

Research on *SRA Early Interventions in Reading*

Tallahassee, Florida

In a study conducted over a two-year period, students from five schools screened as the most at risk for reading failure, based on tests of letter-sound knowledge and rapid naming

Houston, Texas

This study focused on the use of the three-tiered model of intervention, with *SRA/Early Interventions in Reading* presented to first-grade students at risk for reading difficulties in groups of three. Consistent with scientifically-based reading research best practices, the program was taught in addition to their core reading instruction. The comparison control groups of students received core reading instruction only.

Results of the study indicated that first-grade students assessed as at risk for reading failure and who received

This study demonstrated the value of providing a secondary intervention curriculum in addition to a core reading program to first-grade students at risk for reading failure. By combining *SRA/Early Interventions in Reading* with a quality Tier 1 (core reading program), struggling readers demonstrate substantial growth compared to struggling readers that receive Tier 1 instruction alone.

Measure	Growth	End of year
Phonological Awareness	.81	1.76
Untimed Word Reading	.47	1.03
Timed Word Reading Fluency	1.13	1.33
Oral Reading		

Houston and Brownsville, Texas

The focus of this third study was second-language learners who were native Spanish speakers and who were at risk for learning to read in both English and their native language. Forty-eight students from four separate schools were randomly assigned to an intervention or to a contrast group. Students received core reading instruction in English in a structured immersion model. Students in both groups received intervention instruction from trained bilingual reading intervention teachers, with the intervention groups of three to five students instructed in *SRA/Early Interventions in Reading* and the

Pretests of study participants showed no differences between treatment and comparison groups in either English or Spanish.

On a posttest, the treatment group outperformed the comparison group on several major outcomes, including

- phonological awareness
- listening comprehension
- word attack
- word identification
- passage comprehension

Measure	Effect size for End of year outcome
Phonological Awareness	.76
Letter-Sound Identification	.48
Non-Word Repetition	