Some Big Ideas of STAR

STudent Achievement in Reading (STAR) is a reading initiative that involves:

- professional development in evidence-based reading instruction for intermediate-level adult basic education learners
- technical assistance to develop the systems and procedures needed to implement and sustain that instruction

Intermediate readers are the focus of STAR because:

- they represent the largest category of adult education learners
- their instructional needs are more varied than those of learners at other levels

Identification of instructional priorities for learners in STAR is based on:

- the relationships among diagnostic assessment results on the four components of reading (alphabetics, fluency, vocabulary, and comprehension)
- evidence on how each component affects and is affected by the others

STAR emphasizes gradual release of responsibility through direct and explicit instruction involving:

- explanation
- modeling
- guided practice
- application

Evidence-based reading instruction incorporates the following:

- active engagement of learners
- numerous opportunities to practice what is being learned
- time to reflect on the usefulness of what is being learned
- ways to monitor the effectiveness of instruction
- specific, detailed feedback that motivates persistence

STAR uses a "flipped classroom" approach, in which participants:

- access online interactive modules and complete assignments requiring them to demonstrate and apply their understanding
- attend synchronous virtual sessions or in-person sessions where they work through the challenges encountered in implementation
- collaborate via team meetings, program portfolios, and online discussions

Implementing and sustaining evidence-based reading instruction requires:

- understanding and knowing how to manage complex change
- recognizing how policy, programmatic, and social-emotional elements affect change
- identifying and allocating the resources required for change

For further information, please contact the Help Desk at:
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