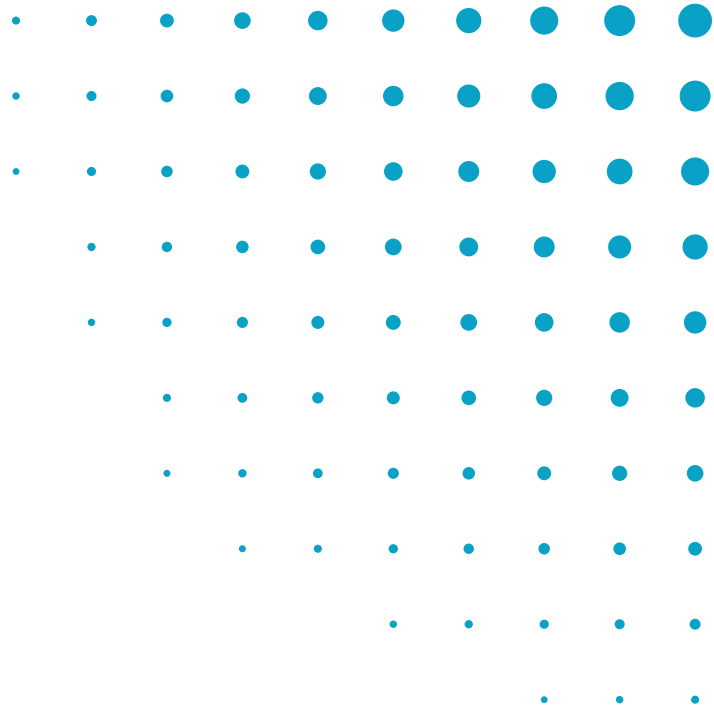


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Article-A-Day + Decodables Descriptive Efficacy Study in the DC Metro Area

Here are six key findings from a ReadWorks-designed routine that effectively integrates knowledge-building and comprehension practice into phonics instruction.



ReadWorks Article-A-Day + Decodables Routine

The ReadWorks Article-A-Day + Decodables routine seamlessly integrates knowledge-building and comprehension practice into phonics instruction. Nonfiction decodable texts are topically aligned with listening-level Article-A-Day sets. Weekly, students listen to and learn from nonfiction articles, and they bring this knowledge to their reading of topically-connected decodable texts, integrating decoding practice with comprehension.

Methodology

Three first-grade teachers in three schools across the DC metro area used the ReadWorks Article-A-Day + Decodables routine in small groups with 12 students of color, including four English language learners and three students with dyslexia. This six-week intervention supplemented the teachers' regular daily phonics instruction.

To understand the impact of the Article-A-Day + Decodables routine on students' reading growth and teachers' practice, researchers examined average student scores on fluency assessments before and after the intervention and teacher-reported data on student learning and engagement and on their own learning.

Key Findings

KEY FINDING 1

Students increased an average of 37% (median 38.5%) on their pseudo/nonsense word fluency. This growth exceeded the students' expected growth goals.

“On DIBELS, each student has an individual growth goal. All three students in my group have dyslexia, and all three exceeded their individual growth goal.

-Celestina L., Teacher”



Key Findings (cont'd)

KEY FINDING 2

Students increased in their comprehension of the decodables, as shown in their responses during the small group discussions.



KEY FINDING 3

Students' confidence in their own reading abilities increased, a key contributor to their strong post-assessment scores, as observed by their teachers.

“ I saw their confidence grow and grow as we went on, which is really exciting. I think this transferred into how well they did on the assessment. When I gave it in the beginning, they were very hesitant, and they were eager for the post-assessment.

-Courtney K., Teacher

KEY FINDING 4

Teachers reported a significant increase in student engagement and learning due to Article-A-Day passages and nonfiction decodable texts.

“ Engagement is higher with ReadWorks decodables because they're just richer. There's more to talk about. That engagement leveled up even more by adding Article-A-Day because the lesson was more comprehensive. There was even more to talk about because they could also draw in from the day's read-aloud article.

-Celestina L., Teacher

“ My students' engagement with these resources was noticeably different than other resources. Normally, they are never asking about when small group will be, but they were so excited each day to read and learn more. Even though the study is over, I'm still doing the decodables with my students because they're so excited that I'm not going to make them stop

-Courtney K., Teacher

Key Findings (cont'd)

KEY FINDING 5

The ReadWorks Article-A-Day + Decodables routine provides uniquely different culturally relevant texts and instruction.



Finding culturally relevant decodables is so hard, if not impossible. When you do find some, it's mostly just superficial representation. The illustrator may just add a black or brown face to a character. ReadWorks' content-rich decodables are a vehicle for culturally relevant content in a way that other decodables are not. My reading group was three Black girls, and the week with the highest engagement was when we read the text set about African American women. They had so much to say and drew so many connections, which simply doesn't happen with other types of decodables.

-Celestina L., Teacher

KEY FINDING 6

Teachers reported an increased understanding of how to build early readers' background knowledge while supporting their word recognition skills, as well as the value of doing so.

Having more time to focus on the actual reading and understanding was important. There's a lot to fit into an effective small group decoding lesson, and sometimes at the end, they're like, 'We don't get to read more?' Focusing on helping them fully integrate and understand the text was powerful because they got to focus on reading.

-Jordan B., Teacher

I could see how valuable the thematic cohesion of these decodables with Article-A-Day was. It's really difficult to create that kind of cohesion with most of the decodables that are out there.

-Celestina L., Teacher