



Paired Texts Packets – state standards

W2Win Paired Texts Packets have become the proven link between the study of paired texts and double-digit growth on state ELA and Writing tests.

Teachers and instructional leaders love ...

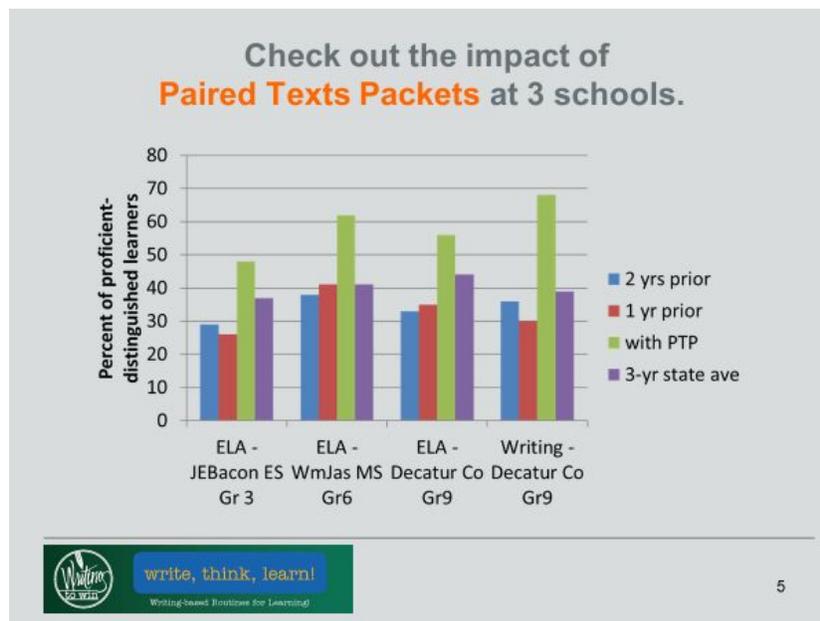
- ✓ how seamlessly the packets integrate reading comprehension and the writing process
- ✓ double-digit gains on state ELA and writing tests, grades 3-11
- ✓ how students are eager to “do another Paired Texts Packet.”

Paired Texts Packets are the preference of the Marzano Academies, a growing network of competency-based learning centers and partnership schools that includes W2Win instructional solutions as an essential indicator.

The graph below presents recent achievement scores on state ELA assessments (reading comprehension, vocabulary, and open-ended writing tasks). The green bar presents the percent of students who completed 2-3 Paired Texts Packets and scored a 3 (proficient writing) or 4 (distinguished writer) on their state test of ELA and extended writing.

Data are from JE Bacon ES, William James MS, and Bainbridge HS. The Paired Texts Packets (green bar) moved student achievement above the state average for the first time in recent years for all three schools. Note also how the 38% increase in number of proficient and distinguished writers impacted the double-digit rise of ELA scores for Gr9 students.

Paired Texts Packets Boost ELA and Writing Scores



Go to www.writingtowin.com for a description of the research design and methodology.

An additional case study. In Gr7, 92% of remedial students scored 1 (beginning writer) out of 4 points on an end-of-course test. Following a standard remedial reading program in Gr8, 64% scored 1 and 29% scored 2 (developing writer). The gains were significant, but only one student met state expectations (proficient writer). In Gr9 with the completion of four Paired Texts Packets, only 27% of them scored 1, 43% scored 2, 27% scored 3 (proficient writer), and 3% scored 4 (distinguished writer). The second year of Paired Texts Packets, the percent of beginning writers dropped to 7%, the percent of developing writers dropped to 31%. By contrast, the percent of

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proficient writers rose to 31%, and the percent of distinguished writers rose to 7%. Data from the graph and this additional case study suggest that *W2Win* Paired Texts make a difference with all levels of students.

Research design – Classroom action research

In **schools**, **action research** refers to evaluative, investigative, or analytical research to diagnose problems or weaknesses – whether organizational, academic, or instructional – and help educators develop practical solutions to address them quickly and efficiently.

Action research delivers a positive effect for a number of reasons. The most important is that **action research** is always directly relevant to the participants. Performance data is available to students and teachers in time for them to celebrate their achievement together. At the beginning of the study, the experimental groups of students learn of the performance of students in the two years previous to them and the mean score of students statewide over the last three years. They are then invited to participate in creating a shared vision of their performance at the end of the course / year with their teachers. Their teachers introduce the Paired Texts Packets as their vehicle for achieving that shared vision.

Our main purpose is to instill reflective practices in teaching and learning in schools we serve. These proven practices have lessened the problem of integrating reading and writing instruction by emphasizing strong proven practices for students in writing as much as reading.

Question – What is the effect of Paired Texts Packets on student learning as measured by an end-of-year / course on state ELA tests?

Review of Literature

We chose the study of pair texts because of the focus on concepts instead of the content of a single text or several unrelated texts.

Conceptual Coherence, Comprehension, and Vocabulary Acquisition: A Knowledge Effect?

Cervetti, Gina N.; Wright, Tanya S.; Hwang, HyeJin

Reading and Writing: An Interdisciplinary Journal, v29 n4 p761-779 Apr 2016

Research has shown the use of conceptually coherent text sets to be effective in building knowledge and vocabulary, as well as preparing students for new texts on the same topic. Both broad knowledge and topic-specific knowledge are essential for reading comprehension. In turn, background knowledge allows readers to make inferences, which aids in comprehension, thinking, and memory. Studies have also shown that prior knowledge of a topic has a greater impact on reading comprehension than generalized reading ability. As educators, we must recognize the power of prior knowledge!

Newsela, Readworks, Achieve the Core, Teacher-made products, and Teachers Pay Teachers are the best **know** online text-set resources for educators. They present solid choices of related texts and, for the most part, adequate selected-response items, constructed-response prompts for individual texts, and some extended-response prompts for the paired texts.

What are missing and essential ingredients, however, are 1) a pacing guide of strategies for their use, 2) differentiated levels of reading comprehension activities, and 3) support for the steps of the writing process in nurturing effective written responses.

Methodology

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We chose an experimental-control group design that fit within school scheduling to make the data generated as reliable as possible and instructive to the teachers and students involved.

High school students in control groups received 127 hours of instruction with the district-adopted textbook series guided by their district curriculum guide. Experimental-group students received the same instruction except for 9 hours (7% of the total hours) of study with the Paired Texts Packets embedded in 2 3-week cycles.

Middle and elementary school students in control groups received 235-255 hours of instruction with the district adopted textbook series guided by their district curriculum guide. Experimental group students received the same instruction except for an average of 22 hours (8-9% of the total hours) of study with the Paired Texts Packets embedded in a 3-week cycle during each 9-weeks.

Equivalent groups of students – For each study we setup control and experiment groups. All student groups were similar in prior student achievement. For example, we compared the experimental group of students (winter-spring, 2019) with control groups of students in winter-spring 2017 and 2018. In each year there were between 17-19% advanced, 55-57% average, and 24-26% basic students.

State ELA assessment was the independent measure that generated a mean score for all student groups. The mean scores for the control group at grades 3, 6, and 9 were all significantly lower than the experimental groups. The experimental groups for all three grades exceeded the expectations of their shared visions. All three envisioned their scores exceeding the state mean score by single digits not the double-digit gains posted.

In all three schools, growth in student achievement on the writing subtest of the state ELA assessment exceeded that of their overall ELA score. This was especially significant in Gr9 where the 38% increase in scores of extended writing lifted the increase in overall ELA score up to 24%.

A targeted case study – In advance planning with new schools, we ask if there are special subgroups of students in need of targeted study. In a high school, the essential requirement for adopting Paired Texts Packets was its demonstrated significant impact on remedial reading students over a 3-year period of instruction. Two years prior to our appearance, 36 Gr7 students qualified for instruction in remedial reading in Gr8. They followed a traditional reading curriculum with emphasis on reading followed by writing reflection. District leaders saw that while Gr8 scores improved significantly, only one student of 40 met the state expectation of proficient readers and writers. School leaders felt this improvement was insufficient and adopted *W2Win* Paired Texts Packets for the students in Gr9 who completed one packets/nine weeks. The data below show the significant positive impact of the traditional reading instruction in Gr8 and significant increased growth with the embedded Paired Texts Packets in grades 9-10.

	1 Beginning writing	2 Developing writing	3 Proficient writing	4 Distinguished writing	Mean score
Gr7 – 2 years prior	36	3	0	0	1.08
Gr8 – 1 year prior	26	12	1	0	1.38
Gr9 – year 1 Paired Texts Packets	12	15	11	1	2.05
Gr10 – year 2 Paired Texts Packets	4	16	16	4	2.50

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In the future, remedial readers posting ELA scores of 3-4 in Gr9 will move to the regular ELA course in Gr10. The essential value of classroom action research is underscored again. The quick turn-around in reliable research data allowed instructional changes for the benefit of students.