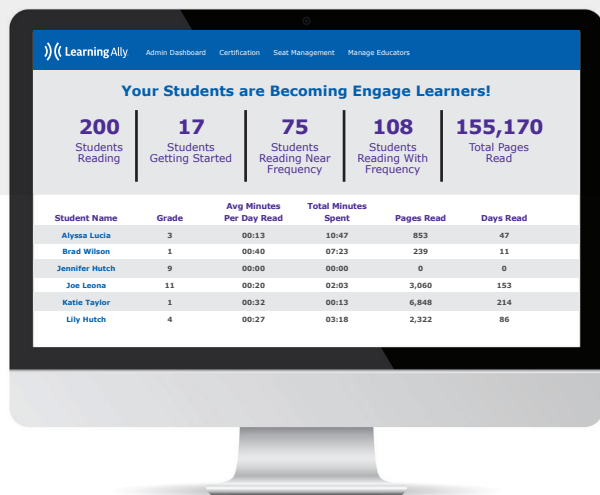


READING WITH FREQUENCY

Increase academic achievement and improve social-emotional outcomes with Learning Ally's research-based reading progress indicator.



READ FOR **33 DAYS**
20 MINUTES PER DAY

Log in to Learning Ally to monitor progress on your dashboard. **You'll love watching as students move from getting started to Reading With Frequency!**

33 days of reading is not the finish line! Around 33 days is merely the tipping point at which we start to see improved social-emotional and academic outcomes for students.

Educators agree that more reading is always better. In fact, research shows that reading engagement is directly linked to higher levels of reading achievement¹.

Based on an extensive review of Learning Ally reading data, **33 days of reading for 20 minutes per day** is a reliable indicator that students are developing the habit of reading and are ready to skyrocket into even higher levels of reading achievement. It's also a sign that educators are implementing the Learning Ally Audiobook Solution with fidelity. **We call this Reading With Frequency.**

When students read frequently with Learning Ally, their word exposure increases, their vocabulary expands, and they have access to grade-level texts, allowing them to build full comprehension.

References: 1. Applegate, A. J., & Applegate, M. D. (2010). A Study of Thoughtful Literacy and the Motivation to Read. *The Reading Teacher*, 64(4), 226-234. doi:10.1598/rt.64.4.1 Fisher, D., & Frey, N. (2018). Raise Reading Volume through Access, Choice, Discussion, and Book Talks. *The Reading Teacher*. doi:10.1002/trtr.1691 Gambrell, L. B. (2011). Seven Rules Of Engagement: What's Most Important to Know About Motivation to Read. *The Reading Teacher*, 65(3), 172-178. doi:10.1002/trtr.01024 Gambrell, L. B. (2015). Getting Students Hooked on the Reading Habit. *The Reading Teacher*, 69(3), 259-263. doi:10.1002/trtr.1423 Jang, B. G., Conradi, K., Mckenna, M. C., & Jones, J. S. (2015). Motivation. *The Reading Teacher*, 69(2), 239-247. doi:10.1002/trtr.1365 Melekoglu, M. A. (2011). Impact of Motivation to Read on Reading Gains for Struggling Readers With and Without Learning Disabilities. *Learning Disability Quarterly*, 34(4), 248-261. doi:10.1177/0731948711421761 Mucherah, W., & Yoder, A. (2008). Motivation for Reading and Middle School Students' Performance on Standardized Testing in Reading. *Reading Psychology*, 29(3), 214-235. doi:10.1080/02702710801982159