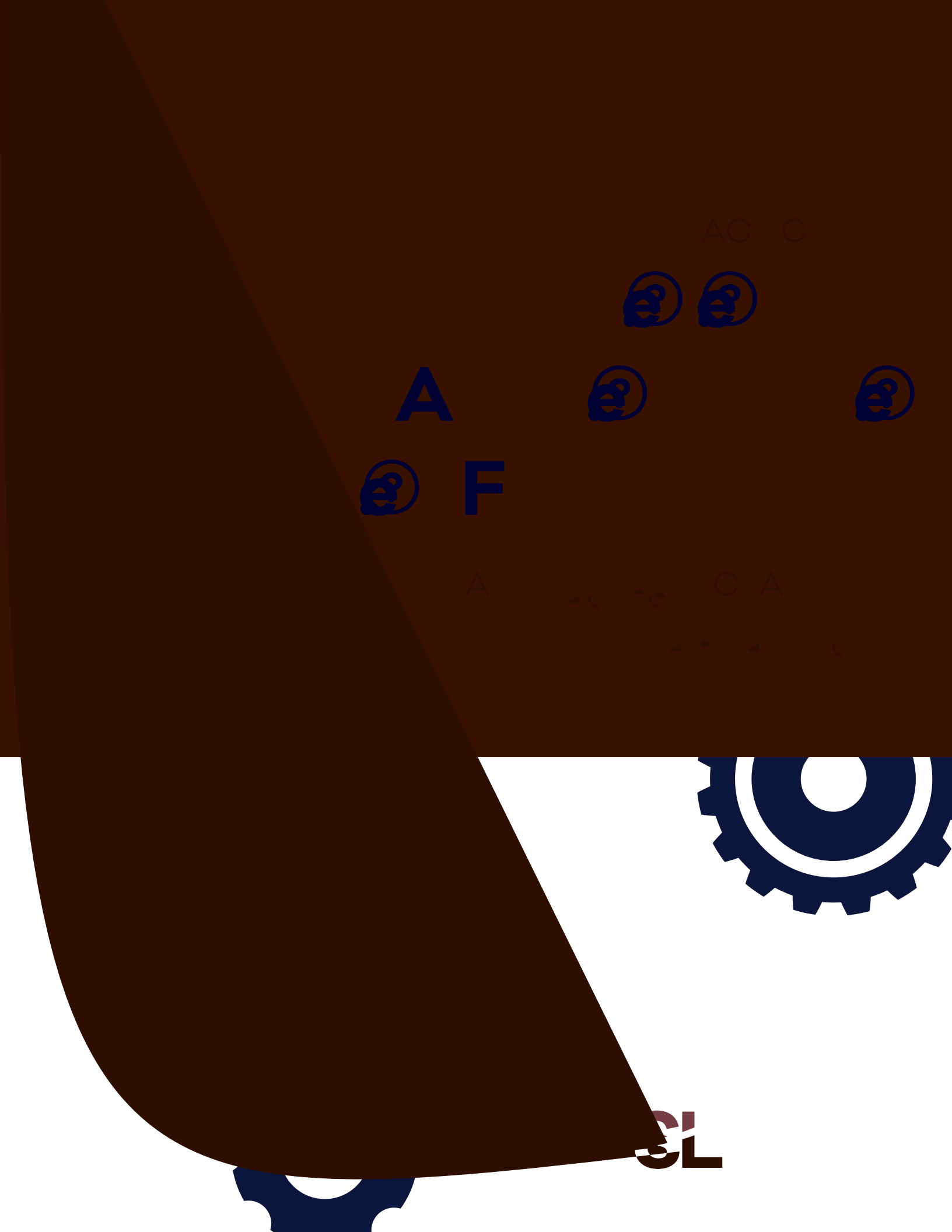

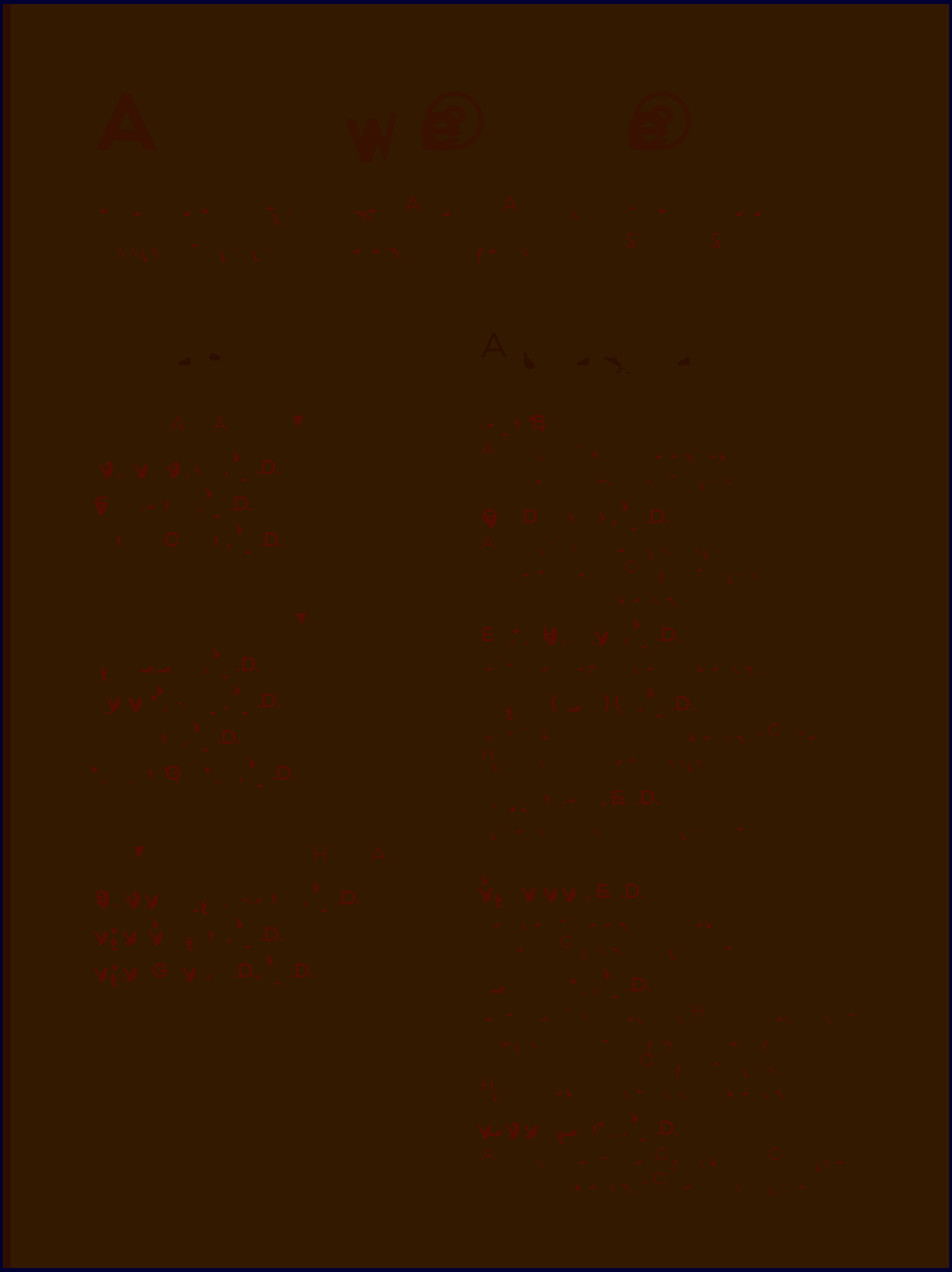

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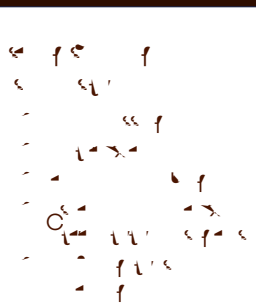
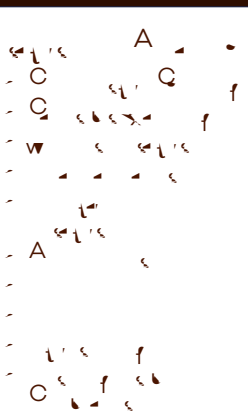
I E			C
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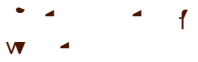
C AB A E			
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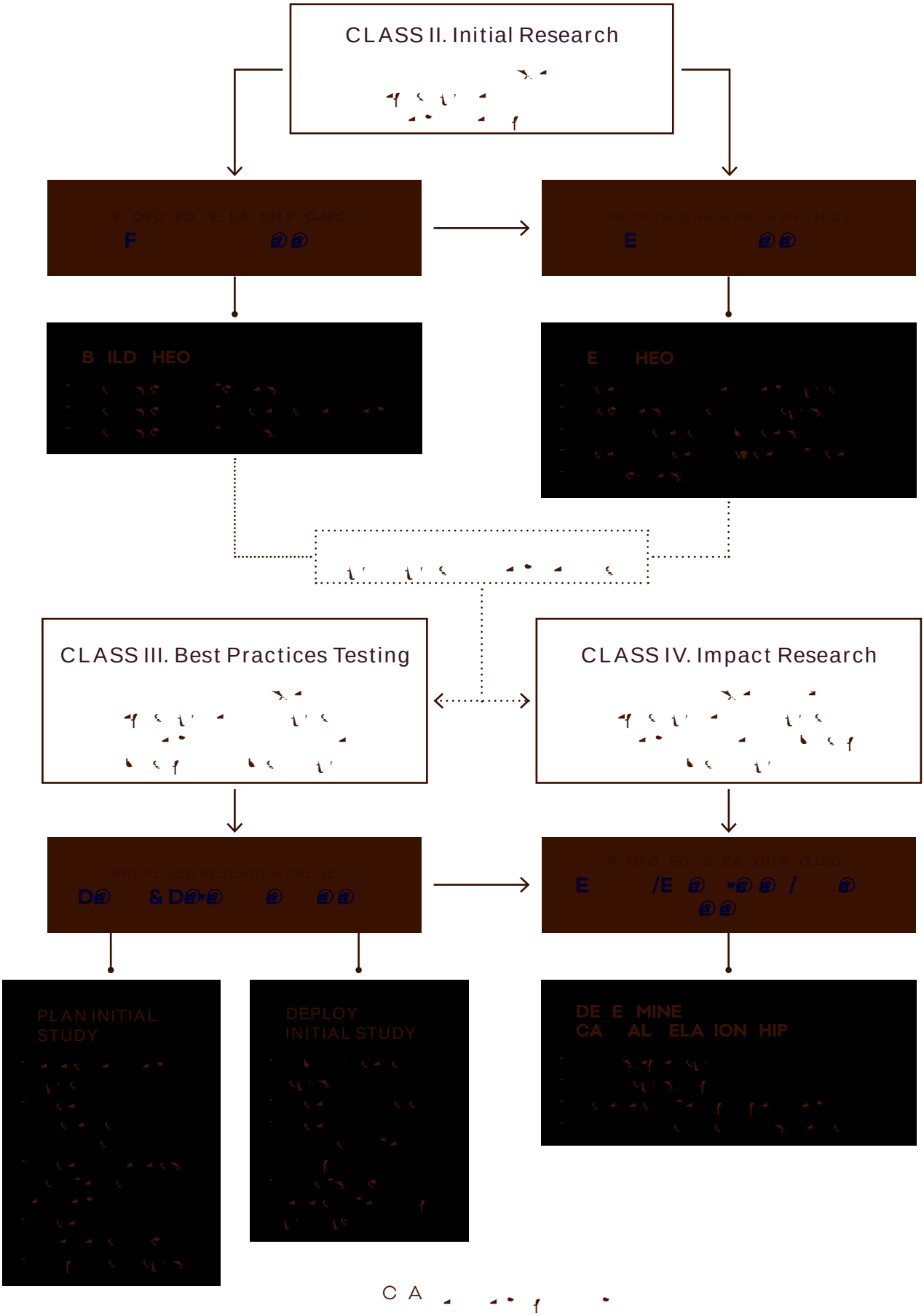
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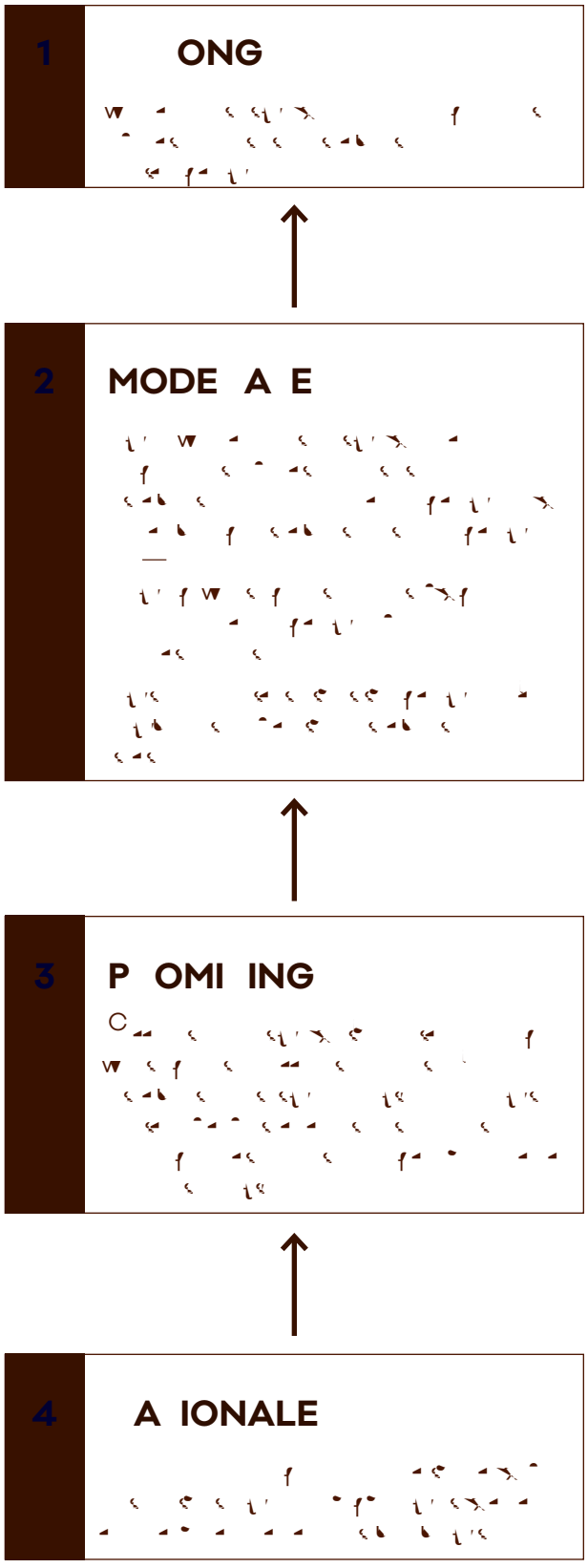

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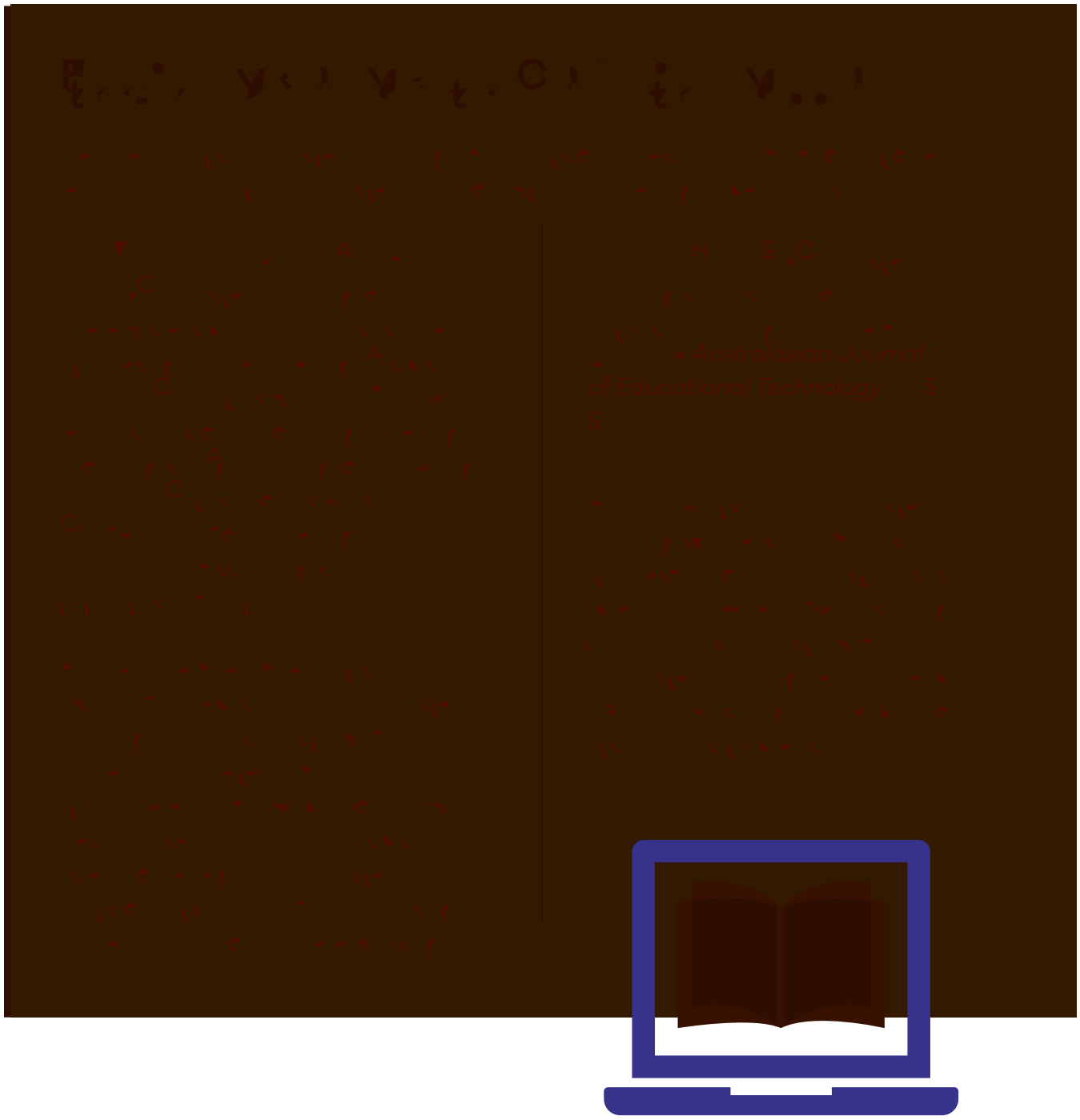
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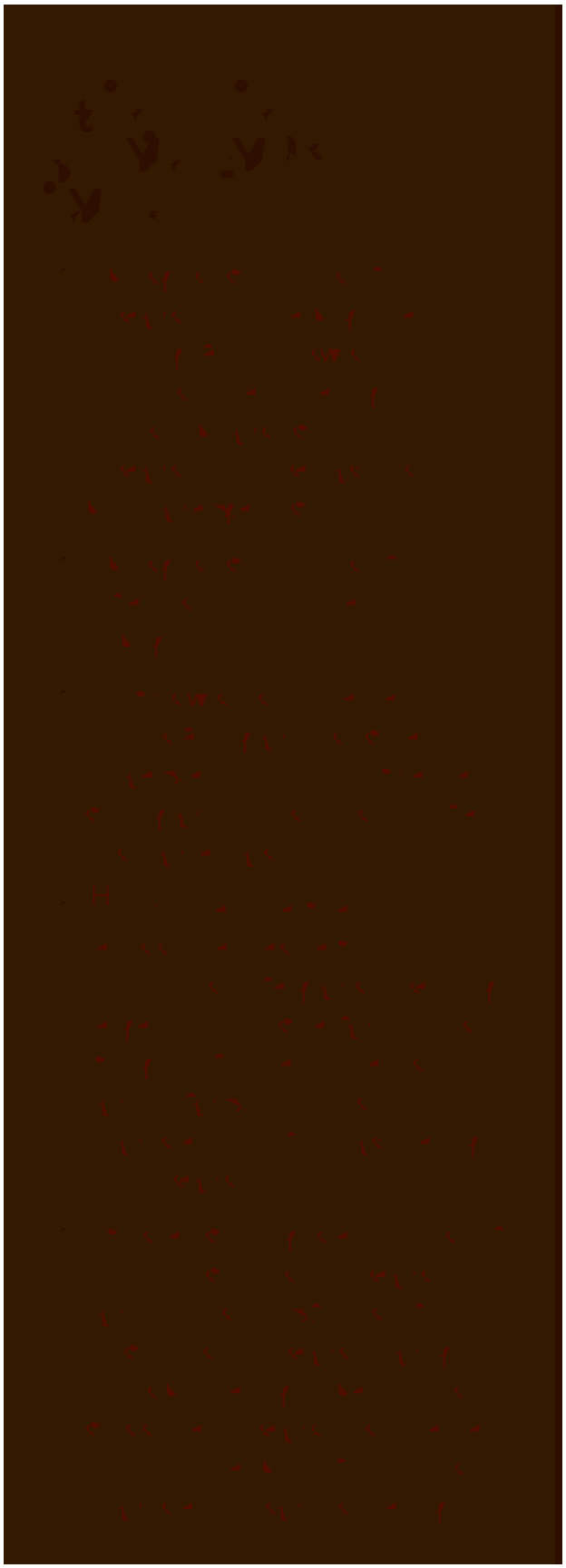

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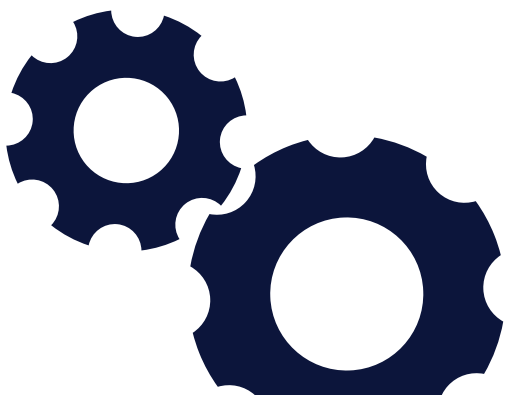

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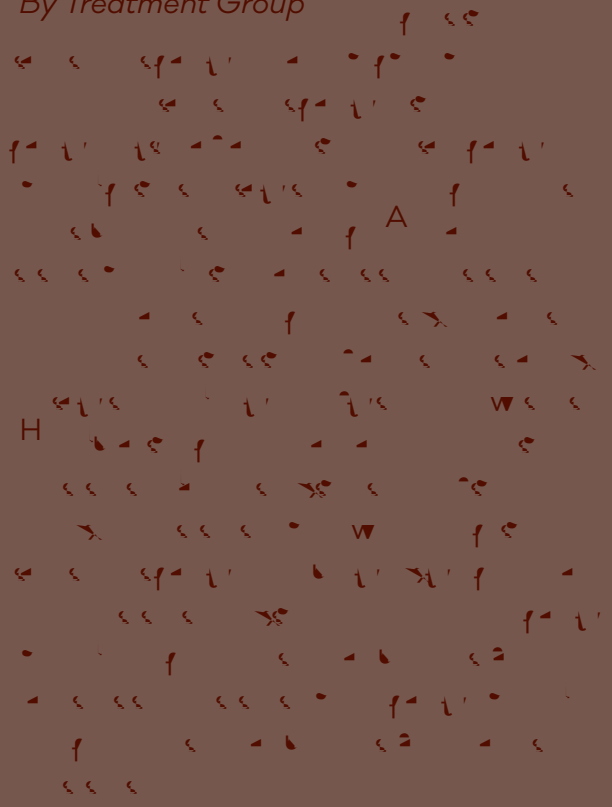

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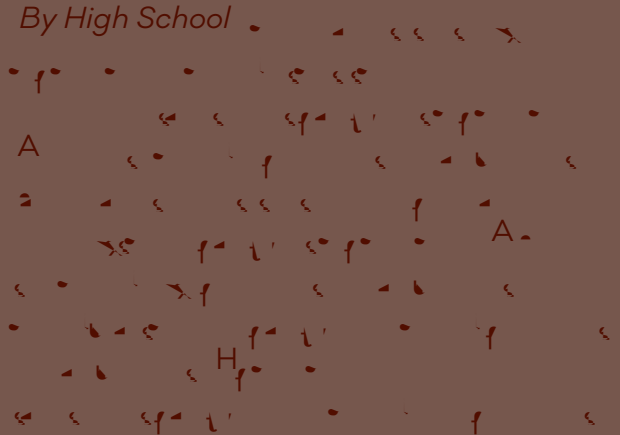

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Early grade learners who participate in short-term, highly responsive instruction delivered by an expert can disrupt the trajectory of low literacy achievement, produce accelerated gains, and enable learners to catch up to their peers and sustain achievement at grade level into the future (May et al. 2013).

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Collections are not sufficient (McGill-Franzen et al. 1999); talk about books increases reading comprehension and interest (Fisher, Lapp, and Flood 2001; Pinnell et al. 1994; Saunders and Goldenberg 1999; Stevens and Durkin 1992).

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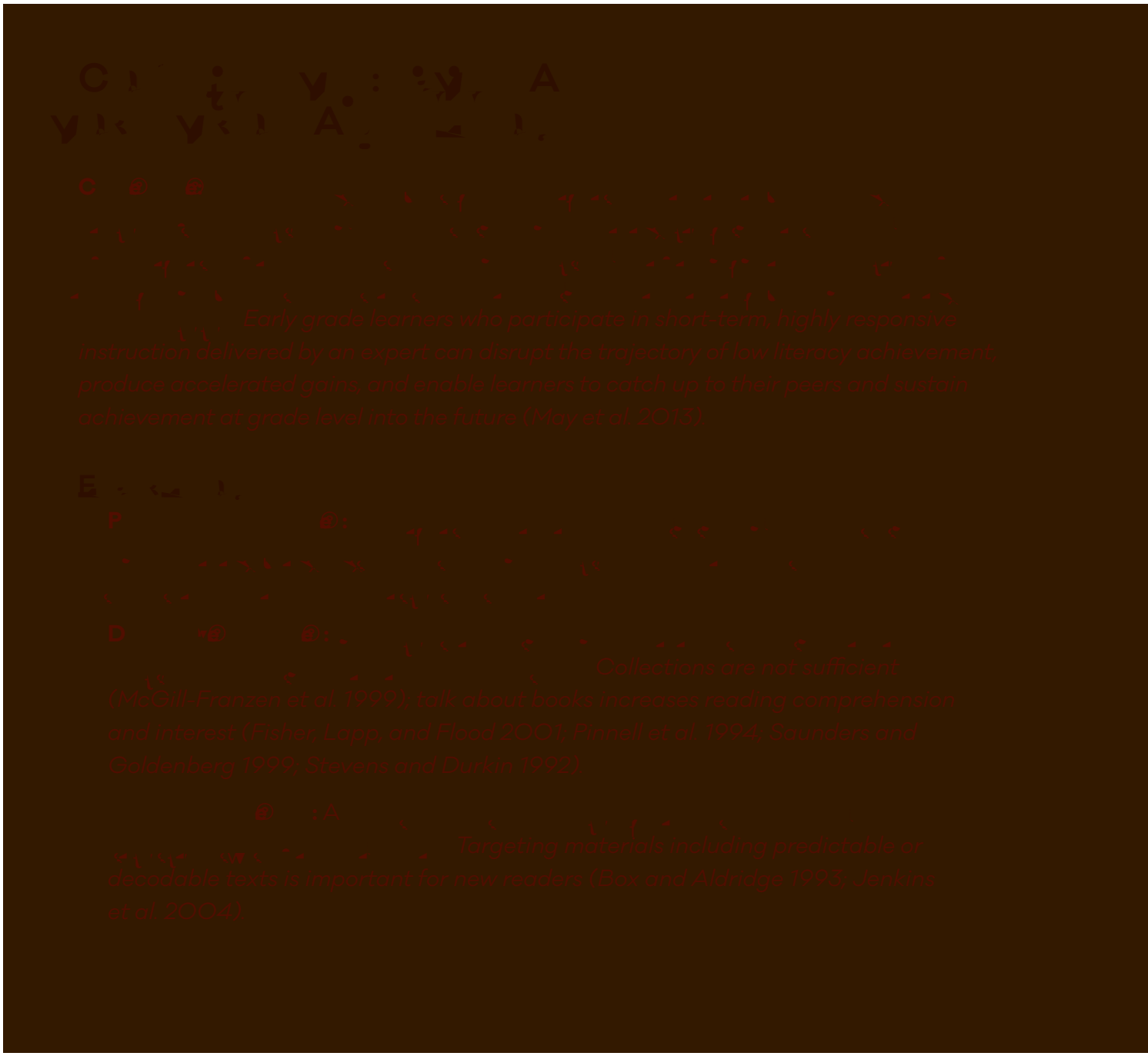
Targeting materials including predictable or decodable texts is important for new readers (Box and Aldridge 1993; Jenkins et al. 2004).



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Readers benefit from practice reading with real and engaging texts (Stevens and Durkin 1992; Vadasy, Sanders, and Peyton 2005).

Broad benefits in reading achievement have been demonstrated in elementary schools where educators plan cooperatively (Stevens and Slavin 1995).

DESIGN CONJECTURE	MEDIATING PROCESS	OUTCOME

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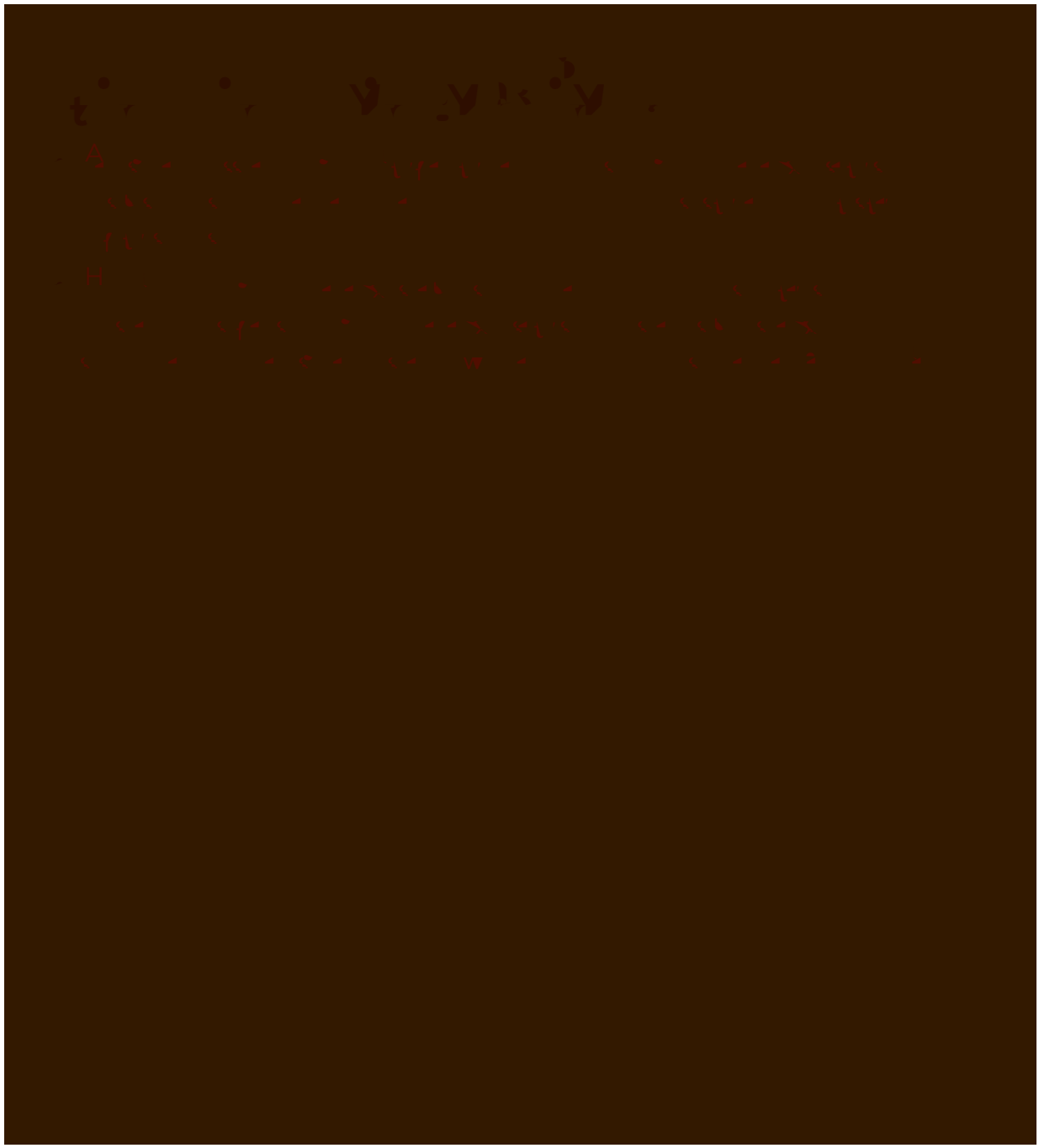

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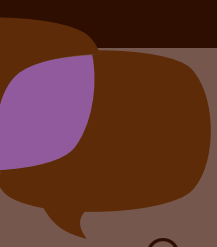

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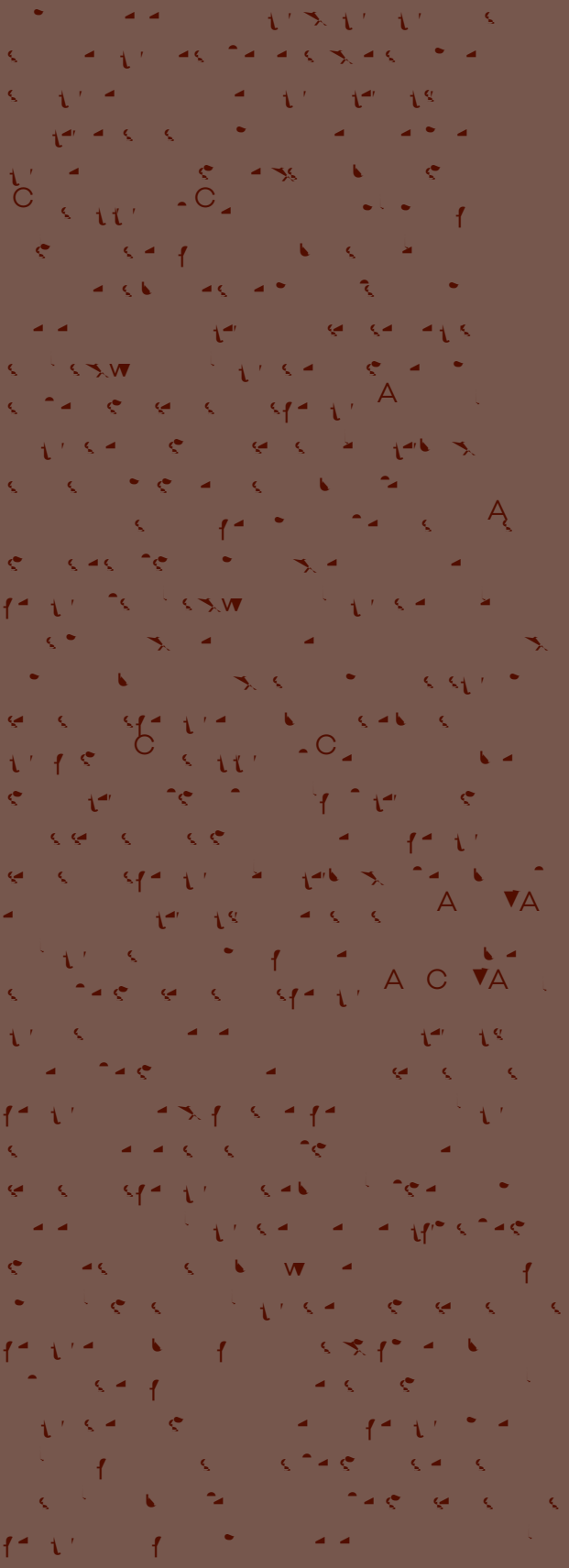

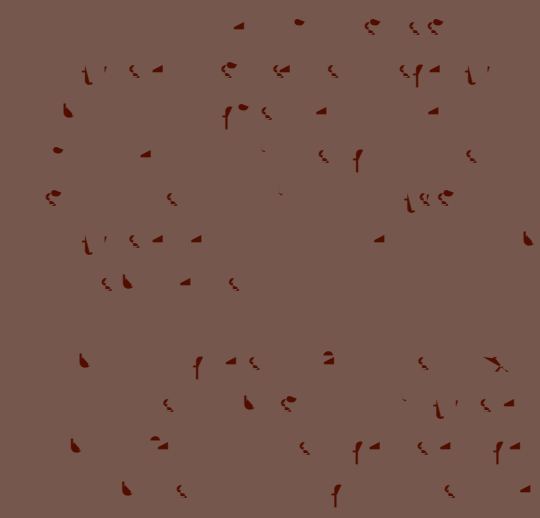

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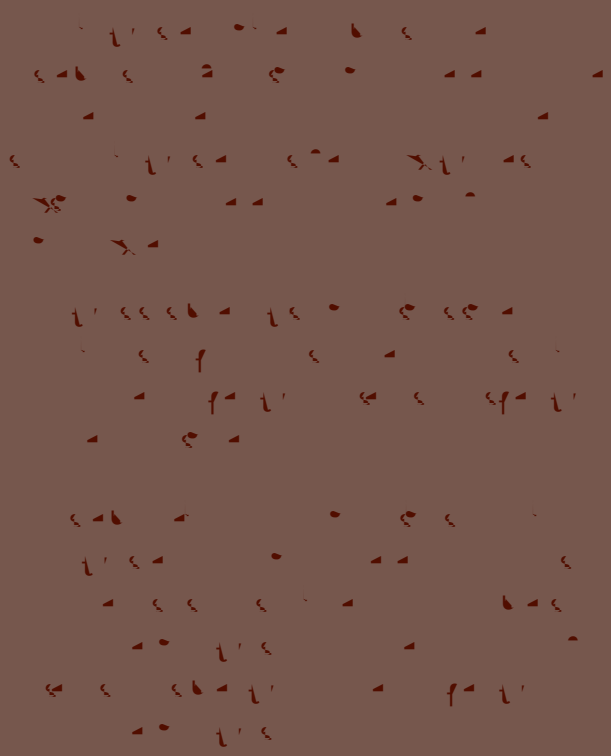

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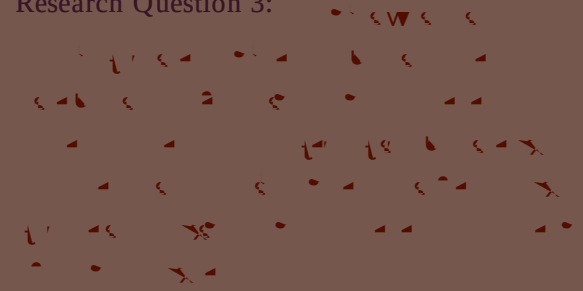

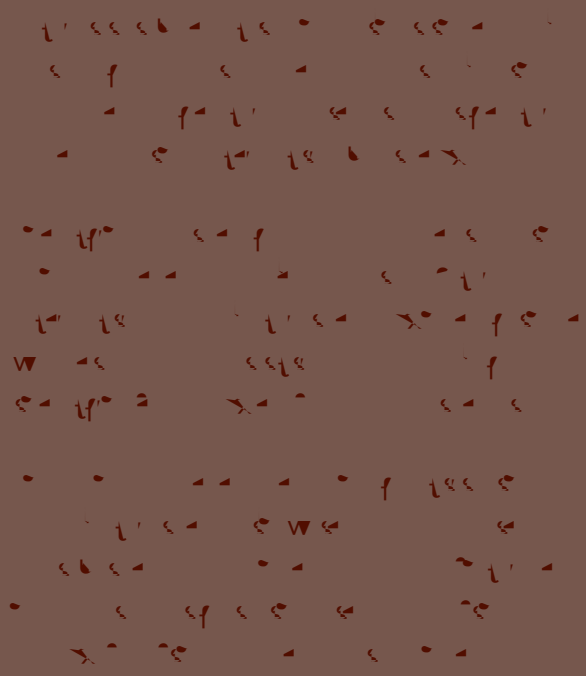

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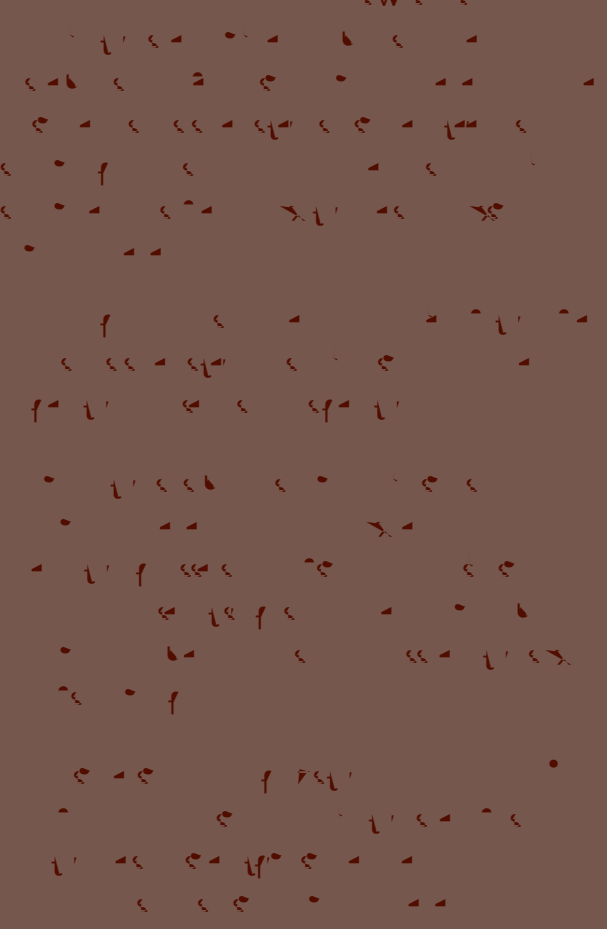

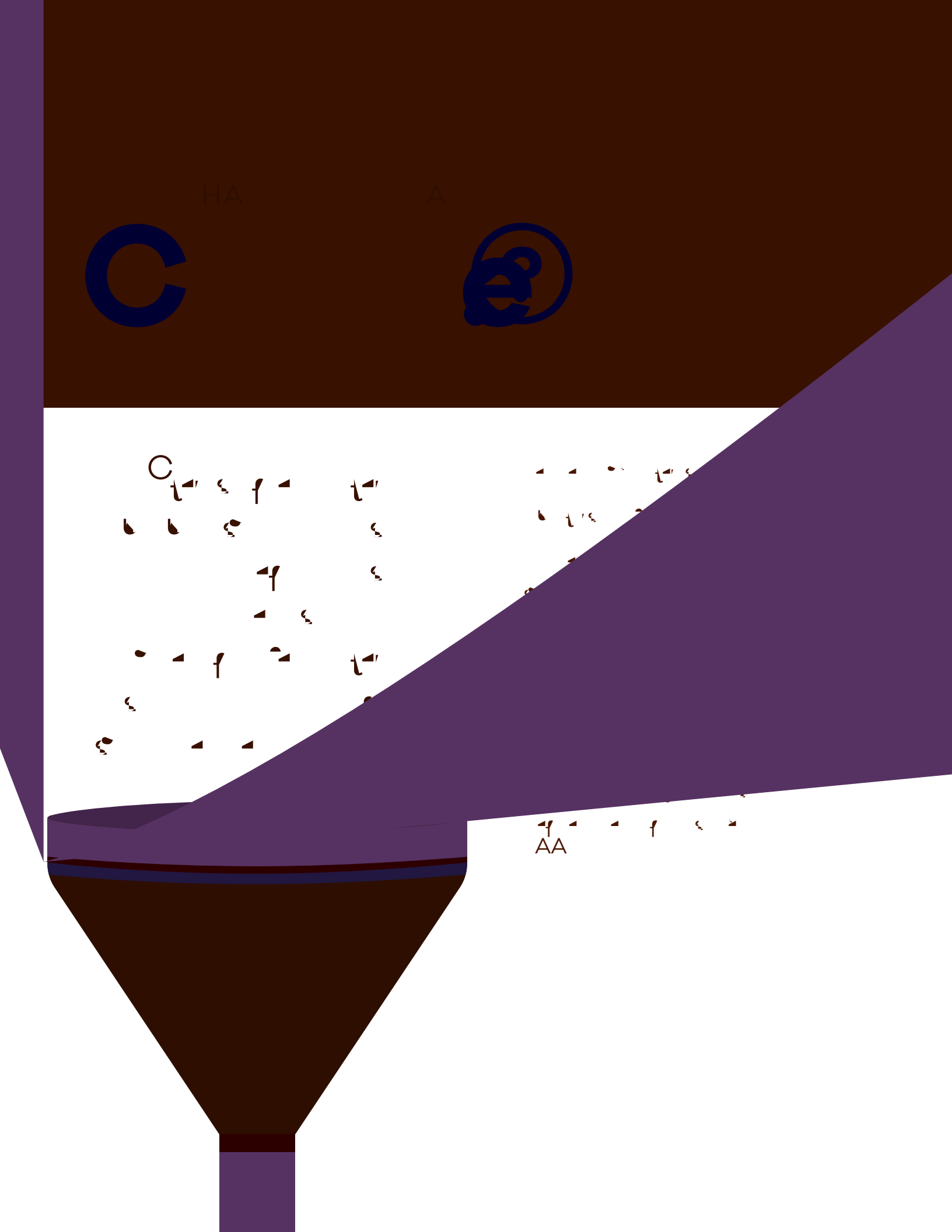
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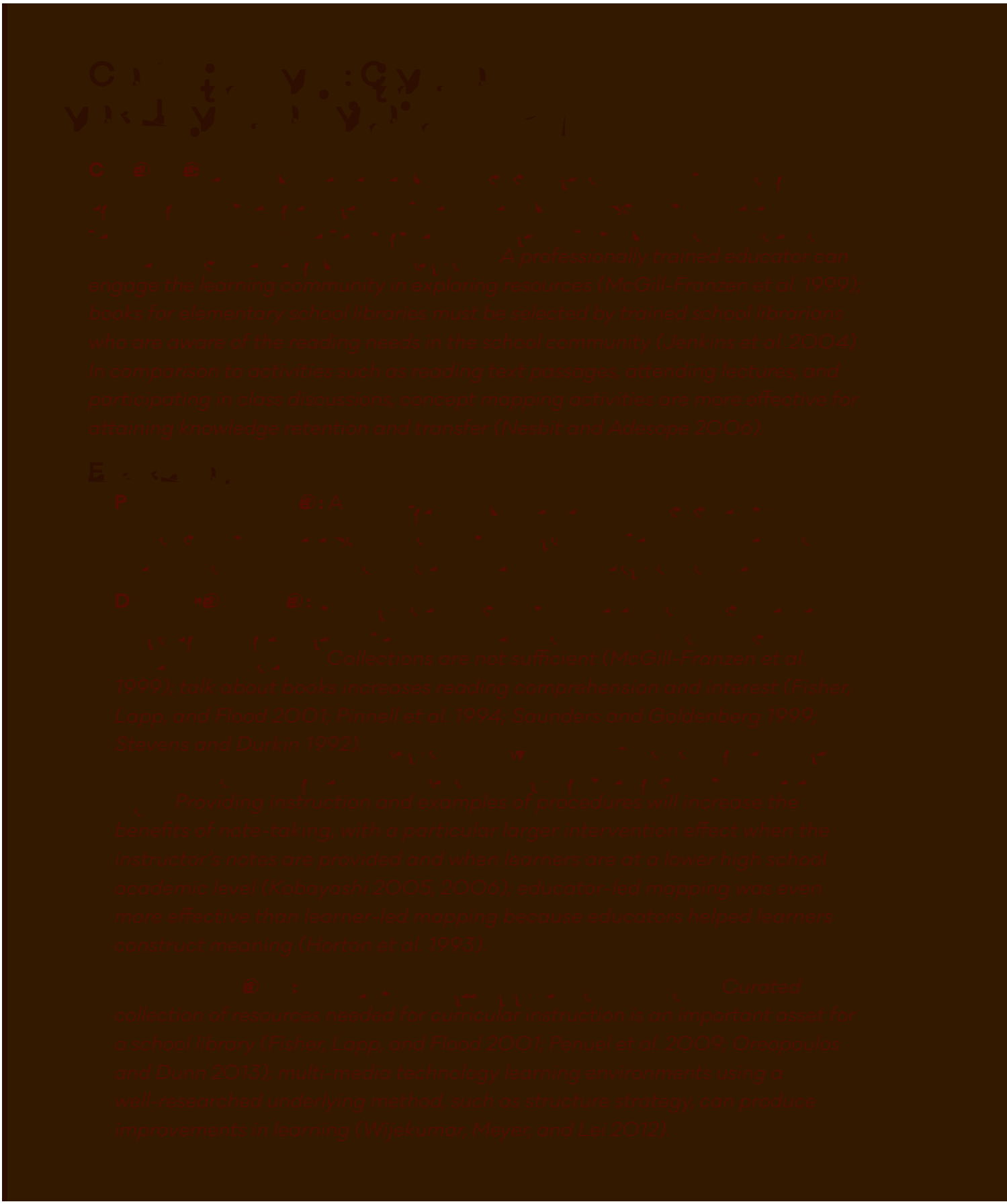

The use of online information had a positive effect when purposely distributed rather than simply made available (Oreopoulos and Dunn 2013).

Educators benefited by organizing skill presentation along a scope and sequence, reducing teacher preparation time and providing educators with a platform for skill coaching throughout the day (Bierman et al.

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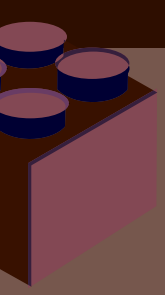

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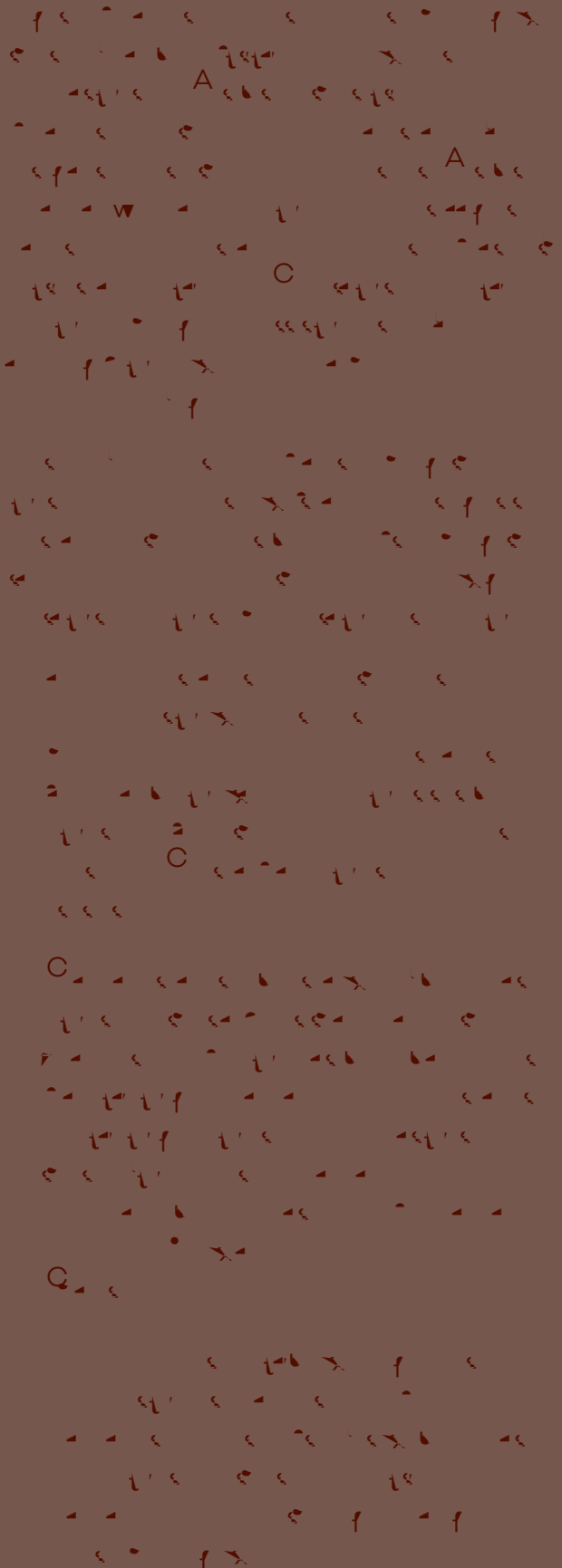

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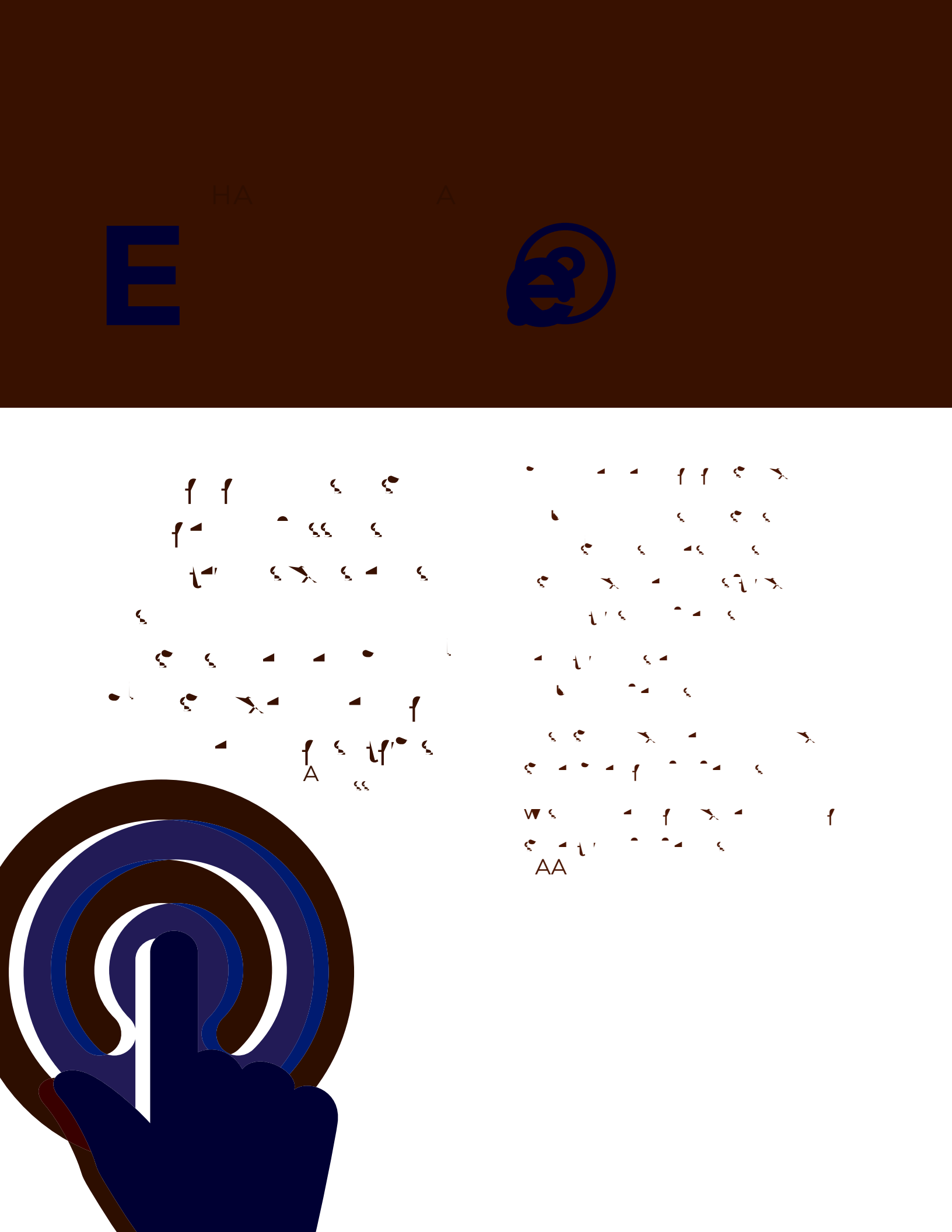

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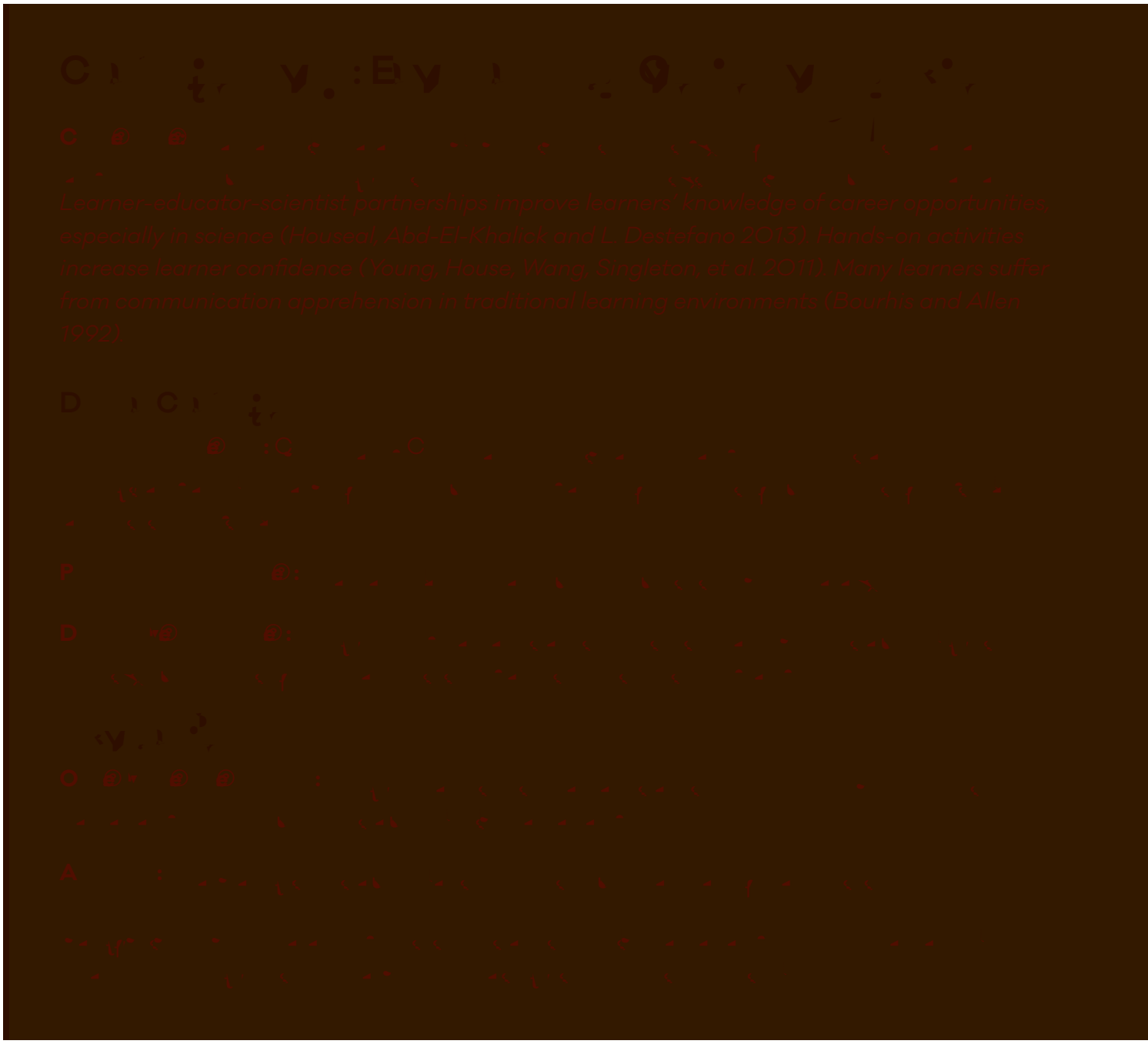

Learner-educator-scientist partnerships improve learners' knowledge of career opportunities, especially in science (Houseal, Abd-El-Khalick and L. Destefano 2013). Hands-on activities increase learner confidence (Young, House, Wang, Singleton, et al. 2011). Many learners suffer from communication apprehension in traditional learning environments (Bourhis and Allen 1992).

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