Provides systematic, intensive, and strategic instruction to close the gap between struggling and proficient readers

- Integrates all 5 components of reading instruction
- Meets criteria for Response to Intervention
- Research-based, with proven results
Wright Group Early Reading Intervention is a research-based program that provides intensive instruction for K–3 students who are not meeting expectations within their classroom.

The program provides the skills, strategies and reading practice necessary to accelerate low performing readers to grade-level proficiency.
PROVEN…A solid research base and documented student achievement

- Based on 30 years of research and practice by educators in large and diverse districts
- Authored and field tested by Dr. Charlene Cobb with proven results
- Meets the demands of state-mandated intervention standards and aligns to Response to Intervention criteria

EFFICIENT…Delivery of instruction to maximize learning

- Tight instructional routines promote efficient use of time for students and teachers
- Consistent Lesson Routines are easily delivered by teachers or trained paraprofessionals
- Coaching support provided for districts to train intervention tutors
- Cost-effective intervention

ACCELERATION…Enables students to read at grade level

- Fast-paced lessons keep students engaged and moving forward
- Integration, not isolation, of skills accelerates reading proficiency
- Increases volume of reading by providing a large collection of student books and tight instructional routine with extensive reading in each lesson

<table>
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<tr>
<th>WRIGHT GROUP EARLY READING INTERVENTION</th>
<th>VS.</th>
<th>OTHER INTERVENTION PROGRAMS</th>
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<tbody>
<tr>
<td><strong>ACCELERATION</strong></td>
<td><strong>REMEDIATION</strong></td>
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<tr>
<td>Provides integrated instruction that is systematic, strategic, and intensive in order to move students to grade-level reading.</td>
<td>Breaks reading tasks into isolated chunks, or slows down the delivery of instruction.</td>
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<td>Integrates the five essential elements of reading within the structure of each lesson-routine.</td>
<td>Focuses instruction on isolated skill development rather than integration.</td>
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<td>Increases the volume of reading to insure that low-performing readers have more practice reading connected text: fiction and nonfiction. A significant number of titles are provided at each grade level.</td>
<td>Minimal time allotted to actual reading connected text, limiting the potential for volume of reading. Limited number of titles included in program.</td>
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<td>Flexible model of delivery is designed to meet specific grade level needs – 1 to 1 in Kindergarten, 3 to 1 in Grade 1, Up to 5 to 1 in Grades 2 and 3.</td>
<td>Uses a less flexible model of delivery.</td>
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<td>Program-embedded training and ongoing coaching facilitates implementation by both teachers and paraprofessionals.</td>
<td>Implementation can range from requiring highly trained literacy experts to minimally trained staff.</td>
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