

Capstone Interactive Library

Research Overview

Dozens of scholarly articles and published research studies show that multimodal resources like Capstone Interactive Library can help struggling readers gain confidence and achieve success! Higher test scores, reading ability, and confidence in reading can all be improved with multimodal resources.

Selected Literature Review

Learning increases when you use multimodal resources

- “According to cognitive theory, the learning process is a combination of phonetic and visual processing. Researchers have shown that learning increases when the appropriate use of visual and verbal multimodal resources is used.” Mayer, Moreno (2003): *Nine ways to reduce cognitive load in multimedia learning*, *Educational Psychologist*, 38: 43-52.
- “We now know that involving multiple senses increases learning and retention.” Locke (2002): *Book Links*, June/July 2002.

Audio component is necessary for ELL and struggling readers

- “Educators have found that children can understand books read aloud at a comprehension level significantly above the level of books they can read to themselves.” Varley (2002): *Horn Book Magazine*, May/June 2002.
- “The Center for the Improvement of Early Reading Achievement recommends that English Language Learners participate in read-alouds of big books, read along with proficient readers, and listen repeatedly to books read aloud in order to gain fluency in English.” Hiebert (1998): *Text matters in learning to read*, *CIERA report No 1-001*.
- “Children who listen to a book being read while following along with the printed text can both see and hear new words, and the new words are more likely to be remembered. If a book is a bit above a reader’s current level of reading, an audiobook presents the correct pronunciation, the book shows the correct spelling, and the context reveals the meaning. Therefore, a solid bridge is created for learning new vocabulary.” Marchionda (2001): *AudioFile Magazine*, August /September 2001.
- “The use of audio books with struggling, reluctant or second-language learners is powerful since they act as scaffold that allows students to read above their actual reading level. This is crucial with older students who may still read at a beginner level.” Beers (1998): *School Library Journal*, April 1998.
- “Audiobooks have traditionally been used in schools by teachers of second-language learners, learning-disabled or –impaired students, and struggling readers or nonreaders. In many cases, audiobooks have proven successful in providing a way for these students to access literature and enjoy books.” Johnson (2003): *Reading Online*, April 2003.

Reading and multimodal resources increase achievement

- “(The) amount of time spent on reading... contribute(s) significantly to gains in students’ reading achievement.” Taylor, Frye, Maruyama (1990): *Time spent reading and reading growth*, *American Educational Research Journal* 27 (1990): 351-362.
- “Research demonstrates that listening to audiobooks fosters reading comprehension, fluency, language acquisition, vocabulary development, and improved achievement.” Grover, Hannegan (2005): *Book Links*, May 2005.

Testimonials

- *Pam Wright, Belton SC:* "I'm thrilled to say that my students absolutely adore the whole concept of being able to read a book using the computer! The Capstone Interactive Library has been a real motivator for my students, especially the boys and lower achievers. Parents are also impressed by the fact that their children have home access. They realize the true power and flexibility of using electronic books to help their children with reading success!"
- *Marcy Ringdahl, Ridgeview FL:* "Seeking inspiration for emergent or struggling readers? Look no further than Capstone Interactive Library. Teachers at Summerfield Elementary have reported engaged learning and intense interest in content. The interactive books provide the necessary background knowledge to use as a platform for extended lessons in the subject area."

Awards:

- 2008 Distinguished Achievement Award from the Association of Educational Publishers. For multiple bilingual titles (Morado / Purple , Bajo las olas 1,2,3/ Under the Sea 1,2,3, Camiones de bomberos/Fire Trucks, La biblioteca/The Library).
- 2009 Mom's Choice Awards (silver recipient). For title *Day of the Field Trip Zombies*.

Working Together
People at the fire station work together to keep their community safe.

Trabajo en equipo
En la estación de bomberos todos trabajan juntos para mantener a su comunidad segura.

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