

REALLY GREAT READING COMPANY LLC

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Supplemental Decoding Instruction 2021-2022

Tier1 "Prevention" for K-2 Supplemental Decoding Instruction
May 3, 2021

Aledo Independent School District

Vendor:

Really Great Reading
PO Box 46
Cabin John, Maryland 20818

Contact:

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Implementation Specialist
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To Whom It Concerns,

Really Great Reading is pleased to submit our "Letter of Interest" to the Aledo Independent School district for consideration for K-2 phonics instructional materials for your Tier 1 instruction for the 2021-2022 school year.

Really Great Reading is a company based in Cabin John, Maryland, has been in operation since 2005 and offers decoding instruction to prevent and remediate decoding weaknesses in students of all ages. We have a dedicated staff of educators across the country that are passionate about helping teachers become skilled and confident in teaching reading to a diverse group of learners.

Really Great Reading believes every student has the right to appropriate, high-quality, foundational skills reading instruction. We provide educators with the tools and knowledge needed to teach all students (not just those who learn easily) to read. We make assessment and grouping practical, efficient, and accurate. Our approach to reading instruction is research-based, interactive, explicit, structured, and multisensory.

Really Great Reading lessons are delivered in 15-20 minutes as a daily supplement to core reading instruction. We effectively help students "learn to read" while enjoying the process. A critical component in preparing students to become skilled readers is teacher knowledge. Our award-winning professional development helps educators develop the skills and knowledge they need to success with the approach. Our instruction is elegant and efficient and provides great results when implemented with fidelity. We often say Really Great Reading "*erases the misery*" of learning to read. Once key foundational skills are mastered, they can use "*reading to learn*" for the rest of their lives.

We look forward to collaborating with Aledo Independent School District in helping promote strong, confident, accurate readers throughout the entire district.

Sincerely,

Shari Zimmer
Really Great Reading
Implementation Specialist
shari.zimmer@rgrco.com
301.312.1570



Statement of Work

Really Great Reading believes our products, which are aligned to the scientific research of effective reading instruction, are the best tools to help teachers improve reading outcomes for PreK-12th grade students. Our lessons provide direct, explicit, multi-sensory and scaffolded instruction. The lessons use the instructional strategy of scaffolding to gradually withdraw support as students gain confidence and begin to master the new strategies and skills. The goal in scaffolded instruction is that students will ultimately be able to use their newly developed skills and strategies independently and across curricular areas.

The multi-sensory instruction is designed to explicitly teach phonemic awareness, phonics concepts and word attack skills. Students are taught the importance of reading accurately, which translates to better comprehension. The lessons can be taught by a wide range of educators, not just experienced literacy professionals. Our understanding is that Aledo ISD intends to use the Tier 1 “Prevention” model for K-2 large group supplemental instruction. In the lessons, students learn to practice what good readers do naturally, which is pay attention to every word, read with a high rate of accuracy, and use strategies for attacking unfamiliar and multisyllable words.

All parts of a lesson actively engage students in direct, explicit, multisensory instruction. The lessons include engaging instructional animations that bring content to life. There is virtually ZERO prep work or set up time. High quality professional development ensures that correct pacing, routines, and procedures are understood so that lessons are implemented with fidelity.

We recommend utilizing our complimentary Decoding Surveys to assess and identify exactly where students are skilled and where more instruction is required. Our secure data management site; the Grouping Matrix, stores data and provides grouping and instructional recommendations. This feature is also complimentary and incredibly helpful to districts around the nation who are trying to pinpoint which students are in need of more intensive instruction.



Scope and Sequence Overview

Countdown: Kindergarten

The curricular goals are broken down into two major sections: Units 1-16, which focus on pre-decoding skills and scaffolded decoding and encoding, and Units 17-28, which focus on increasingly independent encoding and decoding of words in isolation and in connected text.

The first half of the year (Units 1-16) teaches pre-decoding skills (understanding the alphabetic principle, building basic phonemic awareness skills, understanding letter-sound relationships, and watching and participating in models of proficient decoding and encoding). By Unit 16, students should be able to read and understand the structure of CVC words like **hug**, **sat**, **rip**, and **wet**, independently or with the teacher's support. The second half of the year (Units 17-28) focuses on using these skills to decode more complex words in isolation and in connected text. Students practice both with support and independently, and the focus is on building automaticity with letter-sound relationships, increasing scaffolded and independent phonics decoding and spelling practice, building automaticity with high-frequency words, and reading connected text. By the end of the *Countdown* program (Unit 28), students should be able to read and understand the structure of more complex single-syllable Closed Syllable words, like **dust**, **hush**, **smash**, and **west**, as well as two-syllable words where both syllables are closed, like **sunset** and **picnic**. Upon completion of the first half of

Countdown (Units 1-16), students should, independently or with support, be able to:

- Recognize rhymes
- Produce rhymes
- Isolate the initial sounds of words
- Distinguish between letter sounds
- Identify letter-sound correspondences for short vowels and consonant sounds
- Blend the parts of spoken compound words
- Blend the onsets and rimes of spoken words
- Blend the sounds in two- and three-phoneme words
- Segment the sounds in two- and three-phoneme words
- Add and substitute phonemes in simple words
- Encode (spell) three-phoneme words with short vowels
- Decode (read) three-phoneme words with short vowels
- Read 27 high-frequency sight words
- Chorally read short, decodable phrases

Upon completion of the second half of *Countdown* (Units 17-28), students should be able to:

- Blend the sounds in three- and four-phoneme words
- Segment the sounds in three- and four-phoneme words
- Encode (spell) three- and four- phoneme words with short vowels
- Decode (read) three- and four- phoneme words with short vowels
- Read 60 high-frequency sight words
- Read short, decodable phrases and sentences with fluency and automaticity
- Distinguish between long and short vowel phonemes
- Delete, add, and substitute phonemes in spoken words
- Identify and decode words with digraphs
- Identify and decode words with consonant blends
- Identify and



decode single-syllable Closed Syllable words • Segment the syllables in two-syllable words • Blend the syllables in two-syllable words • Decode two-syllable words with Closed Syllables

Countdown accomplishes these goals with direct, explicit, and multisensory teaching of the subskills that lead to strong decoding and accurate, fluent reading. For teachers who want to expand the scope of their *Countdown* instruction, some additional *Countdown* lessons are available through *Countdown Online*. These optional lessons teach two additional syllable types: Vowel-Consonant-e (words like hope, cape, snake, etc.) Open Syllables (words like hi, we, she, etc.)

Blast: First Grade:

Phonemic Awareness and Phonics TEKS standards, although rigorous and challenging, are achievable with solid, structured, and targeted instruction such as the type of instruction that students will receive in *Blast Foundations*. When mastered, these foundational skills (the means) will allow most students to read with better accuracy, fluency, and ultimately, comprehension (the end goal of reading). Although *Blast* is not aligned to the Common Core Fluency Standards, when the *Blast Foundations* lessons are taught with fidelity, most students who complete *Blast* lessons are able to meet these standards as well. *Blast* also does not explicitly teach the Print Concepts in the first section of the Foundational Skills Standards, but students practice reading sentences with proper conventions and structure in almost every unit. Really Great Reading's First Grade *Foundational Skills Surveys (FSS1)* also include a brief Print Concepts component that allows teachers to quickly identify students who may be struggling to master these standards. Mastering the foundations skills below will promote strong decoding, improved accuracy, fluency and comprehension.

- Build letter sound and heart word fluency and accuracy
- Segment, blend, and manipulate single syllable words short, long, r-controlled and “other vowels
- Decoding closed syllables with short vowel, digraphs, trigraphs, blends
- Decoding two syllable words with closed syllables and open syllables
- Decoding multisyllabic words with schwa
- Read one and two syllable words with the vowel-consonant-e, and common vowel team patterns.
- Read words with suffix -ed, and words with inflectional endings.

HD Word: Second-Fifth Grade

Foundational skills are a means to an end; they are essential components that students must master in order to comprehend texts in multiple contexts and disciplines. *HD Word* is aligned to most national and state foundational skills standards for Grades 2–5. When mastered, these foundational skills (the means) will allow most students to read with better accuracy, fluency, and ultimately, comprehension (the end goal of reading). Some examples of the types of standards that *HD Word* covers are:



- Distinguishing short, long, r-controlled and other vowels
- Decoding single- and multi-syllable words with features such as consonants, consonant blends, consonant digraphs, vowel teams/vowel digraphs, and diphthongs
- Decoding words with regular and irregular vowel spellings and patterns
- Decoding words using common syllabication patterns
- Decoding words with common prefixes and suffixes, as well as common Latin suffixes
- Reading unfamiliar multisyllabic words in and out of context

Standard Unit /Weekly Design

The following content provides detail for each program designed for effective instruction with students K through 12th grade. Teachers complete one unit each week. (*Monday-Friday: 15-20 minutes of daily instruction.*)

Countdown

- is a full year, supplement to core instruction for students in Kindergarten,
- is 28 units in length,
- is designed to be taught 15-20 minutes a day, 5 days a week,
- provides playful, targeted instruction in phonemic awareness, phonological awareness, and phonics,
- gives students a firm foundation in the subskills that eventually lead to strong decoding and fluent reading,
- is taught with highly engaging online component,
- includes manipulatives for multisensory approach to learn phonics in second semester,
- includes direct, explicit instruction with "I do, We do, You do" ~ scaffolded instruction.
- To explore lessons, please refer to the Countdown Sample Lessons)
- 3 five minute activities are completed M-F for Units 1-16.
- Units 17-25 follows standard instruction of M-F daily routines: Letter Sound/Heart Word Fluency, Phonemic Awareness, Phonics, Student Workbook Activities.

Blast Foundations is designed for emerging readers in 1st grade. Students learn and practice letter-sound correspondences, phonemic and phonological awareness, high frequency word fluency, phonics knowledge, and spelling. Blast Foundations can be used in small-group intervention in grades 2-5 for students who still struggle with basic phonics or older ELL or SPED students who struggle with letter-sound correspondence and the basic structure of English words.



- is a fast-paced Prevention/RTI Tier 1 supplemental program,
- is aligned to first grade skills but can be used with any grade level
- includes 25 units,
- is designed to be taught 15-20 minutes a day, 5 days a week,
- is easily used as early intervention for small groups in Grades 2-3,
- can be intensive small-group intervention for students in Grades 4-6,
- is taught with highly engaging online component,
- includes manipulatives for multisensory approach to learn phonics concepts,
- includes direct, explicit instruction with "I do, We do, You do" ~ scaffolded instruction

HD Word is a set of lessons that efficiently teaches the foundational skills that lead to strong decoding and fluent reading. The lessons systematically teach the essential phonics structures that unlock the English code in both simple and complex words. While the focus of HD Word is word study (phonics and phonemic awareness), there is a high rate of transfer to students' skills in other areas of reading, such as fluency and comprehension. The net effect is faster, more accurate, and confident readers.

HD Word:

- is a fast-paced Prevention/RTI Tier 1 supplemental program,
- can be started as early as the beginning of 2nd grade, but skills will go well beyond and provide students with powerful decoding strategies to become efficient, effective readers,
- includes 33 units,
- is designed to be taught 15-20 minutes a day, 5 days a week,
is easily used as intervention for non-cognitively delayed students in small to medium groups in Grades 3–12 who have mastered basic phonics skills, but struggle with more advanced phonics features,
- is taught with highly engaging online component,
- includes manipulatives for multisensory approach to learn phonics concepts,
- includes direct, explicit instruction with "I do, We do, You do" ~ scaffolded instruction.

Additional information about the research-based lessons:

All instruction with Really Great Reading is designed with a direct, explicit, multisensory approach with scaffolded instruction. The lessons use the instructional strategy of scaffolding to gradually withdraw support as students gain confidence and begin to master the new strategies and skills. The goal in scaffolded instruction is that students will eventually be able to use the new strategies and skills independently. All lessons include an instructional routine called **I Do, We Do, You Do**, which allows educators to provide scaffolded instruction for students. Teachers use this routine when they introduce a new concept or review a previously taught concept. In the **I Do** part of the routine, they demonstrate the concept to students. They model how to complete a task or use a strategy. In **We Do**, students practice the new strategy with the teacher and



the instructor continues to provide support for students and ask them questions to clarify the concept. In **You Do**, students independently and individually practice the new strategy. Teachers can continue asking questions to ensure that all students demonstrate mastery of the concept. If students do not demonstrate mastery of the concept, the lessons help teachers bring back a level of support using positive error correction and provide additional explanation and practice. This process of scaffolded instruction allows educators to introduce new strategies to their students and then give them the support they need until they can use the strategies on their own.

All lessons use multisensory techniques to help students build their decoding skills. The simultaneous use of sound and movement during systematic instruction, the visually and auditorily engaging animations, and the use of manipulatives such as letter tiles, color tiles, and *SyllaBoards™*, allow students to utilize multiple senses while learning. This is key to building the skills that emerging and struggling readers lack.

Structured Lessons

Structured lessons help educators stay organized so they can accomplish specific goals with their students. Some teachers, especially teachers of older students, are not familiar with phonemic awareness and phonics concepts and do not feel comfortable teaching them. All lessons provide background information on the concepts they will teach so that they feel empowered to share the knowledge with students. The lessons give educators everything needed to effectively teach students how to decode accurately. Background knowledge is introduced incrementally in the “What You Need to Know” section of the lesson. This allows teachers to systematically augment their knowledge, by building on what they already know.

Teacher Materials

- Include a thorough explanation of the concepts, routines, and procedures
- Can be taught by a wide range of educators, not just seasoned literacy professionals
- Provide incremental professional development
- Can be used with all various workbook selection of student workbooks
 - Blast Workbook choices:
 - Primary Student Workbook (PRSW) or Elementary Workbook (ELSW)
 - HD Word Workbook choices:
 - Foundations (elementary), Essentials (middle school) or Linguistics (high school)
- Countdown: 3 lesson plan books, the Countdown Online component
- Blast: 2 Lesson plan books and the Blast Online component
- HD Word: 3 lesson plan books and the Online Component



Note: The online components are mandatory to implement lessons with fidelity. This essential interactive teacher presentation tool is used in conjunction with the teacher's guide to add a new dimension to instruction. The online component will help teachers engage emerging and struggling readers. This web based virtual manipulative will help make important phonics concepts obvious to students. Students learn concepts faster and retain them better when the teacher uses this online teacher presentation tool.

Student Materials

- Individual Guided Practice workbook
- Virtual Magnetic letter tiles included in the Reading Playground as well as 5 magnetic HD Word Kits per teacher. (2 students can easily share one kit)
- Reading Playground (virtual independent practice and formative assessment)

All Guided Practice workbook activities allow you to check in with your students during every lesson to make sure they are acquiring the skills and concepts taught. The last lesson of every unit provides practice activities and a wrap-up where students show what they know as they synthesize newly taught information with previously taught concepts. The practice is cumulative and controlled, allowing teachers to make sure that new concepts are building on and enhancing previously taught skills. Students only practice with words, phrases, and sentences that contain concepts within their grasp based on what they have been taught up to that point in the lessons.

There are several different types of student practice activities in the various programs. Each activity allows students to practice the skills and concepts taught in the current and previous units, and the activities build upon one another in complexity. Students move from simply identifying target phonics concepts in words, to reading words with those concepts in isolation, and finally to reading words with those concepts in phrases and sentences. This allows students to build both their confidence and stamina in reading words with the phonics concepts they have recently learned, and it allows teachers to observe how well students can apply these new concepts in different and more complex contexts.

In 2020, based on the high demand for distance learning support, we developed "Reading Playgrounds". It allows students to independently practice the foundational literacy skills they are learning in Countdown, Blast, and HD Word. This Reading Playground features

- A play-based digital platform that merges learning, assessment, and practice.
- Research-aligned activities designed to accelerate the acquisition of skills and knowledge necessary to transform unfamiliar words into familiar and instantly recognizable words.



- An adaptive platform that honors the diversity of students' abilities to master their phonics skills at different rates and with different amounts of practice.
- Responsive capabilities, so it can be used across multiple devices and platforms.
- An easy-to-read teacher dashboard, so you can monitor individual student performance.

The platform is designed as a fun, playful interface that keeps students engaged and will merge learning, assessment, and practice. The platform is made for use across multiple devices. We know that many states are anticipating the need for distance learning or alternating instructional days this fall. Really Great Reading is working hard to be responsive to these challenges.

We firmly believe that computers cannot teach children to read, but there are ways to use computers to help students develop mastery and automaticity in a playful, game-based way. For subsequent years of instruction the cost breakdown is:

- \$3/month per student or \$19/year per student.

Professional Development

Many teachers, especially those who have no reading certification find themselves in classrooms with struggling readers and need background information to be comfortable and confident teaching reading concepts. The Ann E. Casey Foundation has found that “too many teachers lack the training, experience, or knowledge they need to teach reading effectively” (2010). The lack of solid instruction for teachers on how to best teach reading is a weakness in many teacher prep programs. This is often an “impediment to serving the needs [of struggling readers]” (Fletcher and Lyon 1998). In his report, *Adolescents and Literacy: Reading for the 21st Century*, Michael Kamil notes that “educators know that something needs to be done but are daunted, understandably, by the considerable task of identifying and applying research-based literacy strategies” (2003).

Really Great Reading knows that, often, teachers without expertise in reading find themselves needing to teach intervention lessons to their struggling readers. That is why all *Really Great Reading* lessons include a section called “**What You Need to Know,**” designed specifically to provide teachers with background knowledge on the phonemic awareness and phonics concepts they will teach in the lesson. This information builds confidence, allows teachers to teach the lessons with fidelity, and helps them answer student questions effectively.

Really Great Reading also offers a robust listing of high-quality professional development options that teaches educators not only how to deliver the lessons effectively, but also gives them the background knowledge in the Science of Reading that they need to be successful.



Implementation Trainings

Really Great Reading offers two effective options for Implementation Training. With either of these professional development options, teachers will leave with a clear understanding of how each program is structured, its key routines, how to deliver it with proper pacing, and how to use the guides to differentiate for students who need more support or practice. Teachers also leave with a clear understanding of the scope and sequence, how to progress monitor students, and the skills that should be mastered by the end of each program.

Virtual:

Virtual Implementation Training Classes consist of 5 Courses providing initial and advanced implementation training. Courses 1 and 2 should be completed before beginning teaching and Courses 3, 4, and 5 should be completed throughout the first year of implementation.

- Course 1 – Self-paced Modules – 2.5 hours of content
- Course 2 – Self-paced Modules or Live Webinar – 3 hours of content
 - If you request a LIVE ~ online Course 2 Half day session, we are happy to accommodate that request. The price would be \$400 for 3 hours per program. (See attached quote)
 - Dates TBD
- Courses 3, 4, and 5 – Self-paced Modules – 45 min of content each
Participants have access to all course content for 1 calendar year.

Sample course: <https://360.articulate.com/review/content/d6360b62-5fc6-4b89-93a3-04ebeaad1015/review>

Or you can opt for Onsite/F2F

Full Day Implementation Training

Each session would be presented onsite. Full day trainings are 6 hours of content with a 1-hour lunch break. This implementation training prepares teachers to implement lessons with correct pacing, procedures and routines.

Half-Day Advanced Implementation Trainings

Approximately eight weeks after instruction has begun, Really Great Reading finds it beneficial to visit with those implementing the program. This follow up workshop is for those who attended the full day initial training and are ready to receive more detailed information about improved pacing, differentiation, and more advanced teaching techniques.



Onsite Support: Optional

Full or Half-Day On-Site Follow-up and Support

In addition to the initial implementation trainings, *Really Great Reading* would like to provide ongoing support to maximize the success of the lessons. These are similar to Professional Learning Communities (PLCs) and are designed to help teachers feel comfortable and confident with the instruction. These support days are scheduled according to the needs of each building and often are structured as a series of 2-hour team meetings.

They can include:

- Clarifications about the instructional techniques and routines
- Analysis of initial results to determine mastery/formative assessment
- Review of techniques for differentiating with students who need more support or students who can move faster.

Note: Basic costs for PD are listed below:

- Onsite Implementation Training PD \$2000 plus \$750 travel
- Onsite support \$1250 per day,
- Virtual Implementation training PD full day \$1250
- Virtual Implementation training PD half day \$750
- Virtual support 1 day \$1,000
- Virtual support ½ day \$600

Progress Monitoring: Data Collection and Analysis

The Grouping Matrix is a free, password protected, secure, student data management system that groups students (K-12th) according to the type and depth of their decoding strengths and weaknesses. Kindergarten can be entered, but a decoding level will not be assigned. It's truly a simple way to see how a young reader is developing early decoding skills and progressing toward kindergarten benchmarks. The Grouping Matrix has direct on-line data entry, with immediately available reports that group students and provides instructional recommendations. It helps facilitate differentiated data driven instruction and reporting. Data can easily be exported into your own excel documents. A robust video support section is listed on the grouping matrix home page to learn about the various features of this comprehensive tool. We highly encourage teachers, administrators, and specialists to learn more about the Grouping Matrix in helping you drive targeted prescriptive instruction for your students. To learn more, please visit: www.groupingmatrix.com

Live Assess: (We score the results for you. It saves precious time for teachers!)

As you listen to your students read from the Decoding Survey's Student Page, record student miscues on the Decoding Survey's Recording Form and then enter the miscues

directly into the Grouping Matrix using the Live Assess feature. Live Assess will score students' miscues and upload the data for you without you having to be an expert at

scoring. This feature ensures interrater reliability with scoring assessments therefore the results are reliable. It's never been easier or faster to identify students' decoding gaps and group students appropriately.

Technology requirements for instruction:

All teachers implement lessons with an online teaching tool. This tool is delivered via HTML5 and works on most platforms (windows, OS, chrome), via most web browsers. Chrome is the preferred browser. Teachers are trained how to use the tools with instruction during the implementation training. Help is available (M-F) 8:00 a.m. -5:00 p.m. (EST) at 866.401.7323 or by contacting the implementation trainer directly.

Details on Classroom Set Up Materials Per Grade Level:

(VP classroom set ups are designed for 1 teacher and 20 students)

Countdown Large-Group 1 Teacher/20 Students

Each teacher would receive:

- 1 set of Countdown Teacher Lesson Plan Books
- 1 one-year subscription to Countdown Online
- 1 set of Vowel Posters
- 10 Countdown Student Phonics Kits
- 20 Countdown Student Workbooks
- 20 Countdown Virtual Playground Seats
- Virtual Implementation Training seat for teacher
- Kindergarten Foundational Skills Surveys
- Access to the Grouping Matrix

**Blast** Small-Group 1 Teacher/20 Students

Each teacher would receive:

- 1 set of Blast Teacher Lesson Plan Books
- 1 one-year subscriptions to Blast Online
- 10 Blast Student Phonics Kits
- 20 Blast student workbooks
- 20 Virtual Playground Seats
- Virtual Implementation Training seat for teacher
- 1 set of Vowel Posters
- 1st Grade Foundational Skills Survey
- Access to the Grouping Matrix





HD Word Large-Group Setups 1 Teacher/20 Students per class

Each teacher would receive:

- 1 set of HD Word Teacher Lesson Plan Books
- 1 one-year subscription to HD Word Online
- 1 seat to Virtual Implementation Training Courses
- 10 HD Word Student Kits (1 kit per 2 students)
- 20 HD Word Foundations Student Workbooks
 - (2nd grade and beyond)
- 20 HD Word Foundations Playground Seats
- Virtual Implementation Training seat for teacher
- 1 set of HD Word Vowel Posters
- Diagnostic Decoding Survey
- Access to the Grouping Matrix



Note: Recurring costs will be to renew the teacher's online tool and reorder students' workbooks and reading playground seats.

Expenditures for Phase 1:

Cost projections for 2021-2022 (These individual amounts are listed on quote)

Setting Tier 2	K	1 st Grade	2 nd Grade
K-2	\$35,964.00	\$44,964.00	\$52,164.00

Note: Reduced shipping of 8% will be \$10,647.36

The total amount for all items is found on quote #15287 **(\$143,739.36)**

Year 2-3: Phase 2 recurring cost

Each year, the district will need to renew the teacher's online subscription at \$95 and individual student guided practice workbooks. Note: You will not have the reading playgrounds subsequent years due to limited funding.

Setting	Kindergarten 36 Teachers and 720 students	First Grade 36 Teachers and 720 students	Second Grade 36 Teachers and 720 students
K-2	Teacher's Online tool \$3420 Student Workbook \$10 Total \$7,200	Teacher's Online tool \$3420 Student Workbook \$19 Total \$13,680	Teacher's Online tool \$3420 Student Workbook \$19 Total \$13,680

Total cost of all materials above which includes 8% shipping for consumables is:

(#15394 = \$47,584.80)



References

Here is a list of several Texas districts who use Really Great Reading to provide supplemental decoding interventions in large and small group Tier 1-3 settings. Please feel free to contact them to learn about the results of their implementations.

Austin ISD:

Ilza Garcia (Dyslexia Interventionist District Wide)
Interim Assistant Director, 504/Dyslexia Services
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San Antonio ISD: Director - 504/Dyslexia Department (Dyslexia and SPED: 66 Schools)
San Antonio Independent School District
439 Arbor Pl., San Antonio, TX 78207
210-554-2570
jgonzalez12@saisd.net

Katy ISD: Elementary ELA (37 Elementary Schools: Academic Support interventions K-5)
Lynette Cornell
Instructional Officer for Elementary Reading Intervention
281-396-2475
lynettegcornell@katyisd.org

Amarillo ISD (37 schools k-3 district wide Gen Ed Supplement)
Samantha Holder
Elementary Reading Language Arts
Curriculum Coordinator
Amarillo ISD
806-326-1367
Samantha.holder@amaisd.org

Lee County Public Schools (50 schools k-3 district wide Gen Ed supplement)
Dr. Bethany Quisenberry
Director, Elementary Curriculum & Instruction | School District of Lee County
2855 Colonial Blvd. | Fort Myers, FL 33966 | Phone (239) 461-8412
BethanyLQ@leeschools.net

Really Great Reading is thrilled for the possible opportunity to work with Aledo ISD. If you decide to move forward with our decoding instruction, we know we can make a difference with your students. We are a dedicated and passionate team and will support you in all aspects of your implementation.