Each reading program will be scored using a rubric. A response must meet **all** the criteria in each scored area to be included on the K-3 MOWR vetted reading program list. Peer Review will be noted but does not disqualify overall approval.

Study: Examining the Core: Relations between reading curricula, poverty, and 1st- 3rd grade reading achievement

Date of Study: 2009

Grade Levels of Study: 1st-3rd

Core Program's Marketed Name: McGraw Hill Reading Mastery Signature

	Rating or Measure Select: Y or N	Rationale
ESSA Evidence Tier	Y	Tier 3
Independent Researchers (Y/N)	Y	Journal of Psychology
Established Measure (Y/N)	Y	ORF was chosen to represent reading achievement in this study. Passages were drawn from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) progress monitoring materials at first, second, and third grade levels.
Sample Size	Y	Over 30,000 students in first through third grade Florida Reading First classrooms. 38 Florida Reading First Schools. Students included in this study were a randomly selected sample of 10% of those who attended Reading First schools during the 2005–2006 school year; specifically, 9993 first grade students in 942 classrooms, 9869 second grade students in 962 classrooms, and 10,141 third grade students in 954 classrooms.

		Schools that used Reading Mastery as Core:
		1st Grade Reading Mastery- 727 students
		2nd Grade Reading Mastery- 705 students
		3rd Grade Reading Mastery- 656 students
Research Design	Y	The purpose of this study was to compare the effects of six core reading curricula on oral reading fluency growth, while appraising whether these effects differ by grade level and for children living in lower socioeconomic (SES) households. Randomly selected schools and classrooms were observed by Reading First observation teams during either the fall or spring of the 2005–2006 school year. It is also important to keep in mind that this is a descriptive and ==correlational study== and that curricula were not randomly assigned to schools. Thus, ==bias associated with curriculum selection could exist==. For example, in first grade, students whose schools selected Reading Mastery tended to have lower initial reading scores than students whose schools selected other curricula. There are a number of limitations to this study which should be considered when interpreting the results. First, these results provide only correlational indications of curriculum effects on student reading skill growth. Second, although Reading First site visits were designed to monitor implementation, and school reading coaches were assigned to managing and ensuring the use of the core, it is possible that other factors within and across schools could have contributed to our results. For example, it is possible that some curricula were used more effectively because teachers received extra professional development through Reading First. Third, because only one measure of reading was used (ORF), the relation of curricula to other literacy or language skills could reveal different results than those presented here.
Outcome	Y	1st Grade- Reading Mastery students were, on average, reading 55 CRW/min at the final first grade assessment time point (April). Reading Mastery acceleration was significantly lower (.05; p values<.01) when compared to all other curricula. 2nd Grade- In terms of final status, by the last assessment time point (April), only students in

		Reading Mastery classrooms met the adequate achievement benchmark (90 CRW/min). Reading Mastery students had the highest fitted ORF scores at the final assessment time point (April; 91). Overall, for both lower- and higher-SES students, only those using Reading Mastery met ORF achievement benchmarks by the last assessment time point.
		3rd- At the April assessment, Reading Mastery students had the highest ORF scores (105 CRW/min) but students on average did not meet the adequate achievement benchmarks at the end of the school year (110 CRW/min).
Effect Size	Y	Overall, students in the Reading Mastery curriculum demonstrated generally greater overall ORF growth than students in other curricula. Also, they more frequently met or exceeded benchmarks for adequate achievement in first, second, and third grade. In first grade, regardless of SES status, students generally met adequate achievement benchmarks. Among second graders, on average, only students using Reading Mastery met benchmarks. In third grade, on average, students did not reach the adequate achievement benchmark. However, Reading Mastery students came closest to the benchmarks because scores among these students were the highest across curricula. Taken together, overall results indicate that some reading curricula seem to be associated with higher ORF scores. Specifically, students in Reading First schools and classrooms using Reading Mastery demonstrated stronger ORF skills when compared to students in classrooms using other curricula. This was particularly apparent in first grade, where effect sizes were greatest (.44) for using Reading Mastery compared to students using other reading curricula. It is possible that the highly scripted structure of Reading Mastery curriculum may provide relatively more explicit instruction than the other curricular series examined in this study. It is also possible that Reading Mastery was supplemented with other materials, which may have contributed to this finding. $P<.01$
*Peer Review (Y/N)	Y	

MOWR Committee completed review on 4/24/24.

MOWR Committee findings:
- Meets ESSA evidence Tier 3.
- Will stay on the MOWR Core Program Vetted List.