

Teacher
Created
Materials
PUBLISHING

Focused Reading Intervention

Data Study





Overview

Purpose and Program Implementation

Teacher Created Materials partnered with Bethune-Bowman Elementary and Middle School, a combined campus in Rowesville, South Carolina during their Mohawk Mania Extended Year Camp from June 2015 through July 2015 to implement *Focused Reading Intervention* with the goals of reinforcing key literacy concepts and building fluency.

Focused Reading Intervention was used by the teachers in Mohawk Mania as an instructional resource to bring students up to grade level and provide opportunities for academic success in the extended year program. This study reports on the results from the implementation of *Focused Reading Intervention* and significant gains in each literacy concept aligned to South Carolina College and Career Readiness English Language Arts Standards.





Challenge

Bethune-Bowman is part of the Orangeburg Consolidated School District, which is a designated Title 1 district. As such, the school strives to make sure every student achieves high levels of academic proficiency. With the goal of ensuring academic success for all students, Bethune-Bowman was selected by an Education Oversight Committee to receive \$500,000 in grant money to enable students to participate in an extended year program. This program, Mohawk Mania Extended Year Camp, was created to enable students to receive an additional six weeks of school to accelerate reading skills.

Demographics

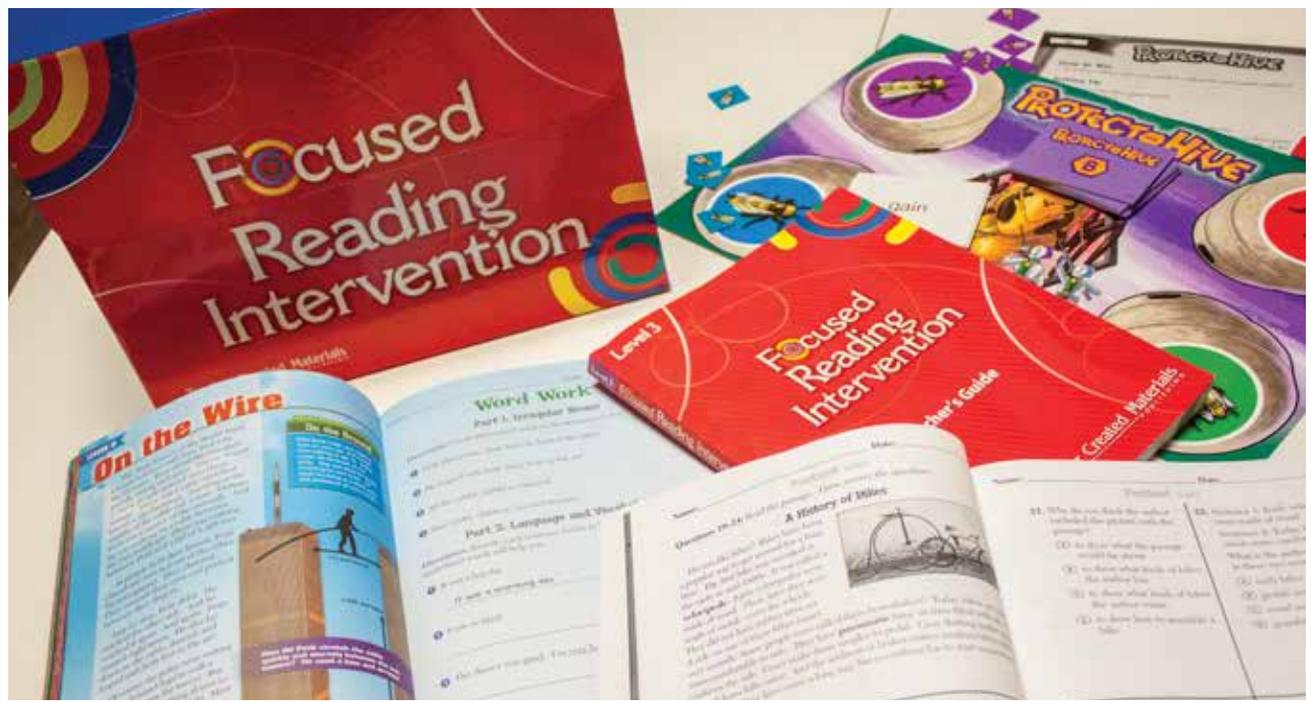
Enrollment

- ⇒ Elementary: 295
- ⇒ Middle/High School: 343

School Population

- | | |
|---------------------------|--------------------------|
| ⇒ African-American | ⇒ Hispanic |
| ✓ Elementary: 85% | ✓ Elementary: 4% |
| ✓ Middle/High School: 90% | ✓ Middle/High School: 2% |
| ⇒ Caucasian | ⇒ 37.3% Poverty Level |
| ✓ Elementary: 11% | |
| ✓ Middle/High School: 8% | ⇒ Title I District |

The ethnic makeup of the student body reflects neighborhood demographics. The majority of students are African-American with a small percent of Caucasian and Hispanic students. Of these school populations, approximately 40% are socioeconomically distressed. Due to the number of households living in poverty, the district qualifies for Title I funding.



Program

Effective reading interventions are imperative in order to increase a student's ability to comprehend what they read, "specifically, instruction for children who have difficulties learning to read must be more explicit and comprehensive, more intensive, and more supportive than the instruction required by the majority of children" (Foorman & Torgesen, 2001, p.20).

Focused Reading Intervention is an effective intervention program filled with research-based strategies, comprehensive assessments, motivating activities, and quality reading material specifically designed to support all Response to Intervention (RtI) models. *Focused Reading Intervention* was created to provide educators with tailored instruction to bridge the gap between struggling and proficient readers.

Focused Reading Intervention addresses key reading and language skills that align to College and Career Readiness standards by engagement with a wide range of fiction and nonfiction texts, opportunities to use multiple strategies to process text, and a focus on language development.

Easy-to-Use Components in Each Focused Reading Intervention Kit K-8

- ✓ Teacher's Guide with **30 standards-driven intervention lessons**
- ✓ One full-color **Student Guided Practice Book**
- ✓ Six interactive **Literacy Games** in print and digital formats
- ✓ **Assessment Guide** with formative and summative assessments and progress-monitoring opportunities for each lesson
- ✓ **Digital Resources** including electronic assessment options and student reproducibles

Implementation

The purpose of the implementation of *Focused Reading Intervention* was to reinforce literacy concepts and assist teachers in building fluency in students. *Focused Reading Intervention* was implemented during Mohawk Mania Extended Year Camp from June 2015 through July 2015.

This program was open to all students whether they were struggling in language arts or not. Parents of students within both Bethune-Bowman's Elementary and Middle/High School campuses were encouraged to submit applications for their children to attend this program. The extended year program consisted of 2½ hours of instructional time per day, four days a week for twenty-five days.

Each level of *Focused Reading Intervention* provided teachers with numerous opportunities for assessing their students.

- ✓ **Pretest:** Provided teacher with information necessary to develop a customized program of instruction for students. The pretest also determined which lessons the teachers taught based upon the students' needs. A pretest was administered to the students participating in Mohawk Mania as follows:
 - June 15th: Grades 3–8
 - June 22nd: Grades 1 and 2
- ✓ **Progress Monitoring:** Each lesson included a Quick Check that was used for ongoing progress monitoring.
- ✓ **Posttest:** Students' progress was measured once all selected lessons were complete. This test provided students the opportunity to demonstrate mastery of the concepts taught. A posttest was administered to all students on July 21st.

Pretest

Name: _____ Date: _____

Questions 1-6: Read the passages. Then, answer the questions that follow.

Heavy Metal

Lead is an important metal used in car batteries and X-ray shields. It's also one of our planet's heaviest metals.

Inside a mine, huge machines blast, move, and grind lead. Then, an enormous furnace liquefies it. The fiery fluid hardens. Even a small stack can weigh eleven tons!

A huge truck arrives. Workers at other factories could pack these trucks full of lumber or other cargo, but they can load only one small row of lead. Any more would crash through the trailer's floor.

Because lead is useful, it is worth the hard work to mine and transport it.



*Dear Missouri Mines,
Thanks for the tour. The hard hats were awesome. I still have my earplugs! My favorite part was the ground shaking when our bus arrived.*

*Sincerely,
Adam*

1. What is one difference between the narrator of the first passage and Adam who wrote the thank-you note?

(A) The narrator of the first passage gives facts about lead mining, but focuses on just his experience at the mine.

(B) Adam is much more interested in how heavy lead is.

(C) The narrator of the first passage gives facts about lead mining, but only picks a few facts about lead to focus on.

(D) The narrator of the first passage is only interested in how useful

Posttest

Name: _____

Questions 1-6: Read the passages. Then, answer the questions that follow.

Vertical Farming

Atlanta Tribune
June 25, 2013
Growing Up?
BAYVILLE—As Earth's population grows, we're running out of farmland. Building farms up, not out, can save space. It's called *vertical farming*. Some city buildings hold plants instead of offices. A building might cover 2.5 square acres at street level. But with 30 stories, it can grow as much food as 75 acres of farmland. Vertical farming could solve the problem of not enough farmland.

—Josh Becker



Spaces Magazine
September 2013
Modern Farmer
I'm a farmer, but I don't plow fields. I walk 12 blocks each day to a vertical farm. I grow strawberries on four floors of a city building. Sunlight shines in, but we use special light bulbs, too. I am a farmer of the future.

—Dr. Ed Carter

1. What do the authors of both passages seem to have in common?

(A) They both have worked at vertical farms.

(B) They both think vertical farming can solve all of the world's problems.

(C) They both seem to feel that vertical farming is a positive new method of farming.

(D) They both think more research needs to be done to see if vertical farming is useful.

Results

Upon comparing the data from *Focused Reading Intervention* pretest scores against posttest scores, evidence showed that the students who participated in the program made overall significant gains in each literacy concept aligned to the South Carolina College and Career Readiness English Language Arts Standards. Statistical analysis was conducted from 13 test groups across grades 1–8. Each test group consisted of approximately 13 students.

Students showed an average gain across grades 1–8 of 20.3% (see Figure A). When compared to the rest of the test groups, test scores for grade 1 showed the highest average gain of 56.6% (see Figure B). In addition, every test group that participated in the program showed an increase in test scores (see Figure C).

Figure A

The total average pre- and post-test scores across Grades 1–8 in Concept Mastery with *Focused Reading Intervention*

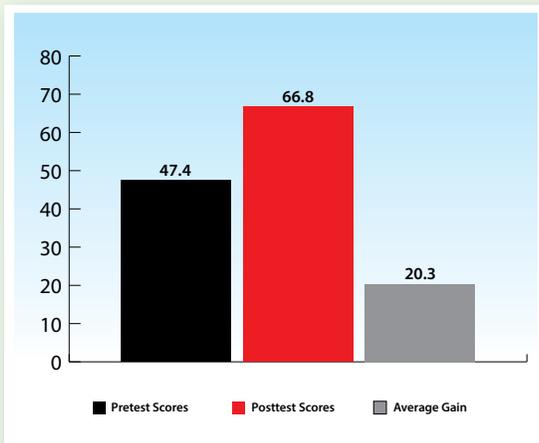


Figure B

Highest average gain in pre- and post-test scores in Grade 1 with *Focused Reading Intervention*

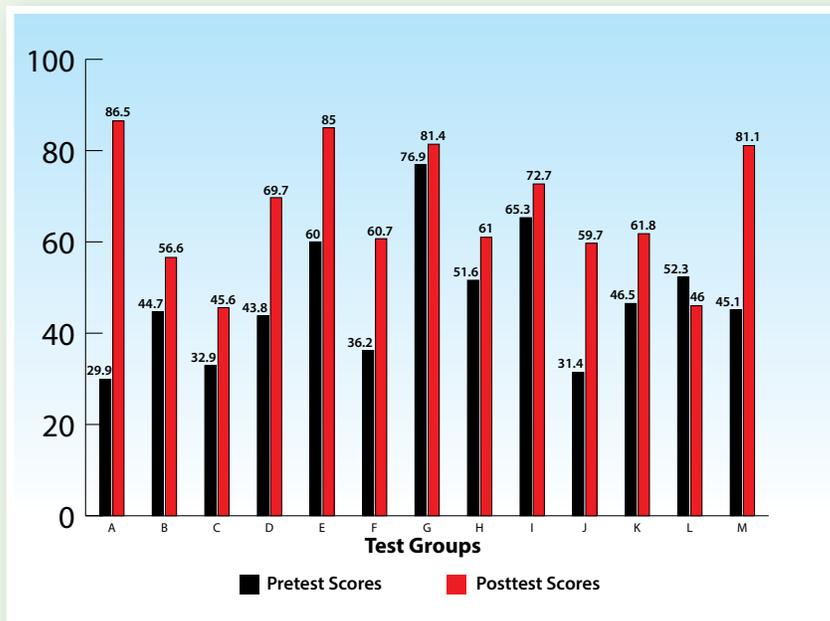
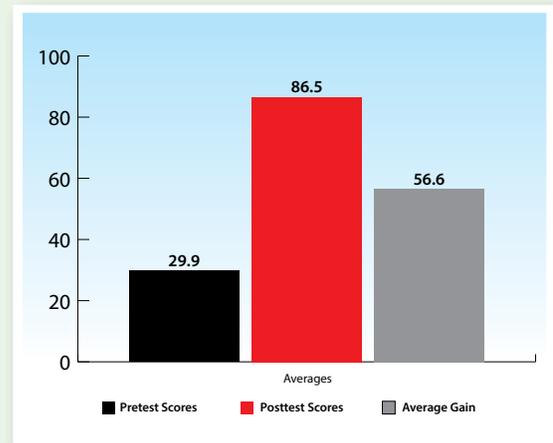


Figure C

Total average pre- and post-test scores by test group (A–M) across Grades 1–8

FOCUS ON Differentiation:

Students come to the classroom with different learning styles, various levels of mathematical proficiency, language barriers, communication issues, and diverse backgrounds. Teachers must understand the development of mathematics, considering the progression of concepts, strategies, and models that can be powerful forms of representation and tools to think with (Fosnot and Hudson 2010).

Two factors influence a teacher's ability to use a program: instructional options that meet the needs of diverse students, and having the confidence and skill to modify instruction based on those needs.

Focused Reading Intervention takes these factors into account.

Based on the fact that parents chose to send their children to the Mohawk Mania Extended Year Camp program whether they were struggling in language arts or not, differentiating instruction was necessary throughout the program.

Each lesson plan includes a variety of instructional strategies to reach students who are not yet achieving their potential, those who are performing on or above level, and English language learners (ELLs).

Testimonials

What Teachers and Administrators have to say about *Focused Reading Intervention*

"The materials that were provided in the kits were very useful and resourceful. I was able to pinpoint exactly what skills my students needed to work on based on the results from the Pretest. The lessons were great for whole group and small group lessons. I plan to utilize some of the information from the kit next year!!"

—1st Grade Teacher

The kits provided the essential elements and resources needed to address students of varying backgrounds, reading abilities, and learning styles. The teachers within our program were able to follow all lessons with ease as well as implement the suggested research-based strategies to ensure that they were addressing and meeting each child's academic needs in reading and math.

—Program Director

"Teacher Created Materials made it easy to prepare for lessons. I really appreciated the Quick Check for checking for student understanding. The games were engaging and fun! "

—8th Grade Teacher



Our Mission

Teacher Created Materials develops innovative and imaginative educational materials and services for students, worldwide. Everything we do is created *by teachers for teachers and students* to make teaching more effective and learning more fun.

To Create a World ⁱⁿ which
Children Love to Learn!

Contact Us

For more information on *Focused Reading Intervention* and any of our standards- and research-based products, please visit us at www.tcmpub.com.

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