



Love Learning

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Evidence Base for Child1st Products

While a formal study has not been conducted, there is an abundance of **evidence** showing the success of our materials and approaches.

I. RESEARCH BEHIND CHILD1ST PRODUCT DESIGN:

Leslie Hart – *Human Brain & Human Learning*

Carla Hannaford – *Smart Moves*

Eric Jensen – *Teaching With the Brain in Mind*

Renate N. Caine & Geoffrey Caine – *Making Connections; Teaching and the Human Brain*

II. EXPERIENTIAL RESEARCH AND EVIDENCE BASE:

Experiential evidence includes several kindergarten classes, small group and whole group as well as Title 1, special education, and regular (immersion) classroom settings.

- A. **FIRST GROUP** to be taught with this approach for reading (Easy-for-Me™ Reading which includes SnapLetters™, *Alphabet Tales*, SnapWords™, Easy-for-Me™ Books, and the multisensory approach to learning to read) and math (Kid-Friendly Computation series) were taught small group, half day and were 4-5 years old. 2000-2001.

Formal testing in April included:

Phonics Mastery Inventory

Blends & Digraphs

Number of Syllables

Base Words & Affixes

Plurals

Vowel Teams

Two Consonant Endings

Features Spelling

John's Basic Reading Inventory

Graded Word Lists - Form A

Oral Reading Passages - Form A

Results of this battery of testing – lowest reader was 2nd grade, highest level reader was 4th grade.

- B. **SECOND GROUP** was a kindergarten classroom in a public school which began incorporating some Child1st materials and approaches in **November of 2000**. Children attended two full days and a half day on Fridays. Teacher reported that her real usable/productive time with the students totaled about 2 half days. The **materials used** were SnapWords™ and Easy-for-Me™ Books List A. The other products were not completed.

Testing included 1- sight word recognition as mandated by the district, 2- reading the EFM Books which require both decoding and sight word fluency, and 3- writing words and sentences from oral dictation by an adult.

January Testing

Children had progressed through the teaching sequence and had begun reading the books, following the mini-lesson inside the covers. Students could write words and sentences from dictation as follows: Book 1 on 1-24-01, Book 2 on 1-

25-01, and they were on Book 6 by 2-7-01. All words on assessments were spelled correctly. Assessment on reading and writing were based on both decodable words and sight words.

February Testing

This assessment was on sight word recognition using the district-supplied word list for the school year, 17 words were required for kindergarten:

Results: After only 3 months, out of 21 children, 11 could read all 17 words, 3 could read 16, 2 could read 14, 2 could read 12, 1 could read 10, 1 could read 9, and 1 read 3.

Spring assessments are not available to me; however, I have letters each student wrote to their future first grade teacher by way of introducing themselves. Language used included final silent E as in “like”, digraphs SH and TH, OY, ING, OO as in “good”, “food”, “pool”, “foot”, sight words were generally spelled correctly, LL as in “ball”, AY as in “play”, OW as in “how”. Nearly every child spelled “have”, “hav.” Complete sentences used.

- C. THIRD GROUP – 5 kindergarten classrooms in an at-risk/Title 1 school** with total immersion. Sarah Major supervised the K teachers as they began to implement the program. This student group had many challenges to overcome including poverty, language barriers, learning issues, behavior challenges, retention, stressors at home. Teachers had one aide apiece and taught whole group and small group.

Materials utilized:

SnapLetters™, an early version of *Alphabet Tales*, SnapWords™, EFM™ Books, and just an outline of the Easy-for-Me™ curriculum.

October testing:

After only 2 months, children were tested on a combination of 20 decodable words and sight words. They also were asked to write words from dictation. Achievement varied significantly from classroom to classroom depending on the teacher and the level of classroom control exhibited.

November testing:

Assessments from October were repeated to measure progress.

Classes	#1 - 17 students, 6 sped	#2 – 19 students, 5 sped	#3 – 17 students, 6 sped	#4 – 18 st., w/10 sped	#5 – 18 st., w/ 10 sped
Oct	6 read 15-20 words 4 read 10-14 4 read 5-9 2 read 3 words	5 read 15-20 3 read 10-14 5 read 5-9 5 read 0-4 words	9 read 15-20 5 read 10-14 3 read 2-4 words	8 read 15-20 7 read 10-14 3 read 5-9	9 read 15-20 2 read 10-14 4 read 5-9 3 read 3-4 words
Nov	14 read 15-20 2 read 10-14 words	10 read 15-20 1 read 10-14 4 read 5-9 4 read 1-4 words	12 read 19-20 2 read 10-14 2 read 7-9 1 read 3 words	15 read 15-20 3 read 10-12	6 read 15-20 4 read 10-14 4 read 5-9 2 read 3 words

*Data is not available from spring testing. Teacher 3 reported via email that I would be astonished at how the kids were reading. Classes 2 and 5 exhibited poor classroom control. In the other 3 classrooms, children were engaged and progressing.

D. FOURTH GROUP - TITLE 1 small groups

SnapLetters™, SnapWords™ and *SOUNDS & Their Spelling Patterns* approaches were used for remediation in a school with approximately 65 at risk students K-7th grade (not already in SPED). *In order to enter the Title 1 program, students could not qualify for SPED and had to be failing or significantly below grade level in reading.* Format was small groups which met 2-3 times a week for 20 or 30 minutes. I have mid-year (Feb) and year-end (May) scores for grades from 1-7. Testing utilized: Johns Passages and Words Lists.

Status in the fall by grade level:

1st grade students could not read or decode and were fuzzy on sounds; missing Kindergarten skills.

2nd grade students 3 were either below pre-primer or at pre-primer. 3 could read nothing at all.

3rd-5th grade students were at least two grade levels behind or more - the higher the grade, the more behind.

6th grade children hovered around a 2nd grade reading level in the fall (as measured by John’s testing), and were unable to read content material across the curriculum. In grades 3 and up, behavior problems were associated with those who were failing.

In May, administration reported that referrals to special education had dropped to near zero school wide and behavior problems referred to the office had dropped significantly also.

Spring testing results by grade showing independent reading level/instructional reading level:

Independent/instructional:	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grades 6-7*
pp/-	2**students	1				
p/1	8	2				
1/2	5		1			
2/3	1	3	2			
3/4			6	1		
4/5			3			
5/6			1	2	5	
6/7			2	4	1	5
7/8				1		

*4 6th graders and 1 7th grader

**these two children repeated 1st grade

E. FIFTH GROUP – CLASSROOMS GRADE 1 AND GRADE 2, 2004-2006.

In another at risk school, total inclusion, no classroom aides, several students who had already repeated a grade, ESOL students, multiple learning disabilities and behavior disorders – testing utilized was Fox in the Box and DIBELS. Classroom teacher administered FOX while DIBELS was administered by another staff member.

GRADE 1: DIBELS tests from Fall and Spring, benchmarks listed at top of column for spring testing

Student	Description	Words	PSF fall/sprg 35	NWF fall/sprg 40	ORF fall/sprg 35
1	Repeating 1 st grade, ESOL, dyslexia	600	21/40	38/70	20/42
2		700	36/33	30/125	17/96
3	Shy, very deliberate in her work	600	24/16	45/42	15/55
4	Scores from Fall – <i>child moved away</i>		51/	48/	20/
5	Started year late, very low skills	600	40/44	24/62	4/56
6		700	56/58	45/102	28/98
7	Child with very difficult home setting	700	51/38	31/102	5/61
8		700	47/11	36/60	15/63
9	Really struggled for everything he learned	600	44/34	15/79	7/81
10	ESOL	600	51/37	40/105	4/75
11	ESOL, severe speech problem	0-100	1/35	0/24	5/15
12	ESOL, shy, deliberate	600	43/40	37/49	11/44
13	ESOL, new to USA	200	9/35	10/21	1/20
14		800	52/45	48/102	29/104
15	ESOL, mental health issues	600	9/30	29/87	3/63
16		800	47/49	31/126	6/59
17	Scores from Fall – <i>child moved away</i>	700	51/	69/	24/

Words lists 1-8: 100 words on each. Lists attached to end of this document. “Words” column shows the numbers of words they mastered during the year. They did this independently, only coming to the teacher to be tested for knowledge.

Some challenges of this school year were the three hurricanes that hit beginning in August. Students missed a number of school days, and several were displaced in the storms. The school building was damaged and repair was on-going for several months.

GRADE 2: 10 students looped up from 1st grade

(Student 7, who had the most labels of any student in the school, was on grade level by November as demonstrated by DIBELS and FOX testing. He is the most dramatic example of the benefit received from the multisensory approach.)

DIBELS FALL and SPRING SCORES by student – targets identified for each category: (see next page)

DIBELS FALL and SPRING SCORES by student – targets identified for each category:

Student	details	NWF fall 50	NWF spring 50	ORF fall 44	ORF spring 90	Peabody Pict. Vocab.*	Errors/total items viewed
1	Muscular dystrophy, SLD , held back 2x	21	43	3	10	10-11	15/96
2	AIP	32	77	39	85	12-16	27/144
3	ESL , shy, too many absences, should not do timed tests	37/51	54	11/39	60	12-16	43/144
4	ESL	10/40	79	1/29	79	8-9	18/84
5	Very dreamy	42	95	45	105	12-16	32/132
6	ESL , held back, severe dyslexia, IEP	38/27	56	20/55	108	12-16	27/120
7	ESL, SLD, speech	84	148	48	91	17-adult	49/156
8		45/55	74	15/55	108	12-16	25/132
9	Transferred in. No fall testing		205		134	17-adult	52/168
10	ESL	109	201	69	132	12-16	25/144
11		31/122	182	6/73	111	17-adult	45/168
12	Cannot do nonsense words. Great reader.	36/47	50	15/90	140	12-16	27/144
13	Came in Apr. No fall testing. IEP		45		72	12-16	18/132
14	1 st reader in family. Cannot do nonsense words	15/53	49	7/115	191	8-9	11/84
15	ESL	40/98	181	4/77	148	12-16	23/132
16		48/109	143	29/97	147	12-16	15/122
17	IEP	76	156	88	123	10-11	13/108
18	ESL, IEP	29/112	224	3/75	125	8-9	35/84
<p>Comments: Those students who looped up from 1st grade have a slash mark before the score showing scores in Fall of 1st grade. Ex: 1st grade fall score/ 2nd grade fall score</p>						*Chronological age compared to others of their same age.	408 total items: 34 sets of 12

***Peabody Picture Vocabulary Test** – measure of receptive vocabulary

The class as a whole had well-developed writing skills, using paragraphs, topic sentences with supporting sentences.

Sight word list ONE

Name _____

1	about	26	has	51	my	76	these
2	after	27	have	52	no	77	they
3	all	28	he	53	not	78	this
4	an	29	her	54	now	79	time
5	and	30	him	55	of	80	to
6	are	31	his	56	on	81	took
7	as	32	how	57	one	82	two
8	at	33	I	58	only	83	up
9	be	34	if	59	or	84	use
10	been	35	in	60	other	85	very
11	but	36	into	61	out	86	was
12	by	37	is	62	over	87	water
13	called	38	it	63	people	88	way
14	can	39	its	64	said	89	were
15	could	40	just	65	school	90	what
16	did	41	know	66	see	91	when
17	do	42	like	67	she	92	where
18	down	43	little	68	some	93	which
19	each	44	long	69	than	94	who
20	find	45	made	70	that	95	will
21	first	46	make	71	the	96	with
22	for	47	many	72	their	97	words
23	friend	48	may	73	them	98	would
24	from	49	more	74	then	99	you
25	had	50	most	75	there	100	your

Sight Words List TWO

Name _____

Note to parents: some of these duplicate the first list, but are here to review.

1	across	26	five	51	light	76	should
2	again	27	found	52	live	77	show
3	always	28	four	53	long	78	soon
4	another	29	give	54	mean	79	still
5	any	30	going	55	might	80	tell
6	around	31	gone	56	much	81	ten
7	ask	32	good	57	must	82	their
8	away	33	got	58	never	83	these
9	before	34	grow	59	new	84	think
10	began	35	hard	60	next	85	those
11	best	36	heard	61	off	86	three
12	better	37	her	62	oh	87	today
13	bring	38	high	63	old	88	told
14	came	39	hold	64	once	89	try
15	cold	40	hot	65	open	90	under
16	could	41	hundred	66	ounce	91	unto
17	cut	42	I'm	67	our	92	us
18	didn't	43	into	68	own	93	walk
19	does	44	its	69	put	94	was
20	don't	45	keep	70	read	95	well
21	eat	46	kind	71	right	96	went
22	far	47	last	72	run	97	white
23	fast	48	leave	73	same	98	why
24	fight	49	left	74	saw	99	would
25	full	50	let	75	say	100	yes

Sight Words List THREE

Name _____

Note to parents: This list is the final amazing list that will mark a huge accomplishment by your child.

1	accident	26	eight	51	might	76	state
2	air	27	enough	52	mountain	77	stove
3	animals	28	even	53	Mr.	78	struggled
4	basement	29	every	54	Mrs.	79	stuck
5	beautiful	30	family	55	near	80	stumbled
6	best	31	flapping	56	need	81	thought
7	bicycle	32	fly	57	night	82	through
8	books	33	follow	58	ocean	83	together
9	both	34	food	59	passenger	84	tomorrow
10	buy	35	giggle	60	place	85	toward
11	careful	36	great	61	playmate	86	town
12	carry	37	grew	62	pleasant	87	turn
13	certainly	38	hand	63	pleasure	88	twice
14	children	39	hand	64	prize	89	unto
15	city	40	hide	65	realized	90	upon
16	clapped	41	hitch	66	right	91	use
17	close	42	house	67	river	92	warm
18	company	43	husband	68	round	93	well
19	could	44	imagine	69	seven	94	while
20	country	45	indeed	70	short	95	whole
21	decide	46	instant	71	should	96	willing
22	different	47	island	72	six	97	wonderful
23	done	48	its	73	small	98	would
24	draw	49	love	74	sometimes	99	write
25	drink	50	mean	75	start	100	yet

Sight Words List FOUR

Name _____

Dear Parents, I am astonished at what your child is accomplishing. Word lists 1-3 were Dolch words, while this list is taken from Fountas & Pinnell's list of 500 high-frequency words.

1	against		26	change		51	everyone		76	heavy	
2	air		27	class		52	everything		77	hope	
3	along		28	clean		53	fact		78	hour	
4	already		29	clothes		54	fare		79	house	
5	although		30	complete		55	father		80	however	
6	among		31	couldn't		56	favorite		81	hurt	
7	answer		32	country		57	feel		82	idea	
8	anything		33	dad		58	field		83	instead	
9	baby		34	dark		59	finally		84	kept	
10	bark		35	deep		60	fine		85	killed	
11	beautiful		36	didn't		61	fire		86	knew	
12	became		37	died		62	fish		87	lady	
13	being		38	dinner		63	floor		88	large	
14	believe		39	doing		64	follow		89	later	
15	boat		40	done		65	food		90	learn	
16	body		41	door		66	form		91	life	
17	boot		42	dream		67	free		92	live	
18	broke		43	dress		68	front		93	lived	
19	brother		44	dry		69	girl		94	lives	
20	brought		45	during		70	goes		95	mother	
21	build		46	early		71	grade		96	myself	
22	buy		47	earth		72	great		97	noise	
23	care		48	easy		73	group		98	shall	
24	catch		49	either		74	head		99	string	
25	caught		50	else		75	heart		100	wish	

Sight Words List FIVE

Name _____

Dear Parents, Words fail me. However I am not surprised at how much children can accomplish when we believe they can do it. They always far exceed our expectations. This list finishes up the Fountas & Pinnell list of 500 high frequency words. Now what? :)

1	lost		26	party		51	set		76	stood	
2	lot		27	past		52	several		77	store	
3	love		28	perhaps		53	shall		78	story	
4	lunch		29	person		54	ship		79	street	
5	mad		30	pick		55	short		80	stuff	
6	main		31	picture		56	shot		81	such	
7	making		32	place		57	shown		82	summer	
8	man		33	plants		58	sick		83	sure	
9	mind		34	possible		59	side		84	talk	
10	miss		35	pretty		60	simple		85	teacher	
11	money		36	probably		61	since		86	themselves	
12	moon		37	problem		62	sister		87	they're	
13	morning		38	rain		63	size		88	things	
14	move		39	ready		64	sky		89	third	
15	name		40	real		65	sleep		90	throw	
16	nice		41	really		66	small		91	tried	
17	nothing		42	reason		67	snow		92	trouble	
18	number		43	rest		68	someone		93	trying	
19	often		44	ride		69	something		94	turned	
20	order		45	room		70	sound		95	watch	
21	outside		46	running		71	space		96	winter	
22	page		47	scared		72	special		97	woke	
23	paper		48	sea		73	stand		98	wouldn't	
24	park		49	second		74	started		99	yard	
25	part		50	seen		75	stay		100	year	

Sight Words List SIX

Name _____

*Now we are into less used words, but words the students will look up in the dictionary and define.**We never intended to go this far, but kids always go further than what we expect.*

1	arrow		26	grasp		51	seasons		76	station	
2	believe		27	grease		52	shelf		77	stretch	
3	blister		28	ground		53	shrimp		78	sudden	
4	bronze		29	hectic		54	shrink		79	summer	
5	brought		30	jiggle		55	skeleton		80	sweat	
6	cheap		31	jungle		56	sketch		81	swept	
7	clever		32	kangaroo		57	sleeve		82	switch	
8	climb		33	music		58	smooth		83	thread	
9	complete		34	planet		59	snail		84	threat	
10	crayon		35	plaster		60	sneak		85	throat	
11	cream		36	plastic		61	sneeze		86	trace	
12	crowd		37	pocket		62	space		87	trouble	
13	crumble		38	prince		63	splash		88	twelve	
14	cuddle		39	problem		64	splatter		89	twist	
15	dinner		40	program		65	splendid		90	vacation	
16	dream		41	proved		66	splinter		91	vacuum	
17	elastic		42	quiz		67	splotch		92	velvet	
18	flavor		43	rustic		68	sprain		93	wear	
19	frantic		44	scale		69	spring		94	willow	
20	freckle		45	scatter		70	square		95	wreck	
21	fright		46	scout		71	squash		96	wrench	
22	gigantic		47	scramble		72	squeak		97	wriggle	
23	glide		48	scrape		73	squeeze		98	wrinkle	
24	glimpse		49	scratch		74	squint		99	wrist	
25	globe		50	scream		75	squirrel		100	wrong	

Sight Words List SEVEN

Name _____

*Now we are into less used words, but words the students will look up in the dictionary and define.
We never intended to go this far, but kids always go further than what we expect, obviously.*

1	absent		26	demonstration	51	however		76	operation	
2	absolutely		27	dependable	52	hysterical		77	pepperoni	
3	action		28	dessert	53	icicle		78	planet	
4	activate		29	differences	54	independent		79	plastic	
5	activity		30	difficult	55	information		80	poisonous	
6	adorable		31	energetic	56	inspect		81	popular	
7	adventure		32	enjoyable	57	interested		82	pretzel	
8	affectionate		33	entertainment	58	interrupted		83	refrigerate	
9	alligator		34	escalator	59	invention		84	regularly	
10	applaud		35	especially	60	kindergarten		85	special	
11	audiotape		36	exaggerate	61	listening		86	spectacular	
12	balloon		37	excuse	62	louder		87	stationary	
13	calculator		38	exclaim	63	magical		88	stubborn	
14	cantaloupe		39	fabulous	64	magnificent		89	subtract	
15	caravan		40	factory	65	magnify		90	tarantula	
16	carousel		41	fantastic	66	marshmallow		91	terrible	
17	castle		42	flavor	67	marvelous		92	thistle	
18	caterpillar		43	forever	68	material		93	tornado	
19	center		44	fortunately	69	mosquito		94	underneath	
20	considerate		45	ghastly	70	motorcycle		95	unusual	
21	contest		46	ghost	71	multiply		96	vacation	
22	conversation		47	gigantic	72	mysterious		97	watermelon	
23	cricket		48	habitat	73	necessary		98	watery	
24	curious		49	helpful	74	normally		99	whichever	
25	dedicated		50	honestly	75	notebook		100	whistle	