



Fourth and READ

*A Playbook for
Literacy + Wellness*

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Program Overview

Fourth and READ increases reading proficiency and wellness for K-8 students through a relationship-based, two part approach. The literacy component encourages students to build interest, skills, and confidence by reading independently and with peers. The wellness component provides guidance and encouragement from mentors who lead group discussions about wellness topics with personal reflection questions, opening the opportunity for students to share experience and give and receive support from peers.



Program Goals

- Build supportive relationships with students as mentors by modeling literacy skills and wellness
- Differentiate and individualize reading practice and build foundational literacy skills by motivating students to focus on reading independently and with peers for at least an additional hour per week
- Promote the 8 dimensions of wellness and their application in students' lives
- Provide a safe environment for students to give and receive support from peers

LITERACY, WELLNESS, and MENTORING During the School Day

Part 1: MOVE THE CHAINS - READING SESSIONS

- Set personalized reading goals
- Choose and read books based on interests and Lexile level through Scholastic Literacy Pro
- Complete "Think More" comprehension questions while reading
- Build writing skills and comprehension through writing and response activities that summarize or make connections
- Reflection and wrap-up discussion to reinforce what was read

Part 2: THE HUDDLE - WELLNESS MENTORING

- Set and track student wellness goals
- Discuss wellness topics based on real world situations
- Reflect on the situation and student's own experience
- Share thoughts and feelings during a guided discussion
- Connect discussion to reading materials and characters
- Wrap up discussion with key takeaways



THE RESEARCH

Research has established the link between time spent independently reading books and reading achievement. Students' ability to choose books related to their interest strongly impacts motivation to read. Setting goals and monitoring progress also play an important role.

Although group wellness mentoring programs have not been widely studied, many aspects of wellness mentoring overlap with social-emotional learning programs. A wide body of research supports the association of SEL interventions with positive developmental trajectories

The amount of time spent reading, along with the number of words read is a clear component of improving reading achievement.

Reading a higher volume of texts has a strong impact on students' vocabulary and conceptual knowledge as well as their overall achievement. (1)

"The two most powerful factors for improving reading motivation and comprehension are student access to many books and self-selection" (2)

To be independent and successful, all readers must assume responsibility for self-assessment: setting clear goals for reading, monitoring progress along the reading path, and determining if reading is successful" (3)

A 2019 meta-analysis concluded that formal youth mentoring programs produce a statistically significant positive effect across outcomes, fostering broad positive development, including fewer psychological symptoms, such as internalizing (depression, anxiety) and externalizing behaviors, better cognitive functioning, including self-cognition and executive functioning, higher social functioning, such as social skills, social support, and relationships, than non-mentored peers. (4)

A 2021 study of a during the school day large group mentoring program for 5th graders found that "students in the intervention group demonstrated statistically significant improvements in communication, decision-making, and problem-solving skills, showed reduced difficulties with emotional regulation, and experienced increased levels of overall resilience compared with students who did not receive the intervention. (5)

EXPECTED OUTCOMES

- At least 80% of participants who achieve their personal reading plan goals will see higher than expected growth on TN Ready ELA scores.
- Students will report increased motivation to read and confidence in reading.
- Students will report higher levels of wellness in alignment with the 8 dimensions
- Students will develop supportive relationships with mentors and peers.
- Students will report increased connectedness at school



1) Allington, R.L., & McGill-Franzen, A.M. (2021). Reading Volume and Reading Achievement: A Review of Recent Research. *Read Res Q*, 56(S1), S231-S238

2) Guthrie, J. T. & Humenick, N. M. (2004). Motivating students to read: Evidence for classroom practices that increase reading motivation and achievement. In P. McCardle P. & V. Chhabra (Eds.) *The Voice of Evidence in Reading Research* (pp. 329-354).

3) Afflerbach, P. (2016) Reading assessment: Looking ahead. *Reading Teacher*, 69(4), 413-419.

4) Raposa, E. B., Rhodes, J. E., Stams, G. J. J. M., Card, N., Burton, S., Schwartz, S., Sykes, L. A. Y., Kanchewa, S. S., Kupersmidt, J. B., & Hussain, S. (2019). The effects of youth mentoring programs: A meta-analysis of outcome studies. *American Journal of Community Psychology*, 63(3-4), 316-328.

5) Green, A. L., Ferrante, S., Boaz, T. L., Kutash, K., & Wheeldon-Reece, B. (2021). Evaluation of the SPARK Child Mentoring Program: A social and emotional learning curriculum for elementary school students. *Journal of Primary Prevention*, 42(5), 531-547.