

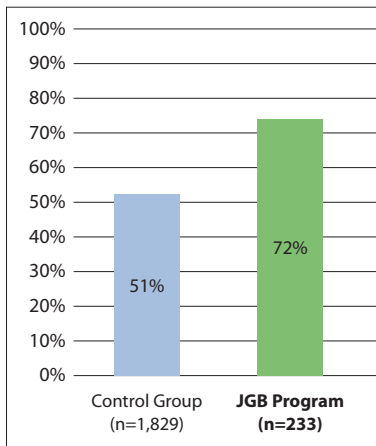


For the second year in a row, District of Columbia Schools participated in a study to determine the impact of Junior Great Books on Text Reading/Comprehension over the course of the school year. At the end of both years, proficient, below-proficient, and far-below-proficient students who participated in Junior Great Books showed significantly higher increases in Text Reading/Comprehension than students at the same levels in the schools that did not implement Junior Great Books.

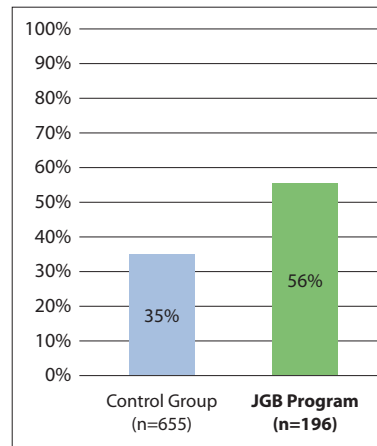
Text Reading/Comprehension Improvements

School Year 2013–2014

Below-Proficient and Far-Below-Proficient Students



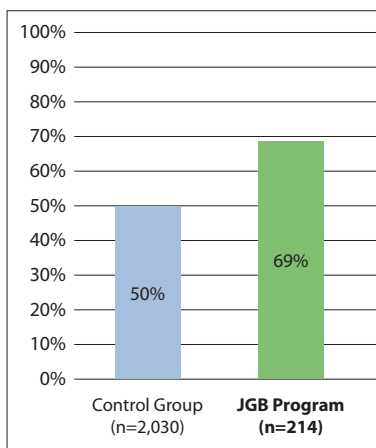
Proficient Students



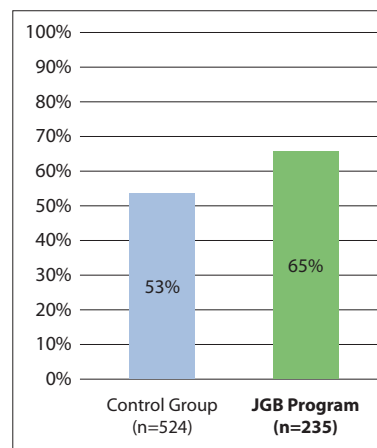
Matthew Reif, back row, with Great Books consultant Deb Bowles, left, teacher Perea Blackmon, and third- and fourth-grade students at Langdon Education Campus in Washington, DC.

School Year 2014–2015

Below-Proficient and Far-Below-Proficient Students



Proficient Students



“One of our biggest surprises was what an effect there was on struggling readers who participated in the Junior Great Books groups. I feel that the dynamic interaction of high-quality texts that can lead to multiple interpretations and the energizing student discussions that result from these interactions help not just with critical thinking but with one of our greatest priorities: improving reading comprehension.”

—Matthew Reif
Director
Advanced and Enriched Instruction
Office of Teaching and Learning
District of Columbia Public Schools

**For more information, contact us at
800.222.5870 or visit greatbooks.org.**