

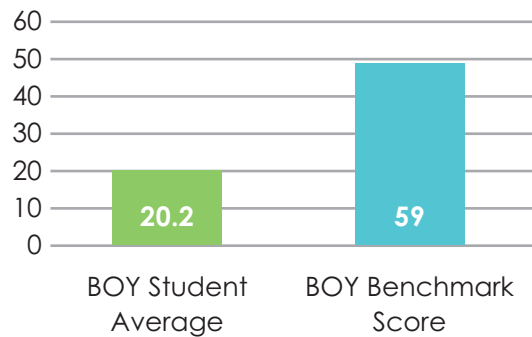
2nd and 4th Grade Rural Iowa School

14 Weeks of Intensive Foundational and Multi-Syllable Skills Instruction Linked to Gains in Universal Screening Measure

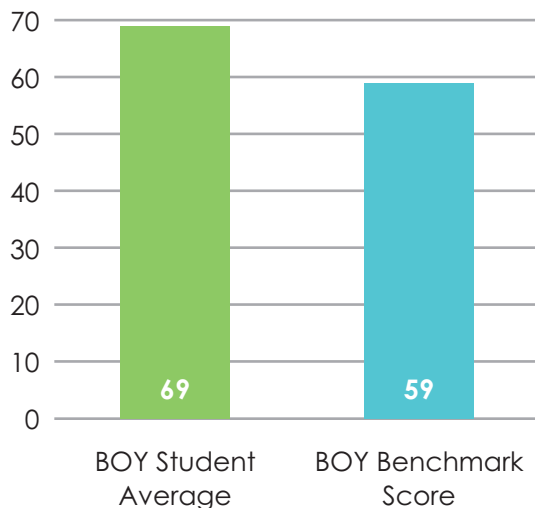
Rationale and Setting:

In the spring of 2015, the principal at Washington Elementary School in Fairfield, Iowa, contacted Really Great Reading, because the school had detected a common decoding deficit among its students. They were looking for a multi-sensory approach that engaged the learner, while also providing strong instructional routines and materials to close these deficits. The administrator felt that a successful implementation of Really Great Reading's Phonics Suite would lead to an increase in universal screening scores across all grade levels. The graphs below compare the students' average beginning score to the beginning benchmark score. The universal screening system used in this district is the Formative Reading Assessment System for Teachers (FAST).

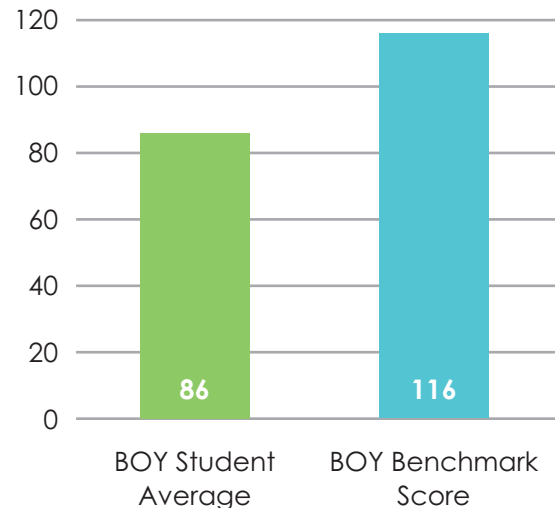
2nd Grade Students with IEP, FAST CBMR Beginning of Year



Non-IEP 2nd Grade Students FAST CBMR Beginning of Year



Non-IEP Students 4th Grade FAST CBMR Beginning of Year



Elected Intervention:

The school elected to utilize Really Great Reading's Blast Foundations materials with a group of special education students in 2nd grade. The school also participated in Really Great Reading's pilot study of HD Word in second grade, and chose to utilize Boost materials in 4th grade.

All three programs provided explicit, systematic, multi-sensory instruction in foundational skills derived from the Iowa Core Literacy Standards ranging from Kindergarten to 4th grade. The implementation provided explicit, systematic instruction of phonological and phonetic concepts and skills.

There were 10 special education students who received daily Blast Foundations instruction which was provided by the special education teacher. There were 13 general education students who participated in the HD Word pilot study and 12 general education students who received daily Boost instruction, both provided by the classroom teachers.

Setting & Instruction:

Blast Foundations has 25 units. Each unit contains 5 daily lessons designed to be completed in 15-20 minutes each. Students who received the Blast Foundations instruction were placed into small groups of 4 and 6. They received instruction 5 days a week in the special education room by the special education teacher. In one week, students were immersed in 75-100 minutes of explicit, systematic literacy instruction. The purpose of this instruction was to master common core standards for grades 1 and 2.

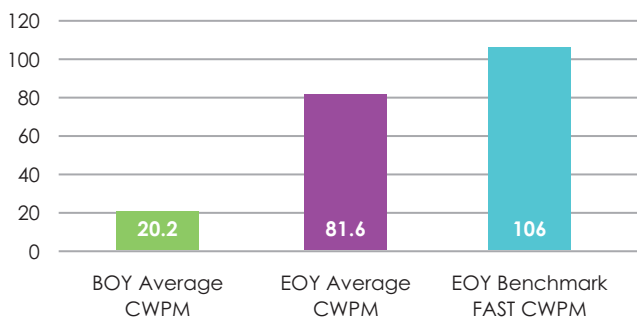
HD Word has 33 units. Each unit contains 5 lessons designed to be completed in 15-20 minutes each. Students who participated in the HD Word pilot study received instruction by the classroom teacher 5 days a week. In one week, students were immersed in 75-100 minutes of explicit, systematic literacy instruction. The purpose of this instruction was to prevent and remediate reading deficits that could hinder mastery of common core standards for grade 2.

Boost has 80 lessons. Each lesson is designed to be completed in 45-60 minutes each. Students received daily Boost instruction in the general education setting with the 4th grade teacher. In one week, students were immersed in 225 minutes of explicit, systematic literacy instruction. The purpose of this instruction was to remediate phonetic skill gaps that could hinder mastery of common core standards for grades 3 and 4.

Fluency Gains:

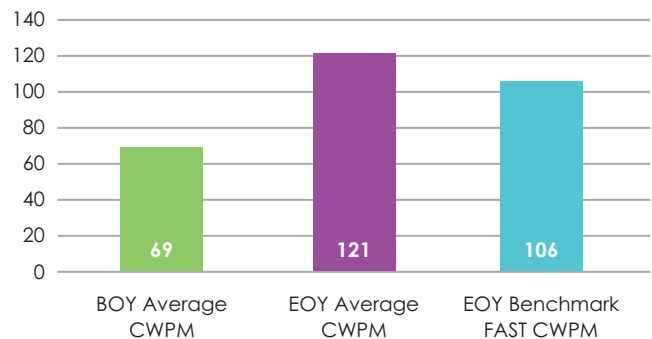
In 28 weeks of explicit, systematic, and multi-sensory instruction, all students in each of the three Really Great Reading programs made gains in correct words per minute (FAST CBMR). It is important to note that the students in special education made the highest average improvement. The charts below illustrate average group gains.

2nd Grade Students with IEP, Blast Foundations



The average CWPM increase in the Blast Foundations group was 2.2 words per week for a total of 61.4 words. This was the most improvement.

Non-IEP 2nd Grade Students, HD Word



The average CWPM increase in the HD Word group was 1.82 words per week for a total of 52 words.

Qualitative Observations:

According to the classroom teachers, student confidence and eagerness to read aloud increased dramatically. Teachers in each of the three groups reported that students asked for additional opportunities to "show off" their reading skills to the group. Testers at this school noted the impressive level of accuracy exhibited during the universal screening window. Students have developed automaticity with many skills that led to a significant increase in fluency rates.

The average CWPM increase in the Boost group was 2.1 words per week for a total of 59 words.

4th Grade Non-IEP Students, HD Word

