





Title I & *QUICKREADS*[®]



Use this report to document *QuickReads*'s alignment with Section 1114-1115 of ESSA's Title I regulations.



Key Criteria for Title I, Part A Funding	<i>QuickReads</i> [®] Alignment
<p>Provide opportunities for all students to meet the State's proficient and advanced levels of student academic achievement.</p> 	<p><i>QuickReads</i> is a supplemental literacy intervention program that develops fluency and comprehension in students who struggle to make the leap from merely reading words to reading and comprehending meaning. <i>QuickReads</i> develops fluency by increasing automaticity. By repeatedly using high-frequency words and words with common phonics/syllabic patterns, students automatically recognize these "high leverage" words and begin to read at a faster rate enabling them to focus on meaning and mastering content-area vocabulary.</p>
<p>Implement evidence-based interventions that improve outcomes for students.</p> 	<p>EvidenceforESSA.org has rated <i>QuickReads</i> as meeting Strong Evidence requirements under ESSA. A randomized control trial study of 1,484 students found <i>QuickReads</i> had statistically significant and positive effect on 2nd-5th grade reading skills.</p>
<p>Strengthen the core academic program in the school.</p> 	<p>Districts use this supplemental program in small groups of varying ability levels, including advanced readers, on-track readers, and struggling readers. The quick and effective teacher-led instructional routine develops consistent comprehension strategies within the context of short reading passages. It also supports building background knowledge by clustering multiple passages around high-interest topics students will encounter in science and social studies curricula, allowing the student to explore a subject in depth through a series of short focused readings.</p>
<p>Include strategies for meeting the educational needs of historically underserved populations.</p> 	<p>Research studies show that the goal of meaningful and fluent reading is aided when learning disabled students read from accessible texts such as those in the <i>QuickReads</i> program.</p> <p>An independent study found students who began with below-grade-level word reading skill made the greatest gains in reading accuracy and fluency as a result of the <i>QuickReads</i> intervention.</p>

***QuickReads* aligns with ESSA's requirements for Strong Evidence. View alignment [here](#).**

For more information, visit: PearsonSchool.com/QuickReads or contact your Pearson professional.