

Building Capacity for Reading for Understanding from Pre-Kindergarten through High School
Updates from the Reading for Understanding Research Initiative
Friday, May 20, 2016
9:00 AM – 12:00 PM, EDT

Broadcast live on [Mediasite](#) for DOED staff, or at [EDStream](#) for the general public

The Institute of Education Sciences funded the [Reading for Understanding Research Initiative](#) (RfU) in 2010 to develop and test effective approaches for improving reading comprehension for all students from pre-kindergarten through high school. Reading for Understanding takes a comprehensive approach to tackling the problem of improving reading comprehension through:

- applied basic research to identify underlying processes that contribute to comprehension;
- development and evaluation of instructional approaches, curricula, technology, and teacher professional development programs to improve reading comprehension for students; and
- development and validation of new assessments of reading comprehension and component skills.

The full participation of teachers and other school-based personnel in the design and interpretation of the research studies and interventions was a key component of this initiative. This event will share evidence and insights from work to date, and discuss implications for future efforts to help students successfully tackle the texts necessary for meeting increasingly challenging standards.

Each of the six RfU Teams will give a twenty minute presentation to share the primary challenges the team sought to address, highlighted findings, and discuss their implications for what schools could do in the near and long-term to help all students read with better understanding.

9:00 – 9:20: Welcome and overview of the Reading for Understanding Initiative

9:20 – 9:40 -- [Assessing Reading for Understanding: A Theory-Based, Developmental Approach](#)

Reading for Understanding in the 21st Century: Designing Assessments in Support of Learning and Instruction (PreK – Grade 12). John Sabatini, Educational Testing Service

9:40 – 10:00 -- [Project READI: Reading, Evidence, and Argumentation in Disciplinary Instruction](#)

Reading, Evidence, and Argumentation in Disciplinary Instruction: Yes They Can (Grades 6 – 12). Susan R. Goldman, University of Illinois at Chicago

10:00 – 10:20 -- [Promoting Adolescent Comprehension of Text](#)

A Review of Work Designed to Measure and Improve Reading Comprehension among Adolescents (Grades 7 – 12). Nathan Clemens, Texas A & M University

10:20 – 10:40 – [Catalyzing Comprehension Through Discussion and Debate](#)

Engaging Tweens and Teens in Deep Reading Comprehension: The Power of Discussion and Debate (Grades 4–8), Suzanne Donovan, Strategic Education Research Partnership

10:40 – 11:00 -- [Examining Effective Intervention Targets, Longitudinal Intensity, and Scaling Factors in PreK through 5th Grade](#)

The FCRR Reading for Understanding Network: Challenges and Unanswered Questions (PreK – Grade 4). Christopher Lonigan, Florida State University

11:00 – 11:20 -- [The Language Bases of Reading Comprehension](#)

Overview of the Let's Know! and ¡Vamos a Aprender! Curriculum Supplements (PreK – Grade 3). Laura Justice, The Ohio State University

11:20 – 11:30 - Break

11:30 – 12:00 – *Reading for Understanding in the Age of New Standards and Legislation*. Rebecca McGill-Wilkinson of the National Center for Education Research will moderate a discussion with RfU researchers to share insights from their work about skills that support reading for understanding across the curriculum from the earliest years of schooling through high school. The discussion will include implications of their findings for current and new initiatives to improve educational outcomes for all students in the context of efforts to reform standards for college and career readiness as well as ESSA legislation.

Contact Karen Douglas at Karen.Douglas@ed.gov for further information.