stances
- Requires students to integrate evidence from multiple texts
- Offers opportunities for practicing academic discourse patterns

Evidence that STARI Works

STARI was tested in a large-scale randomized trial across four districts. STARI students outperformed students in the control group on measures of decoding, word knowledge, fluency, and comprehension, even though the large majority of control group students received other reading interventions. When controlling for the amount of the program students engaged with, the impact almost doubled. Overall, STARI students substantially reduced the gap between their reading skills and the skills of classmates who scored proficient on the state reading/ELA assessment.

stari.serpmedia.org

Development of STARI was led by Lowry Hemphill (Wheelock College) through a SERP collaboration with Harvard University and four Massachusetts school districts. The research and development work for STARI was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R305F100026 to the Strategic Education Research Partnership as part of the Reading for Understanding Research Initiative. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

