

Teachers agree... *QuickReads*® works!

"It was fun to see how they almost taught themselves. It just took one little girl. She figured out that when it (the technology version) was reading to her, she would read along silently. Then when she read it herself she was able to pass. So she would say to other kids who were struggling, 'Well, why don't you read along with it while you are listening to it.' And it would help them increase and do better the next time."

"It made kids feel better about their fluency in general... The kids that were struggling readers, it was manageable for them... they felt successful."

"This is a great program. Whoever wrote and researched the passages knew what they were doing. Even for my high readers... it is not just the fluency that they struggled with, it's 'wow, that is a new word.' They were not used to getting it right the first time. So it was fun to see them getting challenged at a different level."

"It was a big motivator for me (teacher) as well. My role as a participant helped me focus differently even in my guided reading groups. Because I could check on their progress on their *QuickReads*... and try to work with them on different strategies."

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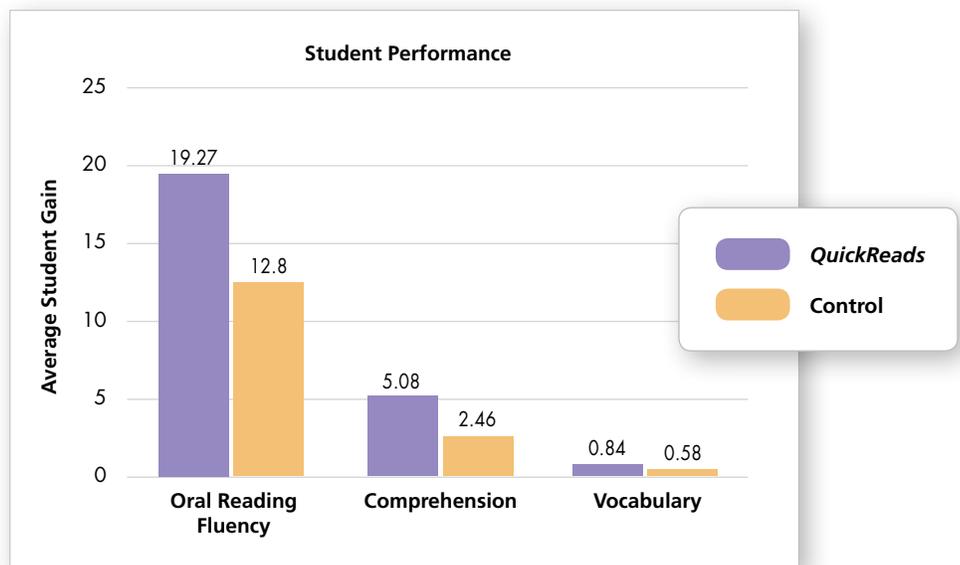
The Research Study—Behind the Scenes

The Great Plains Institute of Reading and Writing from the University of Nebraska-Lincoln, an independent evaluator, conducted a study to assess the effectiveness of the *QuickReads* curriculum materials in helping students attain critical reading skills during the 2005–2006 school year. This evaluation study employed a randomized control trial (RCT) design and was designed to meet the rigorous standards of the What Works Clearinghouse (WWC). The study was conducted across nine elementary schools in a mid-west city. The sample included 26 teachers and 1,484 students in 2nd, 3rd, 4th, and 5th grades. The students were assessed at the beginning and end of the school year with the *GMRT*®-4 Comprehension subtest and beginning, middle, and end of school year with the *DIBELS*® and *IRAS-R*.

Successful Results with *QuickReads*!

Research has proven that students using *QuickReads* significantly increased their reading achievement over the course of one school year in the areas of oral reading fluency and comprehension. In addition, *QuickReads* print and *QuickReads* print plus technology groups outperformed students in the control group in oral reading fluency, comprehension, and vocabulary. The results generalize across achievement groups, ethnicities, and ELL students.

Student Gains for Fluency, Comprehension, and Vocabulary



Average gains made by the *QuickReads* groups versus the control group as measured by *DIBELS*, *Gates-MacGinities*, and *IRAS-R* respectively.