



Rime Magic Data Acorn Woodland Elementary School

Pre- and post-tests were given to students who were participating in a reading intervention program due to low word recognition at Acorn Woodland Elementary School in East Oakland. The Slosson Oral Reading Test was used to provide scores that show grade equivalent growth in word recognition.

Reading intervention teachers were able to observe one Rime Magic lesson and received no coaching in delivering the instruction. After two/three months of reading intervention with small groups of students in third, fourth, and fifth grades who were struggling with reading based on low word recognition skills, test scores showed significant improvement in most students.

Participation:

8 third-grade students
13 fourth-grade students
8 fifth-grade students

Of the students who had **two or three months of Rime Magic instruction** 2 to 4 days per week for 30 minutes and for whom both a pre- and post-test was given, here is the breakdown of **word recognition grade-equivalent growth** in months/years:

1 student (IEP)	2 months growth
4 students (IEP)	3 months
2 students (IEP)	4 months
3 students	5 months
4 students	6 months to 1 year
5 students	Between 1 and 2 years
5 students	Between 2 and 3 years
1 student	Over 3 years

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