

Results with Reading Mastery



Developed in collaboration with the **Association for Supervision and Curriculum Development** and the **Council of Chief State School Officers** by McGraw-Hill Education

Results.

More than ever, attention is focused on the results that our classrooms produce. Expectations are higher. Student performance standards are in place for almost every subject. Teaching students to read is always an essential step in any effort to maintain high standards and expectations.

Every high school graduate who is literate starts to develop literacy in the earliest grades. To help every student succeed, we must look to schools where students are achieving the highest standards of literacy and identify the practices that enable them to reach those goals.

This report tells the stories of eight schools. It describes each school's history, the challenges it faces, and some of its efforts to meet those challenges. Following the case histories, we have included an appendix of research supporting instruction using the *Reading Mastery* program, which has been used by all the schools described to bring about demonstrable positive effects on reading achievement.

Each school's story focuses on results. Whenever possible, we present the most recently available information about growth trends and on the grade levels most directly affected by the reading program. The schools serve children with a range of socioeconomic, ethnic, and geographic traits. They share many characteristics, perhaps the most important of which is a set of results. The schools show an impressive reversal of the trend of failure, documenting improvements in performance and achievement that often dramatically exceed those of similar schools.


The schools and the effective reading program described here also share these characteristics:


- Implemented ongoing programs of professional development for their teachers
- Used assessments of student progress during the school year to ensure effective instruction
- Demonstrated the importance of the principal as the instructional leader
- Created exciting climates within their schools to encourage learning


Most important, these schools demonstrate the importance of maintaining high expectations for all students, not just the brightest or most privileged.

The leaders of the schools described here are eager to share what they have learned and to see their practices and experiences spread to other schools. Please feel free to contact the people who are identified in each article. We've provided telephone numbers, e-mail addresses, fax numbers, and addresses.

Let's learn from those who have successfully increased their students' achievement. Let's help teachers and supervisors use this information. Let's all work together to help our children become more effective learners.


Gene R. Carter
Executive Director
Association for Supervision
and Curriculum Development


Henry Hirschberg
President
McGraw-Hill Education


G. Thomas Houlihan
Executive Director
Council of Chief State School Officers



Reading is the key to virtually every other kind of learning.

Our society has been described as an information society, and reading is the key to accessing the world's expanding bank of information and knowledge. No more important public service exists than teaching our children the reading and language skills they need to be successful, contributing members of society.

The descriptions that follow are of schools where success in reading is on an upswing. Many factors come together to bring about this success – teacher dedication to what works, effective instructional materials based on research-proven practices, targeted professional development, the use of assessment data on learning to make decisions, and principals who make student learning the top priority.

The American Federation of Teachers issued a report in 1998 on reading programs, citing and recommending numerous practices that had been proven to bring about improved reading abilities in young children. The Foorman, et al., study in the *Journal of Educational Psychology*, also highlighted the need for research-based practices.

And the message has been repeated in other significant reports, including those from the National Reading Panel and the National Research Council. A 2001 report, *Put Reading First: The Research Building Blocks for Teaching Children to Read*, was published by the Partnership for Reading, a collaborative effort of the National Institute of Child Health and Human Development, the National Institute for Literacy, and the U.S. Department of Education. It recommends the kinds of systematic, explicit instruction that are necessary for effective reading instruction:

- Explicit instruction in phonemic awareness
- Direct, systematic teaching of phonics skills
- Direct teaching and practice in developing fluency
- Direct teaching of vocabulary
- Direct teaching of comprehension strategies and skills
- Sufficient practice of reading connected text

The message is clear – virtually all students can learn to read. And the message is not new. The findings have been clear and consistent. The challenge is for adults to create the conditions that make this learning happen.



Siegfried Engelmann, Director
National Institute for Direct Instruction
805 Lincoln St.
Eugene, OR 97401
Phone (541) 485-1163
Fax (541) 683-7543

Introducing Direct Instruction Programs

Direct Instruction, a method of teaching pioneered by Siegfried Engelmann in the 1960s, has opened the door to learning and created unlimited potential for millions of children. Direct Instruction is an explicit, intensive, teacher-directed instructional method that is based on two basic principles:

- All children can learn when taught efficiently, regardless of their learning history
- All teachers can be successful, given effective teaching materials and presentation techniques

Numerous well-respected research studies show that when Direct Instruction is implemented correctly, these principles can be applied successfully in any school, in any classroom.

All Direct Instruction programs are based on a common instructional design and a related group of presentation techniques. Within each program, carefully articulated lessons allow teachers to consistently attain high levels of student achievement in reading, spelling, language arts, and mathematics.

One of the leading Direct Instruction programs is *Reading Mastery*, a comprehensive reading program for Grades Pre-K–6. *Reading Mastery* provides carefully designed, integrated instruction and incorporates practice in critical reading skills to build student mastery and confidence. This highly effective program offers an unparalleled level of explicit instruction, intensity, and support to accelerate learning and prevent academic failure. For thousands of teachers – including many in troubled schools – *Reading Mastery* has been used to make a measurable difference in student confidence and classroom achievement.

Understanding Adequate Yearly Progress

Adequate Yearly Progress (AYP) is an important factor in understanding the results of instruction. It is the cornerstone of the No Child Left Behind (NCLB) Act and measures student achievement in public schools. The law requires each state to establish a definition of Adequate Yearly Progress used each year to determine the achievement of each school and school district.

All subgroups of students, including minorities and children from low socioeconomic backgrounds, must score sufficiently on standardized tests to achieve AYP. If one group scores insufficiently, the entire school does not meet AYP. Schools that do not meet AYP for two consecutive academic years or more are identified as needing actions, which increase in severity over time, to improve academic achievement.

Table of Contents

PINEVIEW ELEMENTARY SCHOOL, TALLAHASSEE, FLORIDA

Tallahassee School Achieves AYP for First Time 2

PORTLAND ELEMENTARY SCHOOL, PORTLAND, ARKANSAS

Test Scores Transform Troubled School into National Model 4

LOUISA MAY ALCOTT ELEMENTARY SCHOOL, CLEVELAND, OHIO

Cleveland School Keeps Reading Mastery at Core of Curriculum 6

BARREN COUNTY SCHOOL DISTRICT, GLASGOW, KENTUCKY

Barren County Elementary Schools Post Highest Reading Scores Ever 8

BARTON ELEMENTARY SCHOOL, MILWAUKEE, WISCONSIN

Reading Mastery Helps Wisconsin School Win Blue Ribbon 10

CHEYENNE MOUNTAIN CHARTER ACADEMY, COLORADO SPRINGS, COLORADO

High Percentage of Charter School's Students Testing above National Average 12

FRANKLIN ACADEMY, WAKE FOREST, NORTH CAROLINA

North Carolina School Receives State's Highest Accolade After Using Direct Instruction 14

WILSON PRIMARY SCHOOL, PHOENIX, ARIZONA

Phoenix Inner-City Students Strive Toward National Reading Average 16

And the Success Continues 18

Appendix 20

Tallahassee School Achieves AYP for First Time

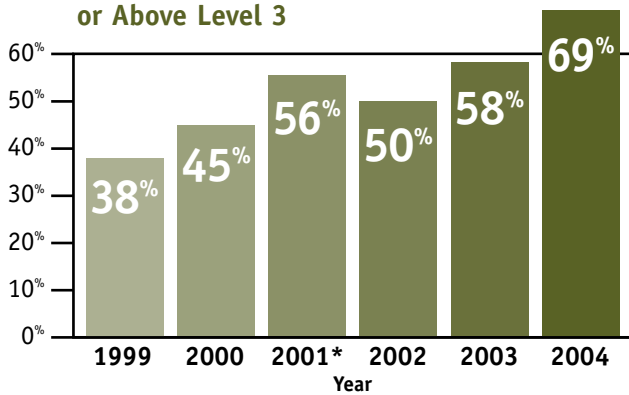
Before educators at Pineview Elementary School implemented Direct Instruction's *Reading Mastery Plus* and *Corrective Reading* at the start of the 2000-2001 school year, only 38% of Grades 3-5 students scored at or above level 3 (proficient) on the reading portion of the Florida Comprehensive Assessment Test (FCAT) in 1999. By 2004, that percentage increased to 69%. That same year, the state of Florida awarded Pineview Elementary an A, and the school achieved Adequate Yearly Progress (AYP).

Achievement Gap Closes

The achievement gap among Pineview Elementary School students is closing. In 2003, 47% of socioeconomically disadvantaged students in Grades 3-5 scored at or above level 3 on FCAT reading.

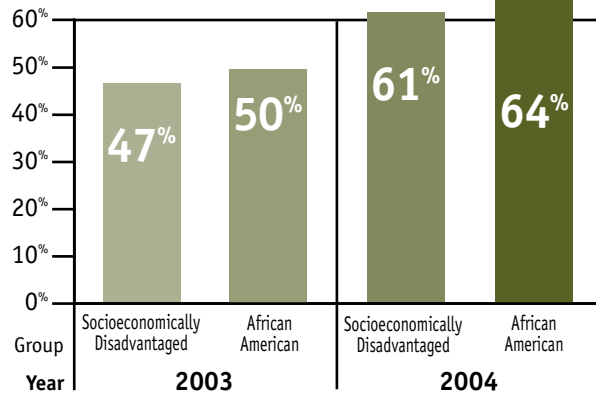
By 2004, that percentage increased to 61. The percentage of African American students (who make up 70% of the student body) scoring at level 3 or above on FCAT reading in 2003 was 50%. By 2004, it also increased – to 64%.

**Pineview Elementary School
Grades 3–5 Reading FCAT Scores
Percentage Scoring At
or Above Level 3**



*First year Direct Instruction was implemented
Source: Florida Comprehensive Assessment Test

**Percentage of Students by Subgroup in
Grades 3–5 Scoring At or Above Level 3
on Reading FCAT**



Source: Florida Comprehensive Assessment Test



About Pineview Elementary School

Located in the Leon County School District, this school serves nearly 600 students in Grades K-5: 70% African American; 11% Caucasian; 10% Hispanic; 5% Asian American; and 4% multi-cultural. Ninety-four percent of the children are eligible for free or reduced-price lunches, and 15% are classified as having Limited English Proficiency (LEP).



Florida educators use the FCAT each year to measure students' academic achievement, and these scores help to determine AYP. The FCAT includes five levels, with 1 being the lowest and 5 the highest. FCAT scores are also a big factor when state administrators rate each school every year by giving them a letter grade. Before *Reading Mastery* began, Pineview Elementary received Cs in 1999 and 2000. After just one year with the program, the school received an A in 2001. It leveled out to another C in 2002 and moved ahead with a B in 2003. By 2004, the school received an A once again.

Scores Still Rising

Principal Marilyn Jackson-Rahming said 2004 marks the highest scores her students have ever received in reading. "*Reading Mastery* is definitely the reason for higher scores," she explained. "I would not want our teachers using any other program."

The No Child Left Behind Act allows students at failing schools to transfer to other schools in the district that are making academic gains. At the start of the 2003-2004 school year, 80 new students transferred to Pineview Elementary because it achieved AYP. "We're at capacity this year with these new children," Rahming said. "In the past, they weren't exposed to *Reading Mastery*, so we're bringing them up to speed."

Now Pineview educators teach *Reading Mastery* to all students each morning for two hours. Struggling readers in Grades 4-5 experience *Corrective Reading*, an intervention program for older students, for one hour each afternoon.

"I know my kids," Rahming said. "And *Reading Mastery* is perfect for them. It has pulled us up before, and it will pull us up again, including these new students."

Rahming has worked at Pineview Elementary School as an innovative instructional leader since 1997. She describes Pineview as an activity center for sharing and learning. "Pineview's administration, staff, parents, and students have learned to embrace the importance of reading," she explained. "Literacy has been the key that unlocked the door to the world's wealth of knowledge and opportunities at Pineview."

For more information



Principal Marilyn Jackson-Rahming
Pineview Elementary School
2230 Lake Bradford Road
Tallahassee, Florida 32310
Tel: (850) 488-2819
Fax: (850) 487-4559
rahmingm@mail.pineview.leon.k12.fl.us

Test Scores Transform Troubled School into National Model

The town of Portland, Arkansas, (population: 552) is home to an elementary school with a reading achievement success story so big it has attracted national attention. In 2000, only 45% of Grade 4 students scored at or above proficiency on the Arkansas Benchmark Reading and Writing Literacy Exam. By 2004, that percentage doubled to 90, compared to 77% at top comparable schools and 68% statewide.

Principal Ernest Smith said Portland Grade 4 students had the highest scores in the district in both 2003 and 2004. That wasn't the case in the mid-1990s, however. *Reading Mastery* was instrumental in bringing about the school's turnaround.

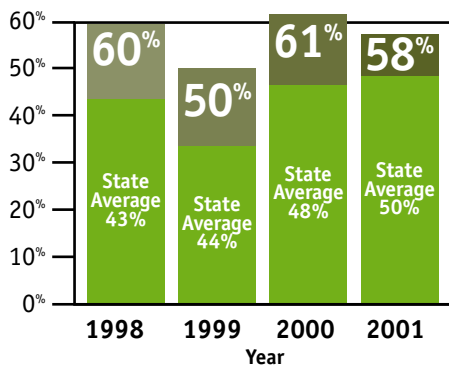
A Turning Point

After observing a nearby school using the Direct Instruction strategy, Smith said he became a convert. He and fellow educators adopted it in Grades K-6 in 1995 and worked with outside consultants from J/P Associates to learn effective methods of delivering lessons.

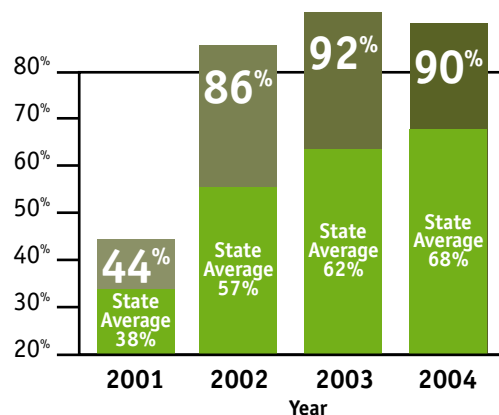
The school gained 5 percentile points each year and led the district average within four years. By 1998, Portland was consistently outscoring the rest of the state on the SAT/9 test. The success has continued ever since, with fifth graders scoring a mean national percentile of 63 in 2003, seven points higher than the rest of the state.

Almost the entire student body now reads at grade level or higher. *Reading Mastery* is used in Grades K-6 and *Language for Learning* is used in Grades K-3. "No one could ever convince me to use something other than

Portland Elementary School Grade 5 Percentile Scores on SAT/9 Compared to Statewide Scores



Percentage of Portland Elementary School Grade 4 Students Scoring At or Above Proficiency – Arkansas Benchmark Reading and Writing Literacy Exam



About Portland Elementary School

Located about 150 miles south of Little Rock, Portland Elementary School serves roughly 170 students in Grades Pre-K-6. Its student population is 80% Caucasian, 12% African American, and 8% Hispanic. Seventy-six percent of the children are eligible for free or reduced price lunches.



Direct Instruction in Grades K-3 to ensure children are reading on grade level,” Smith explained. “We continue with the program through Grade 6 and also use it with our special education students school-wide.”

Hope for the Future

When Portland Elementary School is compared to similar schools in the state with regard to Grade 4 literacy scores, it outshines the others. Almost one out of every five students (19%) scored at the Advanced level on the 2004 Arkansas Benchmark Reading and Writing Literacy Exam compared to 8.2% of students at top comparable schools.

“For an extremely rural part of Arkansas that has a high poverty rate, Portland should be very proud of its elementary school students,” said Smith. “These children are achieving academic greatness that has been acknowledged on the district, state, and national level.”

Notable Achievements

The Heritage Foundation included Portland Elementary School in a national study of high-performing high-poverty schools in 2000. (It was one of only 21 schools honored.) By 2004, the school had hosted more than 125 visiting teams of educators and administrators from multiple states to observe its success. “I tell our visitors that I can’t sell them on Direct Instruction, but my students can,” Smith said.

For more information



Principal Ernest Smith
Portland Elementary School
314 Hwy. 160 East/P.O. Box 8
Portland, Arkansas 71663
Tel: (870) 737-4333
Fax: (870) 737-4334
esmith@hhs.k12.ar.us

Cleveland School Keeps Reading Mastery as Curriculum Core

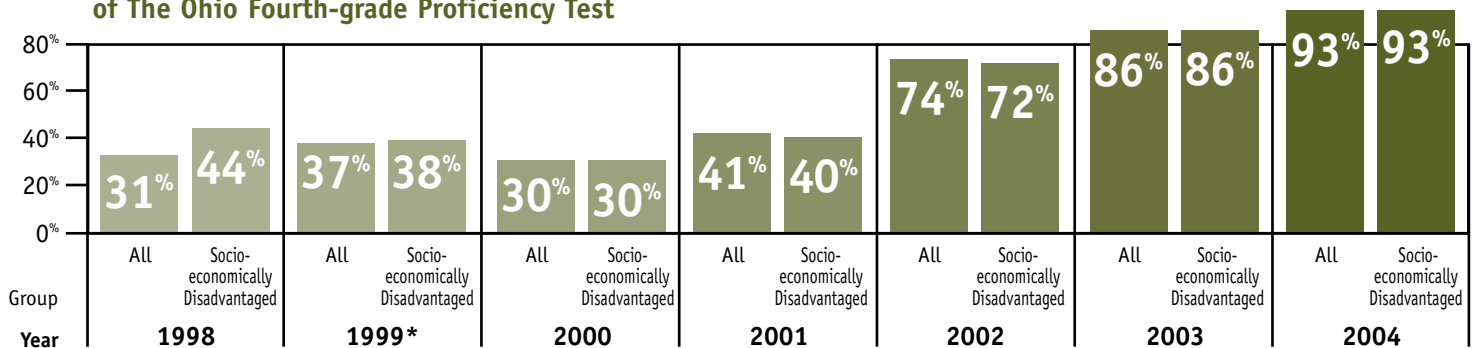
Grade 4 students at Louisa May Alcott Elementary School who have used *Reading Mastery* and *Language for Learning* since Kindergarten are achieving excellent results on the reading portion of The Ohio Fourth-grade Proficiency Test. The percentage of the school’s Grade 4 students passing the test in 2002 more than doubled compared to Grade 4 students who took the test in 1998 without the benefit of these two Direct Instruction programs. By 2004, 93% of Grade 4 students passed state reading standards on The Ohio Fourth-grade Proficiency Test.

Because students have progressed so well in reading on The Ohio Fourth-grade Proficiency Test, including subgroups of children such as economically disadvantaged, the school achieved Adequate Yearly Progress (AYP) both years it was measured nationwide (2002-2003 and 2003-2004). Eighty-four percent of students at this school are economically disadvantaged, yet the percentage passing reading has increased – reaching an all-time high of 93% in 2004.

When Louisa May Alcott Elementary School opened for the 1997-1998 school year after being closed for 16 years, it had no curriculum, no common methodology, and teachers who did not know each other.

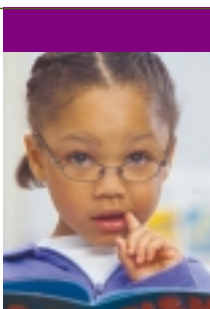
Educators decided to make Direct Instruction the core of their reading curriculum. Principal Maureen Berg said once teachers were trained in the program, they felt confident and proficient in teaching reading.

Percentage of Students Passing the Reading Portion of The Ohio Fourth-grade Proficiency Test



Ohio tests students each spring in Grades 4, 6, and 9 using standards-based proficiency tests. The goal is for at least 75% of students in the state to pass the tests each year. Scores from 2002 are for the first cohort of students to use Direct Instruction when they started Kindergarten.

*First year Direct Instruction was implemented



About Louisa May Alcott Elementary School

Serving approximately 215 students in Grades K-6, this school has a high poverty rate. Eighty-four percent of the children are eligible for free or reduced-price lunches, compared to a state average of 36%. The student population is 47% Caucasian, 35% African American, 9% Hispanic, and 9% multi-cultural. Twenty-five percent of the student body is made up of students with disabilities.



“Our full adoption began with the 1998-1999 school year, and once students were exposed to the program, we began to notice improvements in reading proficiency scores,” Berg said.

In addition to improvements in reading proficiency scores, students also have improved their scores on other proficiency tests. By 2004, 100% of Grade 4 students passed the writing test, up from 94% in 2003; 97% passed citizenship, up from 92% in 2003; 97% passed math, up from 89% in 2003; and 90% passed science, up from 58% in 2003.

“The reason for high achievement on these tests is that *Reading Mastery* has improved students’ ability to read technical information,” Berg said. “We believe Direct Instruction is an outstanding methodology.”

The state of Ohio rated this school “excellent” for the 2003-2004 school year, up from “effective” the previous year. Ohio’s Performance Index Score reflects the achievement of every tested student and shows trends in school achievement. The scale is 0 to 120 points, with 100 being the goal. It is one of the measurements of AYP. The school’s Performance Index Score went from a 95.5 in 2003 to a 103.6 in 2004.

Direct Instruction Programs Help All Students

Now Direct Instruction’s *Reading Mastery* is used school-wide in Grades K-6. *Language for Learning*, a vocabulary development program, is used in Kindergarten and Grade 1, and *Corrective Reading* is used with struggling readers in Grades 4-6.

“We think Direct Instruction is phenomenal for all kids,” Berg said. “About 25% of our children are

classified as special education students, and we know the program has made a tremendous difference for them.”

Berg said teachers have experienced positive success stories with Direct Instruction since the school opened. One touching story is that of a 10-year-old who had suffered brain damage in a car accident. Direct Instruction succeeded where other programs failed.

“She read to me in front of the entire class,” Berg said. “She could finally do what all the other kids had been doing for years.”

In addition, Berg said Direct Instruction works well with older children who are non-readers. “We absolutely believe in the programs. Direct Instruction is the most critical component of our balanced literacy curriculum.”

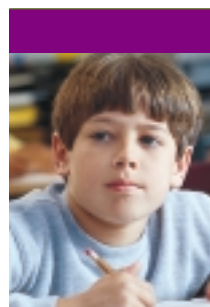
Multiple Awards

Louisa May Alcott Elementary has received multiple awards for its academic success. To receive Ohio’s School of Promise Award, at least 50% of the students must meet low-income criteria, and at least 75% must pass reading or math proficiency tests. It received Ohio’s School of Promise Award for academic achievement in math in 2002, and for academic achievement in reading and math in 2003 and 2004.

The school also won three national awards for the 2003-2004 school year: the No Child Left Behind National Blue Ribbon School of Excellence Award, the Title I Distinguished School Award, and the Help One Student to Succeed (HOST) National Exemplary Award for its outstanding efforts in mentoring at-risk students.

“We absolutely attribute these recognitions to Direct Instruction,” Berg explained. “I totally believe in it, as do our teachers.”

For more information



Principal Maureen Berg
Louisa May Alcott Elementary School
10308 Baltic Road
Cleveland, Ohio 44102
Tel: (216) 631-3151
Fax: (216) 631-3309
bergma@cmsdnet.net

Barren County Elementary Schools Post Highest Reading Scores Ever

In the late 1990s, Grade 3 students at Hiseville Elementary School in the Barren County School District scored well below the national average on the reading portion of the Comprehensive Test of Basic Skills (CTBS). By 2004, Grade 3 students scored well above the national average and set a school record.

Benny Lile, Director of Instruction for the district, said the progress came naturally once *Reading Mastery* was implemented in five elementary schools – Austin Tracy, Hiseville, Park City, Red Cross, and Temple Hill – in Grades K-6 during the 2000-2001 school year.

Because of *Reading Mastery*, students in these five elementary schools have experienced great success with the CTBS, an assessment given to all Kentucky students each spring. In fact, elementary students in four of those schools achieved their school’s highest reading scores ever in 2004.

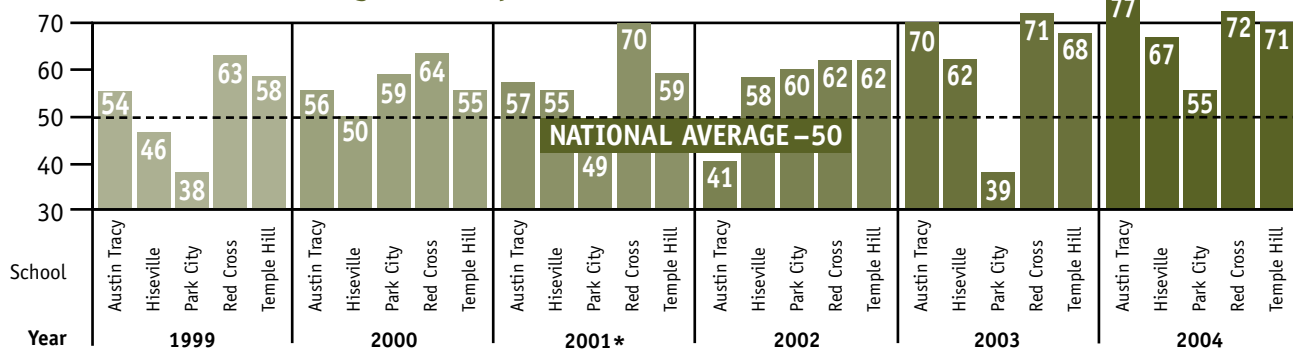
In addition to increasing their scores on the CTBS, students in these five schools also progressively increased their scores on the reading portion of the

Kentucky Core Content Test (KCCT) once *Reading Mastery* was implemented. The KCCT is given each spring to public school students throughout the state. It includes a 0-140 point scale with 100 being proficient. As with the CTBS, Hiseville Elementary set a school record in 2004 on the KCCT. Each of the five elementary schools also achieved Adequate Yearly Progress (AYP) both years it was measured nationwide (2002-2003 and 2003-2004).

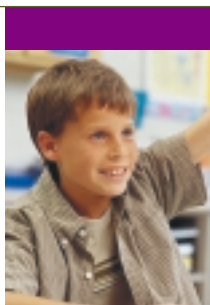
Positive Trends over Time

“It is easy to see from our test scores that there is a positive long-term trend involved with *Reading Mastery*,” Lile explained. “We have every intention of using it as long as we continue to achieve success. One of our teachers told me she was amazed when her

Grade 3 CTBS Reading Scores Reported in National Percentiles



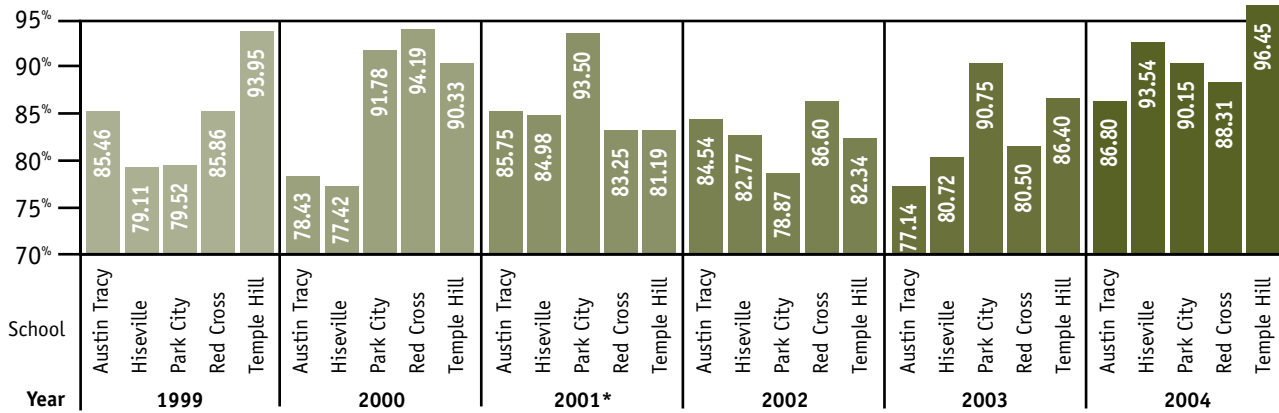
*Results after one year with Reading Mastery



About the Barren County School District

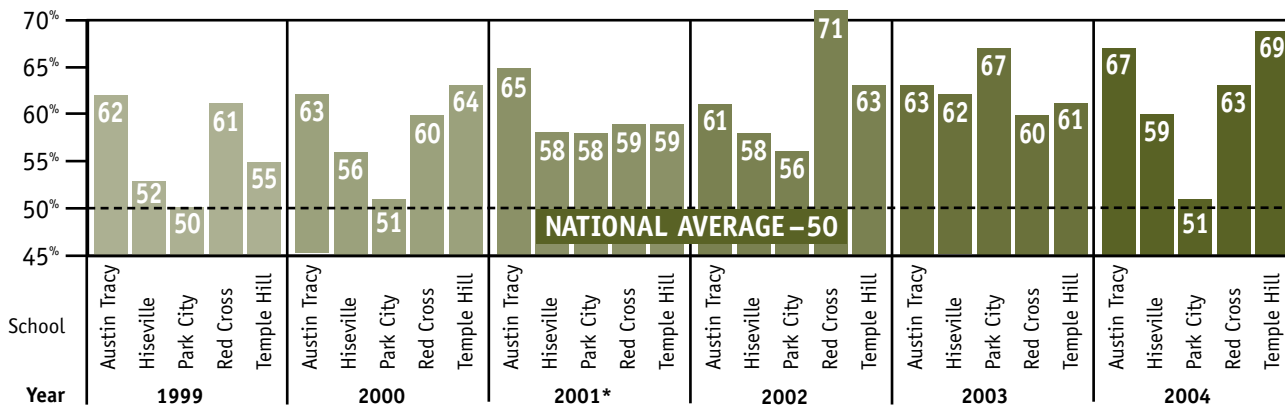
This district serves more than 4,100 students in 10 schools: 97% Caucasian, 1% African American, 1% Asian American, and 1% Hispanic. Forty-two percent of the children qualify for free or reduced-price lunches.

Index Scores of Grade 5 Students on KCCT Reading



*Results after one year with Reading Mastery

Grade 6 CTBS Reading Scores Reported in National Percentiles



*Results after one year with Reading Mastery

new Grade 1 students could already read on their own. She said she was able to start out the year reading and didn't have to spend any time on remedial lessons."

Barren County educators now use two additional Direct Instruction programs: *Reasoning and Writing* and *Language for Learning*. "Teachers say they have never seen so many students reading at such an early age," Lile said. "In fact, parents are enrolling their children in the district because they know their kids will truly move at an accelerated pace."

Older Students Excel, Too

While primary students are excelling on the CTBS, older students are also doing well in each of the five schools. This is especially true at Austin Tracy and Temple Hill, which posted their highest scores in 2004.

For more information



Director of Instruction Benny Lile
 Barren County School District
 202 W. Washington Street
 Glasgow, Kentucky 42141
 Tel: (270) 651-3787
 Fax: (270) 651-8836
 blile@barren.k12.ky.us

Reading Mastery Helps Wisconsin School Win Blue Ribbon Award

When Barton Elementary School's reading specialist piloted Direct Instruction's *Corrective Reading* in 2001 with two Grade 5 students who could recognize only alphabet letters and not words, she did not realize her actions would inspire a dramatic transition in reading curriculum school-wide. Within one year, *Language for Learning* was implemented in Kindergarten, *Reading Mastery* in Grades K-6, and *Corrective Reading* in Grades 4-6 for struggling readers.

In the Beginning

Barton Elementary School teachers quickly embraced Direct Instruction programs after they saw the two Grade 5 students immediately excel in the pilot program. Learning Coordinator Carol Stein said that after only six months of implementation, both students could read beyond Grade 2. By the end of the following school year, they read on a Grade 4 level.

"These children walked through our hallways holding their third and fourth grade-level readers like they

were calculus books," Stein explained. "They were so proud of their progress and eagerly attended reading class, which was not the case before Direct Instruction."

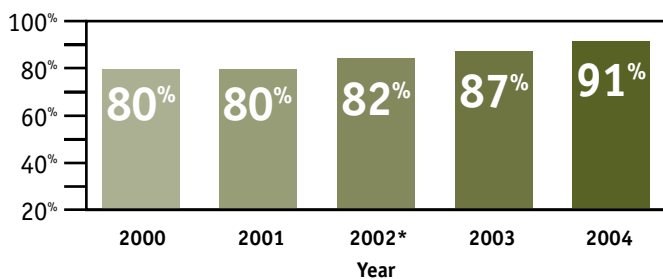
Retired Principal Norm Mishelow said student academic success, especially on the Wisconsin Knowledge and Concepts Examination (WKCE), is a direct result of Direct Instruction programs.

"Not only is Direct Instruction a great accountability tool for administrators, but also it's an incredible tool for teachers," he said. "Teacher buy-in was swift because they saw results right away and continue to feel empowered. And the kids know the programs so well that when a substitute enters a classroom, the lessons progress smoothly."

Mishelow was so supportive of the programs that he offered to write a positive recommendation for any teacher who did not want to participate in the Direct Instruction process and move to another school. Not one teacher took him up on the offer.

"I really wanted to ensure everyone was completely comfortable with the program as we moved forward because we began the implementation process with a few individuals who truly embraced the whole-language approach to teaching reading," Mishelow said.

Percentage of Barton Elementary School's Grade 4 Students Meeting or Exceeding WKCE State Reading Standards



Wisconsin tests students in Grades 4, 8, and 10 each fall. The goal is for 100% of students to meet or exceed state standards.
*First year Direct Instruction was implemented.

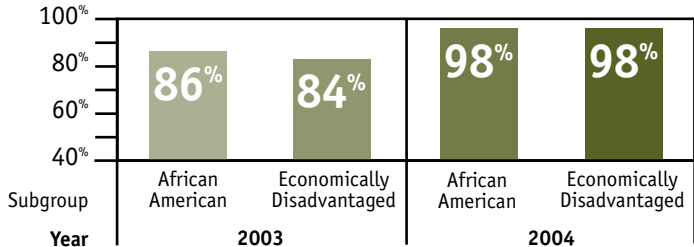


About Barton Elementary School

Barton Elementary School is a Title I school, serving nearly 500 students in Grades Pre-K-6. The diverse student population includes: 76% African American, 16% Caucasian, 5% Asian American, 2% Hispanic, and 1% Native American. Eighty percent of children are eligible for free or reduced-price lunches.



Percentage of Grade 4 Students by Subgroup Meeting or Exceeding WKCE State Reading Standards



By 2003, the school became the only Wisconsin recipient of the prestigious No Child Left Behind Blue Ribbon Award from the U.S. Department of Education. The Blue Ribbon Schools program recognizes schools based on student achievement.

In addition to the Blue Ribbon Award, Barton has received the New Wisconsin Promise Award for both 2003 and 2004. To be recognized for this award, a

school must receive Title I funding and be among the highest poverty schools in the state based on free and reduced-price lunch data. Additionally, student achievement must be above the state average in both reading and math, and there can be no noticeable lag in achievement for subgroups of students.

Subgroups of Students Excel

Because it is a Title I school, Barton Elementary educators are keen to ensure subgroups of children also progress on the WKCE. The chart to the left shows how two subgroups of students achieved success on the WKCE during the two most recent school years. Because all subgroups achieved academic growth, the school also achieved Adequate Yearly Progress (AYP) both years it was measured (2002-2003 and 2003-2004).

For more information



Learning Coordinator Carol Stein
 Barton Elementary School
 5700 W. Green Tree Road
 Milwaukee, Wisconsin 53223
 Tel: (414) 393-3966
 Fax: (414) 393-3915
steincb@mail.milwaukee.k12.wi.us

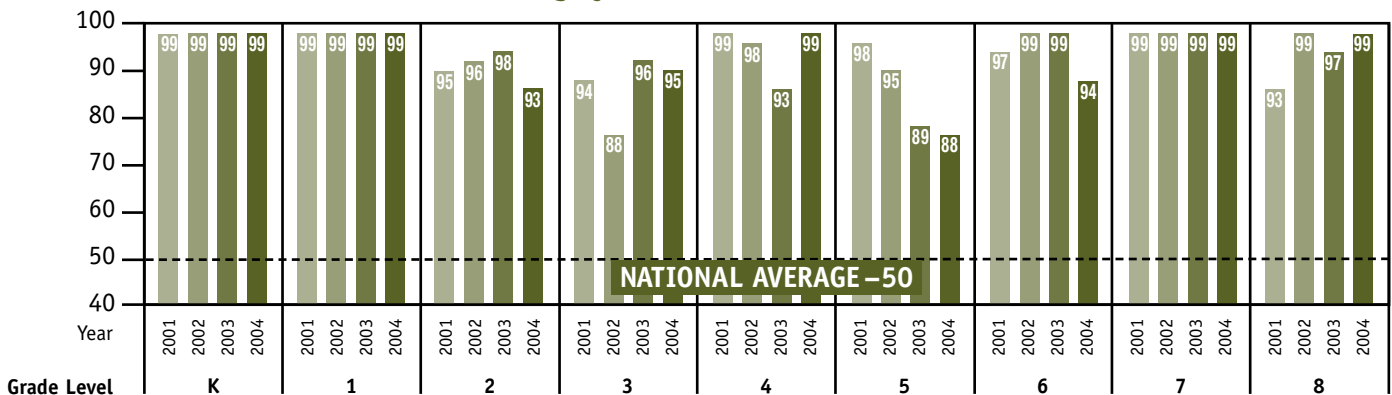
High Percentage of Charter School's Students Testing above National Average

Success abounds at the Cheyenne Mountain Charter Academy, thanks to *Reading Mastery*. An estimated 96% of students in Grades K-8 tested at or above the national average on the Iowa Tests of Basic Skills (ITBS) in reading in 2004.

Before the academy opened in 1995, its board of directors searched for a reading curriculum that had evidence of effectiveness. Principal Sandi Elsberry said because board members are big believers in research-based programs, *Reading Mastery* was a natural choice. "*Reading Mastery* has been a driving force for us from the very beginning, and it is one of the reasons our students excel," she said. The program is used in Grades K-6.

The academy's Kindergarteners are introduced to *Reading Mastery* when school begins in August. Teacher Trainer Cindee Will said teachers work hard to accelerate all students. "It's not unusual for Kindergarteners to end the year in *Reading Mastery II*."

**Cheyenne Mountain Charter Academy
Percentile Ranks on ITBS Reading by Grade Level**



Source: Iowa Tests of Basic Skills



About Cheyenne Mountain Charter Academy

The academy serves more than 400 Colorado Springs students in Grades K-8: 76% Caucasian, 13% Hispanic, 4% Asian American, 3% African American, 1% Native American, 1% Pacific Islander, and 2% multi-cultural. Nineteen percent of the students qualify for free or reduced-price lunches.

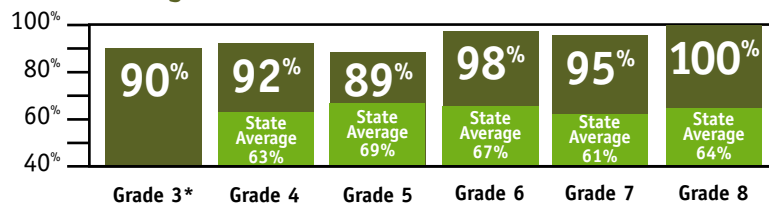
Using Reading Mastery to Predict Success on ITBS

After nine years with *Reading Mastery*, academy teachers are better able to predict student success on the ITBS by examining student progress with the program. "The data is our compass for the school," Will said. "When we have third-grade students in *Reading Mastery IV*, we know they'll do very well on the ITBS. Those third-grade students who move into *Reading Mastery V* score off the charts on the ITBS."

Continued exposure to *Reading Mastery* has also helped students score well on the Colorado Student Assessment Program (CSAP). In 2004, every Grade 8 student scored proficient or advanced for the fourth year in a row. "Our eighth graders are among the highest scorers in the state," Elsberry said.

Academy students also have been recognized statewide for their success. For the past four years, the charter school received the John Irwin School of

Percentage of Academy Students Scoring Proficient or Advanced in 2004



*State scores not available

Source: Colorado Student Assessment Program Reading

Excellence Award. This award is primarily based on student achievement. The state of Colorado also has recognized the academy from 2000-2004 for being one of the leading junior high schools (Grades 7-8).

"We'd love to take all the credit for their success, but we know it's because of Direct Instruction's airtight curriculum," Elsberry concluded.

For more information



Principal Sandi Elsberry
 Teacher Trainer Cindee Will
 Cheyenne Mountain Charter Academy
 1832 S. Wahsatch Avenue
 Colorado Springs, Colorado 80906
 Tel: (719) 471-1999
 Fax: (719) 471-4949
cheyennecharter@earthlink.net

North Carolina School Receives State's Highest Accolade After Using Direct Instruction

People are praising Franklin Academy's board of directors for mandating "The Three Ds" – Direct Instruction, Dress code, and Discipline – after the charter school received exemplary End-of-Grade (EOG) test scores and recognition as a North Carolina "School of Excellence," the highest academic honor given by the state, for both the 2002-2003 and 2003-2004 school years.

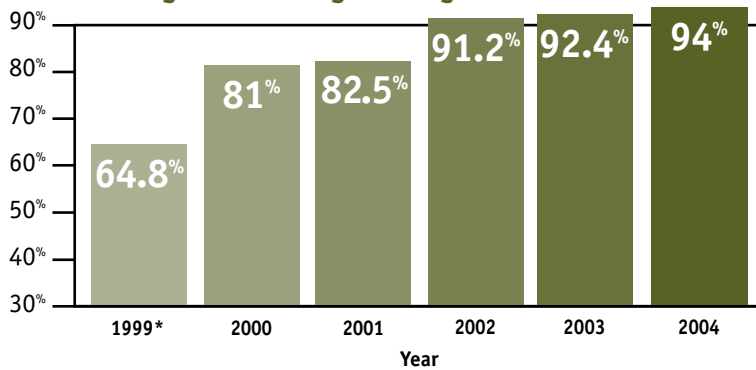
"Reading Mastery and other Direct Instruction programs are at the core of our curriculum and the school culture," explained Director Denise Kent. "New teachers are automatically trained in Direct Instruction, and once they begin seeing weekly progress among their students, they understand why we are so committed to its process."

North Carolina's performance standards (ABCs of Public Education) are determined by the percentage of students scoring at or above grade level on the EOG test. This standards-based test assesses students in Grades 3-8, and all schools strive to assure 100% of students meet or exceed grade-level standards on the test.

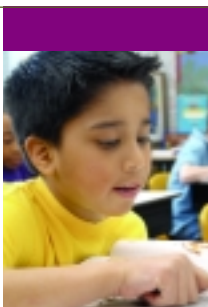
Franklin Academy's repeated success and progressively increasing EOG scores are no secret. Before naming the academy a "School of Excellence," North Carolina recognized it as a "School of Distinction" during the 1999-2000 and 2000-2001 school years.

In addition to receiving the state's highest award, Franklin Academy also achieved Adequate Yearly Progress (AYP) as soon as the federal government mandated it. Franklin Academy students also continue to score well on the reading portion of the Iowa Tests of Basic Skills (ITBS). The chart on the next page shows student progression.

Percentage of Franklin Academy Students in Grades 3-8 Meeting or Exceeding Reading Standards



Source: End-of-Grade Test
*The academy opened in 1998



About Franklin Academy

Franklin Academy is a Grades K-11 charter school that serves more than 700 students. Each year it adds a new grade and plans to eventually offer education through Grade 12 by the 2005-2006 school year. Ninety-six percent of the children are Caucasian and 4% are African American. Reduced-price and free lunches are not offered at this school.

About the Implementation

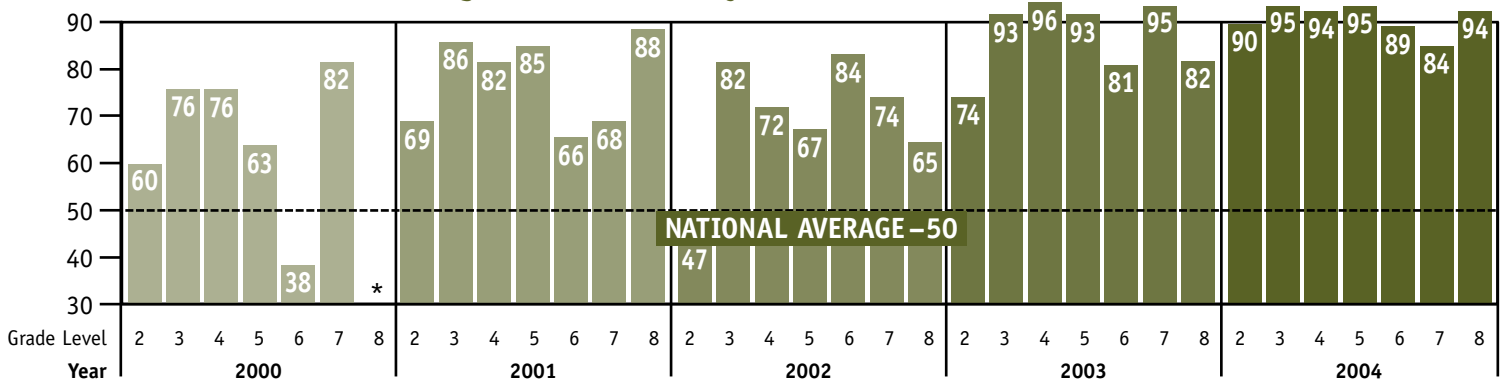
Because Direct Instruction is at the core of Franklin Academy's curriculum, several programs are implemented throughout the school. *Reading Mastery* and *Spelling Mastery* are used in Grades K-5, and *Reasoning and Writing* in Grades K-1. *Corrective Reading* helps struggling students catch up with their peers when necessary.

When the academy opened, it hired Educational Resources, Inc., an educational consulting firm, to guide the implementation of Direct Instruction. The firm continues to provide professional development to academy teachers today.

"If a teacher doesn't buy into Direct Instruction's methodology, this isn't the place to be," Kent explained. "One of the reasons parents choose to send their children to Franklin Academy is because they know that Direct Instruction involves a theory of instruction that works for all children. It is so ingrained in our culture that we couldn't survive without it."

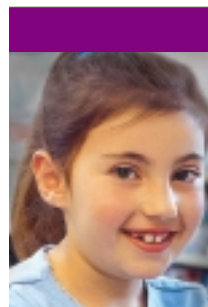


National Percentile Ranking of Franklin Academy Students on ITBS



*Grade 8 was not offered until 2001

For more information



Director Denise Kent
 Franklin Academy
 604 S. Franklin Street
 Wake Forest, North Carolina 27587
 Tel: (919) 554-4911, ext. 21
 Fax: (919) 554-2340
kentd@franklinacademy.org

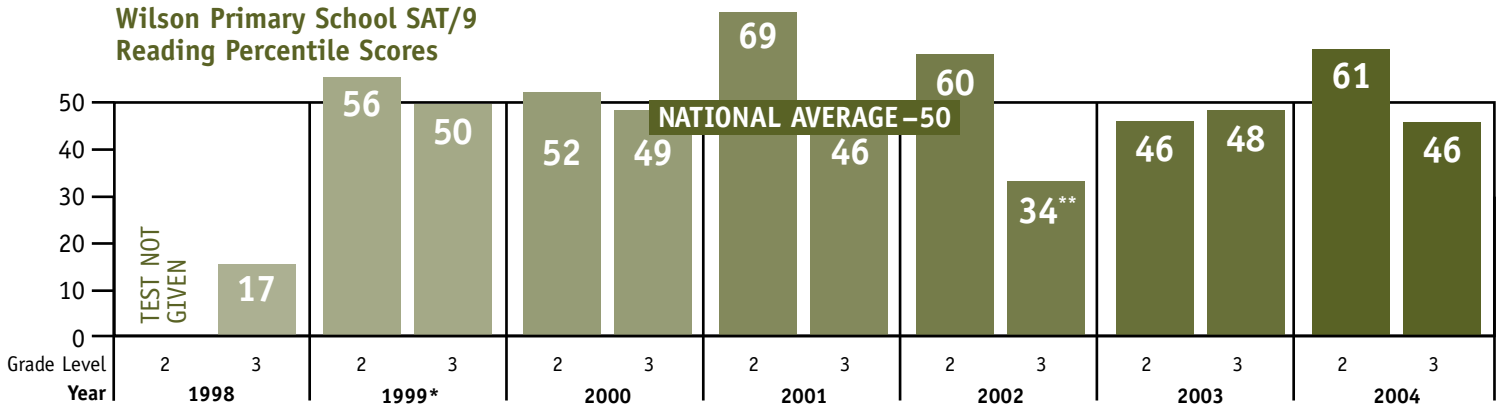
Phoenix Inner-City Students Strive Toward National Reading Average

After implementing *Reading Mastery* in Grades 1-3 at the start of the 1998-1999 school year, educators at Wilson Primary School noted that students' reading scores began rising steadily toward the national average. These are significant achievements for a school that serves the poorest population in the city and has a high mobility rate of 68%. Many parents and children speak almost no English.

"Direct Instruction is the main contributing factor for our success in reading," Principal Leanne Morse said. "The reading programs are great instructional tools, no doubt about it." Direct Instruction's *Language for Learning* is taught to Kindergarteners and English Language Learners (ELL) in Grades 1-3. Other students use *Reading Mastery*.

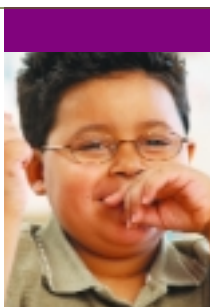
Morse said the Grade 3 scores dipped to the 34th percentile in 2002 because in previous years the state reported only the scores of students who had received three years of English instruction. "The dip in 2002 was due to a greater number of English Language Learner students being included in the aggregation," Morse said. "Despite the lower score, our students are

Wilson Primary School SAT/9 Reading Percentile Scores



*Students had experienced Direct Instruction for one year

**Scores dipped when the pool of students tested expanded to include more English Language Learners



About Wilson Primary School

Serving 650 children in Grades Pre-K-3, Wilson Primary School's student population is 94% Hispanic, 3% Caucasian, 2% Native American, and 1% African American. About 94% of the children are eligible for free or reduced-price lunches, compared with 54% statewide.



learning English, developing reading fluency, and producing better results than other schools with similar demographics.”

The state ranked Wilson Primary School as Performing in 2004, up from Underperforming in 2003. The school also achieved Adequate Yearly Progress (AYP) for the first time in 2004. “*Reading Mastery* and excellent teachers are reasons we achieved AYP,” Morse explained.

About the Implementation

After implementing Direct Instruction in Grades K-3 at the start of the 1998-1999 school year, Wilson Primary teachers noticed something else important: Spanish-speaking Kindergarteners began acquiring excellent English skills by November of each year. Morse said their skills also continue to improve into Grade 1.

“A first grader recently asked his teacher how to pronounce a word in the storybook he had taken home the night before for homework,” she said. “His teacher

explained what the word meant and used it in a sentence. Then, she asked why he was so interested in the word. He told her that he teaches his parents to read each night from the storybook, and they too didn’t understand the word.”

Morse also said she receives two to three calls per week from educators interested in seeing how *Reading Mastery* is implemented at Wilson Primary School. By 2004, she had spoken to or hosted nearly 35 groups of teachers and administrators. “Reading is the foundation for everything at Wilson Primary. I love to share how *Reading Mastery* works for our children,” she said.

For more information



Principal Leanne Morse
Wilson Primary School
415 N. 30th Street
Phoenix, Arizona 85008
Tel: (602) 683-2500
Fax: (602) 231-0567
leanne.morse@wsd.k12.az.us

And the Success Continues ...

Reading Mastery continues to show remarkable results in other schools across the country.

Roland Park Elementary/ Middle School Baltimore, Maryland

When the majority of primary students at Roland Park Elementary/Middle School were failing to meet state reading standards in the mid 1990s, Principal Mariale Hardiman took action. At the start of the 1997-1998 school year, educators implemented *Reading Mastery*, *Language for Learning*, and *Spelling Mastery* in Grades K-5.

By 2004, 91% of Grade 3 students and 93% of Grade 5 students scored proficient or advanced in reading on the Maryland School Assessment (MSA). These Direct Instruction programs also are helping to close the achievement gap among subgroups of students.

"Teachers and parents agree that being exposed to Direct Instruction definitely contributes to the strong reading ability of our students," Hardiman said.

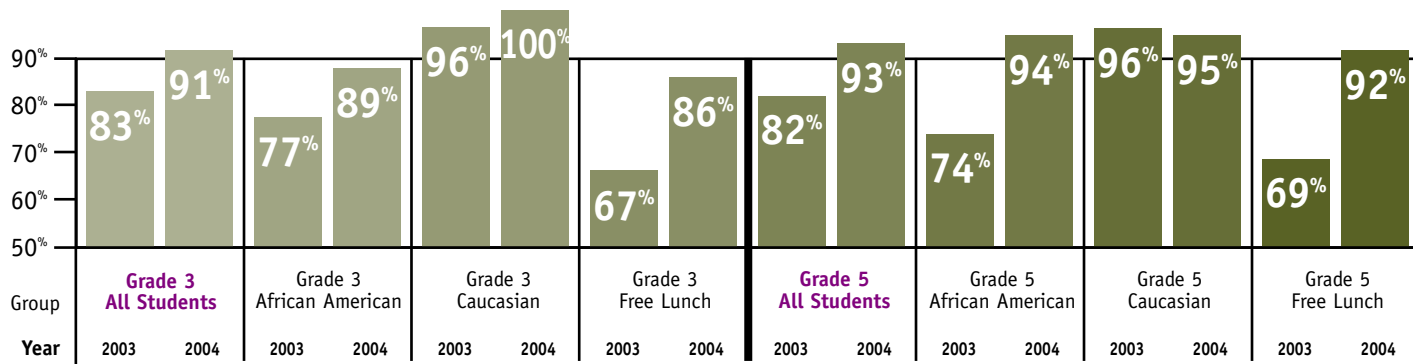
"Whatever your philosophy is in reading, our scores clearly indicate that Direct Instruction is successful."

About Roland Park Elementary/ Middle School

Serving more than 1,300 children in Grades K-8 in the Baltimore City Public School District, the school's student population is 66% African American, 29% Caucasian, and 5% Asian. Thirty-five percent of the children are eligible for free or reduced-price lunches.



Percentage of Roland Park Students Scoring Proficient or Advanced in Reading



Source: Maryland School Assessment (MSA)

For more information



Principal Mariale Hardiman
Roland Park Elementary/
Middle School
5207 Roland Avenue
Baltimore, MD 21201
Tel: (410) 396-6420
Fax: (410) 396-7662
mhardiman@bcps.k12.md.us



Fort Worth Independent School District

Fort Worth, Texas

The percentage of elementary students in the Fort Worth Independent School District passing state reading standards has increased significantly since the late 1990s, reflecting an extraordinary improvement among schools serving the city's economically disadvantaged.

At the beginning of the 1998-1999 school year, Fort Worth schools implemented either *Open Court Reading* or *Direct Instruction* in Grades K-2. By 2001-2002, all elementary schools had adopted one or the other in Grades K-5. This impact is reflected in the steady increase in Grade 3 reading scores. Initially, educators administered the Texas

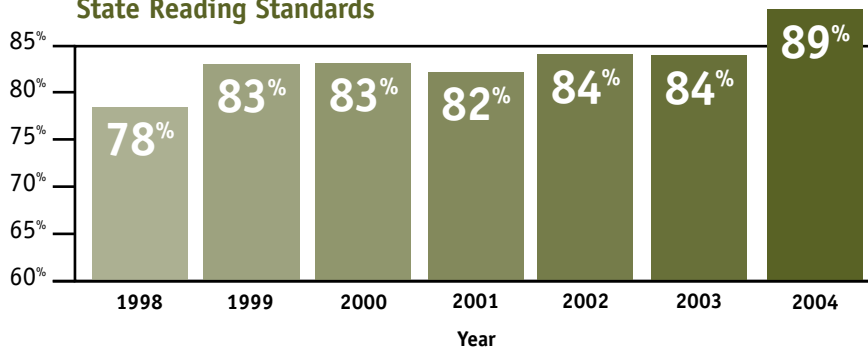
Assessment of Academic Skills (TAAS). In 2003, a more rigorous Texas Assessment of Knowledge and Skills (TAKS) was implemented. Grade 3 reading scores continued to rise.

"We must continue on this path," Director of Reading Marsha Sonnenberg said. "We've made such great progress so far, and there are many more children coming into our system who deserve this same approach to reading education."

About the Fort Worth Independent School District

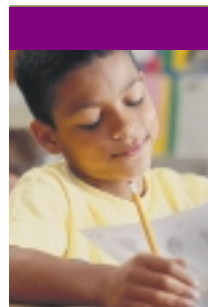
Serving more than 80,000 students in an urban, multi-ethnic environment, the district's student population is 50% Hispanic, 29% African American, 19% Caucasian, and 2% Asian American. Twenty-four percent of the students are English Language Learners, and 70% qualify for free or reduced-price lunches.

**Fort Worth Independent School District
Percentage of Grade 3 Students Passing
State Reading Standards**



Source: Texas Assessment of Academic Skills, Texas Assessment of Knowledge and Skills

For more information



Director of Reading Marsha Sonnenberg
Fort Worth Independent School District
100 N. University Drive, Suite 213
Fort Worth, Texas 76107-1360
Tel: (817) 871-2375
Fax: (817) 871-2379
marsha.sonnenberg@excite.com

Appendix

Research Supporting Instruction in Reading Mastery: A Selected Annotated Bibliography

Following is a summary of several of the most significant studies in reading instruction from the past thirty years. Each study has reported results providing insights into at least one element critical to a successful reading program. These studies and many others serve as the cornerstone of the instruction found in *Reading Mastery*. The authors of *Reading Mastery* continue their efforts to update the program as new studies are published and new research on instructional methods becomes available. Several of the studies listed below actually used and/or cited portions of *Reading Mastery* in their investigations of successful practices. Others used instructional methods incorporated in *Reading Mastery*. The sum of the knowledge revealed by these studies continues to support and enhance the philosophy of this program.

Abt Associates. (1977). *Education as experimentation: A planned variation model: Vol. 4B Effects of follow through models*. Cambridge, MA.

Reports on the Project Follow Through studies, which examined the question: What educational model is most successful in promoting and maintaining educational progress of disadvantaged students? Findings show that the Direct Instruction model outperformed other approaches on nearly all measures, and that students in the Direct Instruction model were at or near national norms on all Metropolitan Achievement Test (MAT) measures at the end of third grade.

Adams, G.L., & Engelmann, S. (1996). *Research on Direct Instruction: 25 Years beyond DISTAR*. Seattle, WA: Educational Achievement Systems.

Presents a meta-analysis of research on *Reading Mastery* and other Direct Instruction programs (i.e., instructional programs developed by Engelmann and colleagues). Notes that the Direct Instruction programs were successful with the full range of teacher and student populations.

Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: The MIT Press.

Draws from decades of research on the nature and development of reading proficiency to show the role that phonics should play in a complete program of beginning reading instruction. Offers research support for the use of systematic, explicit phonics instruction.

American Federation of Teachers. (1998). *Building on the best, learning from what works: Seven promising reading and language arts programs*. Washington, D.C.

Part of a series about research-based programs that show promise for raising student reading achievement (especially in low-performing schools), this report includes Direct Instruction as one of seven programs that show evidence of high standards, effectiveness, replicability, and support

structures. Concludes that when Direct Instruction is faithfully implemented, "the results are stunning, with some high-poverty schools reporting average test scores at or above grade level—in a few cases, several grades above."

Anderson, R.C., Hiebert, E.H., Scott, J. A., & Wilkinson, I. A. G. (1985). *Becoming a nation of readers: The report of the Commission on Reading*. Washington, D.C.: The National Institute of Education.

A landmark report that contains a synthesis of extensive research findings on the nature of reading and reading instruction. Proposes that (1) the knowledge is now available to make worthwhile improvements in reading throughout the United States, and (2) if the practices seen in the classrooms of the best teachers in the best schools could be introduced everywhere, improvement in reading would be dramatic.

Ashworth, D.R. (1999). Effects of Direct Instruction and basal reading instruction programs on the reading achievement of second graders. *Reading Improvement*, 36, 150–156.

Describes a two-year study that compared the reading achievement of second graders who were taught with *Reading Mastery* to that of students who were taught with a basal reading program. Finds that *Reading Mastery* instruction was more successful than that of the basal reading program in raising the achievement scores of students in the areas of vocabulary, comprehension, and spelling.

Baker, S.K., Kameenui, E.J., Simmons, D.C., & Stahl, S. A. (1994). Beginning reading: Educational tools for diverse learners. *School Psychology Review*, 23, 372–391.

Provides a framework for the improvement of instructional tools in beginning reading, with emphasis on their importance for students with diverse learning needs. Stresses the importance of explicitly teaching the alphabetic code as part of beginning reading instruction.

Ball, E.W., & Blachman, B. A. (1991). Does phoneme awareness training in Kindergarten make a difference in early word recognition and developmental spelling? *Reading Research Quarterly*, 26, 49–66.

Finds that seven weeks of explicit instruction in phonemic awareness combined with explicit instruction in sound-letter correspondences was more powerful than instruction in sound-letter correspondences alone and more powerful than language activities in improving the reading skills of Kindergarten students.

Beck, I.L., & McCaslin, E.S. (1978). *An analysis of dimensions that affect the development of code-breaking ability in eight beginning reading programs*. LRDC Report No. 1978/6. Pittsburgh: University of Pittsburgh Learning Research and Development Center.

Reports on a study that examined eight widely used beginning reading programs to discover how the readers are taught to break the letter-sound code, what letter-sound correspondences are taught, and how these correspondences are sequenced and taught in each program. Concludes that the ability to read new words is enhanced by programs that provide direct letter-sound training rather than whole-word training. Recommends a code-oriented, direct instruction model of instruction that contains the following features: direct instruction in letter-sound correspondence, a definite instructional strategy for teaching blending, and repeated opportunities for students to apply learned correspondences and blending to the reading of words in connected text. Notes also that facility in word recognition is developed through repeated exposure to the same words in different texts. Rates *Reading Mastery* as 100% code-oriented.

Bond, G., & Dykstra, R. (1967). The cooperative research program in first-grade reading instruction. *Reading Research Quarterly*, 2, 5–142.

Presents extensive data drawn from the 27 individual studies that comprised a large federally funded program that investigated various methods of instruction and their effects on students' reading and spelling achievement at the end of the first grade. Concludes that teaching methods that include systematic phonics instruction are superior to other methods for improving achievement in word recognition and spelling.

Branwhite, A.B. (1983). Boosting reading skills by direct instruction. *British Journal of Educational Psychology*, 53, 291–298.

Reports on intervention efforts to improve reading among 14 students (8–12 years of age) with differing levels of reading deficiency. Found Direct Instruction (DISTAR) to be more effective in accelerating reading growth than diagnostic-prescriptive remediation.

Brent, G., DiObida, N., & Gavin, F. (1986). Camden direct instruction project 1984–1985. *Urban Education*, 21, 138–148. Presents findings of two studies that showed the efficacy of using *Reading Mastery* to increase students' reading abilities in Camden, NJ, elementary schools.

Carnine, D.W. (1977). Phonics versus look-say: Transfer to new words. *Reading Teacher*, 30, 636–640.

Reports that teaching students letter-sound correspondences and sounding out resulted in the correct identification of more unfamiliar words than did teaching students to use a whole-word strategy.

Carnine, L., Carnine, D.W., & Gersten, R. (1984). Analysis of oral reading errors made by economically disadvantaged students taught with a synthetic phonics approach. *Reading Research Quarterly*, 19, 343–356.

Finds that students who learn to read in *Reading Mastery* are able to use context to figure out new vocabulary words just as readily as students who are taught in a meaning-emphasis program. Concludes that *Reading Mastery* does develop students' ability to use context.

Chall, J.S. (1967). *Learning to read: The great debate*. New York: McGraw-Hill.

A landmark examination of a large body of reading- and learning-related research. Concludes that, as a complement to connected and meaningful reading, focused instruction in phonics is superior to instruction without this focus in teaching students word recognition, oral reading, and spelling. These findings hold for both low performers and normally achieving students.

Cunningham, A. E. (1990). Explicit versus implicit instruction in phonological awareness. *Journal of Experimental Child Psychology*, 50, 429–444.

Finds that explicit instruction in how segmentation and blending are involved in the reading process is superior to instruction that does not explicitly teach Kindergarten students to apply phonemic awareness to reading. Notes that the students who received explicit instruction in phonemic awareness did better than did a group of first-grade students who had no instruction.

Foorman, B. R. (1995). Research on "the great debate": Code-oriented versus whole language approaches to reading instruction. *School Psychology Review*, 24, 376–392. Reviews "the great debate" over code-emphasis versus meaning-emphasis reading instruction. Concludes that "empirical evidence favors explicit instruction in alphabetic coding."

Foorman, B. R., Francis, D., Novy, D., & Liberman, D. (1991). How letter-sound instruction mediates progress in first-grade reading and spelling. *Journal of Educational Psychology*, 83, 456–469.

Describes a study that involved 80 first-grade students in classrooms that differed in the amount of sound-letter instruction offered daily. Reports that students in classrooms that provided more letter-sound instruction demonstrated a significant increase in accurate reading of both regular and irregular words, as well as more improvement in spelling, compared with students in classrooms with less sound-letter instruction.

Gettinger, M. (1986). Prereading skills and achievement under three approaches to teaching word recognition. *Journal of Research and Development in Education*, 19, 1–9.

Finds that with normally achieving students, explicit phonics instruction achieves better results than does implicit phonics instruction.

Grossen, B. (1997). *A synthesis of research on reading from the National Institute of Child Health and Human Development*. Eugene, OR: University of Oregon.

Examines and synthesizes 30 years of reading research carried out by the National Institute of Child Health and Human Development (NICHD). Presents seven key research-based principles of effective reading instruction: (1) begin teaching phonemic awareness directly at an early age; (2) teach each sound-letter correspondence explicitly; (3) teach frequent, highly regular sound-letter correspondences systematically; (4) show children exactly how to sound out words; (5) use connected, decodable text for children to practice the sound-letter correspondences that they learn; (6) use interesting stories to develop language comprehension; and (7) balance the use of interesting stories with decoding instruction.

Grossen, B., & Carnine, D. (1991). Strategies for maximizing reading success in the regular education classroom. In G. Stoner, M. Shinn, & H. Walker (Eds.), *Interventions for achievement and behavior problems* (pp. 333–355). Silver Spring, MD: National Association of School Psychologists. Concludes that reasoning deductively (logically) is difficult for all populations, but that it can be improved with Direct Instruction.

Gunn, B., Biglan, A., Smolkowski, K., & Ary, D. The efficacy of supplemental instruction in decoding skills for Hispanic and non-Hispanic students in early elementary school. *Journal of Special Education*, 34, 90–103.

Describes a study that evaluated the effects of supplemental reading instruction (including *Reading Mastery*) for 256 (158 Hispanic) students in Kindergarten through third grade. Reports that, after 15 to 16 months of instruction, students who received the supplemental reading instruction performed significantly better on measures of word attack, word identification, oral reading fluency, vocabulary, and reading comprehension.

Haskell, D. W., Foorman, B. R., & Swank, P. R. (1992). Effects of three orthographic/phonological units on first-grade reading. *Remedial and Special Education (RASE)*, 13, 40–49. Reports that first-grade students who received explicit training in letter-sound correspondence were more accurate on word recognition tests that consisted of regular and irregular words than were students who received whole-word training or no training.

Herman, R., Aladjam, D., McMahon, P., Masem, E., Mulligan, I., Smith, O., O'Malley, A., Quinones, S., Reeve, A., & Woodruff, D. (1999). *An educator's guide to schoolwide reform*. Washington, D.C.: American Institutes for Research.

Describes an extensive project that evaluated 24 popular whole-school reform models and their effects on student achievement outcomes. Direct Instruction is one of only two models targeted for elementary students that received a rating of "strong."

Juel, C., & Minden-Cupp, C. (2000). Learning to read words: Linguistic units and instructional strategies. *Reading Research Quarterly*, 35, 458–492.

Analyzes word recognition instruction in four first-grade classrooms. Concludes that (1) differential instruction may be helpful in first grade; (2) children who enter first grade with low literacy levels benefit from early and intense exposure to phonics; and (3) a structured phonics curriculum that includes a focus on onsets and rimes and sounding and blending phonemes within rimes is effective.

Kamps, D.M., Wills, H.P., Greenwood, C.R., Thorne, S., Lazo, J., Crockett, J.L., Akers, J.M., & Swaggart, B.L. (2003).

Curriculum influences on growth in early reading fluency for students with academic and behavioral risks: a descriptive study. *Journal of Emotional and Behavioral Disorders*, 11, 211–224.

Describes a study that applied an early screening approach to determine the risk status of children in five urban schools and monitor their patterns of reading growth over three years. Data for 383 students were used to determine the characteristics and effectiveness of reading curriculum reforms for students in Kindergarten through second grade. Finds that *Reading Mastery* produced better growth in reading fluency for students with academic, behavioral, or both risk factors.

Kaiser, S., Palumbo, K., Bialozor, R. C., & McLaughlin, T.F. (1989). The effects of direct instruction with rural remedial education students: A brief report. *Reading Improvement*, 26, 88–93.

Compares the effectiveness of direct instruction and basal reading instruction in basic word attack and comprehension skills. Finds students' acquisition of basic sight-word vocabulary to be greater when taught by direct instruction than by basal instruction.

Lyon, G. R. (1997). *Report on learning disabilities research*. Testimony given before the Committee on Education and the Workforce in the U. S. House of Representatives.

Argues that the development of phonemic awareness, the development of an understanding of the alphabetic principle, and the translation of these skills to the application of phonics in reading and spelling words are non-negotiable beginning reading skills that all children must master in order to understand what they read and to learn from their reading sessions.

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Washington D.C.: National Institute of Child Health and Human Development.

Presents the findings of the National Reading Panel, a group of reading educators and researchers that was charged by the United States Congress to assess the status of research-based knowledge about reading, including the effectiveness of various approaches to teaching children to read. The panel's conclusions include the following: (1) systematic phonological and phonemic awareness instruction contributes strongly to reading success; (2) systematic instruction in phonics, stressing letter-sound correspondences and their use in spelling and reading, produces significant benefits for students in Grades K–6 and for students having difficulty learning to

read; and (3) teaching students to use a range of reading comprehension techniques is the most effective way to improve comprehension.

Pany, D., & McCoy, K. M. (1988). Effects of corrective feedback on word accuracy and reading comprehension of readers with learning disabilities. *Journal of Learning Disabilities, 21*, 546–550.

Describes a study in which third-grade students with learning disabilities read under three treatment conditions: corrective feedback for every oral reading error, correction only for errors that changed the meaning of the text, and no feedback for any kind of errors. Findings show that providing corrective feedback after every oral reading error improved both word recognition accuracy and reading comprehension.

Perfetti, C. A., Beck, I., Bell, L., & Hughes, C. (1987). Phonemic knowledge and learning to read are reciprocal: A longitudinal study of first-grade children. *Merrill-Palmer Quarterly, 33*, 283–319.

Concludes that success in early reading is a result of direct, systematic instruction in blending.

Pflaum, S., Walberg, H. J., Karigianes, M. L., & Rasher, S. P. (1980). Reading instruction: A quantitative analysis. *Educational Researcher, 9*, 12–18.

Presents findings of a literature synthesis that was conducted to determine whether the belief that beginning reading instruction methods do not significantly differ is correct. Reveals that instructional methods that consistently result in gains in reading are those that systematically and explicitly teach students about letters and sounds, first separately and then blended.

Smith, S., Simmons, D., Gleason, M., Kameenui, E., Baker, S., Sprick, M., Gunn, B., & Thomas, C. (2001). An analysis of phonological awareness instruction in four Kindergarten basal reading programs. *Reading and Writing Quarterly, 17*, 25–50. Recommends design features for phonemic awareness instruction, including (1) providing explicit instruction in blending and segmenting as auditory tasks, (2) systematically sequencing tasks, (3) increasing opportunities for students to produce sounds at the phoneme level, and (4) providing explicit instruction to increase awareness of strategies that allow students to perceive phonemes. Notes that these features are best accomplished through teacher modeling of specific sounds, having students produce the sounds, and having students form mental manipulations of the sounds.

Snider, V. E. (1990). Direct instruction reading with average first graders. *Reading Improvement, 27*, 143–148. Finds that systematic, direct phonics instruction is more successful than the instruction found in basal reading programs at teaching students the essential skills that provide them with a foundation for reading success. Reports that, contrary to a popular belief, systematic, direct phonics instruction does not interfere with reading comprehension.

Stanovich, K. E. (1994). Romance and reality. *The Reading Teacher, 47*, 280–291.

Concludes that the role played by direct instruction in the alphabetic principle in facilitating early reading instruction is

one of the most well-established conclusions in all of reading-related science, and that, conversely, the idea that learning to read is just like learning to speak is accepted by no responsible linguist, psychologist, or cognitive scientist in the research community.

Torgesen, J. K., Wagner, R., Rashotte, C. A., Alexander, A.W., & Conway, T. (1997). Preventive and remedial interventions for children with severe reading disabilities. *Learning Disabilities: A Multi-disciplinary Journal, 8*, 51–61.

Summarizes ongoing research that is designed to generate new knowledge about the relative effectiveness of different approaches in the prevention and remediation of reading disabilities in children, particularly difficulties in acquiring accurate and fluent word reading skills. Subjects, 180 Kindergarten students who varied widely in their general verbal ability and home literacy environments, were in one of four instructional conditions, varying in content and level of explicit instruction in phonological/phonemic awareness and sound-letter correspondences. Results indicate that, at the end of the second grade, students who received the most explicit instruction in the alphabetic principle had much stronger reading skills than did students in all the other instructional groups. In addition, students who received the most explicit instruction showed the lowest need to be held back a grade. Other analyses show that growth in reading skills was mediated by improvements in phonological processing skills.

Umbach, B.T., Darch, C., & Halpin, G. (1987). *Teaching reading to low performing first graders in rural schools: A comparison of two instructional approaches*. Paper presented at the annual meeting of the Mid-South Educational Research Association (Mobile, AL, November 11–13).

To determine differences between the reading scores of students taught by a traditional basal reading program approach and a more structured Direct Instruction approach (*Reading Mastery*), 31 problem readers from two first-grade classrooms in a low-income Southeastern rural community were examined and tested over a year. The two groups were found to be approximately equal in pretest measures. At the end of the treatment period, the Direct Instruction group demonstrated significantly higher achievement scores as compared to the scores of students using the basal reading curriculum, with differences occurring in word-identification, word attack, and total reading.

Weisberg, P., & Savard, C.F. (1993). Teaching preschoolers to read: Don't stop between the sounds when segmenting words. *Education and Treatment of Children, 16*, 1–18. Compares two blending strategies for decoding words (pausing and not pausing between successive sounds) with nine preschool children. Findings indicate that, once mastered, segmenting by not pausing produced high and sustained levels of word identification.

Results with Reading Mastery

For additional information, contact:

Charlotte K. Frank, Ph.D.
Senior Vice President, Research and Development
McGraw-Hill Education
The McGraw-Hill Companies
1221 Avenue of the Americas
New York, NY 10020
(212) 512-6512
charlotte_frank@mcgraw-hill.com

To request additional copies at no charge,
visit mheducation.com



mheducation.com