

Struggling readers in Grades 7 and 11 gain substantial reading levels with RoxieReading 3

Summary

In the Fall of 2002, a pilot was conducted using RoxieReading 3 with four older struggling readers. All four student who participated gained exponentially higher reading levels. Their names and other identifying information has been changed to protect their identity.

Description of Population

- Struggling readers in Grades 7 and 11
- Various schools

Time

- Forty-two 1-hour lessons over a period of seven months, October to April
- Students received instruction twice a week.

Data Collection

- The WRMT-R (*Woodcock Reading Mastery Test-R*) was administered before instruction began and after the 45 lessons were completed.
- The WRMT-R assessed *Word Recognition, Word Attack, Passage Comprehension, Basic Reading Skills, and Total Reading*.
- The scores are reported as grade equivalency scores.

Procedure

- One hour instruction twice a week using *RoxieReading 3*.
- In addition to the one hour lessons, students were required to read 30 minutes a day at their instructional level. This was a book of their choosing.
- Students were required to write one paragraph a week related to their reading.

Purpose

- In this study, we examined the effectiveness of RoxieReading in bringing struggling readers up to grade level.

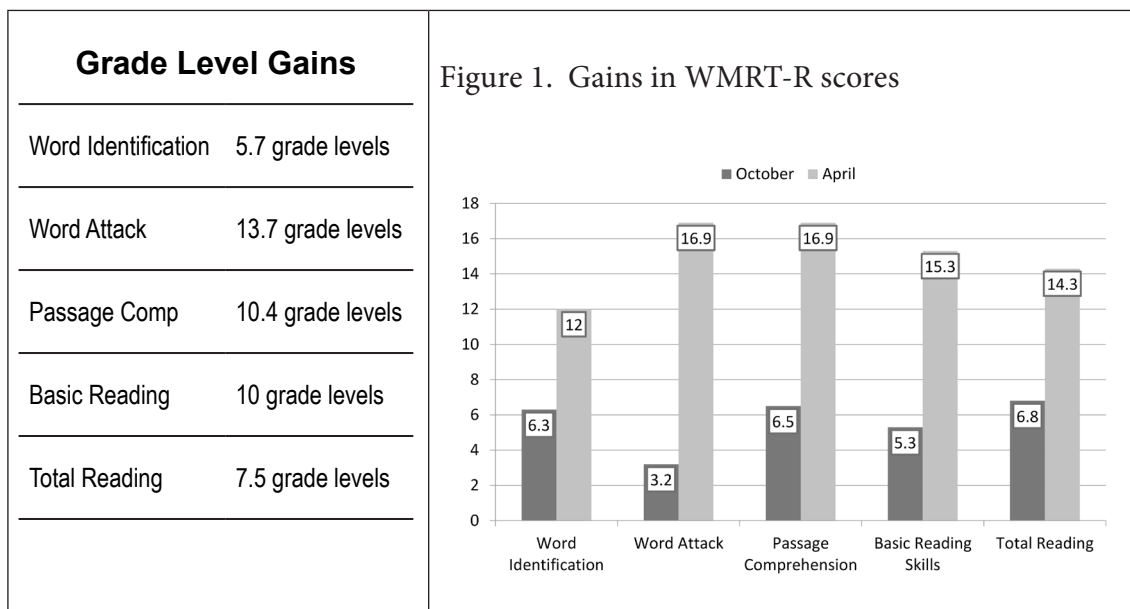
1. Jared - Grade 11

Jared reminds me of Hans Christian Anderson. He is creative and his gifts lie in writing but you would never guess it when he was a junior in high school. His scores on the *Woodcock Reading Mastery Test* showed he was reading at beginning 5th grade level, higher than most students with whom I work, but his word attack (decoding) skills were barely third grade level. School was an immense struggle for him.

After 42 hours of research-based reading instruction that spanned over seven months, Jared was reading at grade level. That is an increase of seven grade levels. The most amazing part of his story is that he went on to college, maintained a grade point average above 3.0, and graduated with a degree in journalism. Today he is a prolific reader and writer.

His mother wrote me,

"This is the best thing I have ever done for my child."



Woodcock Reading Mastery Test-R Scores

reported as grade equivalency scores

	Word Recognition	Word Attack	Passage Comprehension	Basic Reading Skills	Total Reading
October	6.3	3.2	6.5	5.3	6.8
April	12.0	16.9	16.5	15.3	14.3

2. John - Grade 11

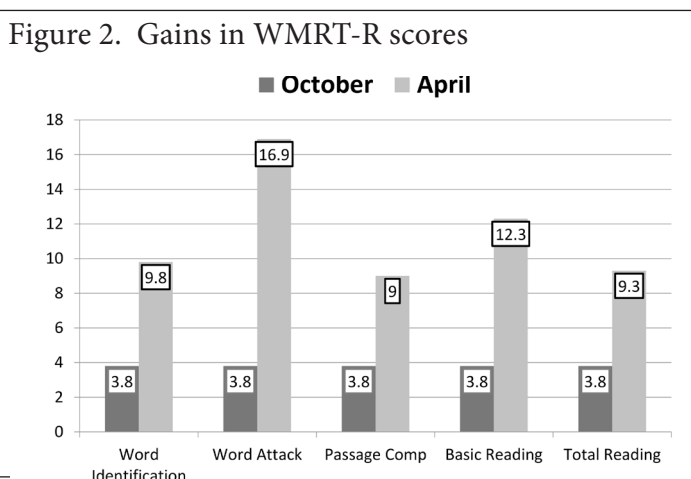
John is a good example of a bright student who couldn't read. When I first met him, he attended a small private school that catered to students who had learning difficulties. Although he was classified as a junior in high school, he was struggling with 4th grade work in all subjects. Reading was difficult for him and he could not spell even the simplest words. Probably the most notable characteristic of John was his persistent vocalizing "I can't." Whatever he was asked to do, his immediate response was "I can't"-- and most likely, he couldn't.

At the end of 42 hours of instruction spread over seven months using the research-based strategies, John was reading at a 9th grade level rather than the 3rd grade level. When he realized he could read, he changed his career goal from massage therapist to lawyer. However, he had a problem. He had lost all of his years of schooling because he was unable to read.

In the fall of his senior year, he called me, asking what he should do since he wanted to go to college. I suggested he go to the local university and enroll in a program that supported the acquisition of a high school equivalency diploma. They would identify areas of weakness and provide classes to prepare for the test.

Three weeks later he called me, "You'll never guess. They tested me and said that in Language Arts and Reading I have no weaknesses. I am reading at a post-college level." Once he had learned the necessary skills for reading, he had continued to grow in his abilities. Within three months after completing my reading program, he was reading at a post-college level and preparing to go to college to become a lawyer.

Grade Level Gains	
Word Identification	6 grade levels
Word Attack	13.1 grade levels
Passage Comp	5.2 grade levels
Basic Reading	8.5 grade levels
Total Reading	5.5 grade levels



Woodcock Reading Mastery Test-R Scores *reported as grade equivalency scores*

	Word Recognition	Word Attack	Passage Comprehension	Basic Reading Skills	Total Reading
October	3.8	3.2	3.8	3.2	3.8
April	9.8	16.9	9.0	12.3	9.3

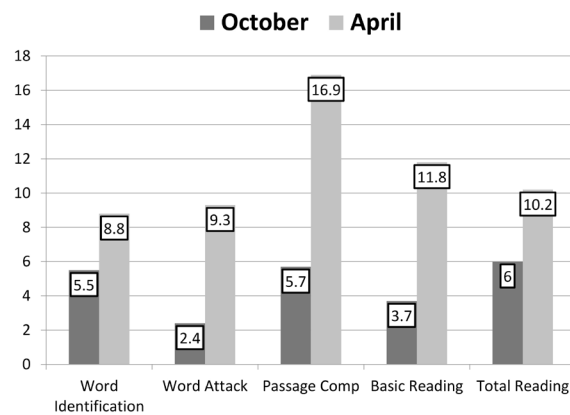
3. Kirstin - Grade 11

Kirstin could barely read at a third grade level although she was a junior in high school. In order to function in school, she had to have someone read all her textbooks to her. Her committed parents and teachers made sure that happened. She was friendly, outgoing, and seemed to accept her lack of ability to read in stride, an unusual characteristic for such a poor reader. Whatever she decided to do, she put her full mind to it.

After 42 hours of research-based reading instruction that spanned over seven months, Tammy was reading at grade level. According to the *Woodcock Reading Master Test*, she had gained *nine* grade levels in reading during that time. Her commitment to reading at least an hour a day instead of the required thirty minutes certainly played a part in attaining those dramatic gains. During that time, she also began writing, using the plan-write-revise-edit way of thinking. At first she only wrote one question and a one sentence answer. Soon she was writing a single paragraph with the support of a graphic organizer and paragraph frame. In the end, she could write a paragraph and became a top-notch speller.

Grade Level Gains	
Word Identification	3.3 grade levels
Word Attack	6.9 grade levels
Passage Comp	11.2 grade levels
Basic Reading	8.1 grade levels
Total Reading	4.2 grade levels

Figure 3. Gains in WMRT-R scores



Woodcock Reading Mastery Test-R Scores

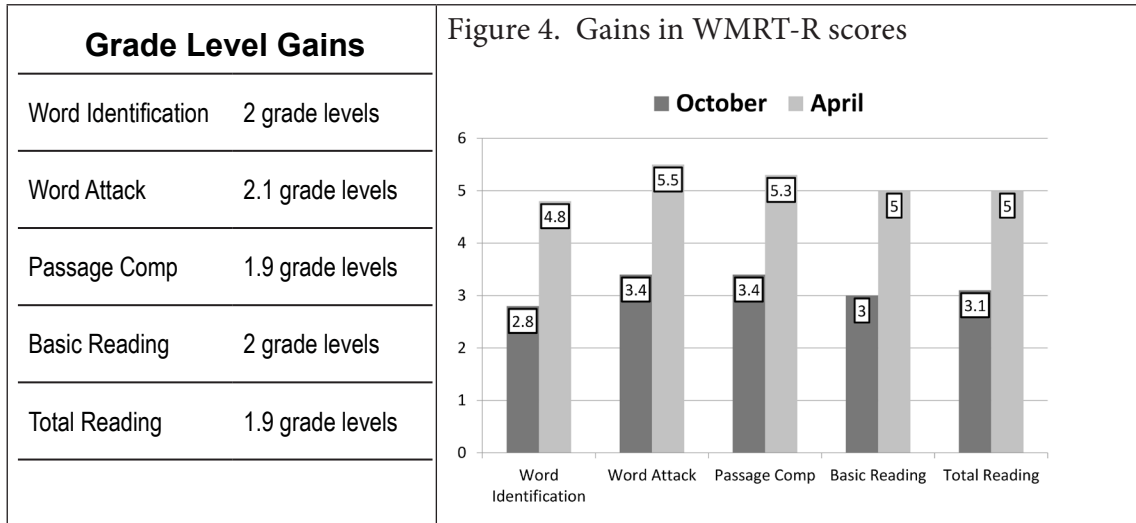
reported as grade equivalency scores

	Word Recognition	Word Attack	Passage Comprehension	Basic Reading Skills	Total Reading
October	5.5	2.4	5.7	3.7	6.0
April	8.8	9.3	16.9	11.8	10.2

4. Sofia - Grade 7

Sofia struggled with all aspects of learning. She was the typical student who had mild cognitive deficiencies that hindered her ability to learn. All learning was difficult for her.

With the 42 hours of research-based reading instruction that spanned over seven months, she made more progress than predicted. Until this point, she could only gain about 1/2 year during a school year. This year she gained an average of two years in reading skills, four times the expected growth in reading. She is the type of student that would benefit from an additional 42 hours of lessons.



Woodcock Reading Mastery Test-R Scores

reported as grade equivalency scores

	Word Recognition	Word Attack	Passage Comprehension	Basic Reading Skills	Total Reading
October	2.8	3.4	3.4	3.0	3.1
April	4.8	5.5	5.3	5.0	5.0