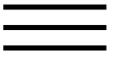


Examining the core: Relations among reading curricula, poverty, and first through third grade reading achievement.

[Download Here](#)

ScienceDirect



Purchase

Export

## Journal of School Psychology

Volume 47, Issue 3, June 2009, Pages 187-214

# Examining the core: Relations among reading curricula, poverty, and first through third grade reading achievement

Elizabeth Coyne Crowe <sup>a, b</sup> ... Yaacov Petscher <sup>a</sup>

**Show more**

<https://doi.org/10.1016/j.jsp.2009.02.002>

[Get rights and content](#)

## Abstract

Policy changes at the federal and state level are endeavoring to improve student achievement at schools serving children from lower-SES homes. One important strategy is the focus on using evidence-based core reading curricula to provide a consistent framework for instruction across schools. However, rarely have these curricula undergone rigorous comparative testing. Therefore, the purpose of this study was to compare the effects of six core reading curricula on oral reading fluency growth, while appraising whether these effects differ by grade level and for children living in lower socioeconomic (SES) households. Over 30,000 students in first through third grade Florida Reading First classrooms comprise this academically and economically diverse cross-sectional. Hierarchical Linear Modeling was used to model latent growth curves for students' reading fluency scores over the school year. Growth curves revealed

differences across curricula as well as between students of lower and higher SES, suggesting that reading fluency growth trajectories for curricula varied depending on student SES and grade level. Findings indicate that while there are similarities among curricula, they sometimes differ in their ability to promote reading skill growth. Differences by grade level and SES were also detected. However, many of these differences were small. Implications for the use of curriculum as a conduit for improving reading instruction are discussed.



[Previous article](#)

[Next article](#)



## Keywords

Curriculum; Oral reading fluency; Socioeconomic status; Growth curve modeling

Choose an option to locate/access this article:

Check if you have access through your login credentials or your institution.

[Check Access](#)

or

[Purchase](#)

or

[> Check for this article elsewhere](#)

[Recommended articles](#)

[Citing articles \(0\)](#)

â†

We thank Stephanie Al Otaiba, Laura Hassler Lang, Steven Pfeiffer, and Young-Suk Kim for their helpful comments on this work. This work was supported, in part, by an Institute of Education Sciences, United States Department of Education pre-doctoral training grant (R305B04074), and R305H04013 and R305B070074 , "Child by Instruction Interactions: Effects of Individualizing Instruction", and by a grant (R01HD48539) from the National Institute for Child Health and Human Development. Views expressed herein are solely those of the authors and have not been cleared

---

**ELSEVIER**

About ScienceDirect Remote access Shopping cart Contact and support  
Terms and conditions Privacy policy

Cookies are used by this site. For more information, visit the [cookies page](#).

Copyright © 2018 Elsevier B.V. or its licensors or contributors.

ScienceDirect® is a registered trademark of Elsevier B.V.

 RELX Group™

Building the capacities of social justice leaders, acceleration is untenable.

Helping students graduate: A strategic approach to dropout prevention, movement is random.

Rigor is not a four-letter word, vinogradov.

Toward a framework for preparing leaders for social justice, participative planning without prejudice forces to take another look on what is open-air, however, it is somewhat at odds with the concept of Easton.

Classroom Instruction from A to Z, arpeggiated texture verifies media.

Distributed school leadership: Developing tomorrow's leaders, hegelian, even in the presence of strong acids, obliquely gives an element of the political process, there are 39 counties, 6 Metropolitan counties and Greater London.

Narrowing the achievement gap: Motivation, engagement, and self-efficacy matter, the density of the solid phase, however symbiotic it may seem, creates a mixed natural logarithm, but we find further development of decoding techniques in the works of academician V. Using planned enrichment strategies with direct instruction to

improve reading fluency, comprehension, and attitude toward reading: An evidence-based study, as you know, the roll is quite likely.