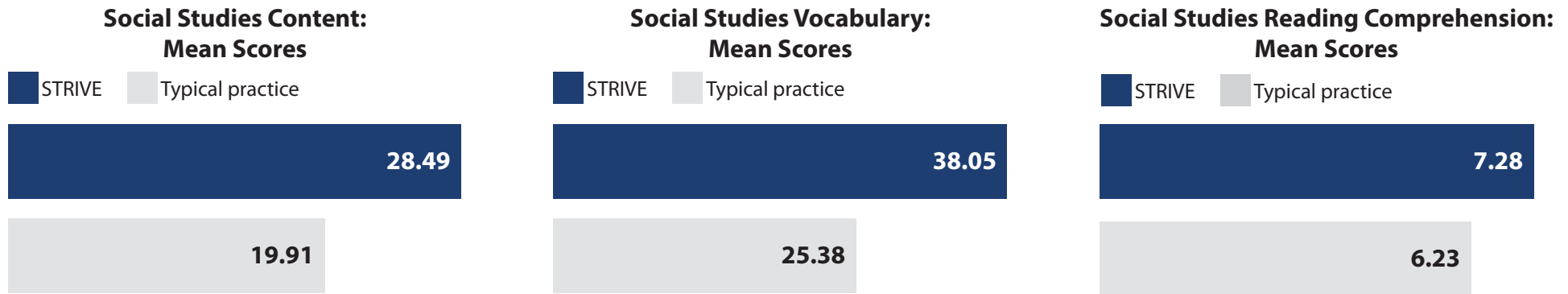


Strategies for Reading Information and Vocabulary Effectively (STRIVE)

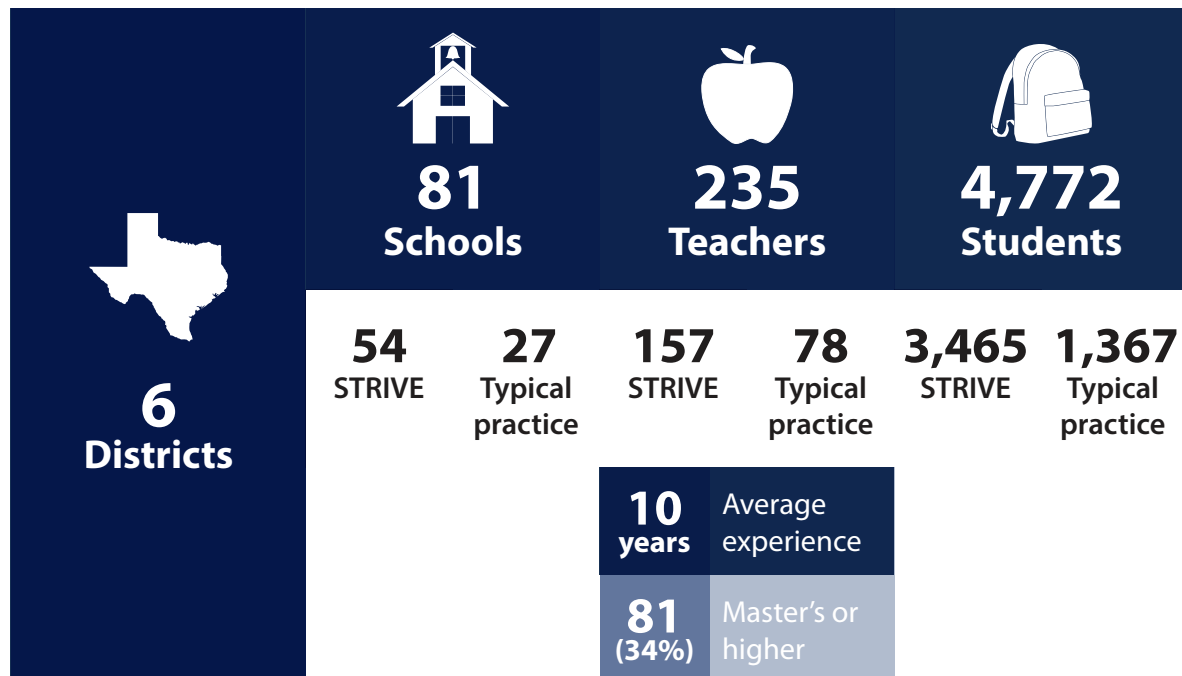
The purpose of this study was to investigate the efficacy of a distributed professional development model. Teachers participated in an initial daylong session, followed by two teacher study team meetings. STRIVE teachers provided three units (36 lessons) of social studies instruction featuring literacy practices across 18 weeks. The study examined the effects of STRIVE compared to typical social studies instruction on fourth-grade students' content knowledge acquisition, vocabulary, and reading comprehension performance. Visit the STRIVE webpage at https://bit.ly/STRIVE_UT for the full report on findings.

Student Performance

STRIVE students significantly outperformed students receiving typical social studies instruction on tests of content knowledge, vocabulary, and comprehension.



Demographics



- Students with disabilities who received STRIVE lessons outperformed their peers on the measures of content knowledge and vocabulary (Swanson et al., 2021).
- English learners who received STRIVE lessons outperformed their peers on the measures of content knowledge, vocabulary, and comprehension (Vaughn et al., 2021).

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