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Outcome Evaluation of The Instant Word Notebook

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by

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Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work here at Lindenwood University and that I have not submitted it for any other college or university course or degree here or elsewhere.

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Abstract

The Instant Word Notebook study was a program evaluation completed by two educators who saw a need for an instructional tool to teach and assess Instant Words. In order to address reading deficits of students in first and second grades, teachers were expected to teach Instant Words. Unfortunately, teachers did not have a systematic process to teach and assess Instant Words for mastery. The two educators of this study responded to the teachers' need for an instructional tool by creating The Instant Word Notebook. The Notebook was used by teachers to teach and assess Instant Words to first and second grade students with the anticipation of reading scores increasing. In order to measure the impact of The Instant Word Notebook on Instant Word recognition and reading achievement, the collaborative team completed a process and outcome evaluation of The Instant Word Notebook.

In this outcome evaluation, the outcome investigator completed a Comparative Analysis of The Instant Word Notebook. Measurements utilized to determine the impact of The Instant Word Notebook were the scores from the Gates MacGinitie Reading pretests and posttests and the scores from the Instant Word Recognition pretests and posttests. Information from each test was utilized by the outcome investigator to identify the impact of The Instant Word Notebook on reading achievement and Instant Word recognition.

This quantitative study focused especially on the mean difference between the treatment and control groups. The treatment group received six weeks of explicit instruction of Fry's 300 Instant Words. In contrast, the control group received the normal Instant Word instruction from their teachers. The outcome investigator compared the

mean difference between the control and treatment groups to determine statistical significance of The Instant Word Notebook. The improvement in scores from the pretests to the posttests validated the use of The Instant Word Notebook as an instructional tool to improve sight word recognition.

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Chapter One: Introduction

The Instant Word Notebook study was a program evaluation created by two educators who saw a need for an instructional tool to teach and assess Instant Words. Teachers were expected to utilize The Instant Word Notebook for six weeks with their first and second grade students. Teachers were provided specific instructions and professional development focused on implementation of The Instant Word Notebook.

Background of the Study

Reading is imperative to a child's academic development. This skill affects a child's ability to succeed in school and in life. According to Barton (2000), when we prepare students to be successful in the 21st century, the job market will require more than average literacy skills. The number of struggling readers in our schools is steadily increasing. As a result, policy makers have held educators accountable for high levels of achievement in reading from all students. Stein et al. (2008) stated, "The government's No Child Left Behind program has recognized the need for accountability and interventions in educational settings that serve students who have historically been undereducated" (p. 368). Roberts (2010) emphasized that the complex act of reading must be developed through early literacy in order for students to develop comprehension later in life.

Reading proficiency is valued by parents and educators as one of the most essential indicators of academic success. As reading scores decrease, accountability for educators increases. Teachers are expected to provide effective instructional strategies that will increase all of their students' reading achievement. This expectation includes the disproportionate number of students who do not have fundamental reading skills.

According to No Child Left Behind (2009), approximately 40% of students across the nation cannot read at a basic level. Also, almost 70% of low-income fourth grade students cannot read at a basic level. Delpit (1995) stated that the reading achievement of proficient students is stagnant over the last decade, and reading achievement of below – level students is declining during the last 10 years. Educators are working diligently to attain and implement instructional strategies that will increase reading proficiency for all students.

According to Beck, McKeown, and Kucan (2002), vocabulary knowledge correlates strongly with reading (and oral) comprehension. Students need to have a bank of words in order to understand text. In addition, students must continue to build their word knowledge in order to increase comprehension. Word knowledge and reading comprehension is a continuous cyclical process. Vygotsky stated (as cited in Shotter, n.d.) "the word was not the beginning - action was there first; then a thought was developed. The meaning of the word is the end of development, crowning the deed" (p. 1). Hirsch (2003) noted that there is a direct connection between the ability to acquire vocabulary early and reading ability in subsequent grades. Hirsch shared research that suggests proficient reading comprehension depends on the reader already knowing at least 90% of the words in a text. Teachers must implement instructional strategies to address the vocabulary deficiency of students in primary grades in order to impact reading success. Roberts (2010) stated because of this recognizable correlation between word recognition and reading achievement, educators should intervene with a sense of urgency to help students learn high frequency words at an accelerated rate.

Stahl and Fairbanks (1986) conducted a meta-analysis to determine the impact of repeated interaction to selected words in the study. Roberts (2010) noted, "One noticeable trend reflected in the studies was the importance of high-frequency words" (p. 24). Stahl and Fairbanks (1986) believed high frequency words are the core words of the language that make up the bulk of the words in any genre, spoken or written. It would be necessary to identify those core words to know in order to increase reading skills. Fry (1991) developed a list of high frequency words known as Instant Words. The Instant Words have been identified for teachers and students as one of the critical components of vocabulary instruction. Fry and Kress (2006) found "Instant Words are the most commonly used words in English and ranked in frequency order. The first 200 words make up about a half of all written materials which include newspapers, articles, magazines, and textbooks" (p. 51).

According to Fry (1991), mastery of Instant Words allows students to focus on the more difficult words when reading because they already know up to 65% of the text. In relation to Fry's findings, Cunningham (1998) found that during early literacy, students who can instantaneously recognize high frequency vocabulary are able to synthesize less common words in a text. Hirsch (2003) supported the impact of frequency word recognition by stating that when a reader knows 65% of words it allows him or her to know most of the words in the text. The reader can apply his knowledge of the familiar words to assist with decoding difficult words. The reader can use the high frequency words as clues to read new words and increase comprehension. The lack of words hinders readers' ability to understand or make connections to the text. Roberts (2010)

stated “literature suggests educators should intervene with a sense of urgency in order to help students learn words at an accelerated rate” (p. 113).

Roberts (2010) found that a Midwestern suburban school district determined from the Gates MacGinitie Reading Assessment and Missouri Assessment Program that a disproportionate number of their students were reading below grade level. The study district’s elementary administrative team consisted of the 17 principals, assistant superintendent of elementary education, and communication arts curriculum coordinator. The group of instructional leaders decided to provide immediate intervention to those students reading below grade level. The team prepared for the task of determining evidence-based interventions by retrieving and discussing literature regarding reading achievement and vocabulary. The group determined that students’ lack of words impacted their ability to be good readers. The district purchased the product, Instant Words, developed by Fry (2004) and established the goal that all second grade students master the first 300 Instant Words by the end of second grade (see Appendix A). Fry (2004) indicated that the first 10 words of the Instant Word list make up about 24% of all written material and that the first 100 make up 50% of all written text. Fry’s Instant Words are accessible and commonly utilized by educators.

Every first and second grade student in the study district was expected to master the list of Instant Words. One principal at an elementary school determined during classroom observations that Instant Words were not being taught for mastery to students. Students were being exposed to Instant Words, but there was no direct instruction of Instant Words. The principal collaborated with teachers regarding the observations focused on Instant Words. Teachers also provided input regarding their lack of direct

instruction of Instant Words. The principal gathered information and met with the district reading coach to create an instructional plan to support teachers in the direct instruction of Instant Words. The goal was that all 300 Instant Words would be mastered by the end of second grade. Both educators created a plan to support teachers.

Instant Word professional development was organized by the principal and reading specialist. This professional development was intended for first and second grade teachers who would be teaching Instant Words. Professional development consisted of job embedded activities that provided teachers with knowledge of Instant Words and instructional strategies. The principal and reading specialist also provided teachers with feedback on their use of strategies during instruction. Teachers were encouraged to collaborate about Instant Word instruction during weekly academic meetings. After many observations and collaborative sessions with teachers, the principal and reading coach determined that teachers needed an instructional tool that provided a process for teaching mastery of Instant Words. Roberts (2010) stated "together, the principal and reading specialist designed an instructional tool for teachers and then collaborated on a program evaluation, which investigated the program's process and outcome" (p. 5). From this point forward, the principal researcher of this paper will be known as the outcome investigator. The district reading coach will be known as the process investigator. Together, the process investigator and outcome investigator will be known as the collaborative team.

The collaborative team committed to creating an instructional tool to teach and assess mastery of Instant Words. According to Roberts (2010), "They [principal and reading coach] wanted to evaluate student performance in order to determine if teachers

should continue to use the program" (p. 5). The district's Assistant Superintendent of Elementary Education was very interested in the principal's and reading coach's innovative idea. She encouraged the development of an instructional tool and assured them there would be support from central office. The collaborative team had established a goal to develop an instructional tool that would allow teachers to teach and assess Instant Words. According to Roberts (2010), "The teachers felt that students could benefit from more opportunities to write, use oral language, and have opportunities to practice skills while working together" (p. 5). The outcome of reading performance and mastery of Instant Words would be utilized to measure the effective of the instructional tool.

The collaborative team was committed to incorporate the district's focuses in their instructional tool. Roberts (2010) identified the district focuses as "(a) Marzano (2001) instructional strategies, (b) the five essential components of reading, and (c) Instant Words" (p. 6). Marzano, Pickering and Pollock (2001) identified nine categories of instructional strategies found to improve student achievement (see Table 1). Roberts also stated

> Of the nine categories, four of the most appropriate for the purpose of the instructional tool were selected for teachers to utilize while implementing the program. The four strategies were (a) reinforcing effort and providing recognition, (b) homework and practice, (c) cooperative learning, and (d) setting objectives and providing feedback. (p. 6)

Table 1

Categories of Instructional Strategies That Affect Achievement

Category	Average Effect Size	Percentile Gains
Identifying similarities and differences	1.61	45
Summarizing and note taking	1.00	34
Reinforcing effort and providing recognition	.80	29
Homework and practice	.77	28
Nonlinguistic representations	.75	27
Cooperative learning	.73	27
Setting objectives and providing feedback	.61	23
Generating and testing hypotheses	.61	23
Questions, cues and advance organizers	.59	22

Note. From *Classroom instruction that works: Research-based strategies for Increasing Student Achievement*. (p. 7), Marzano et al. (2001), Alexandria, VA: Association for Supervision & Curriculum Development.

These four out of the nine Marzano et al. (2001) instructional strategies were identified as the most appropriate for The Instant Word Notebook because the leaning outcomes from each strategy would develop skills from The Instant Word Notebook. The collaborators would be able to measure the use of each strategy during each component of The Notebook. The other five categories of instructional strategies identified by Marzano et al. (2001) were not chosen because of limited use during the implementation of The Instant Word Notebook. Those strategies are (a) identifying similarities and differences, (b) summarizing, (c) nonlinguistic representation, (d) generating and testing hypothesis, and (e) cues and questions and advanced organizers.

The second district focus was the five essential reading components. The National Reading Panel (1999) identified five essential components of reading as (a) phonemic awareness, (b) phonics, (c) vocabulary, (d) fluency, and (e) comprehension. The collaborative team discussed each reading component and agreed that vocabulary would be the focus for The Instant Word Notebook. Stahl and Nagy (2006) (as cited by Roberts, 2010) stated, "An effective approach to vocabulary growth must be comprehensive, multifaceted, and long term" (p. 25).

The third district focus was mastery of Instant Words. Roberts (2010) stated the collaborative team created the instructional tool to teach and assess mastery of Instant Words. The collaborative team committed to many hours of creating The Instant Word Notebook. They organized their work sessions into Instant Word Notebook formatting and instructional activities. The 300 Instant Words were divided into six weeks of 50 different groups of words listed my frequency. The format allowed teachers to implement cooperative learning, writing, and oral language daily while simultaneously teaching and assessing Instant Words. According to Roberts (2010), "The collaborative team created an innovative instructional tool called the Instant Word Notebook" (p. 7).

The format of the notebook allows students to use each of the Instant Words while they practice academic skills. Students are expected to use the Instant Words while they write sentences and speak freely from the brain. Students also listen for Instant Words while other students are reading sentences. Marzano et al.'s (2001) instructional strategies are included in the notebook. The instructional strategies used in the notebook are reinforcing effort, providing feedback, cooperative grouping and note taking. A progression of skills is necessary as students transition through each activity.

The Instant Word Notebook is an organized template on landscape sheets of paper. It provides students with a structure to complete various Instant Word activities. Students need the Instant Word Notebook, a pencil, timer and a highlighter to complete each activity. The notebook is divided into sections of 50 Instant Words. Each section focuses on 50 words and reviews the previously taught words. The structure of the notebook allows students to easily transition to each activity. Each page provides a workspace. Students are able to copy each Instant Word directly underneath the pre-printed Instant Words. Students write sentences using each Instant Word in a designated space next to each word. The spaces have manuscript lines for students to write two sentences. Instant Words are repetitively listed in columns underneath students' sentences. The list of words allows students to highlight each word they have spoken. The Instant Word phrases are listed in separate boxes below the listed words. Each activity was strategically organized to allow for smooth transitions.

The collaborative team decided to complete a program evaluation of The Instant Word Notebook. Rossi and Freeman (1993) defined program evaluation as a "systematic application of scientific methods to assess the design implementation, improvement, or outcome of a program" (p. 15). The outcome investigator focused on evaluating the outcomes of the study. Reading achievement and word recognition were analyzed based on two measurements, the pretests and posttests of the Gates MacGinitie and Instant Word Recognition tests. The outcome investigator analyzed the mean difference between the control and treatment groups for each measurement at each grade level. The process investigator evaluated the implementation of The Instant Word Notebook.

Statement of Problem

A disproportionate number of students were reading below grade level in the study district as measured on the Gates MacGinitie and Missouri Assessment Program. One of the reading goals in the study district was for all first and second grade students to master Fry's (2004) 300 Instant Words. The study district had a list of Fry's 300 Instant Words but no systematic process of teaching and assessing Instant Words for mastery. At Bland Roberts Elementary (pseudonym) the collaborative team determined teachers were not implementing instructional strategies to specifically teach Instant Words. Teachers needed a process to teach and assess Instant Words. The collaborative team wanted to ensure that students mastered the Instant Words in order that they increase their reading achievement.

Purpose of Study

The purpose of the Instant Word Notebook was to teach and assess mastery of Instant Words to first and second grade students in the study district. In addition, the purpose of this study was to conduct an outcome and process evaluation of the Instant Word Notebook to determine its impact on reading achievement and Instant Word mastery outcomes and the fidelity of implementation. The program evaluation was conducted during the 6-week period.

The outcome investigator completed the outcome component of the Program Evaluation. Lohrmann (2006) defined outcome evaluation as "subjects that are being compared to a control group of subjects who are similar in every way except for the fact that they are not exposed to the program being studied" (p. 154). The collaborative team designed the Instant Word Notebook to teach and assess mastery of Instant Words.

Furthermore, the outcome investigator analyzed the pretests and posttests outcomes of the Gates MacGinitie Reading Test and the Instant Word Recognition Tests to determine The Instant Word Notebook's effectiveness.

According to Roberts (2010), the process investigator completed the process component of the Program Evaluation. Lohrmann (2006) defined process evaluation as stated, "tracking the progress toward implementing a plan. The purpose of process evaluation is to monitor, document, and assess progress toward implementation of a program or intervention" (p. 154). The process investigator analyzed the effectiveness of The Instant Word Notebook by focusing on the fidelity of implementation. The analyses included teacher interviews and an assessment of four Marzano et al. (2001) instructional strategies being implemented during use of The Instant Word Notebook.

Significance of the Study

An instructional tool to teach and assess Instant Words was not available to teachers in the study district. Consequently, The Instant Word Notebook was a program innovated by the researchers to provide students with a systematic process for learning Instant Words. According to Nagy (1988), providing repetition of Instant Words is necessary and worthwhile in the primary grades. In addition, Fry (1991) supported the premise that the more children see, hear, and read specific words, the better they learn the words and their various meanings. Word recognition could continue to increase for students after completion of the program.

Hypotheses

The outcome investigator addressed the following hypotheses:

$H_{0:}$ Students who use The Instant Word Notebook will not have greater gains in word recognition of Instant Words than those who do not, as measured by the pre and post Instant Word recognition test.

$H_{1:}$ Students who use The Instant Word Notebook will have greater gains in word recognition of Instant Words than those who do not, as measured by the pre and post Instant Word recognition test.

$H_{0:}$ After completion of The Instant Word Notebook, reading achievement will not improve as measured on the Gates MacGinitie test.

$H_{1:}$ After completion of The Instant Word Notebook, reading achievement will improve as measured on the Gates MacGinitie test.

The outcome investigator examined and analyzed the quantitative data of The Instant Word Notebook as part of the outcome evaluation. The outcome investigator analyzed the Instant Word recognition gains after the completion of The Instant Word Notebook and the 2007-2008 Gates MacGinitie Reading Test data for first and second graders.

Dependent Variable

The Outcome Investigator identified the measurement of the outcomes as the dependent variable.

The Process Investigator identified the measurement of the process as the dependent variable.

Independent Variable

The collaborative team identified the use of The Instant Word Notebook following professional development as the independent variable.

Definition of Terms

Automaticity. Fast and effortless word recognition that comes after a great deal of reading practice.

Decoding. The ability to use the alphabetic principle to sound out a word by recognizing which phonemes represent letters, and then blending those phonemes into a word.

Fidelity of implementation. "The delivery of instruction in a way in which it was designed to be delivered" (Protheroe, 2008, p. 38).

High-frequency words. "Core words of the language. These words make up the build of the words in any genre, spoken or written" (Stahl & Nagy, 2006, p. 98).

Innovation. "Adding something new to an existing product or process" (Herrmann, 1999, p. 215).

Instant words. "Instant Words are the most commonly used words in English and ranked in frequency order. The first 25 words make up about a third of all printed material and the first 200 words make up about a half of all written materials which include newspapers, articles, magazines, and textbooks" (Fry & Kress, 2006, p. 51).

Linguistic. "knowledge that includes the ability to (1) hear, distinguish, and categorize the sounds of speech, (2) understand the rules that determine how words fit together in phrases and sentences (syntax), and (3) understand the meaning of individual words and sentences and the relationship between them" (Sousa, 2005, p. 92).

National Reading Panel. "A panel of educators who have compiled and summarized many years of scientific research that clearly shows effective reading instruction. Based on the information gathered, the panel created a document that addresses five critical

areas related to learning to read are phonemic awareness, phonics, vocabulary, fluency, and comprehension" (National Reading Panel, 1999, p. 1).

Nonvisual information. "Prior knowledge, located behind the eyes, that reduces uncertainty in advance and permits identification decisions with less visual information" (Smith, 2004, p. 328).

Limitations of Study

Implementation. Support was provided to every educator participating in The Instant Word Notebook study. Investigators of this study observed instruction regularly and provided feedback to teachers. Fidelity of the implementation of The Instant Word Notebook program was monitored carefully. According to Roberts (2010), differences in teacher skill level, motivation, and teaching styles may have had an adverse effect on the results on this study.

Length of the trial period. The Instant Word Notebook study occurred during a six-week period. The results might have been different between the control group and the experimental group if the study was conducted over a longer period. Longer exposure with repetitive practice of Instant Words might produce varying results.

Subject characteristics. Students with identified reading disabilities might have an impact on the results of the study. There are many variations among the students in the study. The variations include gender, academic disabilities, socioeconomic status, behavior disorders, and attendance record.

Summary

The Instant Word Notebook study evaluated the outcome and process instruments to determine the impact of the program on reading achievement and Instant Word

recognition. According to Childress, Elmore, Grossman, and King (2006), highly effective instruction is accomplished when central office administration provides opportunities for teachers to develop and apply strategies and skills in a system that has ongoing support. The district needed teachers to increase reading achievement by teaching and assessing Instant Words for first and second grade students. However, teachers did not have a process to provide explicit instruction of The Instant Words.

The collaborative team created The Instant Word Notebook in order to provide teachers with the instructional tool needed to teach and assess mastery of Instant Words. The Notebook developed vocabulary, oral language and writing while focusing on Fry's (2004) 300 Instant Words. In addition, four of the most appropriate of Marzano et al.'s (2001) nine instructional strategies were incorporated in The Instant Word Notebook. First and second grade students were provided a systemic structure to master Instant Words. In Chapter 2, the framing literature in the areas of science of reading, creativity and innovation, instructional strategies, and program evaluation are reviewed.

Chapter Two: Review of Literature

Introduction

Chapter 2 presents the review of literature related to The Instant Word Notebook. The list of Instant Words was produced by Fry (1991) and identified as the most frequent words in any text read. Hence, at least 65% of all print in any text is Instant Words. These high frequency words are listed in order of frequency. Instant Words are declared an essential competency because of the rate of usage by the reader.

The collaborative team identified four themes that were essential in the development of The Instant Word Notebook. Roberts (2010) identified the four themes as "science of reading, creation of an instructional tool, sustaining change, and program evaluation" (p. 18). Science of reading categorizes reading into visual and non-visual information and vocabulary. Creativity and innovation were studied by the collaborative team as they planned and developed The Instant Word Notebook. Roberts (2010) emphasized "in an effort to sustain change, professional development for teachers in the area of instructional strategies needed to be systematic and an ongoing process" (p. 18). A program evaluation was essential in order to determine the effectiveness of The Instant Word Notebook.

Science of Reading

According to Smith (2004), the science of reading encompasses one's actions and how the reader internalizes information. Sousa (2005) validated Smith's thoughts by stating that reading was the complicated practice of progressing from abstract symbols to words the reader understands. A good reader can connect words in a text to experiences and prior knowledge and formulates meaning. Smith (2004) stated, "comprehension is

when one connects relevant aspects of the work around him, including written language in the case of reading, to the knowledge, intentions and expectations already in one's head" (p. 13). The reader connects prior knowledge to the new information and formulates meaning. Comprehension occurs when the reader can make merge sounds to create words and formulate meaning of the words based on prior knowledge.

Visual and non-visual information. Smith (2004, as cited in Roberts, 2010, p. 19) believed that reading occurs when there is interaction between the eyes and the brain, which he defined as visual information. According to Sousa (2005), visual information is available to the brain through the eyes from the surface structure of print. Smith stated, "a person connects visually with words, which immediately evokes an emotional connection with the terms that he knows" (p. 65). Smith (2004) goes on to say that a reader may have visual information and still struggle with reading.

Young (1986) believed knowledge of the words in the language is essential in order to read, but you will not always find it in the text. The reader must have information stored "behind the eyeballs" (p. 23). Smith (2004) identified this knowledge as the non-visual information or "prior knowledge". It is that information that stays with the reader even when the light goes off. Smith (2004) defined non-visual information as "knowledge we already possess that is relevant to the language and to the subject matter of what we happen to be reading" (p. 67).

Kolers (1967) completed a study to measure the impact of non-visual information. He found reading is accomplished by integrating everything around us into meaning. Kolers (1967) went on to say "reading usually involves bringing meaning immediately

. . . the text without awareness of individual words or their possible alternative meaning" (p. 13). Bringing meaning to words is the most important non-visual information. Consequently, meanings of words are taught through vocabulary instruction.

Vocabulary development. Vocabulary fluency is essential in the art of reading. Studies conducted by the National Reading Panel (1999) concluded that meanings of words in vocabulary instruction and comprehension were closely connected. Hart and Risley (1995) studied reading comprehension of third-grade students. The results showed the rate of vocabulary development was a significant variable to readers' ability to speak and comprehend. As a learner begins to read, he/she encounters vocabulary in texts and connects those words with familiar oral vocabulary. The reader was then able to translate the printed unfamiliar words into speech, which was easier to comprehend. Vocabulary occupies an important role in the process of learning to read (National Reading Panel, 1999).

Roberts (2010) identified several methods to provide vocabulary instruction. Stahl and Fairbanks (1986) conducted a meta-analysis and found that repeated exposures to words investigated in this study yielded positive results. One noticeable trend that was reflected in the studies concluded that high frequency and multiple, repeated exposure to vocabulary deemed important for learning gains. Lueng (1992) studied kindergarten and first grade students. The researcher noted that the frequency of the target word in stories influence the occurrence of the word in a child's oral retellings. Repeated exposure increases students' knowledge of words. Beck, McKeown, and Kucan (2002) believed a child can transfer a picture of what is presented to the eyes into a storehouse in the brain. Beck et al. (2002) also found in her research that new words were learned in small

increments during the course of reading. Children do not need to be told interminably what a word is; they have to be able to see what it is not. This can occur by teaching non-examples. Students must be provided many opportunities to learn vocabulary with the use of a variety of strategies.

Vocabulary is the reader's tool for reading and comprehension. When students begin school with limited vocabulary, the word gap widens between them and students who have a wealth of words. In addition, their reading comprehension progress is slower. There is a correlation between a word gap and reading comprehension. Graves (2006) suggested that students with deficient word knowledge must be provided an intervention in order perform at the same level as other students who are reading at grade level. He recommended a program that can be sustained for at least three years. The Instant Word Notebook is an instructional tool that allows students to increase Instant Word knowledge with the use of several strategies.

Oral language. Oral language is the act of speaking and listening. According to Beck et al. (2002), oral language allows the reader to process new words by hearing and processing words. For many children, they are lacking the skills to acquire new vocabulary by sight and this hinders the opportunity to read unfamiliar text. Teachers must create opportunities for these students to connect new words to their own experiences, since they tend to be disconnected from the text. Cunningham (1998) suggested that children with a limited word bank need a "well-designed scaffold" (p. 12) approach to maximize learning from oral language. In addition, Cummins (2003 as cited by Roberts, 2010) believed mastery of basic words before attempting to read early literacy is necessary for nonreaders. The recommendations of the researchers support the need of Instant Word mastery as an intervention for vocabulary deficiencies.

The use of specific evidence-based strategies is needed to help students master Instant Words. Beck et al. (2002) believed it is necessary for students to apply high frequency words once they have learned the meanings of printed text. Boote (2006) found among the Elley Study and Effective Method for Building Meaning Vocabulary that repeated oral reading increased word meaning in primary grades. Furthermore, Nagy (1988) believed readers identify more words when they are able to hear, see, spell, and repeat high frequency words. The integration of several strategies would provide nonreaders with many opportunities to develop reading skills and Instant Word recognition.

Researchers in the field of education, specifically Instant Words provided viewpoints concerning vocabulary instruction. Dolch (1948) created the Dolch Word list and Fry (1991) developed the Instant Word list. Dolch (1948) theorized if groups of

words are recognized instantaneously in isolation, the ability to recognize those same words in text will increase. Dolch (1948) found that, “Words should be ‘over learned’ and taught to be recognized instantly, without sounding out or spelling” (p. 99). In his book, Problems in Reading, Dolch (1948) stated the following:

> Sight words need to be processed so automatically that no conscious effort was exerted to quickly identify the word and its meaning. Students become more familiar with words . . . they are able to read words without hesitation or conscious thought. At the end of this evolution . . . the word would become one of that student's "sight words". (p. 99)

Dolch sight words continue to be used by educators.

Roberts (2010) identified Fry as an expert in the field vocabulary research. Fry (1991) created the Instant Word List commonly known as Fry's Instant Words. Fry and Kress (2006) maintained Instant Words “are the most common words in English ranked in order of frequency. At least 65% of any text in books, magazines or newspapers is Instant Words” (p. 5). Fry (1991) recommended several strategies for students to master Instant Words. One strategy was for students to learn different arrangements of the words in order to avoid memorization. Fry (1991) expressed the need for Instant Word small, large group and individual lessons. Fry (1991) recommended the integration of oral language that would provide students opportunities to say and hear Instant Words. Once there is mastery of Instant Words, readers are able to commit more time to difficult words they will encounter in a text.

Creation of an Instructional Tool

Roberts (2010) emphasized "in the field of education, the need for both creativity and innovation exists. Most often, these two words are used interchangeably, but are different in a variety of ways" (p. 30). According to Herrmann, (1999) "creativity is a process that produces an original outcome or product, while innovation is the change, modification, or improvement of an existing product" (p. 215). Innovation is extending. It is adding something new to an existing product. Roberts (2010) specified the role of the collaborative team was to create the instructional tool, The Instant Word Notebook. The Instant Word Notebook would be utilized by teachers to increase students' reading achievement and Instant Word recognition.

Innovation. Roberts (2010) found that innovation is an intentional process. It is the extension of what already exists in order to improve the product, process or service. Innovation is considered a process or product that needs more to satisfy the clients. Kelley (2001) stated the inception of innovation is initiated when one has a vision of possibilities. Innovation begins with a product unlike creativity. This makes success easier to achieve than starting from the beginning. Additionally, the effectiveness of an innovation is determined by its impact on others.

The collaborative team determined that The Instant Word Notebook could be modified to meet the needs of all learners. During the implementation phase, teachers gave input as to how the instructional tool could be more effective. According to Kelley (2001), prototyping, brainstorming, and observing are the fundamentals of innovation. Roberts (2010) identified the first fundamental of innovation is prototyping. Kelley observed a higher level of innovation when ideas are developed from a prototype. The

second fundamental of innovation is brainstorming. It allows the innovator to consider a number of ideas and reserve some ideas for future issues or challenges. Roberts (2010) found that brainstorming is an ongoing process. The last fundamental of innovation, which is characterized as the most powerful source, is focused observations. Kelley stated, "Good insightful observation combines careful watching with occasional well-chosen 'why' questions to get at the underlying psychology of a person's interactions with product and services" (p. 37).

Roberts (2010) noted the collaborative team incorporated each of the three fundamentals of innovation in the process of developing The Instant Word Notebook. Several prototypes of The Instant Word Notebook were explored before deciding on the final version. They brainstormed instructional strategies and activities that maintained a focus on vocabulary, oral language, writing and Marzano et al.'s (2001) instructional strategies. At the onset of implementation, the collaborative team observed teachers utilizing The Notebook and evaluated the fidelity of the program. The collaborative team determined the impact of their innovation, Instant Word Notebook, by measuring the process and outcomes of the Notebook.

Creativity. As academic deficits increase, educators are desperately seeking instructional tools that will increase academic achievement. Data has allowed teachers to specifically identify students' needs. However, the ability to target specific academic needs has caused another challenge for educators. Schools do not have instructional tools to address the academic needs of students. School leaders need educators to develop programs that will increase achievement in specific academic areas. A focus on

creativity will allow educators to develop programs that will impact and increase student achievement.

According to Csikszentmihalyi (1996), "creativity is any act, idea, or product that changes an existing domain, or that transforms an existing domain into a new one" (p. 28). According to Simonton (1975 as cited by Roberts , 2010), research linked to creativity focuses on the capacity of one's thoughts, characteristics of creative people, the development of creativity during the individual's life span, and the social environments are highly associated with creative behaviors. Csikszentmihalyi (1996) concluded, "the optimal experience for creative people involved painful, risky, difficult activities that stretched the person's capacity and involved an element of novelty and discovery, yet highly focused state of consciousness." (p. 110). This was called flow. Csikszentmihalyi (1996) found that creative people work their thought process extensively and eventually arrive at a "flow" where they develop ideas with ease. Csikszentmihalyi (1996) also stated the following:

> Time stops when one is engaged in the desired activity. Creative people experiment with many solutions before they are confident of the best choice. Look at the best solutions and the opposites. Csikszentmihalyi believed this could lead to indecisiveness, which is acceptable when finding and resolving a creative problem. (p. 367)

Csikszentmihalyi (1996) encouraged continuous experimentation and revision. He stated that the more time spent on possible solutions, the more likely the person will create an original solution. According to Csikszentmihalyi (1996) solutions of problems are not the only process of developing creativity. There is not always a problem to solve.

Many times there is a need to react to another person's thought or reflect on someone's thought. Solving a problem or reacting to a thought required an outcome.

Csikszentmihalyi (1996) suggested you can obtain similar outcomes by doing the following:

1. Produce as many ideas as possible. Think of all of the options, giving little emphasis to quality. Move beyond your comfort.
2. Have as many different ideas as possible.
3. Consider other's perspectives, which could lead to an unknown awareness. This new awareness could then lead to originality.
4. Try to produce unlikely ideas. (pp. 368-370)

Csikszentmihalyi (1996) stressed, "Originality is the hallmark of creative thinking" (p. 396). Csikszentmihalyi encouraged people to be selective when trying to develop creativity because one may "blaze out all intensity of originality" (p. 370).

Csikszentmihalyi (1996) noted that originality is essential during the mental task of creativity. The Instant Word Notebook is an original idea where the process of creativity was applied during its creation. The collaborative team created as an instruction tool to address the problem of low reading achievement and deficiency in Instant Word recognition. According to Roberts (2010) "during the process of creating The Instant Word Notebook, the collaborative team envisioned what it would look from the eyes of a first grader" (p. 33). The original format of The Instant Word Notebook transformed teachers' current practice of exposure to explicit instruction of Instant Words.

Sustaining Change

Specific leadership practices impact the magnitude of change in an organization. When leaders provide a structure with a clearly defined vision, professional growth and opportunities for collaboration, those in the organization feel valued in the decision making process and build levels of trust. This model results in sustained change. The work is not over, however. A protocol for monitoring and evaluation is needed to assess lasting change. Roberts (2010) determined "the collaborative team identified two areas as indicators of sustained change for The Instant Word Notebook, instructional strategies and professional development" (p. 37). Each focus was integrated in The Instant Word Notebook.

Instructional Strategies

Marzano et al. (2001) identified instructional techniques that were proven to increase student achievement. Marzano et al. analyzed selected research studies on instructional techniques that could be used by teachers in K-12 classrooms. Based on his study, Marzano et al. identified nine effective strategies, which are also the focus in the study district. Please recall page five of this study. Marzano et al. utilized the meta-analysis research design to measure each strategy's impact on student achievement (see Appendix B).

Providing recognition. Providing recognition for attainment of goals not only enhances achievement but it also motivates students to put forth their best effort. According to studies conducted by Marzano et al. (2001) (cited by Roberts, 2010), reinforcing effort and providing recognition showed a 29% gain in student achievement. Marzano et al. prefers to use the term recognition as opposed to praise or reward. He refers to recognition as the purpose and intent of the teacher's comments about student effort and work. Marzano et al. (2001) found that "rewards can have a negative impact on intrinsic motivation because they are offered to people for engaging in a task without considering any standard of performance" (p. 56). In addition, Marzano et al. asserted that verbal praise is a powerful motivator that positively alters student attitude and behavior" (p. 57). This strategy allows students to reflect and acknowledge their own strengths and abilities.

Reinforcing effort. Wiener (1972) believed there is a significant correlation between effort and student achievement. According to Roberts (2010), effort must be encouraged and taught to students. Marzano et al. (2001) indicated students need to understand the impact of effort on their outcomes. Marzano et al. believed teachers must provide students with opportunities to experience the results of effort. Marzano et al. suggested several teacher practices to teach effort. Teachers could share their own experiences when they were unsure of success. He also suggested utilizing examples of well-known societal figures. Teachers should ask students to recall their experiences when they were successful and did not give up. Marzano et al. also recommended that teachers have students periodically keep record their efforts. These practices are embedded in The Instant Word Notebook. Teachers encourage effort when they share

specific the number of Instant Words mastered and when students receive thoughts and suggestions when completing the oral component of The Notebook.

Homework and practice. According to studies conducted by Marzano et al. (2001), homework and practice yielded a 28% gain in student achievement. Marzano et al. (2001) encourages homework extend the learning opportunities for students to reinforce skills taught during the school day. According to Roberts (2010), Marzano et al. identified three purposes for assigning homework to students. They are (a) to give students opportunities to practice skills, (b) prepare students for a new topic, and (c) elaborate on introduced material. The key is to determine the purpose for giving homework to students. The first purpose is providing multiple opportunities to practice skills introduced in the class setting. Marzano et al. believed that homework assigned as practice commonly increases students' speed and accuracy related to the skill they are learning. The second purpose is preparing students for a new topic. It is important that you tap into the student's prior knowledge about the topic. A typical homework assignment may require the student to reflect on their experiences, readings, or what they learned from other classes. The assignment may assess what the student is interested in learning in order to make connections to what the student already knows. The third purpose is to elaborate on introduced topic. In order to engage students in this process, students will need to be involved in activities such as conducting research and constructing support for an argument. Marzano et al. (2001) concluded that repeated practice increases speed and accuracy.

Marzano et al. (2001) advocated four approaches for classroom practice. They are (a) determine which skills are worth practicing, (b) schedule massed practice and

distributed practice, (c) ask students to chart speed and accuracy, and (d) help students shape a skill or process. First, the teachers must establish a clear learning goal in order to identify the skills that need repeated practice. This will allow teachers to maximize instructional time. Second, Marzano et al. (2001) suggested accomplishing repeated practice by first practicing frequently for short intervals. Third, Marzano et al. recommended monitoring the amount of time used to complete specified items when working on accuracy. Mastery would be determined by the decreased amount of time needed to complete the same items. Last, Marzano et al. stated, "Helping students shape a new skill or process involves illustrating important variations" (p. 133). Every skill or process has variations, and this allows students to connect skills with their own learning styles and experiences.

Setting goals and providing feedback. Roberts (2010) stated that goal setting is an indicator for academic success. Marzano et al. (2001) stated, "Goal setting is the process of establishing a direction for learning" (p. 94). Marzano et al. established three generalizations from the research on instructional goal setting. The researchers determined that instructional goals provide students with a specific focus. Students need goals that are broad enough for students to stay focused yet boundaries that will allow them to extend their learning. This will allow students to have some ownership in their goals. Bangert-Downs, Kulik, Kulik, and Morgan's (1991) effective instructional goals contain three defining characteristics. A goal clearly states expected behaviors students should exhibit after learning a concept. It also describes the environment teachers must create in order for the learner to be successful. The goal also

defines the criterion of acceptable outcomes. Once students know the objective and the task is complete, feedback becomes a critical component.

Hattie (2009) reviewed almost 8,000 studies and made the following conclusion, "The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be "dollops of feedback" (p. 9). Marzano et al. (2001) shared results from studies analyzing the effects of feedback. They generalized, "1) feedback should be corrective in nature, 2) timely, 3)specific to a criterion, and 4) students can effectively provide some of their own feedback" (pp. 97 - 98). Bangert-Downs et al. (1991) believed quality feedback occurs when students receive the reasoning for all possible solutions. The researchers also believed it is important for students to complete an assignment even after they have solved the items incorrectly. Immediate feedback is also a criteria for effective feedback. Bangert-Downs et al. (1991) stated, "more delays that occur in giving feedback, the less improvement there is in achievement" (p. 97). According to Marzano et al. (2001) providing feedback and setting objectives are traditional strategies in classrooms yet underused. Teachers were provided professional development in providing feedback that was specific, immediate, and self-reflective during implementation of The Instant Word Notebook.

Cooperative learning. The practice of students working in small groups is common in schools. According to studies conducted by Marzano et al. (2001), cooperative learning showed a 27% gain in student achievement. Marzano et al. advocated that "cooperative learning provides students with opportunities to interact with each other in groups in ways that enhance their learning" (p. 85). The true essence of cooperative learning is when each student in a group of learners is engaged in an activity in order to accomplish a learning goal. Each student has an active role during cooperative grouping and is accountable for acquiring and sharing knowledge. Teachers should teach and model expected behaviors during cooperative learning. Johnson and Johnson (1999, as cited in Marzano et al., 2001) identified five elements of cooperative learning. First, positive interdependence fosters the need to depend on each participant of the group. Second, Marzano et.al. (2001) stated "face-to-face promotion interaction involves helping each other learn and recognizing success and effort. Third, individual and group accountability allows each participant to contribute to the group achieving their goals" (p. 161). The fourth element was interpersonal and small group skills interaction which facilitates ongoing communication, trust, leadership, and conflict resolution. The fifth element is group processing that allows students to reflect on how the team can function more effectively.

According to Marzano et al. (2001), there are several methods to separate students into instructional groups, within both a school and a classroom. In general, homogenous grouping (as opposed to no grouping) seems to have a positive effect on achievement for students of all ability levels. Marzano et al. believed that homogenous grouping has

different effects on different students. Teachers should be observant of the impact it has on students and adjust groups accordingly.

Johnson and Johnson (1999) encouraged students to work in cooperative groups regularly, at least once a week. Consistency helps students develop skills necessary to maintain productive cooperative groups. Students develop relationships of trust and unity among each other. This strategy created a learning environment where students grasp new knowledge, extend prior knowledge, and create new learning opportunities. The Instant Word Notebook was structured for daily cooperative learning through oral language and writing.

Professional Development

Guskey (2000) defined professional development as "those processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn improve the learning of students" (p. 16). According to Hattie (2009), professional development showed a 90% gain in teacher learning and a 60% gain in teachers' actual behavior. This process is effective in changing teacher achievements, skills, and attitudes. Timberly,Wilson, Barrar and Fung, (2007) (as cited in Hattie, 2009) reviewed over 72 studies that assessed the effects of professional development on student outcomes. The overall effect on academic outcomes was 66%. Hattie (2009) identified themes for the best professional development. The themes are: (a) learning opportunities occurred over an extended amount of time, (b) professional development was more effective when the school leadership supported opportunities to learn where there was access to relevant expertise, and when opportunities were provided to meet to process new information, (c) the most critical effects on student learning were

a function of professional development that challenged teachers' prevailing discourse and conceptions about learning. Student learning and teacher knowledge have evolved into the success indicator for professional development.

Cobb (2005) investigated two similar schools made annual yearly progress in student achievement. Their approach to professional development processes was analyzed. In comparing the schools, the difference noted was the teachers felt they had a voice and input into the process. Ongoing dialogue and meaningful professional development was to key to successfully link student instruction to student performance. Cobb concluded, "Schools that become conscientious consumers of professional development produce teachers that take charge of their learning and increase student achievement" (p. 388). Factors that determined success was the culture of the school, teacher's receptiveness to change, support of school leadership, teachers' attitudes toward change, available resources, and the characteristics and needs of the students. It is important that the principal, as the instructional leader, understand the goals, the process, and supports teachers as new strategies are implemented into practice.

Program Evaluation

According to Roberts (2010), the process investigator completed the process component of the program evaluation. Lohrmann (2006) defined program evaluation as, "tracking the progress toward implementing a plan. The purpose of process evaluation is to monitor, document, and assess progress toward implementation of a program or intervention" (p. 154). Rossi and Freeman (1993) stated a program evaluation is "a systematic application of scientific methods to assess the design, implementation, improvement, or outcomes of a program" (p. 15). Program evaluations are utilized often

to determine the effectiveness of programs in social science. The process includes quantitative or qualitative data. In some cases, both quantitative and qualitative methods are used simultaneously. A program evaluation provides stakeholders with crucial information needed to determine the effectiveness of a program and how a program will be utilized. According to Protheroe (2008), the program evaluation informs on the outcomes and implementation process. School leaders are able to make an assessment of new programs report these impacts back to participants and stakeholders. The two types of evaluation are process evaluation and outcome evaluation.

Process evaluation. According to Roberts (2010), "process evaluation is how the program is delivered" (p. 49). It evaluates the implementation of a program. Roberts (2010) shared the program evaluation addresses the timing of the program, the steps of implementation and those people responsible for completing the program. Researchers Wallace, Blase, Fixen, and Naoom (2008) connected implementation to student learning because "improved outcomes in education are the product of effective innovations and effective implementation efforts" (p. 25). The process evaluation informs users on the innovation. According to Protheroe (2008), "School leaders should first implement the innovation with high degrees of fidelity and assess intended outcomes, then look at how to change the innovation in ways that suit the needs of your school while maintaining or improving the outcomes" (p. 40).

Outcome evaluation. The study employed a pre-post, two-group comparative research design. Outcome evaluation addresses the results of the study. Gomby and Larson (1992) defined outcome evaluation as a systematic way to identify the results of the program. It is an evaluation of a program that accurately describes a program and how the program's results will be measured. Outcome evaluation is based on a quantitative approach. Best and Kahn (1998) described outcome evaluation as a process that typically uses one of three designs: (a) randomized controlled trial, (b) comparison group, or (c) pre-post comparison.

Randomized control trial uses two or more groups that are randomly assigned to either the treatment or control group. Samples of both groups receive the same pre-treatment and post-treatment assessments. Because the randomization process makes it equally likely that any student will be assigned to one group or the other, with a sufficient number of participants this design controls for pre-treatment individual differences in the sample. The comparison design is similar to the randomized design except the comparison group is deliberate rather than randomly chosen. Comparison groups are chosen so that control groups are as similar as possible to those in the treatment group. Statistical methods are used to control for any remaining differences. The types of treatment and alternative conditions featured in comparison group evaluations are similar to those noted above in connection with experimental evaluations (i.e. comparisons treatment types or intensity). Pre-post studies assess groups on the same variables, and over the same time intervals, before and after they complete treatment.

While this extended design is especially helpful in showing the stability of outcomes being achieved, an extra effort is required to maintain contact with the sample

of clients being followed-up. Simple pre-post designs have some limitations. They do not control for competing explanations, such as something else that happened during treatment. They also do not show if a treatment service or system is effective relative to alternative treatments. Despite these drawbacks, pre-post evaluations have several strengths. They can determine if treatment objectives are being achieved.

Roberts (2010) stated it is "important that the design of the study be implemented properly in order to achieve results that are considered to be valid and reliable" (p. 51).

Summary

Chapter 2 outlined a review of literature that applied to The Instant Word Notebook. For the purpose of this study, the science of reading encompasses the areas of visual and nonvisual information, oral language, and vocabulary development. Innovation and creativity are components of the process for creating an instructional tool. The impact of professional development on student achievement and teacher behaviors was discussed as necessities for sustaining change. According to Roberts (2010), program evaluation allows school leaders to measure the effectiveness of the instructional programs in the areas of process and outcome. In Chapter 3, the methodology of this program evaluation study is discussed in detail.

Chapter Three: Methodology

The Instant Word Notebook study was a program evaluation of an instructional tool created by two educators in a school district. In order to determine the effectiveness of The Instant Word Program, the educators focused on a component of the program evaluation, which included the outcome data and process data. Each educator identified themselves as the outcome investigator or the process investigator. The process investigator focused on the qualitative data and the outcome investigator focused on the quantitative data.

This quantitative portion of the program evaluation study analyzed the outcome of The Instant Word Notebook. Rossi and Freeman (1993) defined program evaluation as a systematic application of scientific methods to assess the design implementation, improvement, or outcome of a program. The purpose of this study was to determine the effectiveness of The Instant Word Notebook on word recognition and reading achievement for first and second grade students. The measurement tools utilized were the Gates MacGinitie Reading Test and Instant Word Recognition Test.

Outcome Evaluation Research Design

The investigators of The Instant Word Notebook study analyzed The Instant Word Notebook from two different perspectives to determine The Notebook's impact on first and second grade students' reading achievement and teacher behaviors at Bland-Roberts School. The outcome investigator analyzed quantitative data of first and second grade students to determine if The Instant Word Notebook impacted reading achievement as measured by the Gates MacGinitie Reading Tests and Instant Word recognition test. The independent t-test for difference in means was the analytical technique utilized in the

study. Using the independent t-test on the pretest and posttest scores from each measurement allowed the researcher to compare each group with consistent variables. The outcome data was utilized to reject or accept the null hypotheses. In addition, the process investigator conducted a qualitative study that included a mixed method of evaluating data with observations, teacher interviews and teacher surveys.

Independent variable. The use of The Instant Word Notebook was utilized as the independent variable. The independent variable was measured by classifying the groups into a treatment groups and a control group. The treatment group was those students who received the intervention of The Instant Word Notebook. The control group was those students who did not receive the intervention of The Instant Word Notebook. For the process investigator, the independent variable was the teacher's professional development.

Dependent variable. The outcome assessments, which were the Gates MacGinitie reading test and the Word Recognition of Instant Words Tests, measured the dependent variables. Both variables are continuous variables. The pretests and posttests were time points at which the Gates MacGinitie reading tests and Word Recognition tests were applied. Pretests were collected to establish a baseline for students' Gates MacGinitie Reading Test scores and Word Recognition scores. Posttests were collected to allow a measure of the difference of scores from the pretests. For the process investigator, the number of recorded responses on the observation forms, teacher interviews, and the Instant Word gains from the pre and post Instant Word recognition test were the dependent variables.

Hypotheses. The outcome investigator addressed the following hypotheses:

H_0: Students who use The Instant Word Notebook will not have greater gains in word recognition of Instant Words than those who do not, as measured by the pre and post Instant Word recognition test.

H_1: Students who use The Instant Word Notebook will have greater gains in word recognition of Instant Words than those who do not, as measured by the pre and post Instant Word recognition test.

H_0: After completion of The Instant Word Notebook, reading achievement will not improve as measured on the test.

H_1: After completion of The Instant Word Notebook, reading achievement would improve as measured on the Gates MacGinitie test.

The outcome investigator examined and analyzed the quantitative data of The Instant Word Notebook as part of the outcome evaluation. The outcome investigator analyzed the Instant Word recognition gains after the completion of The Instant Word Notebook and the 2007-2008 Gates MacGinitie Reading Test data for first and second graders. For the purposes of this process evaluation, the process investigator elected to examine only data from the pre and post Instant Word recognition test and compare the results to the classroom observation data and teacher interviews.

Participants. The study district is located within five counties. The counties include over 50,000 community members. There are 17 elementary schools, three middle schools, three high schools, and two early education centers. The district has received full accreditation and has been recognized for its excellence under the Exemplar Schools,

sponsored by the United States Department of Education (Missouri Department Elementary and Secondary Education [MODESE], 2008).

In the qualitative section of the study, purposeful sampling was utilized by the collaborative team. The study involved 75 first and second graders in an elementary school in a suburban school district. The study occurred during the 2007-2008 school year. Students were randomly assigned to first and second grade classes at the beginning of the year. For the purposes of confidentiality, the school will be referred to by the fictitious name Bland Roberts Elementary.

Teacher participants were the subjects within the qualitative portion of the study. All the teachers who taught first and second grade at Bland Roberts Elementary participated in the qualitative portion (n=4) of the study. These teachers (n=4) all received professional development in Marzano et al.'s (2001) instructional strategies and the five essential components of reading instruction. In addition, the treatment group of teachers (n=2) received training in the implementation of The Instant Word Notebook.

Professional development was the core of the study district's school improvement efforts. The study district's intention was for professional development to improve teacher learning, which would, in turn, increase student achievement. The study district worked diligently to ensure that all students were reading at or above grade level by third grade. Two of the study district's focuses were the use of Marzano et al.'s instructional strategies and Instant Word mastery. According to Roberts (2010), the investigators incorporated four of the nine Marzano et al. (2001) instructional strategies in The Instant Word Notebook. Professional development for teachers was also provided to teachers who implemented The Instant Word Notebook.

The district consisted of 25 schools that included 17 elementary schools, three middle schools, three high schools, one alternative school, and one early childhood center. At the time of this study, the district served more than 12,186 students and Bland Roberts Elementary enrollment was 278 students. The study district participated in the free and reduced lunch program. State agencies that administer the school meal program must issue free and reduced prices to those who meet the requirements. The number of families eligible to receive free and reduced lunch serves as an indicator of low wage households in the study district's attendance area.

During the 2007-2008 school year, 7,240 students in the study district were eligible for free and reduced lunch, which comprises 60.3% of the student population in the study district. At the time of the study, Bland Roberts Elementary student population consisted of 52.9% students who were eligible for free and reduced lunch, which equates to 147 students. More specifically, 58.1% of first grade students participating in the study received free and reduced lunch. In addition, 55.2% of second grade students participating in the study received free and reduced lunch.

Table 2 illustrates the growth of families qualifying for free and reduced lunch at Bland Roberts Elementary. There was an 11.6% increase from the 2004 to 2008 school year of students who qualified for free and reduced lunch. This data serves as an indicator of the growing increase in low-income families at Bland Roberts Elementary.

Table 2

Percentage of Bland Roberts Elementary Free and Reduced Lunch Students from 2004 – 2008

2004	41.3
2005	44.5
2006	47.1
2007	50.2
2008	52.9

Note. From MODESE (2008).

Figure 1 illustrates the steady increase of students qualifying for free and reduced lunch from the 2004 to 2008 school year.

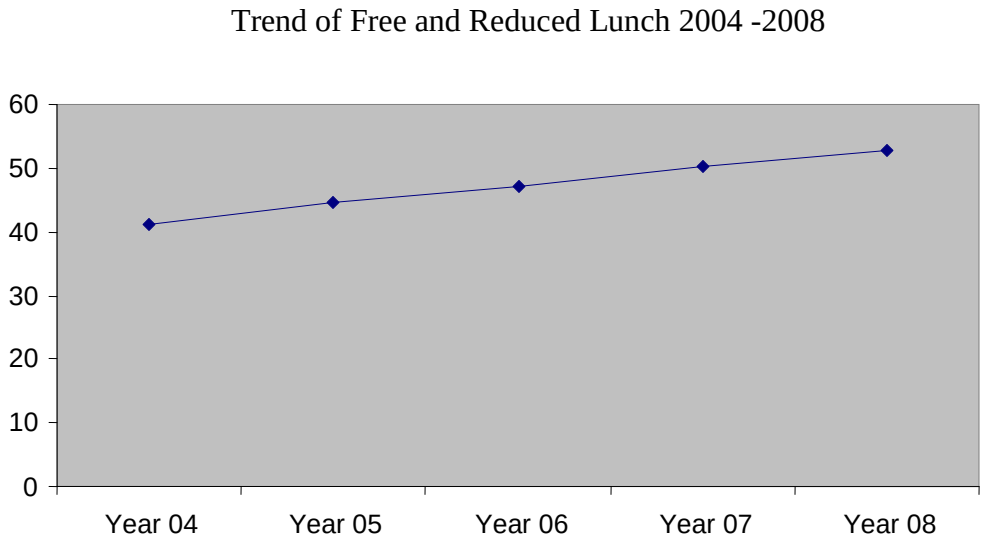

Figure 1. Trend of Free and Reduced Lunch. From MODESE (2008).

Table 3 outlines the district's diverse community during the 2007-2008 school year. The enrollment of Black students was 9,222, which represented 75.4% of the total population. The enrollment of White students was 2,761, which represented 22.6% of the total population. The enrollment of Hispanic students was 132, which represented 1.1% of the total population. The enrollment of Asian students was 102, which represented .9% of the total population. The enrollment of Native American students was 11, which represented .1% of the total population. At the time of the study, Bland Roberts Elementary represented a diverse population similar to the study district.

Figure 2 illustrates that Bland Roberts Elementary student population consisted of 278 students at the time when the study was conducted. Over the past four years, Bland Roberts Elementary has shown an increase of 10.3% in the enrollment of Black students, while the enrollment of white students declined by 10.7%.

Table 3

Percentage of Enrollment by Ethnicity 2004-2008

	2004	2005	2006	2007	2008
Total	259	255	276	301	278
Asian	.0	.4	.4	1.3	1.1
Black	35.5	36.5	42.0	45.8	46.8
Hispanic	1.9	1.6	.0	1.0	1.4
Native American	0.0	0.0	0.0	0.0	0.0
White	62.5	61.6	56.9	51.8	50.7

Note. From MODESE (2008).

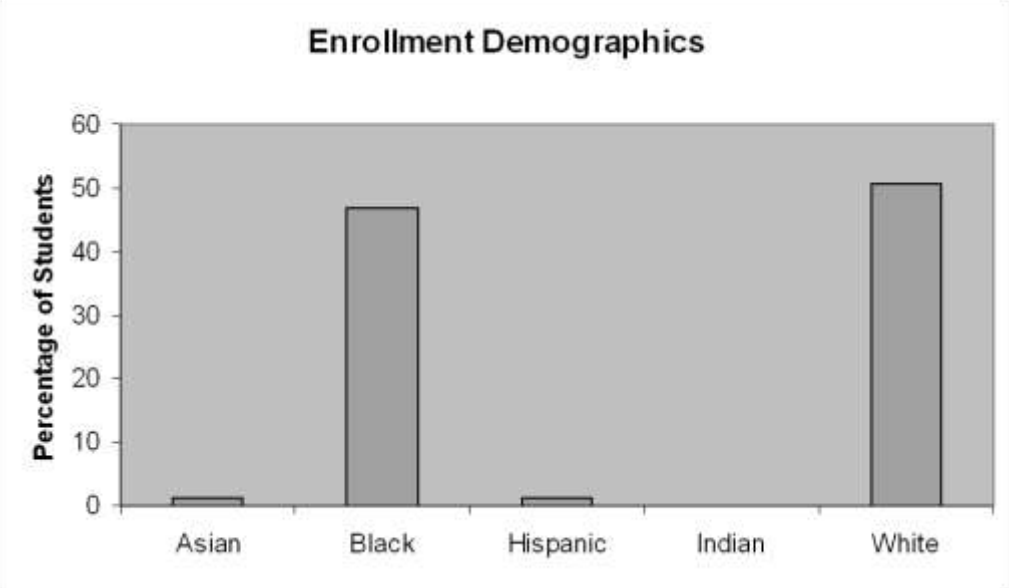

Figure 2. Enrollment demographics of students who attended Bland Roberts Elementary during the 2007-2008 school year.

Table 4 illustrates the average attendance of participants. Bland Roberts Elementary School's average daily attendance for the 2007-2008 school year was 95%. The average daily attendance for the school's population was lower than that of the first and second grade students participating in the study. First grade students' average attendance was 98.6% and second grade students' average attendance was 97.3%. The MODESE (2008) predicted average was 95% attendance. Therefore, the first and second graders in the study attended at a greater rate than the district, Bland Roberts Elementary as a whole, and MODESE's predicted average attendance.

Table 4

Attendance Comparison of Study Participants

	Average Daily Attendance for 2007 – 2008 School Year
District	93.0 %
Bland Roberts	95.1 %
1st grade	98.6 %
2nd grade	97.3 %

Note. From Core Data of Study District and MODESE (2008).

Table 5 illustrates the number of students receiving an Individualized Education Plan. Individualized Education Plans are given to students who qualify for educational and medical diagnoses.

Table 5

Number of Students with an Individual Education Plan

	First Grade		Second Grade	
	Control	Treatment	Control	Treatment
Learning Disabled	0	0	0	0
Emotionally Disturbed	0	0	1	0
Language Impaired	0	0	0	1
Speech Impaired	0	1	0	0

Note. From study district core data website

Bland Roberts Elementary had a very small population of students with an Individual Education Plan. One student in the first grade treatment group had a speech diagnosis. Two students in second grade were identified as having Individualized Education Plans. One student in the control group had an emotionally disturbed diagnosis and one student in the treatment group had a diagnosis of language impaired.

The sample size of these outliers was so small that it is not likely to affect the study's outcomes.

Table 6 illustrates the number of students in each grade level using The Instant Word Notebook in the program evaluation study.

Table 6

Number of Students using The Instant Word Notebook 2007-2008

	First Grade	Second Grade	Total
Treatment Group	17	21	38
Control Group	21	16	37
Total	38	37	75

Note. From study district core data website.

The students' test scores from The Instant Word Notebook were analyzed by a series of statistical tests from the sample population of first and second grade students. Students from first and second grade classrooms, selected for the treatment and control groups, participated in The Instant Word Notebook study for six weeks during the 2007-2008 school year. The participants were administered the pre and post Instant Word recognition tests. The final population consisted of the comparison of 75 students, of which 38 were in the treatment group and 37 were in the control group. Table 7 presents the years of experience of professional staff in the study district.

Table 7

Years of Experience of Professional Staff with Advanced Degrees

	2004	2005	2006	2007	2008
Years of Experience	15.2	16.6	17.8	15.4	16.8
Advanced Degrees	44.9	51.8	57.6	56.7	54.6

Note. From MODESE (2008).

The study district was committed to providing students with high quality teaching instruction. The professional staff's average number of years of experience was 16.8 years. In 2007, 54.6% of the teachers had Master's degrees.

Table 8 provides the staffing ratio at Bland Roberts Elementary, which has maintained a student teacher ratio below the state and district expectations.

Table 8

Staffing Ratios

	2004	2005	2006	2007	2008
Students per Teacher	14	15	16	16	15
Students per Classroom Teacher	16	17	21	18	17
Students per Administrator	259	255	276	301	278

Note. From MODESE (2008).

Process Evaluation

According to Roberts (2010), "the process investigator analyzed the fidelity of implementation of The Instant Word Notebook to ensure that the results were valid and the study was conducted as intended" (p. 6). The process investigator utilized a

triangulation design to determine the impact of The Instant Word Notebook on reading achievement. The triangulation design allowed the investigator to analyze quantitative (Instant Word recognition) and qualitative (classroom observations and teacher interviews) data.

Core Communication Arts

In an effort to ensure a viable and guaranteed curriculum, the study district aligned its curriculum with researched-based instructional materials and various types of assessments. All teachers in the study district, kindergarten through sixth grade, used a reading program from Harcourt Publishers. The publishing company has since changed the name to Houghton Mifflin Harcourt. The study district chose the Harcourt Trophies reading program, which is based on scientifically based reading research. According to Roberts (2010), "the National Reading Panel Report (1999), scientifically based reading research applies rigorous, systematic and objective procedures in order to obtain valid knowledge that pertains to reading development, reading instruction, and reading difficulties" (p. 67). The reading program has embedded the five critical components of reading, which are phonemic awareness, phonics, vocabulary, fluency, and comprehension. Table 9 provides a brief description of each reading component.

Table 9

Component of Reading

Comprehension	The understanding of meaning in text
Fluency	The ability to read with accuracy, and with appropriate rate, expression, and phrasing
Vocabulary	The knowledge of words, their definitions, and context
Phonics	The relationship between written and spoken letters and sounds
Phonemic Awareness	The knowledge and manipulation of sounds in spoken words

Note. From the National Reading Panel Report (1999, as cited in Roberts, 2010).

The study district implemented the 3-Tier Model of reading instruction. Vaughn, Linan-Thompson, and Hickman (2003) developed this process at the University of Texas as a framework for explaining how any reading program can be implemented in a school setting. The 3-Tier Model delivers comprehensive reading instruction for all students from kindergarten through sixth grade. This preventative model is designed to reduce reading difficulties and meet the instructional needs of all learners. This model provides research-based instruction to target interventions that lead to successful reading. In Tier I, all first and second grade students receive their core reading instruction from the classroom teacher. Embedded in the reading instruction are the five critical components of reading. Teachers are trained to differentiate in order to meet the needs of all students. Reading instruction is generally taught within a 90-minute period. Tier II is necessary for students not responding to Tier I efforts. These students are provided supplemental instruction in addition to Tier I. Typically, a reading specialist or classroom teacher works with the students in a small group setting with an instructional focus based on the

monitoring progress. The duration of this instruction varies based on student assessments. Tier III is most appropriate for students not responding to core instruction in Tier I and Tier II efforts. They are provided more intensive, targeted intervention focused on their individual needs. Tier III instruction may extend up to an additional hour a day and the instructional focus is based on student strengths and targets essential skills that will accelerate their learning.

At the time of the study, student movement through the 3-Tier Model was based on assessment data and collaborative grade level team decisions. The assessment tool used to make this determination was the Dynamic Indicators of Basic Early Literacy Skills assessment (DIBELS). Good and Kaminski (1996) created this formative early literacy computer based assessment to identify kindergarten through sixth grade students that may be a risk for reading difficulty. In addition, this assessment is used as a progress-monitoring tool to assess students every two weeks to determine academic growth and progress.

School

During the 2007-2008 school year, Bland Roberts Elementary accommodated 15 classrooms, which consisted of kindergarten through sixth grade. There were two classrooms at each grade level with one multi-age classroom. The total population of Bland Roberts Elementary was 278 students. This enrollment allowed a student to teacher ratio of 18:1. In the 2007- 2008 school year, the school's attendance rate was 95.0%, with a 16.7% mobility rate. According to Hartman (2002), student mobility refers to "students moving from school to school for undetermined reasons. Students that

transfer to different schools frequently have more academic and behavioral problems in school" (p. 227).

Bland Roberts Elementary has consistently maintained an average of 95% attendance rate for the past four years. The school has surpassed the district's average attendance rate of 94% in 2007 and the state attendance average of 94% in 2007. Table 10 provides annual yearly attendance rates for the study district compared with the annual yearly attendance rate.

Table 10

Comparison of Attendance Rates

	2004	2005	2006	2007	2008
District K-12	93	94	93	94	93
District K-8	94	94	94	95	95
Bland Roberts	95.1	95.2	95.1	95.0	95.1

Note. From MODESE (2008).

The daily attendance rate for the 2007-2008 school year for kindergarten through 12th grade was 93%. The daily attendance rate for the 2007-2008 school year for Bland Roberts Elementary was 95.1%, which exceeded the district's average attendance rate. In addition, the daily attendance rate for the first and second grade students who participated in the study was 97%.

Table 11 describes the characteristics of the teachers who participated in The Instant Word Notebook program evaluation. The study involved two first grade classroom teachers and two second grade classroom teachers. All of the teachers received their Bachelor's degrees and pursued college credit hours beyond their Master's

degrees. In addition, teachers were in attendance during 99.5% of the Instant Word professional development training.

Table 11

Characteristics of Teachers Who Participated in The Instant Word Notebook Study

	Grade 1			Grade 2		
	Control	Treatment	Mean	Control	Treatment	Mean
Years of Teaching Experience	21	15	18	33	28	30.5
Years of post-Bachelor Degree	3	4	3.5	2	6	4
Years in Grade 1 and 2	12	6	9	23	15	19
Number of Days absent during study	1	0	.5	0	0	0

Note. From Core Data of Study District (2008).

All of the teachers received professional development training in Marzano et al.'s (2001) instructional strategies during the 2006-2007 school year. These teachers taught Instant Words using their usual teaching strategies including Marzano et al.'s instructional strategies. The Instant Word Notebook incorporated four of Marzano et al.'s nine instructional strategies to reinforce word recognition using The Instant Word Notebook.

Bland Roberts Elementary had embedded several structures into the organization to prioritize student achievement and provide effective teacher instructional strategies. The primary grades consisted of kindergarten to third grade. The students in these classrooms received 90 minutes of uninterrupted reading instruction daily. "Uninterrupted" indicates that minimal disruptions, such as intercom announcements, pullouts for outside resources, assemblies, and field trips, would not occur during

scheduled reading instruction. The 90 minutes of reading instruction was divided into three areas of instruction. The first segment of instruction was oral language. In this section, teachers shared literature that gave students opportunities to listen and respond. An emphasis on phonemic awareness activities is important, and exposes students to sounds in spoken language. The second segment of the reading instruction dealt with Word Work. This portion of the lesson emphasized phonics, spelling, and high frequency words. The last segment of the reading instruction was focused on comprehension, fluency, and independent reading.

The Instant Word Notebook

The Instant Word Notebook is an organized template on landscape-oriented sheets of paper. The notebook provided students with a structure to complete various Instant Word activities. In addition to The Instant Word Notebook, students were provided with a pencil and highlighter marker to complete each activity. The notebook is divided into six sections of 50 Instant Words for a total of 300 words over six weeks. Each week, the students focused on 50 different Instant Words and reviewed the previously taught words. Each page offered ample workspace for the student to record responses. Students were able to copy each word directly underneath the pre-printed Instant Word. Students also wrote sentences using each Instant Word in a designated space next to each word. The space has manuscript lines for students to write two sentences. Instant Words are repetitively listed in columns underneath students' sentences. This list of words allowed students to highlight each word as other students recited their sentences aloud. The Instant Word phrases were listed in separate boxes below the listed words (see Appendix B).

The treatment and control groups received the same reading program during the 90-minute reading block. The control group continued to complete daily oral language activities from the Harcourt Trophies reading program while the treatment group completed The Instant Word Notebook during the daily oral language instructional block. The Instant Word Notebook was an additional 30 minutes of instruction time during daily oral language. It occurred outside of the allotted 90 minutes of reading instruction. For the treatment group, instruction from The Instant Word Notebook occurred during the daily oral language instructional block of time. Teachers were provided professional development on the implementation of The Instant Word Notebook prior to the study. During several grade level meetings, they participated in an orientation of the notebook that included a review of four of Marzano et al.'s (2001) nine instructional strategies. The collaborative team reviewed each component of The Instant Word Notebook and modeled a classroom lesson for the teachers of the treatment group. During the six-week study, all students in the first and second grade were administered the pre and post Instant Word recognition tests. The process investigator examined the data from this test to determine if students' knowledge of Instant Words increased during the implementation of The Instant Word Notebook.

Implementation of The Instant Word Notebook

Both the treatment and control groups were taught Instant Words. The treatment group, which consisted of 43 first and second grade students, was taught Instant Words using The Instant Word Notebook. The control group, which consisted of 42 first and second grade students, was taught Instant Words using the teacher's usual teaching

strategies. All students were given a pretest and posttest of the 300 Instant Words that were identified in The Instant Word Notebook.

The treatment group participated in various activities using Instant Words. The classroom teacher allotted 30 minutes daily to allow students to practice oral language, write sentences with Instant Words, and practice fluency of Instant Words phrases within activities completed in The Instant Word Notebook. The classroom teacher provided feedback to students in The Instant Word Notebook during the six-week period. Five procedural steps were created to implement The Instant Word Notebook study. Implementing The Instant Word Notebook study with fidelity ensured the collaborative team that the study was conducted as intended.

Step one. Instant Word professional development was planned and scheduled for teachers using The Instant Word Notebook. They participated in three 30-minute sessions in preparation of teaching Instant Words using The Instant Word Notebook. The four Marzano et al.'s (2001) instructional strategies and teacher expectations were modeled for the teacher. The collaborative team modeled the components of The Instant Word Notebook, which included segments of sentence writing, oral language, and fluency activities.

Teachers were expected to engage students in Instant Word activities for at least 30 minutes daily during a six-week period. Each teacher was given directions in The Instant Word Notebook that specified daily expectations of teachers, which included data collection, setting focus skills, proximity to students, modeling, guided practice, and parent involvement. Teachers were expected to adhere to the directions in The Instant

Word Notebook during the implementation phase with fidelity to ensure that students received the program as intended by the collaborative team of the study.

Step two. The classroom teachers of the treatment group were given a spreadsheet to record the students' progress. The students' scores reflected their completion of sentence writing, the number of Instant Words recited during oral language exercises and the recognition of Instant Words during fluency activities. In addition, a pretest and posttest were given each week. The test measured students' mastery of the 50 words for that week. The pretest was given on Monday and the posttest was given on Friday. The teacher discussed the scores and set goals with each student (see Appendix G).

Step three. Each student in the treatment group was given The Instant Word Notebook that specified daily activities in three sections, which were sentence writing, oral language activities, and fluency practice with Instant Word phrases. In the first section of The Instant Word Notebook, students were engaged in sentence writing. Each student wrote each word in the box specified. They also wrote a sentence for each of the 10 words each day in their Instant Word Notebook. Students were expected to include a specific Instant Word in each sentence written, and were encouraged to include multiple Instant Words in each sentence. Teachers provided feedback and provided recognition in the form of a sticker placed on the page to indicate completion.

The second section of The Instant Word Notebook dealt with oral language activities. Students had the opportunity to recite their written sentences in front of their peers. The Instant Word phrases were used as sentence starters. As students listened to

their classmates talk, they highlighted the targeted Instant Words in their notebook as they heard them. The teacher checked the students' word recognition chart every day.

The third and final section of The Instant Word Notebook allowed students to work with partners. During this cooperative learning experience, every student was expected to read each word that was embedded in a phrase with automaticity. Hook and Jones (2002) described automaticity as the "fast and effortless word recognition that comes after a great deal of practice" (p. 9). The task should be done effortlessly without any conscious thought such as riding a bike or driving a car. The teacher monitored the students' fluency of Instant Words by observing students working in cooperative groups as they read the Instant Word phrases. In cooperative groups, students alternated reading Instant Word phrases, while the other student provided praise and recognized their effort for the number of phrases the student recited in one minute. They recorded the number of words recited in their Instant Word Notebook.

Step four. The collaborative team collected, evaluated, and analyzed data using various methods. The process investigator evaluated the use of Marzano et al.'s (2001) instructional strategies during the implementation of The Instant Word Notebook. In addition, interviews were analyzed to produce feedback from the study. Through weekly classroom observations, the process investigator monitored the fidelity of implementation of The Instant Word Notebook. The outcome investigator used two instruments to determine the effectiveness of The Instant Word Notebook, the results of the pretest and posttest of the Gates MacGinitie Reading Test and the pre and post Instant Word recognition.

Step five. After the conclusion of the study, the collaborative team conducted an informal interview with the two teachers in the treatment group. The collaborative team chose a central location at the school (conference room) to provide an informal setting that fostered a casual conversation. Open-ended questions were selected to determine teachers' perceptions of The Instant Word Notebook. Five carefully selected standardized open-ended questions framed the 30-minute discussion. To ensure validity, the interview was audio taped during the interview and later transcribed. The collaborative team analyzed the transcription for similar patterns of the responses of one teacher and compared with the responses of the other teacher.

Procedures for Data Collection

In order to determine the effects of The Instant Word Notebook on participants reading progress and Instant Word Recognition immediately after completion of The Instant Word Notebook, a paired sample t-test and independent t-tests for difference in means were conducted separately for the first grade groups (control and treatment) and second grade groups (control and treatment). Gates MacGinitie and Instant Word Recognition test scores were measured at two time points: at the beginning (pretest) and six weeks later at the end of the program (posttest). The pretest and posttest examined students' outcomes on two assessments, which were the Gates MacGinitie reading test and students' outcomes on The Instant Word recognition test. Pretests and posttests were collected for both control groups and treatment groups in first and second grades.

The paired sample t-tests were conducted to examine if the posttest scores were significantly different from the pretest scores in the following groups:

Treatment group at first grade for Gates MacGinitie Reading Assessment

Control group at first grade for Gates MacGinitie Reading Assessment

Treatment group at second grade for Gates MacGinitie Reading Assessment

Control group at second grade for Gates MacGinitie Reading Assessment

Treatment group at first grade for Instant Word Recognition

Control group at first grade for Instant Word Recognition

Treatment group at second grade for Instant Word Recognition

Control group at second grade for Instant Word Recognition

The independent t-tests for difference in means were conducted to test for the mean difference between treatment groups was significantly different from the control group at:

Treatment group at first grade for Gates MacGinitie Reading Assessment

Control group at first grade for Gates MacGinitie Reading Assessment

Treatment group at second grade for Gates MacGinitie Reading Assessment

Control group at second grade for Gates MacGinitie Reading Assessment

Treatment group at first grade for Instant Word Recognition

Control group at first grade for Instant Word Recognition

Treatment group at second grade for Instant Word Recognition

Control group at second grade for Instant Word Recognition

In addition, to test whether the mean increase in Gates MacGinitie and Instant Word Recognition tests between pretests and posttests were significantly different for treatments group from control group, an independent t-test for difference in means was conducted.

Gates-MacGinitie Reading Test

The Gates MacGinitie reading test is a norm-referenced test administered to every student in Grades 1-6 in the study district. The Gates MacGinitie provided a general level of reading achievement for individual students. The study district utilize the scores to organize students in reading placements, assign students, report progress to parents, help teachers plan appropriate instruction, determine teachers' effectiveness, and evaluate effectiveness of instructional programs. The study district analyzed the Gates MacGinitie data and determined there were an alarming percentage of students reading below grade level. In order to determine whether or not The Instant Word Notebook made a difference, the Gates MacGinitie Normal Curve Equivalent scores (NCE) scores were analyzed.

The investigators of this study utilized the Normal Curve Equivalent scores of the Gates MacGinitie to determine statistical significance. The Normal Curve Equivalent or NCE is a way of measuring where a student falls along the normal curve. NCEs divide the distribution of scores of the norming sample into 99 equal units, ranging from a low of 1.0 to a high of 99.0. "A statistically significant change in a student's NCE is approximately five united percentage points" (F. Jadali, personal communication, September 23, 2008). The students' Normal Curve Equivalent (NCE) was determined by measuring students' progress in reading. The student's ranking within the (norming) group was described at successive grade levels. If the reader's total score measures less than three NCEs higher or lower than his/her total score from the prior year, there is at least a 20% probability that the student's reading ability has not progressed. If the reader's score is less than 12 NCEs above or below the prior score, there is still at least a

5% probability that the student's reading ability has not progressed. A student whose reading score is consistent with his prior year's score is progressing in reading at a rate that is normal for students at his or her level of achievement.

Summary

This study investigated the effectiveness of The Instant Word Notebook on word recognition. Randomly selected groups of first and second graders were provided daily instruction of Instant Words using The Instant Word Notebook in an attempt to improve the reading achievement at Bland Roberts Elementary. Through evidence-based activities, 300 Instant Words were taught over a period of six weeks. The sample population consisted of a control group that received the core reading program. In addition, the treatment group received the core reading program and six weeks of Instant Word instruction. The outcome investigator analyzed the data from the outcome measurements in order to determine the impact of The Instant Word Notebook on reading achievement.

Chapter Four: Results

Chapter 4 provides an analysis of results from The Instant Word Notebook. Each investigator of the study analyzed quantitative or qualitative data. For the purpose of this portion of the study, the outcome investigator utilized a comparative analysis to study the quantitative data of The Instant Word Notebook. The outcome investigator analyzed student outcomes by measuring reading progress and word recognition and reported results in a separate document (Roberts, 2010). The Gates MacGinitie reading test and Instant Word Recognition pretest and posttest were evaluated.

The purpose of The Instant Word Study was to analyze the processes and outcomes resulting from the use of The Instant Word Notebook. In this paper, the outcome investigator explored the impact of The Instant Word Notebook on first and second grade students' reading comprehension measured by the Gates MacGinitie reading pretest and posttest. The outcome investigator also evaluated the impact of The Instant Word Notebook on first and second grade students' word recognition of Fry's (2004) 300 Instant Words measured by the Word Recognition pretest and posttest.

Results and Analysis of Data

A comparative analysis was utilized to evaluate the data from The Instant Word Notebook. The researchers focused on the mean difference between the control groups and treatment groups in first grade and second grade. The Instant Word Notebook's effectiveness was determined by the mean difference in word recognition scores of the pretests and posttests of the Instant Word Recognition Tests. This also applied to the Gates MacGinitie scores.

Instant Word Recognition/Null Hypothesis

Students who complete The Instant Word Notebook will not have greater gains in word recognition of Instant Words as measured by the pretest and posttest of The Instant Word Notebook than students who do not complete the Instant Word Notebook.

First grade instant word recognition results. An independent t-test for difference in means was conducted at a confidence level of 95% to test whether in first grade the mean change in Instant Word Recognition scores for the treatment group between the pretest and posttest were significantly different from the control group. The null hypothesis was: First grade students who use The Instant Word Notebook will not have greater gains in word recognition of Instant Words than those who do not, as measured by the pre and post Instant Word recognition test. The mean score for the control group pretest was 54.86 (SD=29.33). The mean score of the control group posttest was 56.90 (SD=55.29). The average change in scores between the pretest score and the posttest score of the control group was 2.05 (SD=3.12). The mean score for the treatment group pretest was 65 (SD=54.9). The mean score of the treatment group posttest was 87.94 (SD=37.65). The average change in scores between the pretest score and posttest score of the treatment group was 22.94 (13.4). Table 12 provides the independent t-test for difference in mean scores for first grade word recognition between the pretest and posttest of treatment and control groups.

The independent t-test for difference in means results indicated rejection of the null hypothesis and that the mean change in scores between pretest and posttest for treatment group was significantly different from the mean change in scores between pretest and posttest for the control group, $t(df=35) = -6.31$, $p = .025$, with the treatment

group achieving higher word recognition. First grade students who completed the Instant Word Notebook exhibited greater gains in word recognition after the six-week Instant Word program. First grade students mastered an average of 20.89 more Instant Words than first grade students who did not complete the Instant Word Notebook.

Table 12

Independent t-test of Mean Change of Scores between Pretest and Posttest of Treatment and Control Groups

Group	Average Change of Scores Between Pretest and Posttest (SD)	Mean Difference	df	t
Control	2.05 (3.12)	20.89	17 .42	-6.31*
Treatment	22.94 (13.4)			

Note. Critical Value 2.110. *p<.05, **p<.01, ***p<.001, ****<.0001.

Second grade instant word recognition results. An independent t-test for difference in means was conducted at a confidence level of 95% to test whether the mean change in second grade word recognition scores between the pretest and posttest for the control group were significantly different in second grade word recognition scores between the pretest and posttest for the treatment group. The null hypothesis was: Second grade students who use The Instant Word Notebook will not have greater gains in word recognition of Instant Words than those who do not, as measured by the pre and post Instant Word recognition tests. The mean score for the control group pretest was 166.75 (SD=99.79). The mean score of the control group posttest was 182.13 (SD=97.56). The mean change in scores between the pretest score and the posttest score of the control group was 15.38 (SD=13). The mean score for the treatment group pretest

was 167.05 (SD=81.66). The mean score of the treatment group posttest was 248.90 (SD=75.51). The mean change in scores between the pretest score and posttest score of the treatment group was 81.86 (43.50). Table 13 presents the results of the Independent t-test for difference in means for Mean Change of Scores between the posttest and pretest for control and treatment groups.

Table 13

Results of Second Grade Independent t-test for Mean Change of Scores between the Pretests and Posttests for Control and Treatment Group

Group	Average Change of Scores Between Pretests and Posttests (SD)	Mean Difference	df	t
Control	15.38 (13)	66.78	35	-2.35*
Treatment	81.86 (43.50)			

Note. Critical Value 2.042. *p<.05, **p<.01, ***p<.001, ****<.000

The independent t-test for mean change of scores between the pretests and posttests for control and treatment group indicated rejection of the null hypothesis and that in second grade, the average change in scores between pretest and posttest for treatment group was significantly different from the average change in scores between pretest and posttest for the control group, t(df=35) = -2.35, p =.025, with the treatment group achieving a greater change.

Students exhibited greater gains in their mastery of Instant Words after the six-week Instant Word program. Second grade students who completed the Notebook mastered an average of 66.78 more words than second grade students who did not complete The Instant Word Notebook.

To further support findings, an independent t-test for word recognition posttest scores between control and treatment groups were conducted at a confidence level of

95% to test whether the mean posttest score for the control group (M = 182.12, SD=97.56, n=16) was statistically different from the posttest score of the treatment group (M= 248.90, SD=75.51, N=21). The independent t-test for Word Recognition Posttest between Treatment Group and Control Group is summarized in Table 14.

The independent t-test for posttest scores concluded there was a significant difference in the posttest scores of the treatment group and control group. However, the mean score for the treatment group was higher than the mean score for the control group. Word Recognition mean test scores for the control group increased from 166.75 Instant Words to 182.13 Instant Words. The mean increase of Instant Word Recognition for the control group was 15.37. The treatment group increased 167.04 to 248.90 Instant Words. The mean increase in Instant Word Recognition for the treatment group was 81.85 Instant Words. Further examination of sample data took into consideration outlier data. Each group included an extremely low score from a student with severe special needs.

Table 14

Grade 2 Independent t-test for Word Recognition Posttest between Treatment Group and Control Group

Group	n	Posttest Mean (SD)	df	t
Treatment	21	248.90 (75.51)	35	-2.35*
Control	16	182.13 (97.56)		

Note. Critical Value 2.042.*p<.05, **p<.01, ***p<.001, ****<.0001

The independent t-test for difference in means was conducted at a confidence level of 95%. The null hypothesis is: Students who complete The Instant Word Notebook will achieve higher post-test scores in word recognition than students who did not complete The Instant Word Notebook. The test resulted in a t-test value of -2.35,

which compared to the critical value of 2.042, indicated that the null hypothesis was rejected. There is a difference in post-test scores when comparing the control group to the treatment group, with the treatment group achieving higher than the control group.

Gates MacGinitie Reading Test/Null Hypothesis 2

Students who complete The Instant Word Notebook will not have greater gains in reading achievement as measured by the Gates MacGinitie Reading Test than students who do not complete The Instant Word Notebook.

First grade Gates MacGinitie reading test results. The mean pretest score for the first grade Gates test for the control group (N=21) was 40.1 (SD=21.2). The mean pretest score for the first grade Gates MacGinitie test for the treatment group (N=17) was 41.7 (SD=17.4). The mean posttest score for the first grade Gates MacGinitie reading test for the control group (N=21) was 48.5 (SD=20.6). The mean posttest score for first grade Gates MacGinitie reading test for the treatment group (N=17) was 64.4 (SD=21.9). Table 15 presented a summary of the mean pretest and mean posttest scores for first grade Gates MacGinitie reading tests, including the mean differences.

A paired sample t-test was conducted at a confidence level of 95% to test whether the mean posttest score of the control group was significantly different from the mean pretest score of the control group. Table 16 presents the results of the paired sample t-test. The results indicate the first grade Gates MacGinitie control group posttest scores was significantly different from the first grade control group Gates MacGinitie pretest scores, $t\ (df=20) = -2.9$, $p = .008$, with the post-test indicating higher achievement.

Table 15

Grade 1 Pretest Scores and Posttest Scores for Gates MacGinitie Reading Test for Treatment Group and Control Group

Group	N	Means (SD)		Mean Difference
		Pretest	Posttest	
Treatment	17	41.7 (17.4)	64.4 (21.9)	22.7 (10.9)
Control	21	40.1 (21.2)	48.5 (20.6)	8.3 (12.9)

The control group had not completed The Instant Word Notebook and the group had made significant gains. The mean pretest score and the mean posttest score of the control group made statistical significant growth without use of The Instant Word Notebook.

Table 16

Grade 1Paired t-test of Control Group Pretest and Posttest Difference

Group	Means (SD)		Mean Difference	df	t
	Pretest	Posttest			
Control	40.14 (21.2)	48.5(20.6)	8.3 (12.9)	20	-2.9*

Note. Critical Value 2.086. *p<.05, **p<.01, ***p<.001, ****<.0001.

A paired sample test t-test was conducted at a confidence level of 95% to test whether the mean first grade Gates MacGinitie posttest scores of the treatment group was significantly different from the mean first grade Gates pretest score. The null hypothesis

was: After completion of The Instant Word Notebook, reading achievement will not improve as measured on the Gates MacGinitie test. The mean pretest score for the treatment group was 41.7 (SD=17.4). The mean posttest score for the treatment group was 64.4 (SD=21.9). The mean difference score of the pretest and posttest was 22.65 (SD=10.98). The results indicate rejection of the null hypothesis for the treatment group, and that the first grade Gates MacGinitie mean posttest scores were significantly different from the first grade Gates pretest score, t(df=16) = - 8.51, p =.000, with the mean post-test score indicating higher achievement. The treatment group had completed The Instant Word Notebook and the group had made significant gains (see Table 17).

Table 17

Grade 1 Paired t-test of Treatment Group for Gates MacGinitie Pretest and Posttest Difference

Group	Means (SD)		Mean Difference	df	t
	Pretest	Posttest			
Treatment	41.7 (17.4)	64.4 (21.9)	22.65(10.9)	16	8.51

Note. Critical value 2.120. *p<.05, **p<.01, ***p<.001, ****<.0001.

Both the treatment group and control group had made statistically significant growth from pretest to posttest. The treatment group and the control group received 90 minutes of reading instruction daily. It is suspected that both groups would make gains because of reading instruction. The investigators conducted additional testing to determine if use of The Instant Word Notebook had impacted reading progress beyond the 90 minutes each school day of reading instruction.

An independent t-test for difference in means was conducted at a confidence level of 95% to test whether the pretests scores for the control group (M = 40.1, SD=21.2,

N=21) were statistically different from the pretest scores of the treatment group (M= 41.7647, SD=17.43, N=17). The null hypothesis was: First grade students who use The Instant Word Notebook will not have greater average pretest scores in reading achievement than those who do not, as measured by the pre Gates MacGinitie test. Table 17 presents the results of the independent t-test for difference in means. The independent t-test results indicated no rejection of the null hypothesis and that the pretests scores for the control group were not significantly different from the pretest scores of the treatment group, t(df=36) = -2.54, p =.801 (see Table 18). There was no statistical significant difference in pretest scores between the students who were going to complete The Instant Word Notebook and those students who were not going to complete the Notebook.

Table 18

Grade 1 Independent t-test for Pretest Gates MacGinitie Scores between Treatment Group and Control Group

Group	n	Pretest Mean (SD)	df	t
Treatment	17	41.7(17.4)	36	-.254
Control	21	40.1(21.2)		

Note. Critical value 2.042. *p<.05, **p<.01, ***p<.001, ****<.0001.

An independent t-test for difference in means was conducted at a confidence level of 95% to test whether the mean Gates MacGinitie first grade posttest score for the control group (M = 48.5, SD=20.6, N=21) was significantly different from the mean Gates MacGinitie posttest score of the treatment group (M= 64.41, SD=21.9, N=17). The null hypothesis was: First grade students who use The Instant Word Notebook will not have greater average posttest scores in reading achievement than those who do not, as measured by the post Gates MacGinitie test. Table 19 summarizes the mean posttest

scores of the first grade tests for the treatment group and control group. The independent t-test for difference in means results indicated rejection of the null hypothesis and that the mean posttest scores for the control group was significantly different from the posttest scores of the treatment group, t(df=36) = -2.34, p =.027, with the treatment group achieving a higher score. The independent t-test for difference in means indicated there was a difference in the scores of students who completed the six-week Instant Word Notebook and those who did not. Further testing examined the difference in progress of the Gates MacGinitie reading test scores for those students who completed The Instant Word Notebook in comparison to those first grade students who did not complete The Instant Word Notebook.

Table 19

Grade 1 Independent t-test for Posttest Gates MacGinitie Scores between Treatment Group and Control Group

Group	n	Posttest Mean (SD)	df	t
Treatment	17	64.41 (21.9)	36	-2.34*
Control	21	48.5 (20.6)		

Note. Critical value 2.042. *p<.05, **p<.01, ***p<.001, ****<.0001.

An independent t-test for difference in means was conducted at a confidence level of 95% to test whether the mean change in scores between the pretest and posttest were significantly different for the control group (M = 8.3, SD=12.99, N=21) and treatment group (M= 22.65, SD=10.99, N=17). The null hypothesis was: First grade students in both the treatment and control groups who use The Instant Word Notebook will not have greater gains in scores in reading achievement than those who do not, as measured by the pre and post Gates MacGinitie test. The mean score for the control group pretest was

40.14 (SD=21.2). The mean score of the control group posttest was 48.5 (SD=20.6). The mean change in scores between the pretest score and the posttest score of the control group was 8.3 (SD=12.9). The mean score for the treatment group pretest was 41.7 (SD=17.4). The mean score of the treatment group posttest was 64.4 (SD=21.9). The mean change in scores between the pretest score and posttest score of the treatment group was 22.65 (10.99). Data of each of the independent t-tests for difference in means, treatment and control groups, for mean change of scores between pre- and post-tests, for first grade Gates MacGinitie is presented in Table 20.

Table 20

Grade 1 Gates MacGinitie Independent t-test for Average Change of Scores between Pretest and Posttest for Control and Treatment Group

Group	Means (SD)		Mean Difference	df	t
	Pretest	Posttest			
Control	40.14	48.5	8.3	20	-2.9*
	(21.2)	(20.6)	(12.9)		
Treatment	41.7	64.4	22.65	16	-8.51*
	(17.4)	(21.9)	(10.99)		

Note. *p<.05, **p<.01, ***p<.001, ****<.0001.

The results of the independent t-tests for difference in means between first grade Gates MacGinitie pre and posttests indicated rejection of the null hypothesis in each case and supported that the change in scores between pretest and posttest for treatment group and control group indicated significant gains (control: t[df=35] = -2.9, p =.00; treatment: t[df=35] = -8.51, p =.00). The average score of the Gates MacGinitie would be 8.3 points

without the program and 22.6 points with the program. The results indicated students' reading performance increased after use of The Instant Word Notebook.

Second grade Gates MacGinitie reading test. The mean pretest score for the control group (N=16) was 54.38 (SD=16.73). The mean pretest score for the treatment group (N=21) was 45.95 (SD=16.76). The mean posttest score for the control group (N=16) was 59.44 (SD=19.32). The mean posttest score for the treatment group (N=21) was 58.81 (SD=18.32). Table 21 illustrates the mean pretest and mean posttest scores for second grade Gates MacGinitie reading tests.

A paired test t-test was conducted at a confidence level of 95% to test whether the mean second grade Gates MacGinitie posttest scores of the control group was significantly different from the mean second grade Gates MacGinitie pretest scores of the control group. The mean pretest score was 54.37 (SD=16.72). The mean posttest score was 59.43 (SD=19.32). The mean difference score of the pretest and posttest was 5.06 (SD=4.35).

Table 21

Grade 2 Gates MacGinitie Pretest Scores and Posttest Scores for Treatment Group and Control Group

Group	N	Means (SD)		Mean Difference
		Pre-test	Post-test	
Treatment	16	45.95 (SD=16.76)	58.81 (18.32)	12.85 (7.06)
Control	21	54.38 (SD=16.73)	59.44 (19.32)	5.06 (4.35)

The null hypothesis was, Second grade students who do not use The Instant Word Notebook will not have greater gains in scores in reading, as measured by the pre and post Gates MacGinitie tests. The results indicated rejection of the null hypothesis in the control group, the second grade Gates MacGinitie posttest score was significantly different from the second grade Gates MacGinitie pretest score, t(df=20) = -4.64, p =.000. The control group had not completed The Instant Word Notebook and the group had made significant gains. The mean pretest score and the mean posttest score of the control group indicated significant growth without use of The Instant Word Notebook.

A paired sample t-test was conducted at a confidence level of 95% to test whether the mean second grade Gates MacGinitie posttest scores of the treatment group was significantly different from the mean second grade Gates MacGinitie pretest score of the treatment group. The null hypothesis was, Second grade students who use The Instant Word Notebook will not have greater gains in scores in reading, as measured by the pre and post Gates MacGinitie tests. The mean pretest score was 45.95 (SD=16.76). The mean posttest score was 58.81 (SD=18.32). The mean difference score of the pretest and posttest was 12.85 (SD=7.06). Table 22 illustrated the results of the paired sample t-tests for the both the treatment and control groups when comparing pretest to posttest scores. The results indicated rejection of the null hypothesis in the treatment group, the second grade Gates MacGinitie posttest score was significantly different from the second grade Gates MacGinitie pretest score, t(df=20) = - 8.33, p =.000. The treatment group had completed The Instant Word Notebook and the treatment group had made statistically significant gains from the pretest to the posttest.

Table 22

Grade 2 Paired t-test of Treatment Group and Control Group Pretest and Posttest Difference

Group	Means (SD)		Mean Difference	df	t
	Pretest	Posttest			
Control	54.37 (16.72)	59.43 (19.32)	5.06 (4.35)	15	-4.64*
Treatment	45.95 (16.76)	58.80 (18.32)	12.85 (7.06)	20	-8.33*

Note: *p<.05, **p<.01, ***p<.001, ****<.0001

The mean pretest score and the mean posttest score of the control group indicated statistically significant growth without use of The Instant Word Notebook. Additionally, the mean pretest score and the mean posttest score of the treatment group were also significantly different. The investigator had proven that there were statistical differences in the pretest and posttest scores. The treatment group and the control group received 90 minutes of reading instruction daily. It is suspected that both groups would make gains because of reading instruction. The investigators conducted further tests to determine if The Instant Word Notebook had impacted reading progress beyond the variable of 90 minutes of reading instruction.

An independent t-test for difference in means was conducted at a confidence level of 95% to test whether the second grade Gates MacGinitie pretests scores for the control group (M = 54.37, SD=16.72, N=16) were significantly different from the second grade Gates MacGinitie pretest scores of the treatment group (M= 45.95, SD=16.76, n=21). The null hypothesis was: Second grade students who use The Instant Word Notebook will not have greater average pretest scores in scores in reading achievement than those who do not, as measured by the pre Gates MacGinitie test. The independent t-test for

difference in means results indicated no rejection of the null hypothesis and that the pretests scores for the control group were not significantly different from the pretest scores of the treatment group, t(df=35) = 1.526, p =.139. There was no statistically significant difference in pretest scores between the students who were going to complete The Instant Word Notebook and those students who were not going to complete the Notebook.

An independent t-test for difference in means was conducted to test whether the mean posttest score for the second grade Gates MacGinitie control group (M = 59.43, SD=19.32, n=16) was statistically different from the posttest score of the treatment group (M= 58.80, SD=18.32, N=21). The null hypothesis was: Second grade students who use The Instant Word Notebook will not have greater average posttest scores in scores in reading achievement than those who do not, as measured by the post Gates MacGinitie test. Table 23 provides the results of second grade independent t-test for difference in means for posttest between treatment group and control group. The independent t-test for difference in means results indicated rejection of the null hypothesis and that the mean posttest scores for the control group was significantly different from the posttest scores of the treatment group, t(df=36) = -2.34, p =.027, with the control group achieving a higher mean. The investigator determined there was a difference in the second grade treatment group score from the control group after completion of The Instant Word Notebook. Further testing allowed the investigator to measure and compared the progress made by the treatment and control group.

Table 23

Grade 2 Independent t-test of Treatment Group and Control Group Posttest Difference

Group	n	Posttest Mean (SD)	df	t
Treatment	16	58.80 (18.32)	35	-2.34*
Control	21	59.43 (19.32)		

Note. Critical value 2.042. *p<.05, **p<.01, ***p<.001, ****<.0001

An independent t-test for difference in means was conducted at a confidence level of 95% to test whether the second grade mean change in scores between the pretest and posttest were significantly different for the control group (M = 5.06, SD=4.35, n=16) and treatment group (M= 12.85, SD=7.06, n=21). The null hypothesis was: Second grade students who use The Instant Word Notebook will not have greater gains in scores in reading achievement than those who do not, as measured by the pre and post Gates MacGinitie test. The mean score for the control group pretest was 54.37 (SD=16.72). The mean score of the control group posttest was 59.43 (SD=19.32). The mean change in scores between the pretest score and the posttest score of the control group was 5.06 (SD=4.35). The mean score of the treatment group posttest was 58.80 (SD=18.32). The mean score of the treatment group pretest was 45.95 (SD=16.76). The change in scores between the pretest score and posttest score of the treatment group was 12.85 (SD=7.06).

The independent t-test for difference in means results indicated rejection of the null hypothesis and that the average change in second grade Gates MacGinitie scores between pretest and posttest for treatment group was significantly different from the average change in scores between second grade Gates MacGinitie pretest and posttest for the control group, t(df=35) = -3.87, p =.00, with the treatment group achieving a greater gain. Table 24 presents the independent t-test for difference in means of the mean change

between the treatment group and control group. The Gates MacGinitie scores would increase 5.06 points without the program and 12.85 points with the program. Students' reading performance increased after use of The Instant Word Notebook.

Table 24

Grade 2 Independent t-test for Difference in Means of the Average Change of Scores between Pretests and Posttests for Control and Treatment Group

Group	Average change of scores between pretest and posttest (SD)	Mean Difference	df	t
Control	5.06 (4.35)	7.79	35	- 3.87*
Treatment	12.85 (7.06)			

Note: Critical value 2.042. *p<.05, **p<.01, ***p<.001, ****<.0001.

Summary

The results of the analyses provided preliminary information about the effectiveness of explicit instruction of Instant Words. Both groups had been receiving 90 minutes of core reading instruction every day. This daily instruction is expected to have some impact on the control group and treatment group's reading achievement and word recognition. In addition to core reading instruction, the treatment groups in first and second grades received a six-week intervention of The Instant Word Notebook. The amount of reading and Instant Word growth were measured by the investigator in order to determine the direct impact of The Instant Word Notebook.

Research supports that mastery of Fry's (2004) 300 Instant Words will increase students' reading ability. This theory, along with the intervention of The Instant Word Notebook, required analyses of the Instant Word Recognition Data and analyses of the Gates MacGinitie reading test. The investigators conducted several statistical tests and

investigated each dependent variable separately. The investigators analyzed the Instant Word Recognition scores to determine if students were learning more Instant Words with the ultimate goal of increasing reading proficiency. After it was determined that students had increased Instant Words, the Gates MacGinitie scores were analyzed to determine if reading achievement had improved after use of Instant Word Notebook. The investigators determined completion of the Notebook increased Gates MacGinitie scores and word recognition scores.

At the first grade, the initial Word Recognition tests indicated the pretests scores of the treatment and control group were similar, distributed evenly. Alarmingly, the posttest scores of the treatment group and control group were different, yet the statistical test did not find the posttest scores of the treatment group be significantly different from the control group. The control group scores increased 54 to 56. The treatment group increase 56 to 87. The mean increase in Word Recognition test scores was 22 for the treatment group in comparison to two for the control group. The mean increase in scores for the treatment group was statistically significantly higher than the mean increase in scores for the control group. The investigators suspect a type 2 error, possibly due to small population size. A further test measured the progress each group made and compared the difference of change in scores. The Instant Word Notebook made a significant difference in the amount of words students master after completion of Instant Words. Students in first grade mastered 20.89 more words than students who did not complete The Instant Word Notebook. This finding is consistent with research that supports explicit instruction of vocabulary. Surprising data appeared for the second grade the Word Recognition results. Baseline data was determined from the pretest

scores, which were expected results. Interestingly, the posttest scores of the control group were not significantly different from the posttest scores of the treatment group. The investigators were puzzled by the findings because of the distinct differences in scores of the posttests. They studied the data further and determined there were two scores that were outliers that skewed the data. When the two scores were removed the posttest scores of the control group were statistically different from the treatment group. The control group scores increased 166.75 to 182.12.

The mean difference of scores between the pretest and posttest of the treatment group was significantly different from the pretest and posttest scores of the control group. The mean increase in Word Recognition test scores for the control group was 15.37 words. The treatment group increased 167.04 to 248.90. The mean increase in Word Recognition test scores for the treatment group was 81.85 words. The investigators continued to conduct tests and discovered the difference of changes in scores of the pretest and posttest of the control group and treatment group were statistically significant. The Instant Word Notebook made a significant difference in students' progress of Instant Words from the pretest to the posttest. This finding is consistent with research that supports explicit instruction of vocabulary.

At first grade, it appeared that the completion of The Instant Word Notebook increased reading performance as measured by the Gates MacGinitie. At the pretest level there was no statistical significance which was expected. At the posttest level, both the control group and treatment group increased. The investigators expect the control group increased because of basic response to general exposure of Instant Words during reading

instruction. Students in the treatment group made greater gains than the students who did not complete The Instant Word Notebook.

At second grade, it appeared that the completion of The Instant Word Notebook increased reading performance. The pretest Gates MacGinitie scores were significantly different as expected. Additionally, the posttest Gates MacGinitie scores were statistically significant. The investigators also considered the outlier scores in the normal distribution. Scores of two students were significantly lower than the rest of the group. However, the difference of change in scores was statistically significant. It appears that completion of The Instant Word Notebook will increase students' reading scores by 12. All tests measuring students' progress indicated there were statistical differences between the control and treatment groups. Students in first and second grades made greater gains in reading achievement and Instant Word mastery after completion of the Instant Word Notebook. Some grades appeared to exhibit greater gains than other grade levels. Second grade treatment group made substantial Instant Word mean gains (66.48 Instant Words) in comparison to first grade (20.89 Instant Words). First grade students appeared to make greater gains in Gates MacGinitie reading test. These are findings that require more tests and further research.

Chapter Five: Discussion, Summary and Recommendations

Introduction

The investigators created The Instant Word Notebook to provide an instructional tool that would increase students' mastery of Instant Words. Two aspects of this Instant Word Notebook program were evaluated by the collaborative team: the process (qualitative) and the outcomes (quantitative). Teachers used The Instant Word Notebook to teach and assess Instant Words with first and second grade students at Bland Roberts Elementary.

Prior to the study, a disproportionate number of students were reading below grade level on the Gates MacGinitie and Missouri Assessment Program. To address this problem, the school board directed all first and second grade students to master Fry's (2004) 300 Instant Words. The district determined mastery as being able to recognize every word. At Bland Roberts Elementary, the collaborative team determined that teachers were exposing students to the Instant Words, but had no systematic process for teaching and assessing students for Instant Words mastery. The collaborative team wanted to ensure that students mastered Fry's Instant Words in order to increase their reading achievement. The hypotheses of The Instant Word Study were (1) Students who use The Instant Word Notebook will have greater gains in word recognition of Instant Words than those who do not, as measured by the pre and post Instant Word recognition test and (2) After completion of The Instant Word Notebook, reading achievement would improve as measured on the Gates MacGinitie test.

In an effort to increase reading outcomes of students, the collaborative team included a selected group of first and second grade students from Bland Roberts

Elementary to participate in The Instant Word Notebook study. First and second grade teachers implemented The Instant Word Notebook as specifically directed for six weeks. Students were provided instruction on Fry's (2004) 300 Instant Words. The control group and treatment group continued to receive the same core reading program.

The collaborative team evaluated the effectiveness of The Instant Word Notebook by examining its process and outcome. The outcome investigator, author of this report, analyzed the quantitative data and the process investigator analyzed the qualitative data. More specifically, the outcome investigator analyzed student reading outcomes on the Gates MacGinitie reading test and Instant Word Recognition pretest and posttest were evaluated. Quantitative and qualitative data were utilized by the collaborative team to determine the effectiveness of The Instant Word Notebook on reading achievement and Instant Word recognition. The collaborative team evaluated the effectiveness of The Instant Word Notebook by examining its processes and outcomes.

Review of Methodology

A program evaluation was utilized by the collaborative team to determine the impact of The Instant Word Notebook on reading achievement. The triangulation design, both quantitative (Instant Word recognition) and qualitative (classroom observations and teacher interviews) data provided the collaborative team with information to determine the impact of The Instant Word Notebook on reading achievement. The investigators randomly selected first and second grade students at Bland-Roberts Elementary School to participate in The Instant Word Notebook. This diverse group of students consisted of a treatment group and a control group at each grade level. The purpose of The Instant Word Notebook was to increase reading achievement as measured by Gates MacGinitie

and increase instant word recognition as measured by the Instant Word Recognition Tests. Each group of first and second grade students was given the pre and post Gates MacGinitie Reading test and Instant Word Recognition test. Over a six week period, students and teachers engaged in The Instant Word Notebook. Students interacted with 300 Instant Words through a series of concise activities that focused on writing, oral language, and four of Marzano et al.'s (2001) nine instructional strategies.

According to Roberts (2010), "the process investigator analyzed the fidelity of implementation of The Instant Word Notebook to ensure that the results were valid and the study was conducted as intended" (p. 53). The outcome investigator analyzed data of the treatment group of students' Instant Word recognition after using The Instant Word Notebook and compared it to the data of the control group students' Instant Word recognition that had not used The Instant Word Notebook.

The outcome investigator made conclusions based on the results of the independent t-tests and paired t-tests from the Instant Word pretest and posttest and the Gates MacGinitie Reading fall test and spring test. The outcome investigator analyzed separate results from first grade students and second grade students. Each grade level had a set of data to analyze. All tests measuring students' reading progress indicated there were statistical differences between the control and treatment groups.

Discussion of the Results

The outcome investigator made conclusions based on the results of the independent t-test for difference in means and paired sample t-tests from the Instant Word pretest and posttest and the Gates MacGinitie Reading fall test and spring test. The outcome investigator analyzed separate results from first grade students and second grade

students. Each grade level had a set of data to analyze. All tests measuring students' reading progress indicated there were statistical differences between the control and treatment groups.

Students in first and second grades made greater gains in Instant Word mastery after completion of The Instant Word Notebook. In first grade, the control group's instant word recognition mean score increased from 54 (pretest) to 56 (posttest) words. The treatment group instant word recognition mean score increased from 56 (pretest) to 87 (posttest). The mean increase in Word Recognition test scores was 22 words for the treatment group in comparison to two words for the control group. The mean increase in scores for the treatment group was statistically significantly higher than the mean increase in scores for the control group. The Instant Word Notebook made a significant difference in the amount of words students master after completion of Instant Words. Students in first grade mastered 20.89 more words than students who did not complete The Instant Word Notebook. In second grade, the mean increase in Word Recognition test scores for the control group was 15.37 words. The treatment group increased 167.04 (pretest) to 248.90 (posttest). The mean increase in Word Recognition test scores for the treatment group was 81.85 words. The collaborative team compared the average difference in scores of the treatment group's treatment and control group and the difference in scores of the control group's treatment and control group. The outcome investigator discovered the difference of average change from the treatment group and control group. The Instant Word Notebook made a significant difference in second grade students' progress in Instant Words from the pretest to the posttest. These findings are

consistent with Boote, (2006)and Hart and Risley (1995) that support explicit instruction of vocabulary.

Students in first and second grades made greater gains on the Gates MacGinitie after completion of The Instant Word Notebook. In first grade, the results of the independent t-test for first grade Gates MacGinitie mean change indicated that the change in scores between first grade Gates MacGinitie pretest and posttest for treatment group was statistically significantly different from the mean change in scores between pretest and posttest for the control group, $t(df=35) = -3.68$, $p = .00$. The average score of the Gates MacGinitie would be 8.3 points without the program and 22.6 points with the program. The results indicated students' reading performance increased after use of The Instant Word Notebook. In second grade, the results of the independent t-test results indicate that the average change in second grade Gates MacGinitie scores between pretest and posttest for the treatment group was significantly different from the mean change in scores between second grade Gates MacGinitie pretest and posttest for the control group, $t(df=35) = -3.87$, $p = .00$. At second grade, the Gates MacGinitie reading test scores have changed from 54.37 at pretest to 59.43 at posttest for the control group. The mean increase in Gates MacGinitie reading test scores was 5.06. For the treatment group, the Gates MacGinitie reading scores changed from 45.95 at pretest to 58.80 at posttest. The mean increase in Gates MacGinitie reading scores was 12.85. The Gates MacGinitie scores would increase 5.06 points without the program and 12.85 points with the program. Students' reading performance increased after use of The Instant Word Notebook.

The outcome investigator concluded that both treatment groups made Instant Word Recognition gains because students received explicit Instant Word instruction with careful monitoring of the fidelity of teacher implementation. A component of The Instant Word Notebook was that teachers set a clear and precise learning goal for students each day. The Instant Word Notebook integrated Marzano et al.'s (2001) instructional strategies and research based writing and oral language strategies. The exchange of positive reinforcement allowed students to receive feedback and monitor their progress. Parents and students were engaged in The Instant Word Notebook with the use of homework and practice. Significant progress was made after implementing The Instant Word Notebook in the first and second grade at Bland Roberts Elementary. The results from the Instant Word study present promising data about the impact of explicit instruction of Instant Words when implementing the components of The Instant Word Notebook.

Research Findings

The investigators worked collaboratively to evaluate the outcomes and process of The Instant Word Notebook. According to Roberts (2010), the process investigator used a triangulation design consisting of mixed-methodologies. Fraenkel and Wallen (2006) stated, "In a triangulation design, the researcher simultaneously collects both quantitative and qualitative data, compares the results, and then uses those findings to see whether they validate each other" (p. 443).

There were significant findings in The Instant Word Notebook study. All tests measuring students' progress indicated that there were statistical differences between the

control and treatment groups in the first grade sample population and the second grade sample population.

Roberts (2010), determined through the use of the triangulation of research design, findings from The Instant Word Study implied that fidelity of implementation and teacher perceptions had an positive impact on the increase Instant Word recognition for students that participated in The Instant Word Notebook study.

Null Hypothesis #1. Students who use The Instant Word Notebook will not have greater gains in word recognition of Instant Words than those who do not, as measured by the pre and post Instant Word recognition tests.

Students in first and second grades made greater gains in Instant Word mastery after completion of The Instant Word Notebook. In first grade, the control group and treatment group recognized a mean of 55 Instant Words on the pretest. However, the treatment group recognized a mean of 22 more words on the posttest and the control group only recognized a mean of two more words on the posttest. In second grade, the control group recognized a mean of 15.37 more Instant Words on the posttest and the treatment group recognized an amazing 81.85 more words on the posttest. Second graders appeared to exhibit greater word recognition mean gain than first graders.

Further tests were completed to support the findings. At the first grade, the initial Word Recognition tests indicated the pretest scores of the treatment and control group were similar, distributed evenly. Alarmingly, the posttest scores of the treatment group and control group were different, yet the statistical test did not find the posttest scores of the treatment group to be statistically significantly different from the control group. The control group's mean scores increased from 54 to 56. The treatment group's mean scores

increased from 56 to 87. The mean increase in Word Recognition test scores was 22 for the treatment group in comparison to two for the control group. The mean increase in scores for the treatment group was statistically significantly higher than the mean increase in scores for the control group. Another test, the paired t-test, measured the difference within each group, control group, and a separate measurement for both treatment groups. This occurred to determine a statistical difference between groups of students. Students in first grade mastered 20.89 more words than students who did not complete The Instant Word Notebook. This finding is consistent with research from Hart and Risley (1995) that encourages early mastery of high frequency words.

Surprising data appeared in the second grade Word Recognition results. Baseline data was determined from the pretests scores, which were expected results. Interestingly, the posttest scores of the control group were not statistically significantly different from the posttest scores of the treatment group. The investigators were puzzled by the findings because there was a distinct difference in scores of the posttests when you compared the mean scores, yet the scores between the treatment group and control group posttests were not statistically different. The control group's mean score increased from 166.75 to 182.12. The mean increase in Word Recognition test scores for the control group was 15.37 words. The treatment group's mean score increased from 167.04 to 248.90. The mean increase in Word Recognition test scores for the treatment group was 81.85 words. The investigator studied the data further and determined that there were two outlier scores that skewed the data. Although the average posttest scores of the treatment and control groups were not significantly different, the difference in the growth made by students in the treatment and control group was statistically significant. The Instant

Word Notebook made a significant difference in students' progress in Instant Words from the pretest to the posttest. This finding is consistent with Graves (2006) who suggested that students with deficient word knowledge must be provided an immediate intervention in order perform at the same level as other students who are reading at grade level.

Null Hypothesis # 2. After completion of The Instant Word Notebook, reading achievement will not improve as measured on the Gates MacGinitie test.

Data from the Gates MacGinitie reading tests supported the effectiveness of The Instant Word Notebook. The results of the independent t-test for first grade Gates MacGinitie mean change indicated that the change in scores between pretest and posttest for the treatment group was statistically significantly different from the mean change in scores between pretest and posttest for the control group, $t(df=35) = -3.68$, $p = .00$. The average score of the Gates MacGinitie would increase 8.3 points without the program and 22.6 points with the program. The results indicated students' reading performance increased after use of The Instant Word Notebook.

The results from the independent t-test indicate that the mean change in second grade Gates MacGinitie scores between pretest and posttest for treatment group was statistically significantly different from the mean change in scores between second grade Gates MacGinitie pretest and posttest for the control group, $t(df=35) = -3.87$, $p = .00$. The average reading score of the Gates MacGinitie scores would increase 5.06 points without the program and 12.85 points with the program. Students' reading performance increased after they completed the activities outlined in the Instant Word Notebook. At the first grade level, it appears that the completion of The Instant Word Notebook increased reading performance as measured by the Gates MacGinitie. At the pretest level there was

no statistical significance, which was expected. At the posttest level, both the control group and treatment group increased. The investigators expect the control group increased because of basic response to general exposure of Instant Words during reading instruction. Students in the treatment group made greater gains than the students who did not complete The Instant Word Notebook.

At the second grade level, it appeared that the completion of The Instant Word Notebook increased reading performance. The pretests Gates MacGinitie scores were not significantly different as expected. Additionally, the posttest Gates MacGinitie scores were not statistically significant. The collaborative team suspects there was no statistical significance because of the outlier scores in the normal distribution. Scores of two students were significantly lower than the rest of the group. However, the difference in change of scores was statistically significant. It appears that completion of The Instant Word Notebook increased students' reading score by 12.

All tests measuring students' progress indicated there were statistical differences between the control and treatment groups. Students in first and second grades made greater gains in reading achievement and Instant Word mastery after completion of The Instant Word Notebook. Some grades appeared to exhibit greater gains than other grade levels. Second grade treatment group made substantial Instant Word mean gains (66.48 Instant Words) in comparison to first grade (20.89 Instant Words). First grade students appeared to make greater gains in the Gates MacGinitie reading test.

The Instant Word study provided evidence to support the effectiveness of The Instant Word Notebook on Instant Word recognition when it is supplemented with a research-based reading manual. The Instant Word Notebook was an additional

component to the reading program for the treatment groups at Bland Roberts School. Students in the treatment groups were provided explicit instruction of Instant Words every day for six weeks. There was a correlation between mean Instant Word recognition scores and Instant Word instruction with the use of The Instant Word Notebook. Both first and second grade students increased mean posttests scores significantly.

Connection to Literature

A review of relevant research literature initially provided relevant information for the creation of The Instant Word Notebook. In order to conduct a program evaluation on this innovative tool, the collaborative team reviewed the research literature on four topics: science of reading, creation of an instructional tool, sustaining change, and program evaluation. The study findings are related to the review of relevant research in the following discussion.

The science of reading was embedded throughout The Instant Word Notebook. A key focus in the science of reading was visual and nonvisual information. Smith (2004) defined visual information as reading that involves interaction between the eyes and the brain. Kolers (1967) defined nonvisual information as reading accomplished by integrating everything around us into meaning. Knowing that the reader scaffolds words to sensory-based memory, The Instant Word Notebook was developed with activities that focused on sounds, oral language, writing, listening, and speaking. The collaborative team built activities into The Instant Word Notebook for the students to retrieve and create visual and nonvisual experiences as they learn the Instant Words. The science of reading describes how the reader connects prior knowledge and experiences with new text which provides both visual and nonvisual information. Smith (2004) supported

activities in The Instant Word Notebook with his theory of reading begins before you see the text. Smith (2004) and Young (1986) agreed knowledge of the words in the language is essential in order to read, but you will not always find it in the text. The reader must have information stored "behind the eyeballs" (p. 23). The creators of The Instant Word Notebook developed activities that would allow reader to use prior knowledge to help them connect to the text.

The research literature on creativity and innovation was reviewed by the collaborative team. The collaborative team incorporated the three fundamentals of innovation in the process of creating The Instant Word Notebook. According to Kelley (2001), the three fundamentals of innovation are prototyping, brainstorming, and observing. The collaborative team created several prototypes of the Notebook and brainstormed activities that would connect with four of Marzano et al.'s (2001) nine instructional strategies. First, the collaborative team developed a *prototype* of their idea by identifying essential components and creating a template for students. Second, the collaborative team *brainstormed* with classroom teachers and reading specialists to capture their suggestions on the format of The Instant Word Notebook and important information needed in The Notebook. The collaborative team created a prototype and the teachers and specialists brainstormed recommendations until The Instant Word Notebook was acceptable by the team. Third, the collaborative team *observed* teachers implementing The Instant Word Notebook and used the observation data to improve the Notebook and the process of implementing it. Recommendations by teachers were to make binding more durable, enlarge writing space for first grade, and allow the learning goals to include mastery of Instant Words and a language goal for the sentence of writing

component. Perhaps attending to all three fundamentals of innovation allowed the collaborative team to create an effective instructional tool for Instant Word mastery.

A reviewed of the research literature on the impact of sustaining change guided the collaborative team to the importance of professional development and instructional strategies. Sustaining change results from shared decision-making, collaborative efforts, and building a level of trust throughout the process. The collaborative team wanted to make sure The Instant Word Notebook had a long-term impact on student outcomes and teacher behaviors. Teachers and the reading specialists engaged in *shared decision-making* during the creation and implementation of The Instant Word Notebook. *Trust* was also gained as teachers and specialists *collaborated* with the collaborative team. Sustaining the implementation of The Instant Word Notebook in first and second grade with fidelity was crucial for Instant Word recognition and teachers' use of research based instructional strategies.

The collaborative team integrated four of the nine Marzano et al. (2001) instructional strategies during professional development training. The four instructional strategies were providing feedback, homework and practice, reinforcing effort and setting objectives. Changing and sustaining new teacher behaviors during instruction was essential to improving student achievement. Teachers were given opportunities to study strategies, practice the strategies while using The Instant Word Notebook, and receive feedback. Teachers' professional development experience allowed them to implement the Notebook with fidelity and efficacy, while at the same time increasing their repertoire of instructional strategies.

Implication of the Findings

The results of the study further validate the urgency of literacy instruction for Instant Word recognition. Students need explicit evidence-based instruction of Instant Words in order to master 300 Instant Words by the end of second grade. Illustratively, when the collaborative team created The Instant Word Notebook, they hypothesized that first and second grade students would competently master 300 Instant Words by the end of the study. The data did not support the collaborative team's hypothesis. The first grade treatment group initially recognized an average of 76 Instant Words at the end of the study. Although the district established a learning goal of 300 Instant Words for first grade students, the collaborative team recommended different learning goals for each grade level. Different learning goals were set for students in first and second grades. Second grade students would be expected to recognize 300 words.

As noted in the review of literature, readers increase comprehension when they can read the text fluently. Instant Words comprise at least 65% of any text. Hence, when readers recognize Instant Words they are able to focus on decoding more difficult words. Therefore, Instant Word mastery through the use of The Instant Word Notebook Study could increase reading outcomes. The Instant Word Notebook provided an instructional tool to teach and assess mastery of Instant Words explicitly with evidence-based strategies, consequently improving reading outcomes. The Instant Word Notebook infused the recommendations of the classroom teachers and reading. The collaborative team created a collaborative model for the collaborative team and teachers to share after lessons were taught. As a result, the collaborative team observed changes in teacher behaviors. Teachers decided they must implement the Notebook with fidelity after The

Instant Word Notebook was shaped with their recommendations, giving them a feeling of ownership. It became apparent to teachers that providing recognition, reinforcing effort, and providing feedback to students impacted student performance across the curriculum.

Further implications support the importance of cooperative learning as a learning strategy. Students' response to cooperative learning was evaluated by the collaborative team during implementation of The Instant Word Notebook. First, evaluation of student responses revealed several findings. The collaborative team observed students providing feedback to their peers. Students also practiced patience as they listened to others read and share. They were cooperative as students took turns to read and provide feedback. Teachers were also able to allow students to learn from each other in groups of various ability levels. The climate of the classrooms was respectful of various learning differences. The Instant Word Notebook allowed teachers to integrate Instant Word recognition with language objectives, oral language, and cooperative learning. The Instant Word Notebook is now being utilized in all of first and second grade classrooms.

Recommendations for Educators

Based on the findings of this study, recommendations for teachers are suggested by the collaborative team. A user manual is necessary in order to allow for differentiation of Instant Word instruction. After analysis of the data, there were outlier scores that were extremely lower than the mean scores. These scores were an indication of a need for differentiation capabilities within The Instant Word Notebook. A manual would specify the protocol to enrich and remediate students in The Notebook. A continuum of initial instruction and graduation from The Instant Word Program would

drive teachers planning. This kind of instruction is more prescriptive and specific to students' needs.

Response to Intervention (RtI) is a structure general education teachers and special education teachers work within in order to increase academic achievement of all students. Teachers monitor student achievement and collaborate regularly to provide evidence-based instructional interventions. In order to create instructional plans to increase student achievement, each school building maintains a notebook of evidence-based instructional strategies. The investigators recommend the use of The Instant Word Notebook as an effective instructional strategy in communication arts when used with fidelity. Another recommendation is the use of The Instant Word Notebook as an intervention across the curriculum. The structure of the Notebook allows teachers to develop writing skills and a focus on specific concepts while mastering Instant Words.

The integration of age appropriate literature into The Instant Word Notebook could engage older students who are reading at a first and second grade level. By third grade, students are expected to read to learn. However, many older students are unable to recognize the Instant Words and are reading below grade level. Many times these students are lacking the nonvisual experience that allows them to decode words. The Notebook could be a means of Instant Word Mastery and reading fluency for students who are expected to locate Instant Words in literature. Students would identify phrases and sentences in the literature in addition to writing their own sentences while focusing on Instant Words.

As Smart Boards are being utilized in every classroom, The Instant Word Notebook activities could be shared with the whole group from the computer. This

would allow the teacher to manipulate the components of the Notebook as needed. For example, the students would be able to move Instant Words into the correct sentence by using the context. A wordlist is available in a PowerPoint presentation that could be projected routinely. Students would see and say each word as practice. This strategy would also provide visual information for students to store and connect to text as they are reading. The Instant Word Notebook should be included on the school's website in template form. Students would have access to the template and complete the Notebook from classroom iPads.

Teachers would need to provide many opportunities for students to practice Instant Words daily. Beck et al. (2002) stated, "One way to emphasize such importance is to encourage students to notice examples of words they are learning in school being used in contexts outside of school" (p. 118). Beck et al. recommended organizing a "Word Wizard Club" to reinforce targeted Instant Words. Students need multiple exposures to Instant Words in order to gain automaticity in word recognition. Students could receive points for locating targeted words in newspapers, magazines, and environmental print in their community. Instant Words should be posted on word walls, presented on an interactive white board, or game format. Beck et al. recommended that certificates and recognition should be given to students to reinforce their efforts. Students could pair with another student to participate in Instant Words collaboratively.

Data Teams are implemented regularly among teacher teams and produce high levels of collaboration among teachers. These are teams that meet at least bi-weekly to set academic goals for students, monitor students' progress with pretests and posttests, discuss strategies and provide feedback. Interestingly, many of the components of Data

Teams mimic The Instant Word Notebook. One component to refine in The Instant Word Notebook is feedback. Feedback in data teams is very specific to the learning objective. Hattie (2009) stated that feedback after a common assessment allows students to take ownership of their learning and students will then monitor their own progress. Feedback can be more strategic by graphing the number of words recognized at the established benchmarks and students monitoring their progress. Students would pair with other students to set individual goals and provide feedback identifying their strengths and weaknesses. To increase ownership and pride in their progress, students would decide on a strategy for mastery and monitoring their own progress. This high level of student feedback would require professional development of teachers, as teachers would be instrumental in facilitating the activities of student goal setting, monitoring and feedback.

Parent involvement increases student achievement. Parents would attend several reading workshops focused on Instant Words. In addition, parents would have access to The Instant Word Notebook on the school site. Students' data of Instant Words would be shared with parents bi-weekly. The report cards would list each word and teachers would assess the words quarterly. Parents would stay informed and know the exact words to study with their children.

Recommendations for Administrators

The last recommendation is to maintain the expectation for teachers and students to revisit The Instant Word Notebook after completion of the notebook. Bruner (1996) believed revisiting basic ideas over and over, building upon them would elaborate the ideas to the level of full understanding and mastery. The administration would support

teachers with resources to implement The Instant Word Notebook at least twice each school year.

Recommendations for Future Research

The outcome investigator suggested three recommendations to be considered for future research using The Instant Word Notebook. First, the Gates MacGinitie is only one indicator for reading proficiency. Feedback from teachers identified concerns with the validity of the Gates MacGinitie. Teachers also expressed concerns over the outdated vocabulary on the Gates MacGinitie. A different assessment could be possibly utilized. Second, timing of professional development is imperative. When implementing a new innovation, it would be most beneficial for teachers to receive the professional development in the summer months in order to prepare for implementation at the beginning of the school year. This would allow more time for teacher readiness and preparation. Preparation is the key factor in the success of a new product or innovation. Third, a focus on specific, measurable, attainable, relevant, and timely goals for Instant Words during Data Teams would allow sustainability of the Notebook and research based instructional strategies. High levels of collaboration would occur regularly and students' progress would be monitored. The Data Teams would also allow teachers to revisit the Notebook and recommend more strategies. Instruction would be driven by the data gathered from The Instant Word Notebook. The outcome investigator believes the three recommendations will maintain fidelity of The Instant Word Notebook, change teacher behaviors, increase teachers' implementation of research-based strategies, and increase reading outcomes of students.

Conclusion

The Instant Word Notebook provides a reading intervention for struggling readers. The Notebook packages research based strategies that teachers may utilize across the curriculum. Reading proficiency has been very challenging for many students in Grades K-6. Not only is reading difficult for students, reading is also difficult for teachers to teach. The Instant Word Notebook was created by the investigators with the intent to increase reading achievement and teachers' skill set. The Instant Word Notebook will provide teachers the instructional tool to help students learn to read. An alarming number of students are reading below grade level, which is also an indicator of long-term challenges throughout life. The Instant Word Notebook is one intervention that could increase word recognition of students. The results from The Instant Word Study indicate The Instant Word Notebook can increase student word knowledge and increase teachers' repertoire of instructional reading strategies.

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Appendix A

FRY'S 300 INSTANT SIGHT WORDS

First Hundred

a	can	her	many	see	us
about	come	here	me	she	very
after	day	him	much	so	was
again	did	his	my	some	we
all	do	how	new	take	were
an	down	I	no	that	what
and	eat	if	not	the	when
any	for	in	of	their	which
are	from	is	old	them	who
as	get	it	on	then	will
at	give	just	one	there	with
be	go	know	or	they	work
been	good	like	other	this	would
before	had	little	our	three	you
boy	has	long	out	to	your
but	have	make	put	two	
by	he	man	said	up	

Second Hundred

also	color	home	must	red	think
am	could	house	name	right	too
another	dear	into	near	run	tree
away	each	kind	never	saw	under
back	ear	last	next	say	until
ball	end	leave	night	school	upon
because	far	left	only	seem	use
best	find	let	open	shall	want
better	first	live	over	should	way
big	five	look	own	soon	where
black	found	made	people	stand	while
book	four	may	play	such	white
both	friend	men	please	sure	wish
box	girl	more	present	tell	why
bring	got	morning	pretty	than	year
call	hand	most	ran	these	
came	high	mother	read	thing	

Third Hundred

along	didn't	food	keep	sat	though
always	does	full	letter	second	today
anything	dog	funny	longer	set	took
around	don't	gave	love	seven	town
ask	door	goes	might	show	try
ate	dress	green	money	sing	turn
bed	early	grow	myself	sister	walk
brown	eight	hat	now	sit	warm
buy	every	happy	o'clock	six	wash
car	eyes	hard	off	sleep	water
carry	face	head	once	small	woman
clean	fall	hear	order	start	write
close	fast	help	pair	stop	yellow
clothes	fat	hold	part	ten	yes
coat	fine	hope	ride	thank	yesterday
cold	fire	hot	round	third	
cut	fly	jump	same	those	

Appendix B

Instant Word Phrases Fry's Instant Words (1991)

Fry Instant Phrases

The words in these phrases come from Dr. Edward Fry's Instant Word List (High Frequency Words). According to Fry, the first 300 words in the list represent about 67% of all the words students encounter in their reading.

First 100 Words/Phrases

The people	A long time	Now is the time
Write it down	We were here	An angry cat
By the water	Have you seen it?	May I go first?
Who will make it?	Could you go?	Write your name.
You and I	One more time	This is my cat.
What will they do?	We like to write.	That dog is big.
He called me.	All day long	Get on the bus.
We had their dog.	Into the water	Two of us
What did they say?	It's about time	Did you see it?
When would you go?	The other people	The first word
No way	Up in the air	See the water
A number of people	She said to go	As big as the first
One or two	Which way?	But not for me
How long are they?	Each of us	When will we go?
More than the other	He has it.	How did they get it?
Come and get it.	What are these?	From here to there
How many words?	If we were older	Number two
Part of the time	There was an old man	More people
This is a good day.	It's no use	Look up
Can you see?	It may fall down.	Go down
Sit down.	With his mom	All or some
Now and then	At your house	Did you like it?
But not me	From my room	A long way to go
Go find her	It's been a long time.	When did they go?
Not now	Will you be good?	For some of your people
Look for some people.		**Second 100**
I like him.		Over the river
So there you are.	Give them to me.	My new place
Out of the water	Then we will go.	Another great sound

Take a little
Give it back.
Only a little
It's only me.
I know why.
Three years ago
Live and play
A good man
After the game
Most of the animals
Our best things
Just the same
My last name
That's very good
Think before you act
Mother says to now.
Where are you?
I need help.
I work too much.
Any old time
Through the line
Right now
Mother means it.
Same time tomorrow
Tell the truth
A little boy
The following day
We came home.
We want to go.
Show us around.
Form two lines.
A small house also
Another old picture
Write one sentence.

Set it up.
Put it there.
Where does it end?
I don't feel well.
My home is large.
It turned out well.
Read the sentence.
This must be it.
Hand it over.
Such a big house
The men asked for help.
A different land
They went here.
Get to the point.
Because we should.
Even the animals
Try your best.
Move over.
We found it here.
Study and learn
Kind of nice
Spell your name.
The good American
Change your clothes
Play it again.
Back off.
Give it away.
Answer the phone.
Turn the page.
The air is warm.
Read my letters.
It's still here.
Where in the world.
We need more.

I study in school.
I'm an American.
Such a mess
Point it out
Right now
It's a small world.
Big and small
Home sweet home
Around the clock
Show and tell
You must be right.
Tell the truth.
Good and plenty
Help me out
It turned out well.
It's your place.
Good things
I think so.
Read the book.

Third 100

Near the car
Between the lines
My own father
In the country
Add it up
Read every story
Below the water
Plants and flowers
Will it last?
Keep it up.
Plant the trees.
Light the fire.
The light in your eyes
In my head
Under the earth
We saw the food.
Close the door.
The big city
We started the fire.
It never happened.
A good thought
Stay a while.
A few good men
Don't open the door.
You might be right.
It seemed too good.
Along the way
Next time
It's hard to open.
Something good
For example
In the beginning
Those other people

A group of friends
We got together.
We left it here.
Both children
It's my life
Always be kind
Read the paper.
Run for miles
Once upon a time
Do it often.
We walked four miles.
Until the end
A second later
Stop the music.
Read your book.
Sing your song.
State your case.
I miss you.
A very important person
On my side
I took the car.
So far so good
The young girl
My feet hurt.
The dark night
A good idea
It began to grow.
Watch the river.
White clouds
Too soon
Leave it to me.
I hear the waves.
Almost enough
Is it really true?

It's time to eat.
Let me carry it.
Near the sea
Talk to my father.
The young face
The long list
My family
I cut myself.
Above the clouds
Watch the game.
The peaceful Indians
Without a care
I like being on the team.
The tall mountains
Next to me
A few children
A long life
A group of Indians
He started to cry.
I hear the sea.
An important idea
The first day of school
Almost four miles

Appendix C

Teacher Instructions

Objective: Students will master Instant Words by utilizing the Instant Word Notebook.

Student will write and read sentences that include Instant Words.

Students will speak extemporaneously with the use of Instant Word phrases.

Students will recognize Instant Words when listening to their peers use the words in sentences.

Pre-Test

Give each student a pretest before beginning the Instant Word Notebook. Circle the words students are unable to recognize. Write the number of correct words recognized. Discuss the score with each student.

Post-Test

Give each student a post-test after the Instant Word Notebook is completed. Circle the words students are unable to recognize. Write the number of correct words recognized. Discuss the score with each student.

Read It, Write It, Use It and Say It in a Sentence

(Students will write 10 sentences each day.)

Read It

The classroom teacher will read each word. Students will repeat each word immediately after the teacher says the word.

Marzano Strategy: Practice

Write It

Students will write each word by spelling each letter in chorus. They will write each word underneath each preprinted word in the boxes.

Marzano Strategy: Practice

Use It

(Sentence Writing)

The teacher will share the specific FOCUS Skill(s) for each set of words. Students are expected to include the FOCUS Skill in each sentence they write. The FOCUS Skill should be a review for students. An example of a FOCUS Skill could be proper nouns or declarative sentences. The teacher will write the FOCUS Skill on the board with the objectives.

The classroom teacher will model writing a sentence using an Instant Word and FOCUS Skill.

The classroom teacher will ask each student to write at least two sentences for each Instant Word.

The teacher will check students' understanding by reading sentences while students are writing. Teachers will be checking for FOCUS Skills and clearly written sentences. Teachers will provide students with feedback.

Marzano Strategy: Provides Feedback Other: Guided Practice

Say It

The classroom teacher will call on students to read their sentences.

The classroom teacher will use the Cultural Responsive Strategy, “Pick-A-Stick”. Each student’s name will be written on a craft stick. After all of the students’ names are written on craft sticks, place them in a container. A student is called on when his/her stick is pulled.

The classroom teacher will ask the student to read a sentence he/she has written.

The other students will listen for Instant Words and highlight each Instant Word they hear that’s on the grid.

Marzano Strategy: Note Taking, Practice and Provide Recognition

(Extemporaneous Talk)

The classroom teacher will read each Instant Word Phrase.

The classroom teacher will ask the class to repeat the Instant Word Phrases.

The classroom teacher will place students in groups of 3. The teacher will utilize the cultural strategy, “My Turn, Your Turn”. Each person in the group will have a job: timer, speaker and listener.

The timer will set the clock for 1 minute.

The listener will select a phrase for the speaker.

The timer will say, “Go!”

The speaker will begin talking by using the Instant Word phrase.

The speaker must talk for 1 minute non-stop.

The listener gives the talker a slash on paper every time he/she stops talking for more than 5 seconds.

The listener will count 5 seconds with his/her hand.

The timer’s job is only to watch the clock. The timer will say, “Stop,” at the end of 1 minute.

The listener will share one positive comment about the speaker's presentation.

Once time has ended, jobs shift clockwise. The person with the fewest points at the end of the third rotation wins.

Marzano Strategy: Cooperative Learning, Note Taking, Practice, Provide Recognition

Place a sticker on the page(s) once students have completed a set of 10 sentences.

Marzano Strategy: Reinforcing Effort/Providing Recognition

Appendix D

The Dolch Word list was prepared in 1936. E.W. Dolch created this list of 220 words. The Dolch Words generally make up from 50 to 75 percent of the reading material encountered by students. These words are generally known as **Dolch Words**, **High-Frequency Words**, or **"Sight Words".**

Dolch Sight Word List

Preprimer	Primer	First	Second	Third
A	all	After	always	about
And	am	Again	around	better
Away	are	An	because	bring
Big	at	Any	been	carry
Blue	ate	As	before	clean
Can	be	Ask	best	cut
Come	black	By	both	done
Down	brown	Could	Buy	draw
Find	but	Every	Call	drink
For	came	Fly	cold	eight
Funny	did	From	does	fall
Go	do	Give	don't	far
Help	eat	Going	Fast	full
Hers	four	Had	First	got
I	get	Has	Five	grow
In	good	Her	found	hold
Is	has	Him	gave	hot
It	he	How	goes	hurt
Jump	into	Just	green	if

Little	like	Know	Its	keep
Look	must	Let	made	kind
Make	new	Live	many	laugh
Me	no	May	Off	light
My	now	Of	Or	long
Not	on	Old	Pull	much
One	our	Once	read	myself
Play	out	Open	right	never
Red	please	Over	sing	only
Run	pretty	Put	Sit	own
Said	ran	Round	sleep	pick
See	ride	Some	Tell	seven
The	saw	Stop	their	shall
Three	say	Take	these	show
To	she	Thank	those	six
Two	so	Them	upon	small
Up	soon	Then	Us	start
We	that	Think	Use	ten
Yellow	there	Walk	very	today
You	they	Where	wash	together
	this	When	which	try
	too		why	warm
	under		wish	
	want		work	
	was		would	

	well		write	
	went		your	
	what			
	white			
	who			
	will			
	with			
	yes			

Gemini Elementary School (www.geminischool.org

Appendix E

Classroom Observation

Date_____ Teacher_____

Grade_____
Other Considerations_____

Instructional Strategies	
Reinforcing effort and providing recognition	Extensive Moderate Slight
Setting Goals and provides feedback	Extensive Moderate Slight
Homework and practice	Extensive Moderate Slight
Cooperative learning	Extensive Moderate Slight

Instructional Delivery	
Instructional activity observed	Yes No
Instruction aligned with the curriculum	Yes No
Feedback drives instruction	Yes No
Feedback brings about positive communications	Yes No

Engagement	
Student engagement Level	High (Above 90%) Moderate (75-89%) Low (50-74%) Disengaged (Below 50%)
Teacher engagement	Yes No

Classroom Learning Environment	
The **physical** climate is:	○ Is conducive to learning ○ Somewhat conducive to learning ○ Not conducive to learning
The **instructional** climate is:	○ Is conducive to learning ○ Somewhat conducive to learning ○ Not conducive to learning

2007/2008

Appendix F

INSTANT WORD PRETEST/POSTTEST

Student's Name_____ Date_____

Say each word. If you don't know the word, say that you don't know the word. Move on to the next word.

1	The
2	Of
3	And
4	A
5	To
6	In
7	Is
8	You
9	That
10	It
11	He
12	Was
13	For
14	On
15	Are
16	As
17	With
18	His
19	They
20	I
21	At
22	Be
23	This
24	Have
25	From

Number correct____ *Fry's Instant Word List (1991)*

26	or
27	one
28	had
29	by
30	word
31	but
32	not
33	what
34	all
35	were
36	we
37	when
38	your
39	can
40	said
41	there
42	use
43	an
44	each
45	which
46	she
47	do
48	how
49	their
50	if

Number correct____ *Fry's Instant Word List (1991)*

51	will
52	up
53	other
54	about
55	out
56	many
57	then
58	them
59	these
60	so
61	some
62	her
63	would
64	make
65	like
66	him
67	into
68	time
69	has
70	look
71	two
72	more
73	write
74	go
75	see

Number correct____ *Fry's Instant Word List (1991)*

76	number
77	no
78	way
79	would
80	people
81	my
82	then
83	first
84	water
85	been
86	call
87	who
88	oil
89	now
90	find
91	long
92	down
93	day
94	did
95	get
96	come
97	made
98	may
99	part
100	over

Number correct____ *Fry's Instant Word List (1991)*

101	new
102	sound
103	take
104	only
105	little
106	work
107	know
108	place
109	year
110	live
111	me
112	back
113	give
114	most
115	very
116	after
117	thing
118	our
119	just
120	name
121	good
122	sentence
123	man
124	think
125	say

Number correct____ *Fry's Instant Word List (1991)*

126	great
127	where
128	help
129	through
130	much
131	before
132	line
133	right
134	too
135	mean
136	old
137	any
138	same
139	tell
140	boy
141	follow
142	came
143	Want
144	show
145	also
146	around
147	from
148	three
149	small
150	set

Number correct____ *Fry's Instant Word List (1991)*

151	well
152	even
153	here
154	men
155	different
156	try
157	again
158	well
159	only
160	place
161	back
162	after
163	name
164	think
165	help
166	line
167	old
168	boy
169	show
170	three
171	end
172	large
173	such
174	why
175	read

Number correct____ *Fry's Instant Word List (1991)*

176	home
177	kind
178	change
179	home
180	high
181	world
182	America
183	should
184	learn
185	still
186	study
187	page
188	away
189	spell
190	off
191	air
192	animal
193	house
194	point
195	found
196	answer
197	mother
198	letter
199	play
200	other

Number correct____ *Fry's Instant Word List (1991)*

201	every
202	near
203	add
204	food
205	between
206	own
207	below
208	country
209	plant
210	last
211	school
212	father
213	keep
214	tree
215	never
216	start
217	city
218	earth
219	eye
220	light
21	thought
222	head
223	under
24	story
225	saw

Number correct____ *Fry's Instant Word List (1991)*

226	left
227	don’t
228	few
229	while
230	along
231	might
232	close
233	something
234	seem
235	next
236	hard
237	open
238	example
239	begin
240	life
241	always
242	those
243	both
244	paper
245	together
246	got
247	group
248	often
249	run
250	important

Number correct____ *Fry’s Instant Word List (1991)*

251	until
252	children
253	side
254	feet
255	car
256	mile
257	right
258	walk
259	white
260	see
261	began
262	grow
263	took
264	river
265	four
266	carry
267	state
268	once
269	book
270	hear
271	stop
272	without
273	second
274	late
275	miss

Number correct____ *Fry's Instant Word List (1991)*

276	idea
277	enough
228	eat
229	face
280	far
281	watch
282	Indian
283	real
284	almost
285	let
286	above
287	girl
288	sometimes
289	mountain
290	cut
291	young
292	talk
293	soon
294	list
295	song
296	leave
297	family
298	body
299	music
300	color

Number correct____

TOTAL CORRECT _____/300

Fry's Instant Word List (1991)

Appendix G

A Study of Instant Words: The Effects of Instant Word Mastery on

Reading Comprehension

Adrienne Bland Jeannie Roberts

October 10, 2008

Dear Mr. Spiegel:

Jeannie Roberts and I are requesting your permission to analyze the 1st -2nd grade GATES Scores for the 2007-2008 school year and data from students' pre-tests and post-tests of the Instant Word Notebook. The data will be included at various stages of our project: as we analyze, make conclusions, and make our presentation to the Lindenwood Review Committee. We will not disclose any staff and students' demographical information. Our projected date of completion is December 2008. Therefore, we will discontinue our access to the data at that time.

The purpose of our study, "A Study of Instant Words: The Effects of Instant Word Mastery on Reading Comprehension" is to show the correlation between an early intervention of direct and sequential instruction of Instant Words on reading comprehension of students in first and second grades. We created an Instant Word Study Notebook that prescribed daily instruction of Instant Words. Instruction included sentence writing, oral language and listening activities.

Upon completion of our project, we will provide the district with additional support and research that will move us closer to assuring high achievement for all students. This is an exciting opportunity for us, as we are committed to the students in [redacted] School District and want so desperately for all students to perform at high levels.

Thank you so much for your consideration and we look forward to working with you, side by side to develop good readers in the [redacted] School District.

Appreciatively,

Adrienne Bland Jeannie Roberts

Please sign acknowledging consent to use:
2007-08 GATES data
Pre and Post Instant Word Notebook Data
Core Data

Appendix H

PARENTAL PERMISSION FOR CHILD TO PARTICIPATE IN A RESEARCH STUDY

Dear Parents:
Your child is invited to take part in this research study because he/she is enrolled in a second grade classroom at [redacted] Elementary School. This form is to help you decide if you want your child to take part. Please carefully read all parts of this consent form. Ask us about any parts or words that are not clear to you.

Title of the Research Study: A Study of Instant Words: The Effects of Instant Word Study on Vocabulary Development and Reading Comprehension.

Investigator(s) of the Research Study: (*Include titles and departments)*

Adrienne Bland, Principal of [redacted] Elementary School

Jeannie Roberts, Reading Initiative Resource Teacher

Information on the Research Project:

The purpose of this research is to:

- show the effects of daily sentence writing with usage of Instant Words and its impact on reading comprehension and vocabulary.
- show the effects of oral language with usage of Instant Words and its impact on reading comprehension and vocabulary.
- show the effects of fluency of Instant Words and its impact on reading comprehension and vocabulary.

Providing a focus on Instant Word Study could have great potential for improving reading achievement for all students.

Explanation of Procedures*:* What your child would be expected to do in this research study if you give your permission.

Your child will be expected to follow specified procedures, which align to the curriculum. These procedures involve daily Word Study lessons, which include writing and speaking.

Each student will be given a Word Study Notebook that specifies daily activities. The daily activities are:

Sentence Writing: Each student must write 20 sentences each day in their Word Study notebook. Each sentence looks at one Instant Word, yet you can include more words. Students' scores will be charted. The scoring guide for daily sentence writing will include skills that have been taught or scheduled to be taught to second graders within the eight weeks.

Oral Language: Every student must speak from the brain for fifteen seconds. They will be given a topic and they will be required to talk about the subject. Students will listen for Instant Words as they talk.

Fluency: Every student will practice Instant Words until they learn them automatically.

Potential Risks and Discomforts:

Your child should not experience any risks or discomforts while taking part in this study, as this study will be integrated in daily instruction.

Potential Benefits: What your child can expect from being a part of the study.

Our professional experience leads us to believe that providing a focus on Word Study of Instant Words may have great potential for improving reading achievement for all students. Our study may increase teachers' knowledge of Word Study as it relates to reading comprehension. As teacher's become proficient in strategies to implement Word Study, more students with reading deficits may be impacted.

Alternatives to Participation: Other choices your child may have.

All second grade students will participate in daily Instant Word Study instruction.

Your child's data will be used in the research only if you give us permission.

Assurance of Confidentiality: How research records and information about your child are kept.

We will not give out information about your child to anyone without your written consent. We respect your privacy. We will not tell anyone facts about your child that might reveal he or she was in this study.

Data will be analyzed in the following way. We will analyze August 2007 and Spring 2008 GATES Mac-Ginitie data of second grade students. After completion of the 8 week Word Study, we will compare data of the two classrooms of students. We will be analyzing data to measure students' reading growth.

Institutional Review Board -- the committee that approved this research project may have access to this research data**.** Your child will not be identified in any way as being in this research in any papers in scientific or other journals.Your child will not be identified in any reports made on this research at scientific meetings.

Persons to Contact:

Adrienne Bland, Principal – [redacted]
Jeannie Roberts, Reading Initiative Resource Teacher [redacted]

[redacted]

New Research Findings: Information that may be important to your child while taking part in this research.

We will tell you about any new information that we discover during this research.

PARENT/GUARDIAN PERMISSION STATEMENT

Mrs. Jeannie Roberts and Mrs. Adrienne Bland will be completing a research project on the effects of Instant Word Study. Every child in first and second grade will participate in daily Instant Word Study, as we know that any text consists of at least 50% Instant Words. Instant Word Study is specific reading and writing lessons for students to complete daily in the classroom.

The study will occur for eight weeks. We will be analyzing students' data in our research to learn the effects of specific Instant Word Study activities on vocabulary and reading comprehension. Instant Word Study will be conducted under the supervision of Adrienne Bland and Jeannie Roberts.

It is the parent's choice to allow us to include their child's data in the research project.

Please read the attached information regarding the Instant Word Study. We have included the materials and procedures used in this study. Feel free to ask questions about the study.

I give you permission to use my child's data from the Instant Word Study for your research project.

Name of Parent Printed

_____ _____

Signature of Parent Date

_____ _____

Signature of Parent Date

I do not give you permission to use my child's data from the Instant Word Study for your research project.

Name of Parent Printed

_____ _____

Signature of Parent Date

_____ _____

Signature of Parent Date

Vitae

Adrienne Lynn Bland currently serves as an elementary principal in the Ferguson-Florissant School District in St. Louis County, Missouri. Adrienne has assumed the responsibilities of teacher and administrator in four districts. Educational experience included six years of teaching general education to Grades 1-6 and nine years as an administrator in two metropolitan districts. Adrienne has impacted the achievement of several diverse populations of learners. In addition, Adrienne has assumed district level responsibilities such as Data Team Chairperson, Response to Intervention Coordinator, Positive Behavior Intervention Chairperson. Areas of interest include effective Guided Reading, vocabulary strategies and data analysis.

Educational preparation consisted of a Bachelor of Science degree in Education from Harris Stowe University, St. Louis, Missouri in 1993. She attained a Master of Education Degree in Educational Administration in 2000 from Lindenwood University. She currently holds teaching certifications in Elementary Education and Administration (K-8). Adrienne coaches her daughter's basketball team and reads mysteries in her spare time.