

Mc Graw Hill

SRA

Reading Mastery®

Transformations

Grades K–5

Program Overview

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The Solution to Turn Words Into Inspirations

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INTRODUCTION

Raise Student Outcomes

Reading is the skill that activates the future—in learning, in life, and in leadership. Yet some student populations struggle to reach grade-level reading standards.

Achieving reading proficiency by third grade is critical for lifelong success, but proficiency can be a challenge when the achievement gap among learners with diverse needs can start even before kindergarten.

Whether your school achievement plan calls for raising student scores in English language arts (ELA), strengthening tiered instruction for reading and writing, or bolstering special education, *Reading Mastery Transformations*® motivates all learners to achieve results.



Preparing Learners for THE FUTURE

Build the Foundation for Future Success

Reading Mastery Transformations®, an evidence-based Direct Instruction program, is a comprehensive K–5 ELA solution proven to raise reading performance for a wide range of students, including special populations.

Educators use *Reading Mastery* to explicitly and systematically teach key foundational literacy skills, and how to read, comprehend, and write narrative and informational text of increasing complexity—while building oral language fluency skills.

Empower Educators and Inspire Confident, Successful Scholars to Become Future Leaders

Content and materials give educators the power to change the course of all learners to prepare for a bright future and positive academic and social-emotional outcomes. *Reading Mastery* offers innovative and efficient content while staying true to a research-proven model.

Motivate learning
in a safe environment to inspire successful, confident scholars.

Transform teaching
with greater efficiency and accountability to empower educators.

Achieve substantial results
to prepare future leaders.



PROVEN RESULTS

Classroom Transformations

Reading Mastery helps hundreds of districts achieve and sustain measurable gains in literacy. The structure, routines, and frequent teacher-student interactions embedded within the program support classroom management and improve learners' classroom behavior.



Designed to Deliver Measurable Results

Reading Mastery offers an unparalleled level of intentional engagement, explicit instruction, intensity, and support to accelerate learning, prevent academic failure, and achieve substantial results. This comprehensive, evidence-based ELA solution is improving outcomes in classrooms across the country with measurable differences in student confidence and academic achievement.

61%

reduction in intervention retention after three years with *Reading Mastery*

— Sangaree Elementary, Summerville, SC

1 year

gains shed "Improvement Required" status after the first year of implementation

— Dogan Elementary, Houston, Texas

43%

met or exceeded the Northwest Evaluation Association (NWEA) growth expectation after one year

— Columbus Municipal School District, Columbus, MS

4x

more learners on grade level over one school year with *Reading Mastery*

— IDEA Public Schools, San Antonio, TX



RESEARCH

Research-Proven Efficacy

Evidence-based practices form the foundation of effective instruction. *Reading Mastery* has been recognized by rigorous, independent education research and evaluation databases for its efficacy.

Evidence-Based: Four Levels of Evidence

The U.S. Department of Education's document entitled, Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments (U.S. Department of Education, 2016) lists specific criteria for each level of research evidence supporting academic programs.

Tier 1 Research

Strong Evidence, or Tier 1 research, reflects experimental studies that incorporate a randomized control design, include a large, multi-site sample of students for which the program is intended, and report statistically significant positive effects that are not overridden by negative findings.

Tier 2 Research

Moderate Evidence, or Tier 2 research, reflects quasi-experimental studies that do not include randomization but includes all other components listed under Tier 1.

Tier 3 Research

Promising Evidence, or Tier 3 research, is comprised of correlational studies with controls for selection bias. Results indicate statistically significant positive findings that are not overridden by negative findings from other studies.

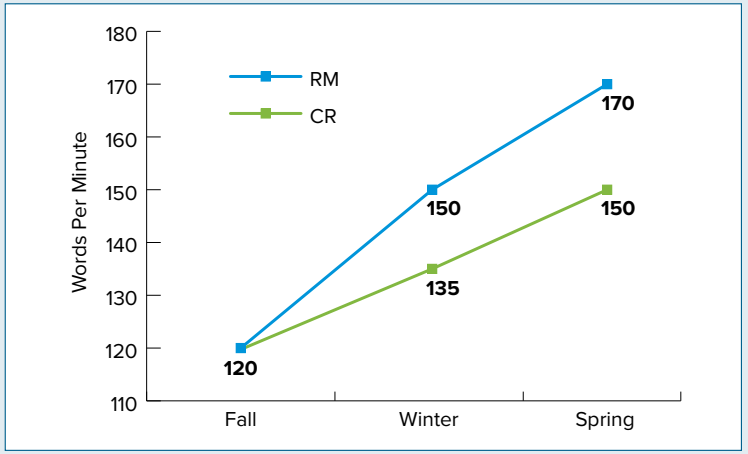
Tier 4 Research

Demonstrates a Rationale, or Tier 4 research, includes programs or educational practices with a defined logic model supported by research or evaluation, which suggests that the intervention or program is likely to improve achievement.

For additional *Reading Mastery* research, visit mheducation.com/RMT-brochure

Tier 1: Strong Evidence
AIMSweb Randomized Control Trial

AIMSweb Fluency Scores by Administration and Group

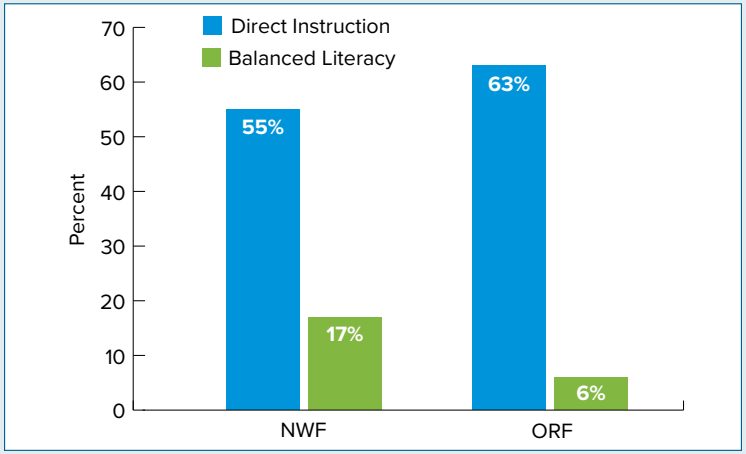


Student Performance On The AIMSweb Reading Fluency Measure

Study	Stockard (2010)
(N) Participants	(52) Fourth-grade students attending an elementary school in the Midwest
Research Design/Purpose	Pretest-posttest, randomized control trial. Investigated student growth in reading comprehension and reading fluency.
Intervention Details	Students received instruction using *Reading Mastery Signature Edition* (RM) or Scott Foresman's Celebrate Reading (CR).
Outcome Measures	Measures of reading fluency and reading comprehension were captured using the AIMSweb measurement system.
Findings	In the fall and at the beginning of the study, students in each group performed similarly on the fluency and maze assessments on the AIMSweb. By winter, students in the RM group scored significantly higher on the fluency measure than students in the CR group, and students maintained this edge on the spring assessment (See Figure 1). The difference between the two rates was statistically significant ($t = 4.26$, $df = 50$, $p < .001$). The effect size associated with the difference between the two groups on the fluency measure was $d = .75$, considered 'large'(Cohen, 1988).

Tier 2: Moderate Evidence
Small Group Instruction for English Language Learners

Percentage of Students Meeting DIBELS End of Year Benchmark



Percentage of ELL students by group meeting DIBELS end of year benchmark standard on the Nonsense Word Fluency (NWF) and the Oral Reading Fluency (ORF) measures.

Study	Kamps, Abbott, Greenwood, Arreaga-Mayer, Wills, Longstaff, Culpepper, & Walton (2007)
(N) Participants	((318) About 53% were English Language Learners. The majority (87%) qualified for free/reduced lunch.
Research Design/Purpose	Investigated the effects of Tier 2, secondary interventions on selected measures of academic performance for students identified as English Language Learners.
Intervention Details	The experimental group received secondary interventions with three curricula: *Reading Mastery*, Early Interventions in Reading, and Read Well in addition to the core reading curriculum Open Court Reading. The comparison group used a balance literacy approach.
Outcome Measures	Nonsense Word Fluency (NWF) and Oral Reading Fluency (ORF) from DIBELS and Woodcock Reading for pre and post tests.
Findings	About 63% who received Direct Instruction met the ORF benchmark while 6% in the Balance Literacy group met the benchmark. About 55% of ELL students who received Direct Instruction met the NWF benchmark while 17% of students in the Balance Literacy group met the benchmark.

MOTIVATE

Motivate Learning

Direct Instruction (DI) programs, including *Reading Mastery*, have a proven history of success and a foundation of evidence-based teaching methods. The system of consistent instructional routines, scripted lessons, and built-in behavioral management drives performance through increased teacher interactions that intentionally engage and motivate learners while minimizing distractions.

The Confidence Cycle

The teacher is the instructional leader in the *Reading Mastery* lesson; learners do not passively complete exercises alone in front of a screen. As the instructional leader, the teacher observes multiple learners simultaneously and ensures that each student engages with the content and reaches skill mastery.

- As learners experience success, they become more confident.
- Once learners become confident, they are motivated to engage in learning.
- Engaged learners are more likely to experience success.
- Success creates a cycle that motivates learners to actively engage in learning, experience success, and become confident scholars.



Delivery Model

Reading Mastery instruction can be delivered to all learners in a variety of settings.



Small group intervention or special education settings



Whole-class or school-wide settings



TRANSFORM

Transform Teaching

Direct Instruction programs like *Reading Mastery* deliver a learning experience that transforms all learners into confident, successful scholars. The content and materials of its comprehensive solution provide educators with the instructional framework required to achieve mastery.

The Instructional Design Ensures Mastery

Lessons are delivered using consistent, proven techniques. Concise, specific language combined with quick pacing and group responses keep learners focused, active, and attentive, and assists teachers in checking for mastery.

Learners are met at their instructional level. 85–90 percent of daily lessons includes review content and 10–15 percent includes new content, to verify that learners have the prerequisite skills and knowledge to learn the skill being taught in the lesson. The balance of review and new content also provides an opportunity to link the new skill with other related skills.



Signal

Signals and group responses hold learners' attention.



Script

Scripted lessons provide consistency and maintain expectations.



Pace

Fast pacing keeps learners on task and engaged.



Praise

Praising reinforces correct responses and builds confidence.

ACHIEVE

Achieve Results

Reading Mastery equips educators to help all learners achieve substantial results. The innovative solution provides:

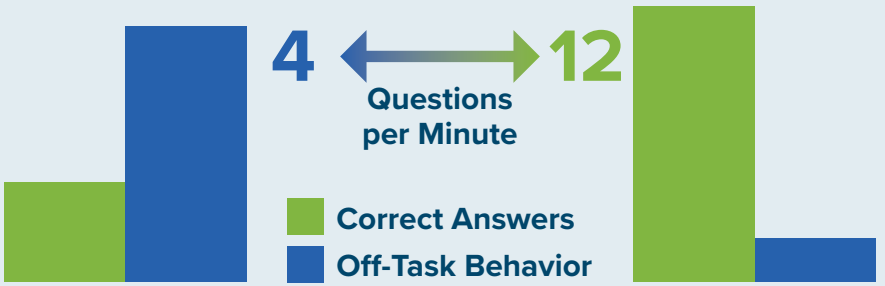
- Integrated reading, language arts, and spelling instruction.
- Point-of-use professional learning.
- Online assessment and reporting.
- Just-in-time remediations.

Maximize Learning While Minimizing Distractions

The frequent student/teacher interactions of the Direct Instruction method provide multiple successes in every lesson, which decreases classroom disruptions while increasing student engagement, success, and confidence.

Research shows that when DI teachers consistently ask about 12 questions per minute, learners answer correctly approximately 80 percent of the time and are only off-task 10 percent of the time. However, when teachers slow their pace to four questions per minute, learners' accuracy drops to 30 percent, and they are off-task about 70 percent of the time.

DI lessons maximize learning in part because their design minimizes distractions.



EQUITY

Equity in the ELA Classroom

Equitable instruction based on effective instructional practices, culturally and academically responsive pedagogy, and intensive academic interventions, can unlock the potential of all learners.

Reading Mastery delivers equitable instruction through a five-part model:

1. **Apply Evidence-Based Strategies**
2. **Empower Learning Environments**
3. **Employ Responsive Pedagogy**
4. **Deploy Performance Monitoring**
5. **Drive Professional Learning**

1 Apply Evidence-Based Strategies

The Department of Education defines evidence-based strategies as programs, practices, or activities that have been evaluated and proven to improve student outcomes. For a strategy or program to be considered "evidence-based," it must have been evaluated in multiple different settings by various people or organizations. This evaluation will determine the efficacy of the strategy and what level of evidence it meets.

Research shows that explicit, individualized, and evidence-based instruction like that in *Reading Mastery* is a key to creating optimal learning for all learners.

2 Empower Learning Environments

Educators should be empowered to build effective learning environments. An explicit, systematic approach built around a Multi-Tiered System of Support (MTSS) or Response to Intervention (RTI) framework helps all learners to understand expectations and directions.

Before instruction begins, specialists evaluate learners to place them in a program that meets their instructional levels and is deliverable in a variety of settings—whether small group intervention, special education, whole-group, or school-wide.

***Reading Mastery* instruction can be delivered to all learners in a variety of settings and—through placement testing—meets learners at their instructional levels.**



EQUITY

3 Employ Responsive Pedagogy

A growing body of research demonstrates the importance of designing instruction to target and address the needs of culturally, linguistically, and developmentally diverse learners, who may comprise a portion of learners struggling academically. It is essential to employ programs that accommodate a range of abilities, cultures, and languages to make learning relevant and effective.

Learners' academic achievement and school performance are more likely to improve when curriculum and pedagogy are relevant to their lives. Likewise, setting high expectations, providing a scaffold of support, and enhancing culturally proficient teaching can transform all learners into confident, successful scholars.

***Reading Mastery* has been carefully and specifically designed to respond to the needs of diverse learners.**

4 Deploy Performance Monitoring

Capturing and delivering the insights required to support learners and keep them on track is critical for continuous growth and performance. Responsive data monitoring for identifying mastered skills, measuring achievement, and targeting remediations are imperative to determine whether and how instruction is impacting and propelling student performance.

All-digital teacher materials provide a hub where educators can access progress monitoring, assessment, and reporting at anytime and anywhere.

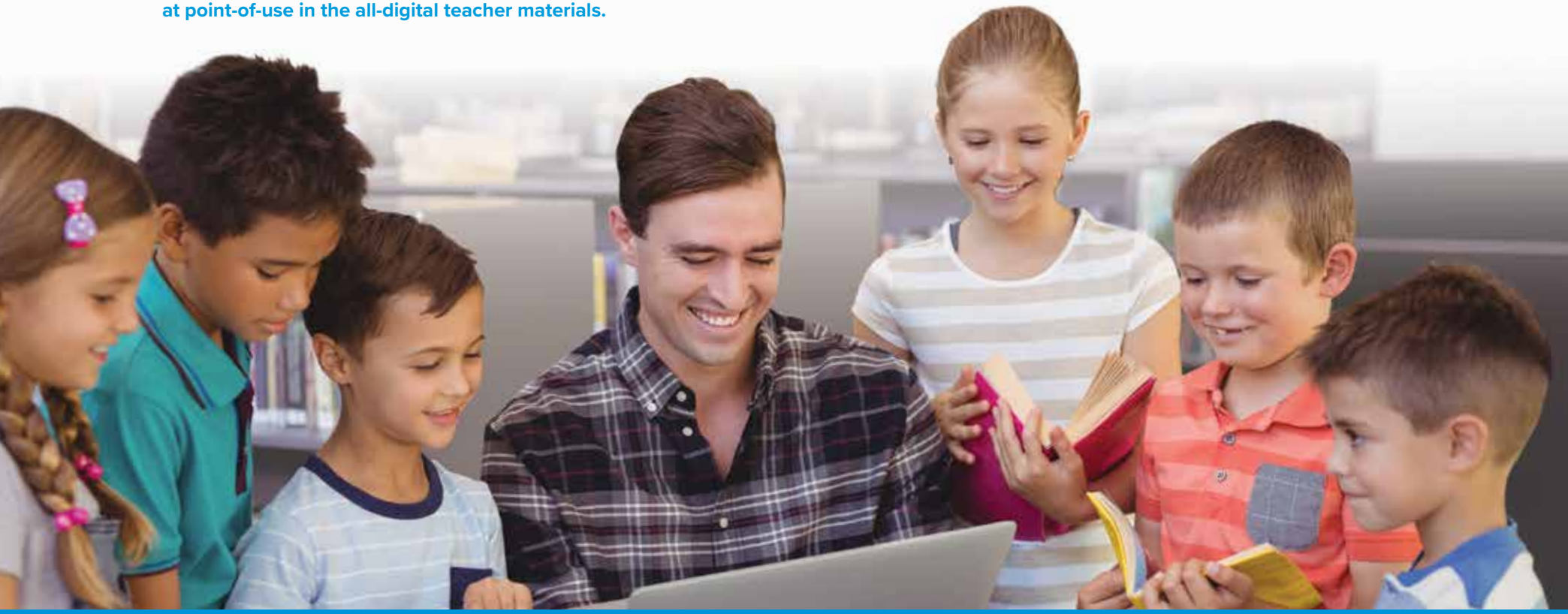
Educators and administrators can better elevate student growth and close skill gaps using actionable data to iterate and fine-tune instruction. Continuous measurement and actionable data reporting allow educators to meet learners where they are by grouping them based on skill areas. Program assessments that provide a screening tool to monitor progress at the individual, student, group, and school level provide accurate and significant information for data meetings.

5 Drive Professional Learning

Equity for all learners is not possible without effective, ongoing professional development for educators. Comprehensive professional learning materials and resources support an inclusive, culturally responsive classroom.

Professional learning should enhance the creation of an equal learning environment, grow sociopolitical consciousness, and improve teacher efficacy for working with academically and culturally diverse learners.

***Reading Mastery* has professional learning opportunities available at point-of-use in the all-digital teacher materials.**



ENGAGING CONTENT

New Content, Same Approach

Reading Mastery offers engaging, enhanced content that is designed to meet the individual needs of all learners with support at their level to intentionally engage them for lifelong learning.



Mastery Learning Through Engaging Content

Foundational Skills

Delivers explicit decoding instruction so that learners become accurate and fluent readers.

Vocabulary

Intentional, explicit vocabulary instruction enriches background knowledge.

Comprehension

Updated informational and narrative selections provide opportunities to communicate key ideas, cite text evidence, and construct meaning from text.

Writing

Robust, explicit writing instruction builds verbal and written communication skills.

Discussion

Strengthened higher-order comprehension instruction intentionally engages learners, allowing them to access, discuss, and think critically about texts.



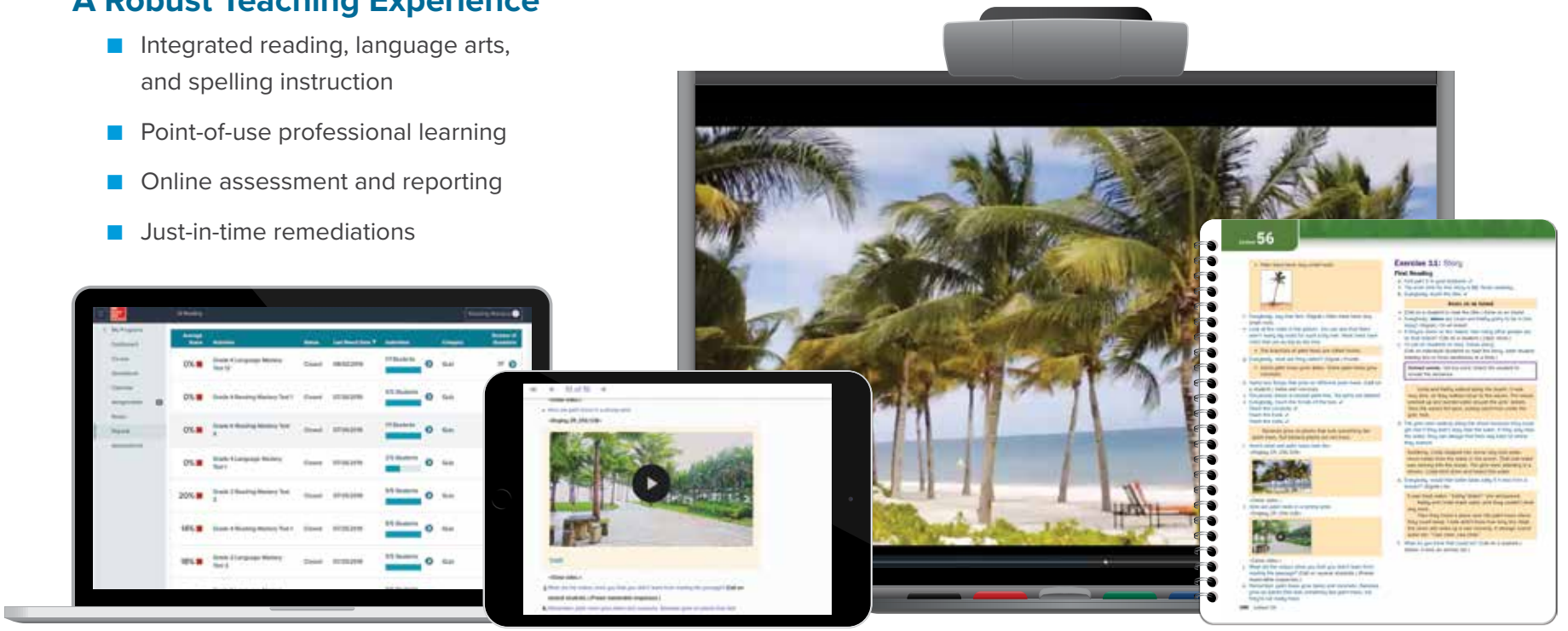
COMPONENTS

Powerful Content and Materials With Easy Implementation

The innovative design of *Reading Mastery* makes it easy to implement for special education, as a tiered solution, or as a core ELA curriculum in a turnaround model.

Transform Teaching Through A Robust Teaching Experience

- Integrated reading, language arts, and spelling instruction
- Point-of-use professional learning
- Online assessment and reporting
- Just-in-time remediations



Motivate Learning With Engaging Student Materials

Engaging narrative and informational text builds key foundational skills and supports learners' reading earlier and more often.

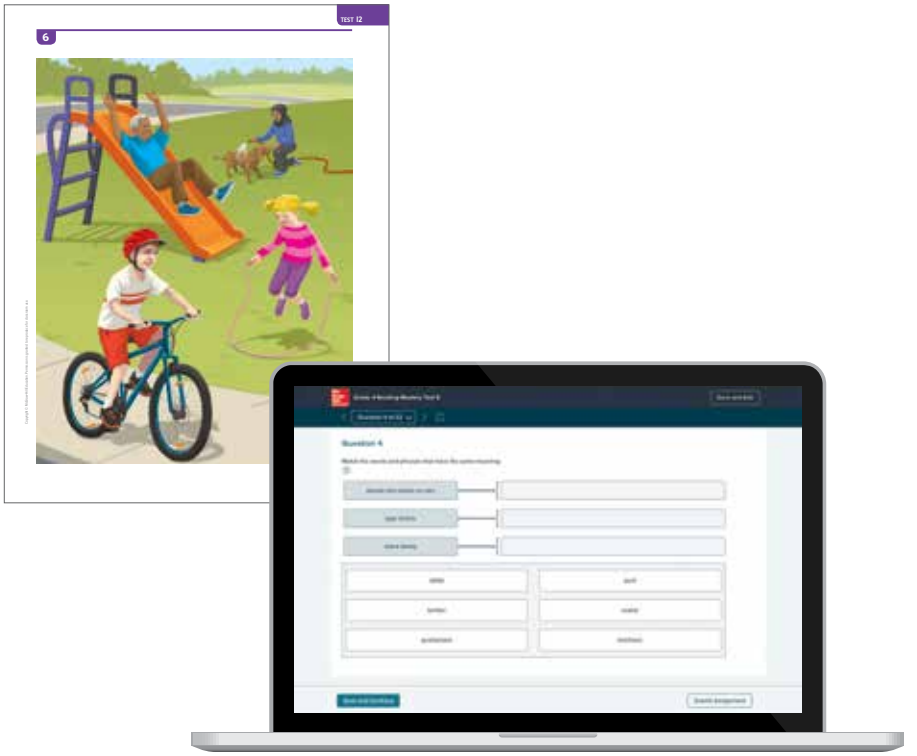
- Textbooks for ELA
- Workbooks for ELA
- Spelling Workbook (Grades 2–5)



Achieve Results With Assessments

Coursework prepares learners for high-stakes tests, identifies mastered skills, measures achievement, and targets essential remediations.

- Grades K–2: Print Assessment, Digital Data Collection, and Reporting
- Grades 3–5: All-Digital Assessment



OUTCOMES

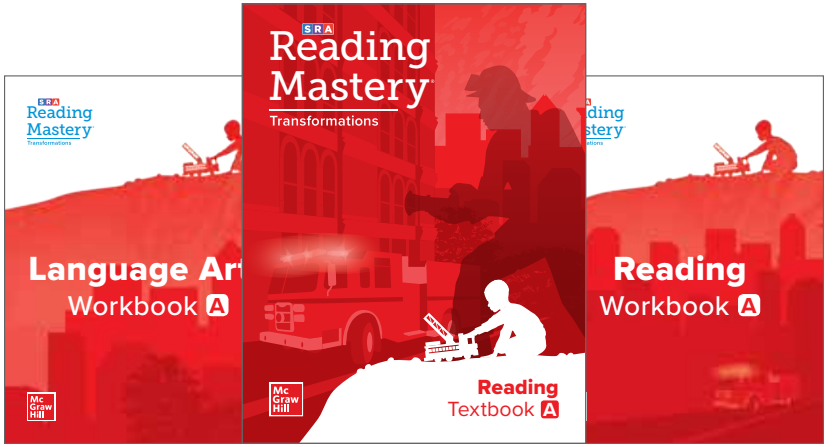
Kindergarten

Learners will:

- Identify and write letters of the alphabet.
- Know sound-symbol relationships.
- Decode basic words.
- Read short selections with decodable words.
- Identify irregular words.
- Generate spelling of decodable words.
- Know and use basic sentence structure and punctuation.
- Expand oral language skills.
- Build vocabulary.
- Engage in discussion and ask/answer questions.
- Participate in shared reading.
- Expand oral language by participating in discussions about narrative and informational text.
- Follow the rules of conversation by listening and taking turns.

Outcomes:

- Starting with lesson 64, students read entire stories.
- By lesson 120, selections are around 90 words in length.
- By the end of Grade K, students can decode a 175-word passage with reasonable reading rate, good accuracy, and strong comprehension.



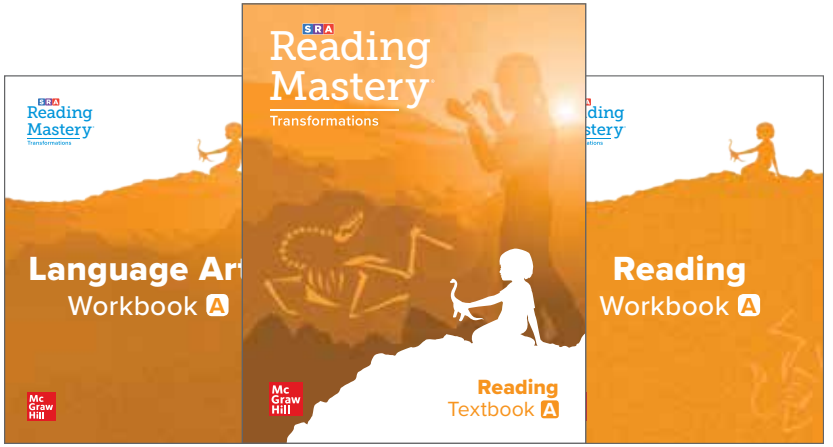
First Grade

Learners will:

- Write letters of the alphabet.
- Build knowledge of letter-sound correspondences.
- Decode words with digraphs, vowels combinations, and irregular spellings.
- Decode multisyllabic words.
- Read narrative and informational selections.
- Build reading fluency.
- Generate spelling of decodable words and sentences.
- Know and use nouns, verbs, prepositions, and affixes.
- Expand oral vocabulary through opposites, synonyms, superlatives, homonyms.
- Engage in collaborative discussions and ask/answer questions.
- Participate in shared reading of fables, poetry, classics, and content-area text.
- Describe literary elements.
- Identify text features.
- Participate in shared research.

Outcomes:

- Acquire and use hundreds of vocabulary words.
- Write basic opinion, and informative, and narrative pieces.
- By the end of Grade 1, students can decode a 400-word selection with reasonable reading rate, good accuracy, and strong comprehension.



OUTCOMES

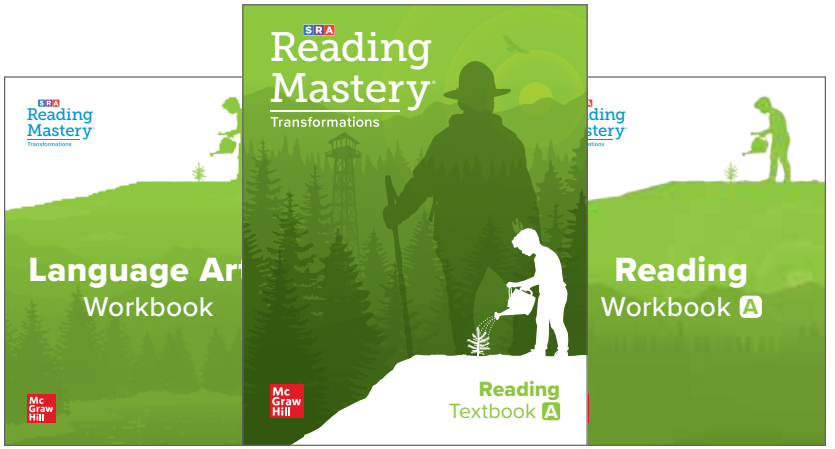
Second Grade

Learners will:

- Decode multisyllabic words.
- Recognize and gain meaning of words with prefixes and suffixes.
- Increase vocabulary through sentence-level context and definitions.
- Read a balance of narrative and informational text.
- Master comprehension skills including compare and contrast, character motivation and emotion, inference, and cause and effect.
- Use reference materials.
- Identify and use subject/predicate agreement, verb tenses, and possessives.
- Participate in shared research projects.
- Strengthen writing through revising and editing.
- Write narrative, opinion, and informative pieces.
- Read fluently and accurately.
- Gain insight into elements of story structure.

Outcomes:

- Students learn over 400 vocabulary words and phrases.
- By the end of the program, students read and recount various narrative text including fables, folktales, and poetry, and compare main points on multiple informational texts on the same topic.
- Write opinion, narrative, and informative writing pieces with support in revising and editing.



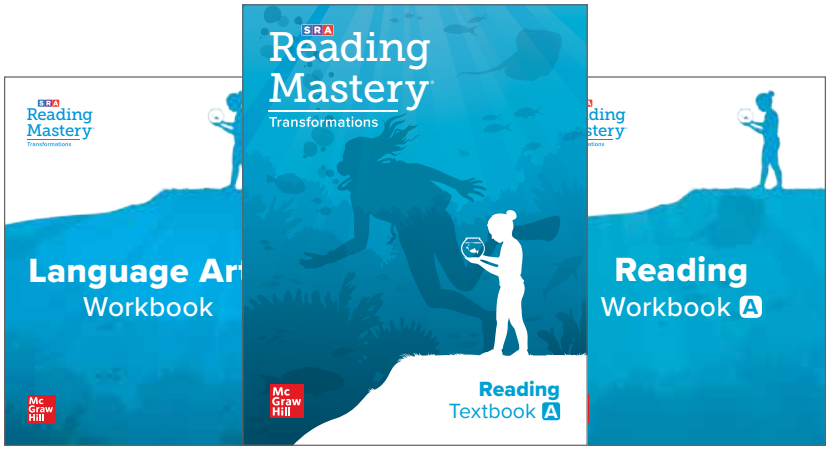
Third Grade

Learners will:

- Decode multisyllabic words.
- Recognize, spell, and gain meaning of words with prefixes and suffixes.
- Expand vocabulary through sentence-level context and definitions.
- Read and understand a balance of narrative (stories, drama, poetry) and informational text (science, history).
- Master comprehension skills including describing connections, recounting stories, main topic, sequencings, interpreting visuals, and point of view.
- Use reference materials (glossary, index).
- Identify and use subject/predicate agreement, compound predicates, verb tenses, adjectives, and adverbs.
- Participate in shared research projects.
- Strengthen writing through planning, revising, and editing.
- Write narrative, opinion, and informative pieces.
- Determine structural elements of stories.
- Read fluently and accurately.

Outcomes:

- Students learn over 400 vocabulary words and phrases.
- By the end of the program, students read and describe relationship between historical events and scientific concepts as well as read several selections by the same author to compare literary elements.
- Produce opinion, narrative, and informative writing pieces that includes topic, main ideas, and conclusions supported with facts, reasons, and details.



OUTCOMES

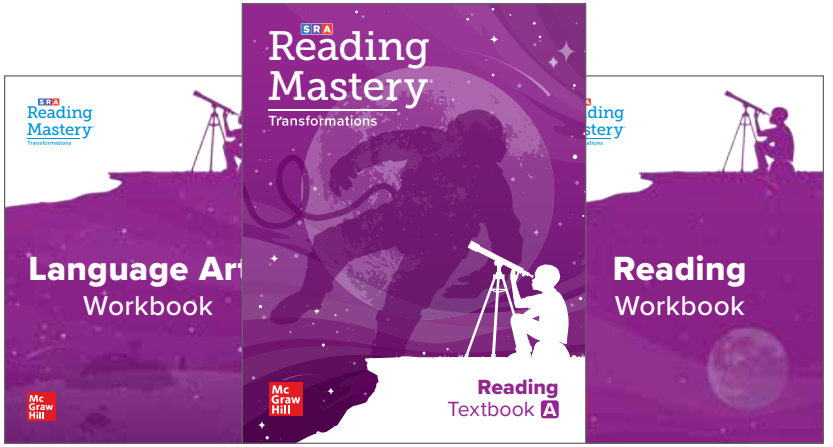
Fourth Grade

Learners will:

- Decode multisyllabic words.
- Recognize, spell, and gain meaning of words with prefixes and suffixes.
- Expand vocabulary through sentence-level context and definitions.
- Read and understand a balance of narrative (realistic stories, poetry, short stories, myths, and plays) and informational text (biography, science, history).
- Determine structural elements of poems.
- Master comprehension skills including comparing accounts, determining a theme, explicit statements, first-hand accounts, main idea and supporting details.

Outcomes:

- Students learn almost 800 vocabulary words and phrases.
- Read from an expansive collection of narrative texts from authors like Langston Hughes and Gary Soto as well as informational texts of historical or scientific nature.
- Write opinion pieces supported by facts and details using multiple sources.
- Interpret charts, graphs, and diagrams.
- Learn and use idioms, proverbs, and adages.
- Gain meaning through Greek and Latin affixes.
- Identify and use progressive verb tenses, relative pronouns, relative adverbs, and modal auxiliaries.
- Complete and present research projects.
- Strengthen writing through planning, revising, collaborating, and editing.
- Write narrative, opinion, and informative pieces.



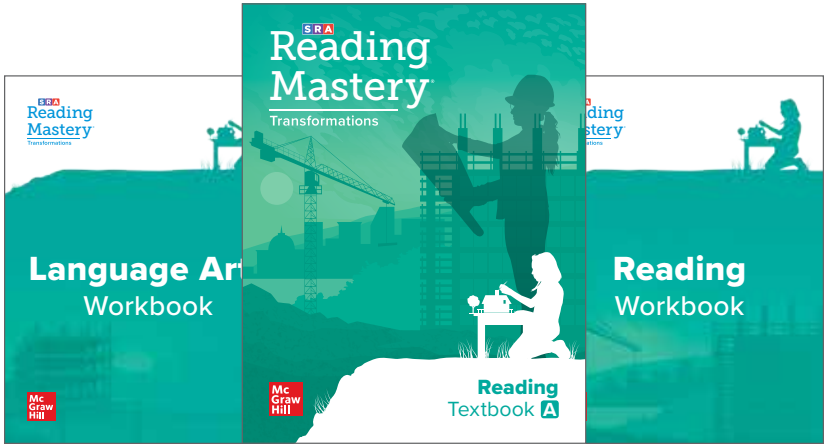
Fifth Grade

Learners will:

- Decode multisyllabic words.
- Recognize, spell, and gain meaning of words through morphology.
- Expand vocabulary through sentence-level context and definitions.
- Read and understand a balance of narrative (novels, realistic stories, poetry, short stories, myths, epics, and plays) and informational text (biography, science, and history).
- Master comprehension skills, including: comparing accounts, comparing stories, point-of-view, relevant information, recognizing contradictions in text, and analyzing multiple accounts.
- Analyze visual and multimedia elements.
- Learn and use figurative language, similes, and metaphors.
- Gain meaning through Greek and Latin affixes.
- Identify and use conjunctions, prepositions, interjections, and perfect verb tenses.
- Complete and present research projects.
- Strengthen writing through planning, revising, collaborating, editing, and publishing.
- Write narrative, opinion, and informative pieces.
- Write collaboratively with partners and small groups.

Outcomes:

- Students learn over 750 vocabulary words and phrases.
- Using high-quality, increasingly challenging narrative and informational texts, students make connections among ideas and between texts, and consider a wide range of textual evidence.
- Conduct and present short research projects using several sources to increase knowledge of a topic.



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Reading Mastery®

Transformations

A Comprehensive K–5 English Language Arts Solution for All Learners

DIRECT INSTRUCTION

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