



ReadingHorizons

The Foundation for Reading English

Results

Scientific-based Research Underpinning the Rationales
of the *Discover Intensive Phonics* Reading System at Hale
Elementary School

Reading Horizons

60 North Cutler Drive Suite 101
North Salt Lake, UT 84054

P 800.333.0054

F 801.295.7088

www.ReadingHorizons.com

info@readinghorizons.com

Scope of Work:

Pilot data collected between two first-grade classes selected to test and document the Discover Intensive Phonics product

Tool:

Scholastic Assessment Test (SAT) data

Time Frame:

One-year study conducted between August 1988 and May 1989

Hale Elementary School

Chicago, Illinois

In 1988, two first-grade classes at Hale Elementary School in Chicago, Illinois, were selected to conduct a pilot test of Discover Intensive Phonics. The yearlong study used the SAT as a pre- and post-testing tool. At the end of the year, students who used Discover Intensive Phonics averaged 91% in word study skills, compared to 37% for those first-graders not participating in the Intensive Phonics program. In word reading, students using Intensive Phonics scored 67%, compared with 25% for non-participants. Students who used Discover Intensive Phonics also scored high in comprehension, listening, and spelling skills, with percentages in the 70s, compared with non-participating students' scores in the 30s.

	Non-Participants	Intensive Phonics Group	Difference
Word Study Skills	37%	91%	54%
Word Reading Skills	25%	67%	42%
Comprehension	29%	75%	46%
Spelling	38%	73%	35%

Evaluator's Observations: A yearlong study of two first-grade classes was conducted using the SAT as the pre- and post-assessment tool. Data collected at the end of the year revealed the average percentage as follows:

- * Ninety-one percent in word study skills, compared to thirty-seven percent for those first graders not participating in the Intensive Phonics program
- * Sixty-seven percent in word reading, compared with twenty-five percent for non-participants
- * Seventy-five percent in comprehension, compared with twenty-nine percent for non-participants
- * Seventy-eight percent in listening, compared with thirty-four percent for non-participants
- * Seventy-four percent in spelling, compared with thirty-eight percent for non-participants

The complete study also compares these results with first-grade scores district-wide.