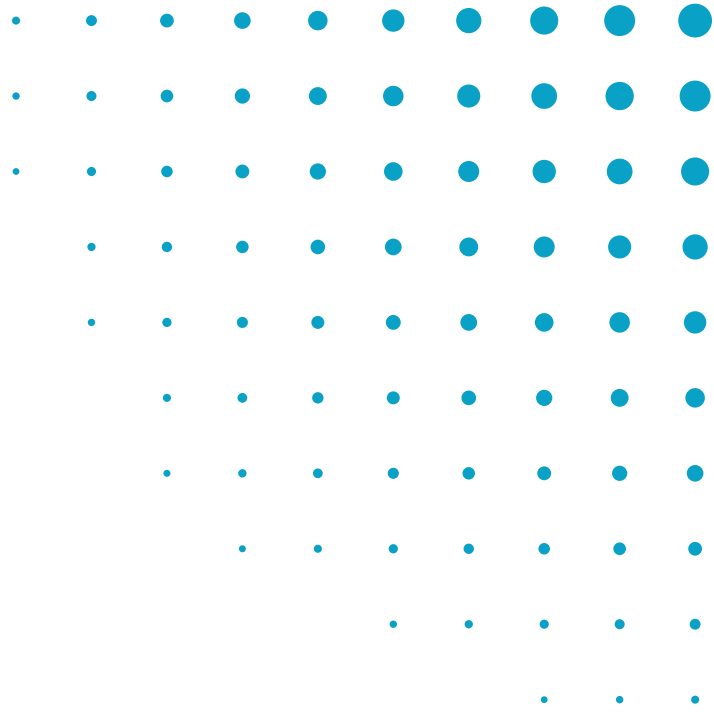


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# Article-A-Day™ Clustered Randomized Trial (CRT) in 4th- grade Classrooms across the US

2023 - 2024 School Year

A research brief on the ReadWorks-designed Article-A-Day routine, which effectively integrates knowledge-building with reading and writing for enhanced learning.

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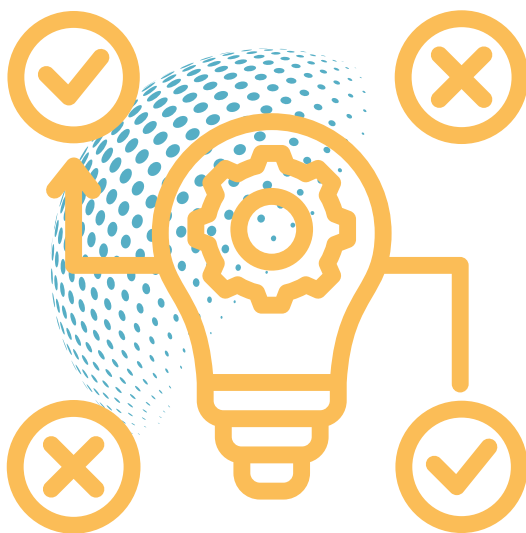
## The ReadWorks Article-A-Day Routine

The Article-A-Day routine is a one-of-a-kind tool designed to systematically build background knowledge, vocabulary, and reading stamina in just 10-15 minutes a day. Each day, students read or listen to an article from a carefully curated, topically-aligned weekly text set. Afterward, they capture their insights by writing in their Books of Knowledge, reflecting on what they've learned. Then, as they share these discoveries with classmates, students engage in meaningful conversations, supporting their overall knowledge and vocabulary growth through a dynamic blend of reading, writing, and speaking.

## Goals and Methodology

The main goal of this study was to understand the impact of the Article-A-Day routine on students' growth in science background knowledge and vocabulary. Using a clustered randomized trial (CRT) design, researchers randomly assigned 10 teachers and their classes of students, from schools in Arizona, California, Colorado, and New York, to either a control or experimental group.

Over a 9-week period, the experimental classes of students read Article-A-Day sets focused on connected science topics, while the control classes read sets on unconnected topics, such as space, sports, and the visual arts. Researchers analyzed 48 students'\* scores from pre- and post-assessments to gauge their knowledge and vocabulary of science content.



Additionally, a secondary goal of the study was to understand whether learning about and implementing the Article-A-Day routine increased ELA teachers' awareness of the importance of building students' background knowledge and vocabulary. Researchers analyzed teachers' self-reported practices and knowledge through pre- and post-surveys, gaining insights into how the routine shaped their instructional approaches.

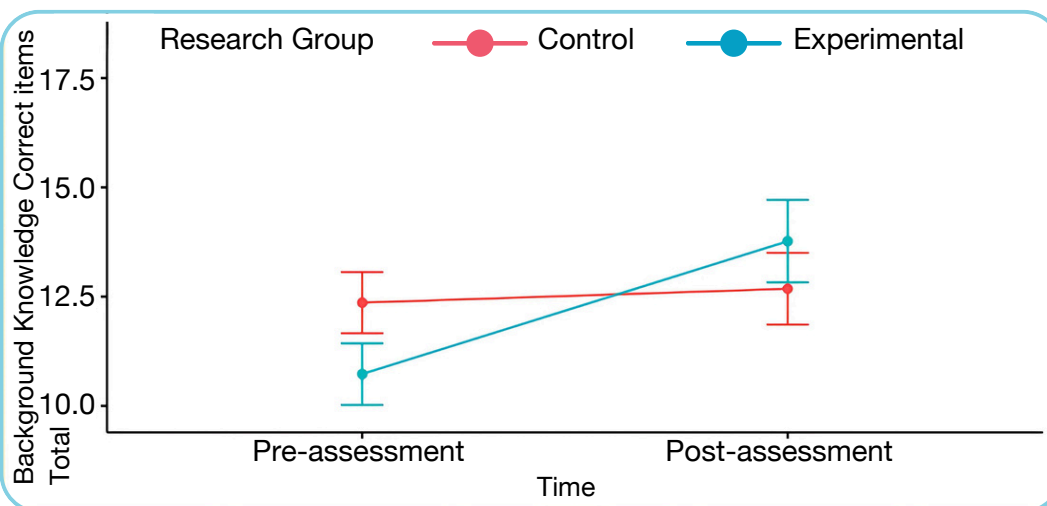
\* To be included in the analyses, students must have demonstrated that they were motivated in completing the assessments. Any behaviors demonstrating rapid clicking of answer choices resulted in students' data being removed. Students must also have completed all Book of Knowledge entries and written 11+ words for each entry.

# Key Findings

- 1 Students in the experimental group improved by approximately 11% on the science background knowledge assessment, answering 3 more questions correctly (out of 28) at post-test. In contrast, students in the control group showed no noticeable improvement. These results highlight the positive impact of the Article-A-Day routine on students' knowledge gains.

The predictable nature of the Article-A-Day routine really allowed my whole group to be successful. The audio option made it accessible to everybody. For kids that might struggle in other areas because things are not accessible, there was no barrier in Article-A-Day. They were all able to be successful with the routine.

– Jen, Teacher, CO



- 2 All students, regardless of group, showed increased engagement and motivation throughout the study, particularly in writing their Book of Knowledge entries. On average, all students wrote a third more words during the last week of the 9 weeks compared to the first. This increased motivation likely indicates how engaging the Article-A-Day routine is for students.

All my students benefited. I noticed them reading more, and by the end of the study, I noticed they were writing a lot more as a class. So they benefited with their writing as well.

– Raquel, Teacher, CA

- 3 After participating in training on Article-A-Day and implementing the routine in their classrooms, teachers demonstrated a deeper understanding of how background knowledge and vocabulary significantly impact reading comprehension and more intention to incorporate knowledge- and vocabulary-building into their future reading instruction unit and lesson planning.

“ I could correlate Article-A-Day as an introductory lesson to get background knowledge on a new topic or to spiral back. ‘Remember when we did this? How much can you remember now? Great!’

– Karen, Teacher, CA ”

## Applying Our Research

ReadWorks is always evolving to better support educators. One way we achieve this is by refining our products and research designs based on insights from our completed research studies.

After discovering the critical role the Book of Knowledge played in student learning, our research team partnered with our tech team to refine the Article-A-Day routine to require students write a daily Book of Knowledge entry of at least 20 words.

For the 2024-2025 school year, our research team designed a follow-up study with a more controlled implementation of Article-A-Day to better understand how each step in the routine supports student learning. We also refined our student assessments and teacher survey to draw out the impact of Article-A-Day even further and to more deeply explore potential transformations in teacher practice.

“ Every Article-A-Day topic that we had was so engaging, and my students just really took to everything they were reading because it was so new and different for them.

– Jen, Teacher, CO ”

Click [here](#) to see the full details of the study.