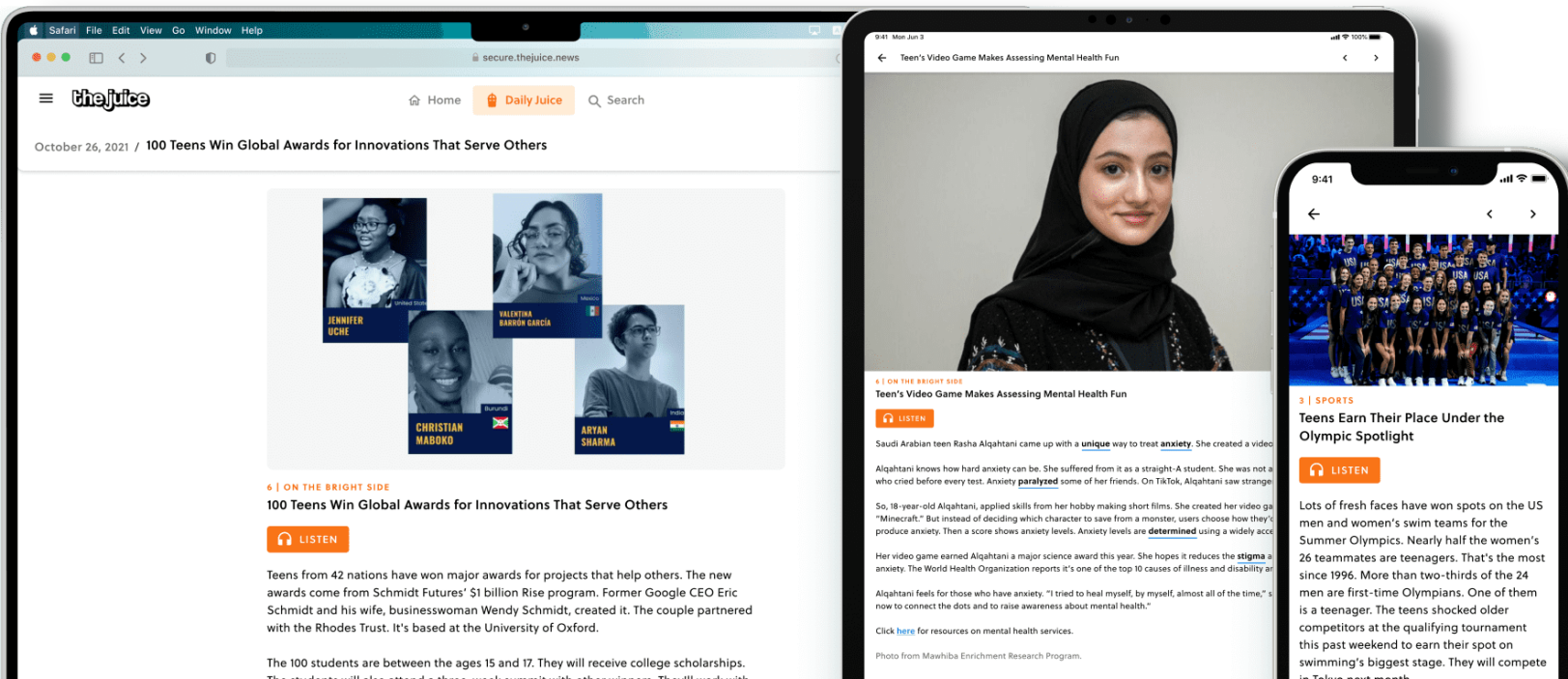


Research Foundation



The Juice helps you build tomorrow's strong readers and critical thinkers with today's current events
Start a free trial today at thejuicelearning.com

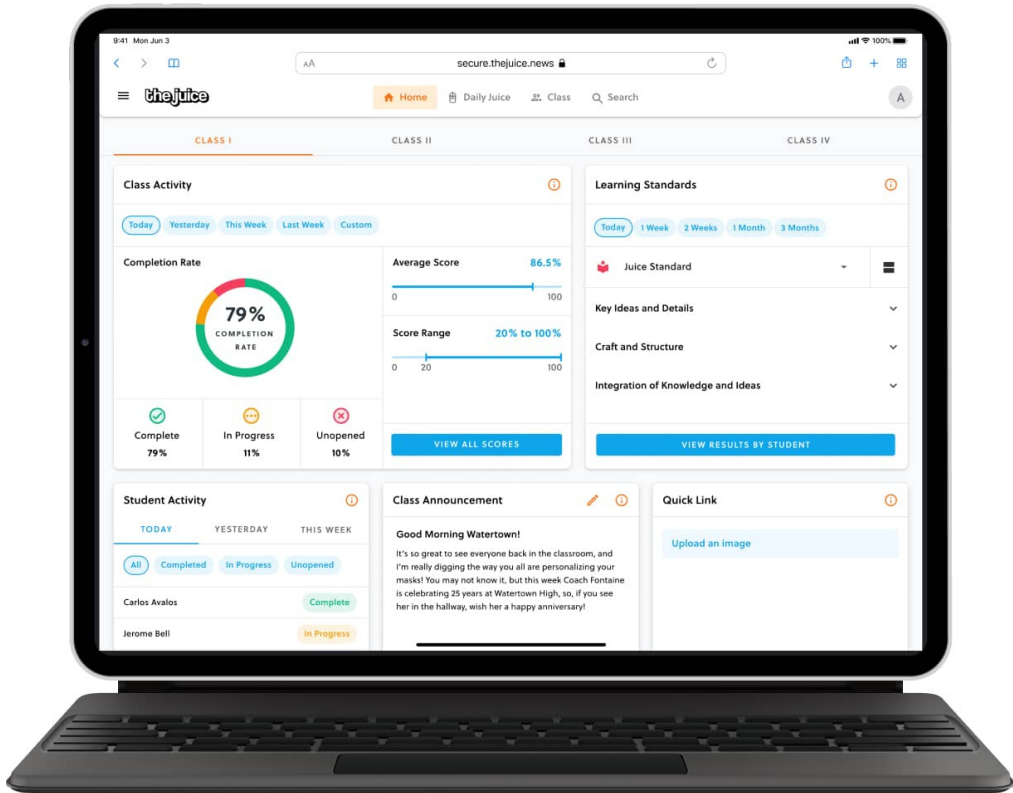


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OVERVIEW

The Juice® is a browser-based learning platform for grades 5-12 that brings today's news into the classroom, fosters a love of reading, builds media literacy skills, and prepares students to become tomorrow's leaders.

Published five days a week, The Juice teaches critically important lessons as fresh as the day's headlines. Each day, students receive a mix of original news articles, vocabulary builders, standards-aligned quizzes, infographics, deep dives on important topics and issues, and educational STEAM videos.

The Juice's data-driven dashboard provides teachers real-time, detailed reports and insights on student performance based on Common Core or state-specific standards. The dashboard enables teachers to quickly identify reteaching opportunities for the entire class, which students have engaged with the platform, which students have mastered key learning objectives, and which students require intervention.

Award-winning journalists and veteran educators on The Juice's team carefully select and write the day's news stories. Each morning by 6 a.m., the team delivers a mix of five original articles on a wide range of topics – from major U.S. and world news, the economy and environment, to scientific discoveries, civics, the arts, and inspirational stories highlighting exemplary moral character. In addition, each issue has at least one thoroughly researched 600-1,000-word supplement that provides context and background to help students understand complex issues.

Students and teachers have access to The Juice's easily searchable, vast archive of thousands of Juice articles and supplements, instantly providing valuable context for subjects across the curriculum. The Juice makes even the most complex news understandable and accessible to all its readers by crafting its content at four separate reading levels based on well-established readability indexes.

The Juice produces balanced news stories that students, teachers, and parents can trust. Educators who build lessons around The Juice attest that it stimulates lively discussions about the news while advancing the development of vitally important learning skills for students and teaching them how to evaluate media coverage critically.

OUR PHILOSOPHY AND APPROACH

The Juice supports all students' informational text mastery with high-quality news, and current events content accessible to all 5-12 students, regardless of reading ability. Aligned to state and Common Core Standards, our content is classroom-appropriate and saves educators valuable time finding student-friendly instructional materials.

For students with diverse levels of reading proficiency to reach and exceed grade-level standards, educators need differentiated instructional content that connects with students' interests. The Juice's content approach aligns to research that proves differentiated and culturally relevant reading material leads to increased reading performance for students of varying learning proficiency. The Juice helps students make their learning visible by providing differentiated reading content with linked higher-order thinking formative assessments and immediate feedback.

Every academic day The Juice provides educators with five new current events articles differentiated into four reading levels with linked vocabulary, standards-based formative assessments, infographics, SEL articles, and STEAM content. Educators receive real-time diagnostic student performance data across standards-based skills to help monitor progress and inform intervention. The Juice promotes student motivation, reading comprehension growth, and news literacy through regular, up-to-date, culturally relevant instructional materials.

RESEARCH INTRODUCTION

Four key factors drive the learning science and educational approach of The Juice:

1. The importance of cultural relevance as a precursor to student engagement and the effect that student engagement has on academic performance.
2. Short-form content can be a powerful catalyst to support reading comprehension growth for learners with varying reading proficiency in the classroom.
3. Differentiated content to provide equity and access for low-performing readers to improve reading comprehension growth.
4. Make student learning visible with formative assessments and feedback to support skills mastery.

INCREASING ENGAGEMENT WITH CULTURALLY RELEVANT CONTENT TO MAKE LEARNING PERSONAL & RELEVANT

Students are more likely to engage in reading and learning when the content is relevant to their own lives. Research has shown that educators can deepen learning for students by helping them understand the relevance and importance of what they are reading about

(Guthrie, Wigfield, Klauda, 2012). The Juice's instructional approach aligns with studies that have found strong correlational relationships between student motivation, time spent reading, and academic achievement (Appleton, Christenson, & Reschly, 2006; Farrington et al., 2012). Research proves that a precursor to academic achievement is student engagement (Gettinger, Ball, Thomas, & Grimes, 2007). The Juice's foundation builds on the premise that two of the main drivers behind student engagement are a) content relevance and b) students' self-efficacy beliefs that they can achieve.

Teaching methods that connect with students' lives and interests are associated with better academic outcomes. Students are also more likely to engage when the text makes a real-world connection with their concerns and interests (Byrd, 2016). The Juice empowers educators to tap into students' interests by providing content that brings the real world into the classroom.

Another key aspect of The Juice's instructional approach is the premise that facilitating options for students to make their own choices about what they prefer to read encourages autonomy (Goodwin, 2010). Research shows that having a classroom environment rich in reading options is essential for supporting readers (Gambrell, 1996). The Juice empowers students to choose which content they are most interested in by providing classrooms with 25 new informational texts each week and access to a library with 2000+ texts. Each day's content in The Juice draws from subjects across the disciplines, including breaking news, world news, environment, health, economics, technology, sports, humanities, and articles highlighting SEL and moral character.

IMPROVING PERFORMANCE OF LOW-ABILITY READERS THROUGH DAILY ACCESSIBLE CONTENT

The ability to read well is the cornerstone of a child's education. In a modern economy, literacy is a prerequisite for a successful life. In their early years of schooling, children learn to draw meaning and pleasure from the words on a page, which gives them a sense of accomplishment. Throughout the remainder of their education, reading is a foundational skill used to power learning in all parts of the curriculum. The ability to read critically and analytically is crucial for effective participation in America's democratic society (NAEP 2019).

As students move up through grades, the expectation is that they can engage with longer text passages that are increasingly complex successfully. However, many students are reading below their grade level. In 2019, only 34% of eighth-grade students performed at or above the NAEP Proficient level on the reading assessment (NAEP, 2019).

Research studies indicate that educators can assist struggling readers through chunking text, which means taking complex ideas and breaking them down into accessible passages. Separating reading material into short and manageable sections can lead to significant growth

for struggling readers (Casteel, 1988). Presenting content to students in short-form sections can increase students' ability to pay attention and their overall interest. Chunking can help readers better understand the meanings of the sections of a text and can help them better understand how individual sections function in relation to the text as a whole.

Every academic day, The Juice provides teachers with five differentiated informational texts that are written about subject-related current events topics and are all shorter than 250 words in length. Students need ample time to read and re-read deliberately to consider the meanings of individual words, the semantic and syntactic differences in the text, and the development of ideas over the course of the text (Coleman & Pimentel, 2011). The article length in The Juice provides students with rigorous, accessible content to practice and develop reading comprehension skills daily. To create the literacy capacities outlined by the National Assessment for Educational Progress (NAEP) and each state's college and career readiness standards, students need to read closely to reinforce the value of

- Citing evidence and identifying logical inferences,
- Determining central ideas and themes
- Analyzing how individuals, events, and ideas develop and interact
- Interpreting words and phrases
- Analyzing text structure
- Assessing point of view
- Integrating content from diverse sources
- Delineating and evaluating arguments
- Analyzing how different texts explore similar themes

The daily articles in The Juice allow students to practice these strategies as they read and build strong content knowledge through exposure to cross-curricular informational text. This strategy helps teachers strengthen reading and build literacy across the content areas for all students, including striving readers, gifted students, and English language learners.

SUPPORTING STUDENTS OF VARYING LEARNING PROFICIENCY

One of the biggest drivers in student motivation is whether or not students feel like they can succeed at the assigned task (Hulleman et al., 2016). However, students within a single class can have a wide range of reading levels. A widely accepted and research-validated principle is that students learn better when content is tailored to their individual needs (Tomlinson, 1999, 2004). Educators face increasing workloads and time constraints, making it challenging to provide students with content tailored to their individual needs regularly. The Juice's instructional approach aligns with the research showing students learn better when content is accessible for students of varying learning proficiency (Tomlinson, 1999, 2004).

The Juice makes it easy to differentiate instruction by delivering the same grade-level-appropriate informational text articles to students at four separate reading levels based on well-established readability indexes. The Juice strengthens reading and builds literacy across the content areas for all students by providing customizable scaffolds and support for striving readers, gifted students, and English language learners. As a student's reading ability develops over time, educators can monitor performance and change a student's individual reading level within The Juice's Teacher Portal to provide additional rigor and text complexity.

Based on well-established research on the importance of scaffolding to accommodate individual student needs, The Juice embeds vocabulary scaffolds and audio supports so students can listen along as they read informational texts (Kame'enui, Carnine, Dixon, Simmons, & Coyne, 2002; Rosenshine & Meister, 1992).

Each issue of The Juice includes 10+ in-context Tier 2 and Tier 3 vocabulary words that can be defined and pronounced aloud. Studies have shown that middle and high school students reading below grade level can experience significant improvements in reading comprehension performance when they engage with instructional materials that develop their vocabulary through listening, in addition to reading (Curtis & Longo, 2001).

MAKING STUDENT LEARNING VISIBLE WITH LINKED FORMATIVE ASSESSMENTS AND FEEDBACK

Students need feedback to grow. Teachers need feedback to identify student learning needs and adjust instruction accordingly (OECD, 2010). Each article in The Juice links to a standards-aligned higher-order formative assessment quiz question differentiated to each student's reading level. As students take quizzes on articles at the appropriate reading level, they should experience more success and feelings of confidence (Bandura, 1997). In addition, findings indicate that students who receive formative assessment perform better than their peers do (Hanover Research, 2014). The formative assessment questions in The Juice explicitly support skills in the ELA Reading Comprehension standards focusing on informational text mastery. While important to English language instruction, informational text mastery is relevant and drawn upon across all content areas.

Formative feedback is instrumental to the learning process. It can effectively promote learning if it is timely, personal, manageable, motivational, and directly related to assessment criteria. If the feedback is timely, it can positively affect student motivation and self-esteem, leading to increased engagement in the learning process (Juwah et al., 2004). The Juice provides students with real-time feedback after answering each quiz question. When students answer a question correctly, they are congratulated. When a quiz question is answered incorrectly, students receive clear and instant feedback to help them understand the reasoning behind the correct answer.

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The Juice Logic Model

The Juice Logic Model explains how administrators, teachers, and students use The Juice, what they do with it, and the outcomes they can expect to realize. For the administrators and teachers who use The Juice, the Logic Model helps explain why using The Juice can result in more effective teaching, what the indicators of success will be, and what should be improved to increase efficacy moving forward.

Goal Statement: Provide students with relevant, meaningful, and timely nonfiction and current event content that spans the disciplines, encourages discussion, supports content knowledge, numerical literacy and critical thought, and builds overall reading comprehension and literacy skills.

Underlying conditions: Students and teachers have regular access to The Juice digital content on a consistent schedule of delivery.

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES	
			SHORT-TERM	LONG-TERM
<p>The Juice provides teachers and students:</p> <ul style="list-style-type: none"> - Digital access to differentiated current events articles, nonfiction texts, vocabulary, STEAM concepts, and infographics - Content that is grade and subject-focused and adheres to key anchor standards across relevant subjects - Daily SEL questions that help build empathy in students. - Formative assessments linked to the content of the texts for data-driven instruction - Additional instructional materials and resources 	<p>Teachers</p> <ul style="list-style-type: none"> - Teachers use The Juice across disciplines to support classroom curricula in whole class, small group, and independent settings <p>Students</p> <ul style="list-style-type: none"> - Students use The Juice to: <ul style="list-style-type: none"> · Learn about current events and specific topics · Practice relevant content and grade specific literacy skills · Develop their knowledge and literacy across disciplines - Students can access The Juice from home to extend learning beyond the school day 	<p>Teachers</p> <ul style="list-style-type: none"> - Teachers incorporate relevant, high-quality content from diverse focus areas into their practice <p>Students</p> <ul style="list-style-type: none"> - Students have access to diverse current events and nonfiction content, including practical information - Students have the opportunity to build: <ul style="list-style-type: none"> · reading comprehension · critical-thinking · background knowledge · graphical literacy · academic and domain vocabulary in connect · graphical literacy - Practice digital literacy and experience digital resources - Engage in topical discussions - Build social and emotional skills - Diverse readers (striving, ELL, gifted, special needs, etc.) are provided different entry points to literacy and content study - Students build the homeschool connection by sharing their experiences with The Juice with peers and family 	<p>Teachers</p> <ul style="list-style-type: none"> - Teachers across disciplines support literacy development - Teachers broaden learning goals to include peer-to-peer and home-to-school <p>Students</p> <ul style="list-style-type: none"> - Students increase their familiarity with different genres of content - Students increase their facility with graphical representations of information - Students are able to draw connections across disciplines - Students strengthen their fluency, vocabulary, comprehension, and critical thinking skills - Students experience an increase in proficiency in literacy skills, including across disciplines - Students use social and emotional skills to support their learning, decision making, and relationships 	<p>Teachers</p> <ul style="list-style-type: none"> - Teachers across disciplines effectively incorporate literacy instruction while simultaneously building content knowledge <p>Students</p> <ul style="list-style-type: none"> - Students exhibit strong reading comprehension, literacy and skill-based foundations across disciplines - Students display expansive content and current events knowledge - Students display strong critical-thinking skills - Students incorporate strong social and emotional competencies into their learning, decision making



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For more information about this research foundation paper, please contact
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SUGGESTED CITATION

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