



THE EDTECH COLLECTIVE

Instructure Partner Ecosystem

RGR NOVA™ FOR INTERVENTION

Literacy Outcomes System (LitOS™)

ESSA Evidence Level IV Study

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Really Great Reading

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EXECUTIVE SUMMARY

Instructure developed a logic model for *RGR Nova™ for Intervention*, part of Really Great Reading's Literacy Outcomes System (LitOS™), and designed the logic model to satisfy Level IV requirements (*Demonstrates a Rationale*) according to the Every Student Succeeds Act (ESSA).¹

Logic Model

A logic model provides a program roadmap, detailing program inputs, participants reached, program activities, outputs, and outcomes.

Study Design for *RGR Nova™ for Intervention* Evaluation

Informed by the logic model, the next phase will focus on planning ESSA studies to examine how *RGR Nova™ for Intervention* is related to student learning outcomes. Specifically, the Really Great Reading team plans to answer the following research questions:

Implementation Research Questions

1. To what extent do educators implement the core components of *RGR Nova™ for Intervention* as intended, including use of student skill profiles and recommendations to inform grouping, instructional planning, assignment, and instruction?
2. How do educators' use of *RGR Nova™ for Intervention* features, instructional dosage, and engagement with embedded professional learning and coaching vary across settings, and what factors are associated with stronger implementation?

Outcome research questions

3. After adjusting for baseline reading performance and relevant student and school characteristics, is participation in *RGR Nova™ for Intervention* associated with greater growth in reading achievement than participation in business-as-usual literacy intervention?
4. After adjusting for baseline performance and relevant student and school characteristics, is participation in *RGR Nova™ for Intervention* associated with greater growth in written expression than participation in business-as-usual literacy intervention?

Conclusions

This study satisfies ESSA evidence requirements for Level IV (*Demonstrates a Rationale*). Specifically, this study met the following criteria:

- ✓ Detailed logic model informed by previous, high-quality research
- ✓ Study planning and design is currently underway for an ESSA Level III or higher study

¹ Level IV indicates that an intervention should include a “well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes; and an effort to study the effects of the intervention, that will happen as part of the intervention or is underway elsewhere...” (p. 9, U.S. Department of Education, 2016).

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INTRODUCTION

Instructure developed a logic model for *RGR Nova™ for Intervention*, part of Really Great Reading's Literacy Outcomes System (LitOS™), and designed the logic model to satisfy Level IV requirements (*Demonstrates a Rationale*) according to the Every Student Succeeds Act (ESSA).

Developing readers in grades 3–12 increasingly encounter literacy demands that early-grade instruction was not designed to address. As students progress, they must navigate multisyllabic academic vocabulary, complex syntax, discipline-specific language, and increasingly demanding writing tasks, often while carrying unresolved gaps in decoding, word recognition, language comprehension, or written expression. These challenges are especially acute in grades 6–8, when literacy demands accelerate but many students are still served by interventions designed for younger readers. At the system level, districts have often been forced to piece together disconnected point solutions that emphasize seat time and administrative sorting over timely, targeted instruction tied to demonstrated skill acquisition. The result is a persistent mismatch between the needs of developing older readers and the tools available to help educators identify and address those needs across grades 3–12. The logic model describes *RGR Nova™ for Intervention*, part of Really Great Reading's Literacy Outcomes System (LitOS™), as a tool to address these challenges.

The study had the following objectives:

1. Define the *RGR Nova™ for Intervention* logic model and foundational research base (Appendix A).
2. Document ESSA Level II and III study designs.

LOGIC MODEL

A logic model is a program or product roadmap. It identifies how a program aims to impact learners, translating inputs into measurable activities that lead to expected results. A logic model has five core components: inputs, participants, activities, outputs, and outcomes (see Table 1).

Table 1. Logic model core components

Component	Description	More information
Inputs	What <i>RGR Nova™ for Intervention</i> and districts invest	What resources are invested and/or required for the learning solution to function effectively in real schools?
Participants	Who <i>RGR Nova™ for Intervention</i> reaches	Who receives the learning solution or intervention? Who are the key users?
Activities	What participants do	What do participants do with the resources identified in Inputs? What are the core/essential components of the learning solution? What is being delivered to help students/teachers achieve the program outcomes identified?
Outputs	Products of activities	What are numeric indicators of activities? (e.g., key performance indicators; allows for examining program implementation)
Outcomes	Short-term, intermediate, long-term	Short-term outcomes are changes in awareness, knowledge, skills, attitudes, and aspirations. Intermediate outcomes are changes in behaviors or actions. Long-term outcomes are ultimate impacts or changes in social, economic, civil or environmental conditions.

The Instructure research team reviewed *RGR Nova™ for Intervention* resources, artifacts, and program materials to develop a draft logic model. The RGR team reviewed the draft and provided revisions during virtual meetings. The final logic model depicted below (Figure 1) reflects these conversations and revisions.



Problem Statement: Developing readers in grades 3–12 increasingly encounter literacy demands that early-grade instruction was not designed to address. As students progress, they must navigate multisyllabic academic vocabulary, complex syntax, discipline-specific language, and increasingly demanding writing tasks, often while carrying unresolved gaps in decoding, word recognition, language comprehension, or written expression. These challenges are especially acute in grades 6–8, when literacy demands accelerate but many students are still served by interventions designed for younger readers. At the system level, districts have often been forced to piece together disconnected point solutions that emphasize seat time and administrative sorting over timely, targeted instruction tied to demonstrated skill acquisition. The result is a persistent mismatch between the needs of developing older readers and the tools available to help educators identify and address those needs across grades 3–12. The logic model describes *RGR Nova™ for Intervention*, part of Really Great Reading's Literacy Outcomes System (LitOS™), as a tool to address these challenges.

RGR Nova™ for Intervention Logic Model

Inputs

What does RGR Nova™ for Intervention provide?

RGR Nova™ for Intervention PROVIDES [1]

- **Intelligent assessment and diagnostic system:** a Lexile baseline and growth measure, an adaptive Meta-Screener across decoding, morphology, language, and writing, and diagnostic probes triggered by screener results.
- **A dynamic skills and recommendation engine:** a real-time Dynamic Skills Profile that integrates student responses and assessment data to identify skill needs and continuously drive student grouping, instructional sequencing, and personalized recommendations.
- **Three modular instructional strands:** independently deployable or combinable instruction in phonics and morphology, language for comprehension, and written expression, with ready-made, grade-appropriate lessons, multisyllabic texts, and embedded teacher supports.
- **Integrated physical and digital skill-building tools:** letter and color tiles, SyllaBoards, MorphBoard, and other manipulatives and digital supports that make targeted skill instruction concrete and accessible.
- **An integrated instructional and reporting platform:** a teacher-facing dashboard that supports assignment management, real-time progress and skill/outcome reporting, automated skill-driven grouping, and teacher flexibility to adapt or refine recommendations.
- **Embedded, just-in-time educator support:** professional learning, diagnostic interpretation, and instructional coaching delivered directly within the Teacher Guide.
- **An effectiveness engine:** backend technology that continuously analyzes student performance and implementation data to identify what is working, inform improvements, and strengthen instructional recommendations over time.

DISTRICT PROVIDES

- RGR Nova™ for Intervention subscriptions, devices, reliable connectivity, and headsets for oral response.
- A protected daily intervention block of about 30 minutes.
- Certified interventionists, reading specialists, or teachers assigned to deliver instruction.
- SSO and automated rostering through the SIS.
- Contractual time for onboarding and data-analysis sessions.

Participants

Who uses RGR Nova™ for Intervention?

- Students: developing readers in grades 3–12, with grades 6–8 as the primary intensive focus, including multilingual learners and students with characteristics of dyslexia. [2]
- Educators: interventionists, ELA teachers, special education teachers, EL specialists, and instructional coaches.
- School and district leaders: principals, literacy coordinators, and curriculum directors.

Activities

How are participants using RGR Nova™ for Intervention?

STUDENTS

- Complete the Lexile assessment at benchmark windows.
- Complete the adaptive Meta-Screener at entry and at re-screening points.
- Complete deep diagnostics when triggered.
- Participate daily in explicit, teacher-led small-group instruction in the assigned strand or strands.
- Practice with paired physical and digital tools, partner reading, sentence combining, and writing tasks.
- Complete independent practice in the print workbook and on the platform.

EDUCATORS

- Administer the Lexile assessment at the designated benchmark windows under standard conditions.
- Assign and administer the adaptive Meta-Screener, review the recommendation engine's placement and instructional recommendations, and make professional adjustments when warranted by classroom data.
- Administer triggered diagnostics, including oral and paper sub-tests where multi-modal administration is required.
- Use the Dynamic Skills Profile and recommendation engine to form and update skills-based intervention groups, plan instruction, and assign students to appropriate instructional strands and lessons.
- Teach gradual release lessons with embedded teacher supports in the assigned strand(s), using daily formative checks and positive error correction.
- Use ongoing student response data and recommendation updates to adjust grouping, instructional plans, and assignments as students progress.
- Complete embedded professional learning, coaching, and diagnostic interpretation supports to strengthen implementation and instructional decision-making.

ADMINISTRATORS

- Protect the intervention block and assign qualified staff.
- Monitor screening completion and implementation fidelity.
- Lead PLCs on diagnostic data interpretation.
- Track cohort Lexile growth against outcomes-based contracting (OBC) benchmarks.

Outputs

What are the measurable results of implementing RGR Nova™ for Intervention?

STUDENTS

- Count and completion rate of Lexile screeners, Meta-Screeners, and deep diagnostics.
- Granular analysis of individual student responses across quick checks, independent practice, and program assessments, identifying accuracy and error patterns and mapping them to specific skills.
- Total instructional minutes logged across digital practice and small-group intervention sessions.
- Count of independent practice on the platform.
- Number and rate of students demonstrating mastery of targeted competencies on program assessments.

EDUCATORS

- Number of assessment suites initiated, monitored, and completed per class/roster.
- Ratio of suggested groups accepted or adjusted.
- Number of skills-based intervention groups formed and updated.
- Frequency and duration of dashboard logins, progress monitoring checks, and completed PD modules.
- Record of lessons, lesson parts, and instructional routines delivered, captured through platform instructional tracking.

ADMINISTRATORS

- District-, school-, and grade-level aggregate assessment completion and risk-distribution reports.
- Documented fidelity audits of scheduled intervention blocks.
- OBC performance reports tracking Lexile growth targets across intervention cohorts.

Outcomes

What are the expected changes or impacts of using RGR Nova™ for Intervention?

SHORT-TERM Students

- Are placed into instructional strands and skill levels aligned with their assessed needs in a timely manner.
- Can name the specific skill(s) they're working on.
- Progress through increasingly advanced skills and instructional pathways, reflected in demonstrated mastery.

Educators

- See need at the sub-skill level instead of a grade-equivalent score, and can form groups within minutes of screening.
 - Gain knowledge of adolescent literacy development through the embedded teacher supports and coaching.
 - Are able to learn and implement the instructional routines efficiently, supported by embedded guidance and consistent lesson structures.
- Leaders** establish an accurate census of Tier 2 and Tier 3 literacy need across the middle grades.

INTERMEDIATE Students

- Demonstrate mastery of targeted decoding, multisyllabic word analysis, and morphological skills.
- Demonstrate increasing mastery of complex syntax, word knowledge, and written expression, including greater syntactic control.
- Demonstrate measurable growth in reading level as reflected by Lexile scores.
- Parse complex sentences, deepen word knowledge, and write with greater syntactic control from sentence to essay.
- Read complex text with greater stamina and confidence.
- Show greater persistence with complex text and extended writing tasks.

Educators

- Use student skill profiles and recommendations to form responsive groups and deliver targeted, tiered instruction with increasing fidelity.
- Strengthen instructional capacity through ongoing use of embedded professional learning, coaching, and diagnostic supports.
- Report greater confidence teaching adolescent developing readers.

Leaders adjust staffing and scheduling based on skill-profile trends, and document midpoint progress toward growth targets and OBC milestones. [3]

LONG-TERM Students

- Show sustained literacy growth across word reading, language comprehension, and written expression, with increasing ability to comprehend grade-level texts and produce grade-appropriate writing.[4]
 - Improve on state ELA assessments, opening access to rigorous coursework, graduation, and post-secondary pathways. [4]
 - Show increased engagement and self-efficacy as readers and writers. [5]
- **Educators** build durable school-level capacity in structured literacy for adolescent readers.
- **Leaders** reduce unmet Tier 2 and Tier 3 literacy needs across cohorts, and verify the return on their investment.

[1] This logic model covers the RGR Nova™ for Intervention, which addresses skills above third grade.

[2] For students needing support below third grade and for Tier 1 instruction, the platform recommends HD Word, Countdown, and Blast programs.

[3] Outcomes-based contracting benchmarks vary by agreement.

[4] Reading growth is reported on the Lexile scale and measured through school-administered interim, end-of-grade, or state assessments. Examples include NWEA MAP, i-Ready, and state ELA summative assessments.

[5] Engagement and self-efficacy outcomes are measured through school-administered SEL, climate, or student engagement surveys rather than RGR Nova™ for Intervention platform data.



RGR Nova™ for Intervention Logic Model Components

*RGR Nova™ for Intervention*² provides several resources, including:

- Intelligent assessment and diagnostic system: a Lexile baseline and growth measure, an adaptive Meta-Screener across decoding, morphology, language, and writing, and diagnostic probes triggered by screener results.
- A dynamic skills and recommendation engine: a real-time Dynamic Skills Profile that integrates student responses and assessment data to identify skill needs and continuously drive student grouping, instructional sequencing, and personalized recommendations.
- Three modular instructional strands: independently deployable or combinable instruction in phonics and morphology, language for comprehension, and written expression, with ready-made, grade-appropriate lessons, multisyllabic texts, and embedded teacher supports.
- Integrated physical and digital skill-building tools: letter and color tiles, SyllaBoards, MorphBoard, and other manipulatives and digital supports that make targeted skill instruction concrete and accessible.
- An integrated instructional and reporting platform: a teacher-facing dashboard that supports assignment management, real-time progress and skill/outcome reporting, automated skill-driven grouping, and teacher flexibility to adapt or refine recommendations.
- Embedded, just-in-time educator support: professional learning, diagnostic interpretation, and instructional coaching delivered directly within the Teacher Guide.
- An effectiveness engine: backend technology that continuously analyzes student performance and implementation data to identify what is working, inform improvements, and strengthen instructional recommendations over time.

K–12 institutions who use *RGR Nova™ for Intervention* should offer:

- RGR Nova™ for Intervention subscriptions, devices, reliable connectivity, and headsets for oral response.
- A protected daily intervention block of about 30 minutes.
- Certified interventionists, reading specialists, or teachers assigned to deliver instruction.
- SSO and automated rostering through the SIS.
- Contractual time for onboarding and data-analysis sessions.

Ultimately, *RGR Nova™ for Intervention* aims to reach:

- Students: developing readers in grades 3–12, with grades 6–8 as the primary intensive focus, including multilingual learners and students with characteristics of dyslexia.³

² This logic model covers the RGR Nova™ for Intervention, which addresses skills above third grade.

³ For students needing support below third grade and for Tier 1 instruction, the platform recommends HD Word, Countdown, and Blast programs.

- Educators: interventionists, ELA teachers, special education teachers, EL specialists, and instructional coaches.
- School and district leaders: principals, literacy coordinators, and curriculum directors.

Using these program resources, participants can engage with *RGR Nova™ for Intervention* through the following activities:

- Students:
 - Complete the Lexile assessment at benchmark windows.
 - Complete the adaptive Meta-Screener at entry and at re-screening points.
 - Complete deep diagnostics when triggered.
 - Participate daily in explicit, teacher-led small-group instruction in the assigned strand or strands.
 - Practice with paired physical and digital tools, partner reading, sentence combining, and writing tasks.
 - Complete independent practice in the print workbook and on the platform.
- Educators:
 - Administer the Lexile assessment at the designated benchmark windows under standard conditions.
 - Assign and administer the adaptive Meta-Screener, review the recommendation engine's placement and instructional recommendations, and make professional adjustments when warranted by classroom data.
 - Administer triggered diagnostics, including oral and paper sub-tests where multi-modal administration is required.
 - Use the Dynamic Skills Profile and recommendation engine to form and update skills-based intervention groups, plan instruction, and assign students to appropriate instructional strands and lessons.
 - Teach gradual release lessons with embedded teacher supports in the assigned strand(s), using daily formative checks and positive error correction.
 - Use ongoing student response data and recommendation updates to adjust grouping, instructional plans, and assignments as students progress.
 - Complete embedded professional learning, coaching, and diagnostic interpretation supports to strengthen implementation and instructional decision-making.
- Administrators:
 - Protect the intervention block and assign qualified staff.
 - Monitor screening completion and implementation fidelity.
 - Lead PLCs on diagnostic data interpretation.
 - Track cohort Lexile growth against outcomes-based contracting (OBC) benchmarks.

RGR can examine the extent to which activities were delivered and participants were reached by examining the following quantifiable outputs for *RGR Nova™ for Intervention*:

- Students:
 - Count and completion rate of Lexile screeners, Meta-Screeners, and deep diagnostics.
 - Granular analysis of individual student responses across quick checks, independent practice, and program assessments, identifying accuracy and error patterns and mapping them to specific skills.
 - Total instructional minutes logged across digital practice and small-group intervention sessions.
 - Count of independent practice on the platform.
 - Number and rate of students demonstrating mastery of targeted competencies on program assessments.
- Educators:
 - Number of assessment suites initiated, monitored, and completed per class/roster.
 - Ratio of suggested groups accepted or adjusted.
 - Number of skills-based intervention groups formed and updated.
 - Frequency and duration of dashboard logins, progress monitoring checks, and completed PD modules.
 - Record of lessons, lesson parts, and instructional routines delivered, captured through platform instructional tracking.
- Administrators:
 - District-, school-, and grade-level aggregate assessment completion and risk-distribution reports.
 - Documented fidelity audits of scheduled intervention blocks.
 - OBC performance reports tracking Lexile growth targets across intervention cohorts.

If implementation is successful, based on a review of program outputs, RGR can expect several short-term outcomes for *RGR Nova™ for Intervention*. Students are placed into instructional strands and skill levels aligned with their assessed needs in a timely manner and can identify the specific skills they are working to develop. They progress through increasingly advanced skills and instructional pathways, as reflected in demonstrated mastery. Educators gain greater visibility into students' needs at the sub-skill level rather than relying on grade-equivalent scores, can form responsive instructional groups within minutes of screening, and build knowledge of adolescent literacy development through embedded teacher supports and coaching. With consistent lesson structures and embedded guidance, educators are also able to learn and implement the instructional routines efficiently. Leaders gain a more accurate census of Tier 2 and Tier 3 literacy needs across the middle grades.

In the intermediate term, students demonstrate mastery of targeted decoding, multisyllabic word analysis, and morphological skills, as well as increasing mastery of complex syntax, word knowledge, and written expression. Students show measurable growth in reading level, as reflected by Lexile scores, and apply these developing skills with greater control across increasingly complex text and extended writing tasks. They read complex text with greater

stamina and confidence and demonstrate greater persistence with challenging reading and writing tasks. Educators use student skill profiles and recommendations to form responsive groups and deliver targeted, tiered instruction with increasing fidelity, while strengthening their instructional capacity through ongoing use of embedded professional learning, coaching, and diagnostic supports. Educators also report greater confidence teaching adolescent developing readers. Leaders use skill-profile trends to adjust staffing and scheduling and document midpoint progress toward growth targets and OBC milestones⁴.

In the long term, students demonstrate sustained literacy growth across word reading, language comprehension, and written expression, with increasing ability to comprehend grade-level texts and produce grade-appropriate writing⁵. Improved literacy performance contributes to stronger performance on state ELA assessments and expands students' access to rigorous coursework, graduation, and post-secondary pathways. Students also show increased engagement and self-efficacy as readers and writers⁶. At the educator and school level, educators build durable capacity to provide structured literacy instruction for adolescent readers, while leaders reduce unmet Tier 2 and Tier 3 literacy needs across cohorts and are able to assess the return on their investment.

STUDY DESIGN FOR RGR NOVA™ FOR INTERVENTION EVALUATION

To continue building evidence of effectiveness and examine the proposed relationships in the logic model, RGR plans to conduct an evaluation to determine the extent to which *RGR Nova™ for Intervention* produces the desired outcomes. Specifically, the Really Great Reading team plans to answer the following research questions:

Implementation Research Questions

1. To what extent do educators implement the core components of *RGR Nova™ for Intervention* as intended, including use of student skill profiles and recommendations to inform grouping, instructional planning, assignment, and instruction?
2. How do educators' use of *RGR Nova™ for Intervention* features, instructional dosage, and engagement with embedded professional learning and coaching vary across settings, and what factors are associated with stronger implementation?

Outcome research questions

3. After adjusting for baseline reading performance and relevant student and school characteristics, is participation in *RGR Nova™ for Intervention* associated with greater

⁴ Outcomes-based contracting benchmarks vary by agreement.

⁵ Reading growth is reported on the Lexile scale and measured through school-administered interim, end-of-grade, or state assessments. Examples include NWEA MAP, i-Ready, and state ELA summative assessments.

⁶ Engagement and self-efficacy outcomes are measured through school-administered SEL, climate, or student engagement surveys rather than RGR Nova™ for Intervention platform data.

growth in reading achievement than participation in business-as-usual literacy intervention?

4. After adjusting for baseline performance and relevant student and school characteristics, is participation in *RGR Nova™ for Intervention* associated with greater growth in written expression than participation in business-as-usual literacy intervention?

CONCLUSIONS

This study satisfies ESSA evidence requirements for Level IV (*Demonstrates a Rationale*).

Specifically, this study met the following criteria for Level IV:

- ✓ Detailed logic model informed by previous, high-quality research
- ✓ Study planning and design is currently underway for an ESSA Level III or higher study



APPENDIX A. ANNOTATED BIBLIOGRAPHY

The following annotated bibliography demonstrates the research underlying *RGR Nova™ for Intervention*, including how the platform leveraged this research to come to design decisions about its features.

RGR Nova™ for Intervention is designed to promote timely identification and instructional placement of students' literacy needs.

Citation	Citation Type	Sample and Theoretical Background	Design Findings That Informed Product Decisions	How did the team leverage the citation to come to this design decision
Ma, W. A., Richie-Halford, A., Burkhardt, A. K., Kanopka, K., Chou, C., Domingue, B. W., & Yeatman, J. D. (2025). <i>ROAR-CAT: Rapid Online Assessment of Reading ability with Computerized Adaptive Testing</i> . <i>Behavioral Research Methods</i> , 57(1), Article 56.	Assessment development / validation study	The study describes the development and evaluation of a computerized adaptive approach to reading assessment designed to estimate reading ability efficiently.	The study demonstrates the feasibility of using adaptive assessment to obtain information about reading ability efficiently while tailoring assessment to individual performance.	<i>RGR Nova™ for Intervention</i> uses an adaptive Meta-Screener and diagnostic sequence to identify students' specific literacy skill needs efficiently and support timely instructional placement. Note: this citation supports the design rationale for adaptive assessment; it does not establish the effectiveness of RGR's proprietary Dynamic Skills Profile or recommendation engine.

***RGR Nova™ for Intervention* is designed to promote word-level reading, morphology, and fluency.**

Citation	Citation Type	Sample and Theoretical Background	Design Findings That Informed Product Decisions	How did the team leverage the citation to come to this design decision
Collins, G. G. (2023). Morphological interventions to support literacy from kindergarten to grade 12. <i>Perspectives of the ASHA Special Interest Groups</i> , 8(6), 1205–1219.	Research-informed tutorial / practice review	The tutorial reviews morphological concepts, approaches to assessing morphological knowledge, and intervention strategies that can be used across multiple grade levels. It highlights the documented relationship between morphological knowledge and literacy development.	The article describes morphology as an important target for literacy intervention and identifies assessment and explicit intervention strategies appropriate across grades.	<i>RGR Nova™ for Intervention</i> includes phonics and morphology as a dedicated instructional strand, with diagnostic attention to specific morphological and multisyllabic word-analysis skills and explicit instruction supported by manipulatives and grade-appropriate materials.
Reed, D. K. (2022). <i>Fluency instruction for adolescents: Evidence from research and practice. Learning Disabilities: A Contemporary Journal</i> , 20(2), 101–110.	Research/practice review	The article synthesizes evidence and practice considerations related to fluency instruction for adolescent readers, addressing the importance of continued fluency support beyond the early grades.	The evidence supports continued attention to reading fluency among adolescents who have not developed efficient and accurate reading.	<i>RGR Nova™ for Intervention</i> incorporates fluency assessment and instruction within a broader intervention architecture designed for older developing readers, including students who continue to demonstrate foundational reading needs in the middle grades.

Citation	Citation Type	Sample and Theoretical Background	Design Findings That Informed Product Decisions	How did the team leverage the citation to come to this design decision
Therrien, W. J. (2004). Fluency and comprehension gains as a result of repeated reading: A meta-analysis. <i>Remedial and Special Education</i> , 25(4), 252–261.	Meta-analysis	The meta-analysis examines repeated reading as an approach to improving oral reading fluency and comprehension.	The findings provide evidence that repeated reading can improve reading fluency and can also produce gains in comprehension.	<i>RGR Nova™ for Intervention</i> incorporates repeated opportunities for supported reading and formative monitoring within instruction so that students can build accuracy and fluency while working toward comprehension of increasingly complex text.

RGR Nova™ for Intervention is designed to promote language comprehension.

Citation	Citation Type	Sample and Theoretical Background	Design Findings That Informed Product Decisions	How did the team leverage the citation to come to this design decision
Deacon, S. H., & Kieffer, M. J. (2018). Understanding how syntactic awareness contributes to reading comprehension: Evidence from mediation and longitudinal models. <i>Journal of Educational Psychology</i> , 110(1), 72–86.	Longitudinal/mediation study	The study examines the contribution of syntactic awareness to reading comprehension using mediation and longitudinal models, situating syntax within broader models of reading comprehension.	The findings provide evidence that syntactic knowledge is relevant to reading comprehension and support attention to language-level processes beyond word reading.	<i>RGR Nova™ for Intervention's</i> language-for-comprehension strand explicitly addresses complex syntax and language structures, including sentence-level comprehension, to address skills that contribute to successful comprehension of increasingly complex text.

Citation	Citation Type	Sample and Theoretical Background	Design Findings That Informed Product Decisions	How did the team leverage the citation to come to this design decision
Gillam, S. L., Gillam, R. B., Magimairaj, B. M., et al. (2024). Contextualized, multicomponent language instruction: From theory to randomized controlled trial. <i>Language, Speech, and Hearing Services in Schools</i> , 55(3), 661–682.	Randomized controlled trial / intervention study	The study evaluates a contextualized, multicomponent language intervention grounded in research on language and literacy development.	Findings provide support for contextualized instruction targeting multiple language components rather than addressing language skills in isolation.	<i>RGR Nova™ for Intervention's</i> language-for-comprehension strand integrates multiple language demands within grade-appropriate literacy instruction rather than treating vocabulary, syntax, and comprehension as disconnected skills.
Hogan, T., Bridges, M., Justice, L., & Cain, K. (2011). <i>Increasing Higher Level Language Skills to Improve Reading Comprehension</i> . Focus on Exceptional Children, 44.	Research synthesis / practice article	The article focuses on higher-level language skills that contribute to reading comprehension, emphasizing the role of language processes in successful reading.	The evidence and theoretical rationale support explicit attention to higher-level oral and language skills as part of comprehension development.	<i>RGR Nova™ for Intervention</i> incorporates language instruction addressing higher-level language demands that become increasingly important as students encounter academic and complex text.

RGR Nova™ for Intervention is designed to support comprehension of complex text.

Citation	Citation Type	Sample and Theoretical Background	Design Findings That Informed Product Decisions	How did the team leverage the citation to come to this design decision
Pyle, N., Vasquez, A. C., Lignugaris/Kraft, B., et al. (2017). Effects of expository text structure interventions on comprehension: A meta-analysis. <i>Reading Research Quarterly</i> , 52(4), 469–501.	Meta-analysis	The meta-analysis examines interventions that teach students to recognize and use expository text structures to support reading comprehension.	The findings support explicit instruction in text structure as a means of improving students' comprehension of expository text.	<i>RGR Nova™ for Intervention</i> includes instruction that helps students navigate increasingly complex and information-dense texts, including attention to language and text structures that support comprehension.
Wijekumar, K. (K.), Meyer, B. J. F., & Lei, P. (2017). Web-based text structure strategy instruction improves seventh graders' content area reading comprehension. <i>Journal of Educational Psychology</i> , 109(6), 741–760.	Experimental study	The study examines web-based text-structure strategy instruction with seventh-grade students and its effects on content-area reading comprehension.	Results support the use of explicit text-structure strategy instruction to improve comprehension for middle-grade readers.	<i>RGR Nova™ for Intervention</i> incorporates explicit language and comprehension instruction designed to prepare older developing readers to comprehend complex, grade-appropriate text.
Barnes, M. A., Clemens, N. H., Simmons, D., et al. (2024). A randomized controlled trial of tutor- and computer-delivered inferential comprehension interventions for middle school students with reading difficulties.	Randomized controlled trial	The study included 145 students in Grades 6–8 with reading difficulties who were randomly assigned to tutor-led, computer-led, or business-as-usual interventions.	The tutor-led intervention produced significant effects on the inference types explicitly taught compared with both business-as-usual and the computer-led condition; the study also found that adequate word reading may be important for	This evidence supports <i>RGR Nova™ for Intervention's</i> emphasis on explicit, teacher-led comprehension instruction for middle-school students and reinforces the logic of connecting comprehension instruction

Citation	Citation Type	Sample and Theoretical Background	Design Findings That Informed Product Decisions	How did the team leverage the citation to come to this design decision
<i>Scientific Studies of Reading</i> , 28(4), 411–440.			benefiting from comprehension intervention.	with attention to underlying word-reading needs.

RGR Nova™ for Intervention is designed to promote written expression.

Citation	Citation Type	Sample and Theoretical Background	Design Findings That Informed Product Decisions	How did the team leverage the citation to come to this design decision
Graham, S., Cao, Y., Kim, Y. S. G., et al. (2025). Effective writing instruction for students in grades 6 to 12: A best evidence meta-analysis. <i>Reading and Writing</i> , 38(4), 1–46.	Meta-analysis	The meta-analysis examined 148 independent treatment/control comparisons involving 22,838 students in Grades 6–12 and applied more stringent study-quality criteria than the earlier review on which it was based.	Teaching writing had a positive, statistically detectable effect on student writing (ES = .38). Positive effects were found for process approaches, strategy instruction, transcription instruction, feedback, pre-writing, and peer assistance; self-regulated strategy development also showed positive effects.	<i>RGR Nova™ for Intervention</i> includes a dedicated Written Expression strand with explicit instruction in writing development and opportunities for practice, feedback, and progression from sentence-level to more extended writing. This evidence provides a direct empirical foundation for treating written expression as a core intervention strand for older developing readers.
Graham, S., Hebert, M., & Harris, K. R. (2015). Formative assessment and writing: A meta-analysis. <i>The Elementary School Journal</i> , 115(4), 523–547.	Meta-analysis	The meta-analysis examined true and quasi-experimental studies of formative writing assessment integrated into everyday classroom teaching	Feedback to students about writing from adults, peers, self, and computers significantly enhanced writing quality. The authors conclude that formative writing	<i>RGR Nova™ for Intervention</i> incorporates frequent formative checks and embedded feedback opportunities within instruction, supporting a

Citation	Citation Type	Sample and Theoretical Background	Design Findings That Informed Product Decisions	How did the team leverage the citation to come to this design decision
		and learning among students in Grades 1–8.	assessment with feedback should be integrated into everyday teaching and learning.	responsive instructional cycle in which student performance informs subsequent teaching and practice.
Graham, S., & Perin, D. (2007). <i>Writing next: Effective strategies to improve writing of adolescents in middle and high schools – A report to Carnegie Corporation of New York</i> . Washington, DC:Alliance for Excellent Education.	Evidence review / practice report	The report synthesizes research on effective writing instruction for adolescent students in middle and high school.	The review identifies several instructional practices with evidence of improving adolescent writing, including explicit strategy instruction and other structured approaches to writing development.	<i>RGR Nova™ for Intervention's</i> Written Expression strand uses explicit, structured writing instruction tailored to the increasingly complex demands adolescents face as writers and learners.

RGR Nova™ for Intervention is designed to support responsive instruction and educator capacity.

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Rice, M., Lambright, K., & Wijekumar, K. (2024). Professional development in reading comprehension: A meta-analysis of the effects on teachers and students. <i>Reading</i>	Meta-analysis	The meta-analysis included 29 experimental and quasi-experimental studies, with 51 independent samples and 97 effect sizes, examining effects of professional	Professional development had a large effect on teacher knowledge/practice ($g = .947$) and a smaller positive effect on student reading comprehension ($g = .193$). The authors conclude that PD can	<i>RGR Nova™ for Intervention</i> treats educator learning as part of the intervention rather than as a separate training event. The model therefore incorporates embedded professional learning,

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<i>Research Quarterly</i> , 59, 424–447.		development on teacher and student outcomes.	improve teaching practices and student learning, while noting the need for more research on which PD components are most effective.	diagnostic interpretation, coaching, and teacher supports intended to build instructional capacity alongside implementation of the program.
Lupo, S. M., Frankel, K. K., Lewis, A. M., & Wilson, A. M. (2024). Literacy intervention in secondary schools: Exploring educators' beliefs and practices about supporting adolescents' literacy learning. <i>Journal of Teacher Education</i> , 75(1), 13–28.	Qualitative / mixed-methods study of educator beliefs and practices	The study examines how secondary educators understand and approach literacy intervention for adolescent students and the challenges associated with supporting adolescent literacy learning.	Findings highlight the importance of educator knowledge, beliefs, and instructional practices in the implementation of secondary literacy support.	<i>RGR Nova™ for Intervention</i> incorporates embedded guidance, coaching, and teacher supports designed to help educators interpret student skill needs, use recommendations to plan targeted instruction, and implement consistent instructional routines with greater confidence.