

# Access Code™

**DON'T LET YOUR STRUGGLING  
READERS FALL THROUGH  
THE CRACKS**



**A POWERFUL SOLUTION FOR RESPONSE  
TO INTERVENTION (RTI) STUDENTS**

 **Foundations  
in Learning**

FOUNDATIONS-LEARNING.COM

IDEAL  
FOR **RTI**



## Description



### A RESEARCH- AND EVIDENCE-BASED LEARNING MODEL

Access Code is an innovative blended assessment and intervention system designed for students in elementary and secondary settings who persistently struggle with reading comprehension and fluency. Teachers can diagnose struggling readers and help them develop automatic word recognition — the critical bridge between phonics and fluency.

Access Code is the best way to build foundational literacy skills. Our system:

- Identifies students who have deficits in basic reading skills
- Generates a profile for each student that provides teachers detailed information about specific gaps in a student's knowledge and automatic use of phonics
- Uses a blended learning environment to support a personalized, digital reading curriculum that is designed to lead to better retention, application, and generalization of skills

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*"Access Code provided (my students) with a solid foundation that they missed as beginning readers all those years ago."*

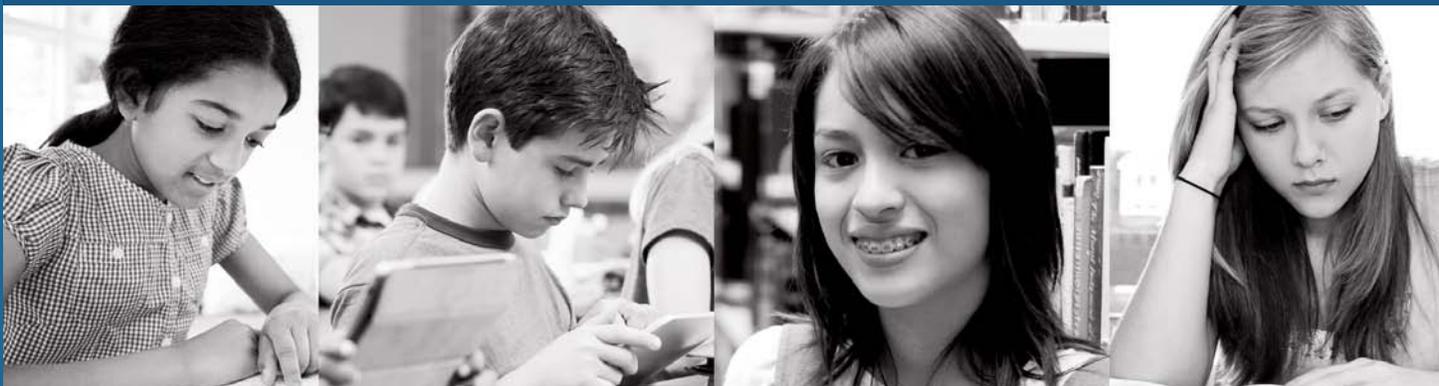
A. Smith,  
7th Grade Teacher (GA)

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## Assessment

### VALID, RELIABLE, AND PRACTICAL ASSESSMENT

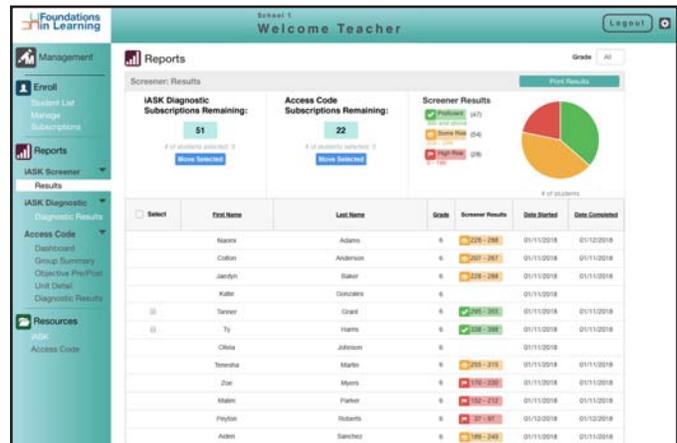
Access Code now includes iASK, a validated and reliable online assessment that consists of a screener and full diagnostic for struggling readers in middle school. iASK identifies students who lack the decoding skills required for reading fluency and comprehension, as well as those who may have some of these skills but lack the automaticity required to read fluently. In addition, the Access Code system includes on-going formative assessment to track student growth and identify areas of need.



Access Code is proven to be effective for struggling readers in Elementary and Secondary grades, as well as English Language Learners and Special Education students.

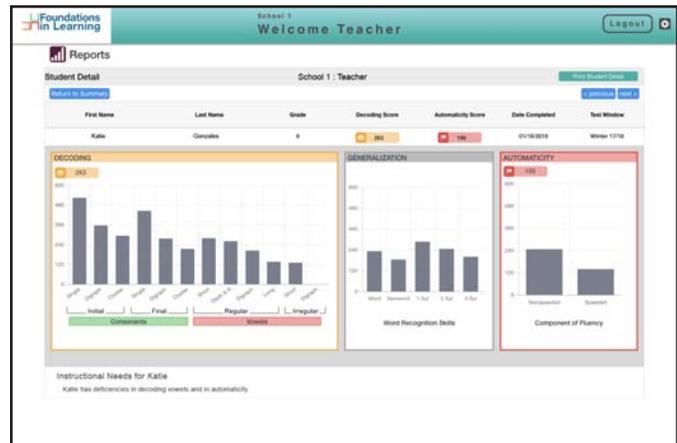
## iASK SCREENER

- Is derived from the iASK Diagnostic Assessment
- Identifies students as Proficient, At Some Risk, or At High Risk in basic reading skills
- Takes about 20 minutes to complete



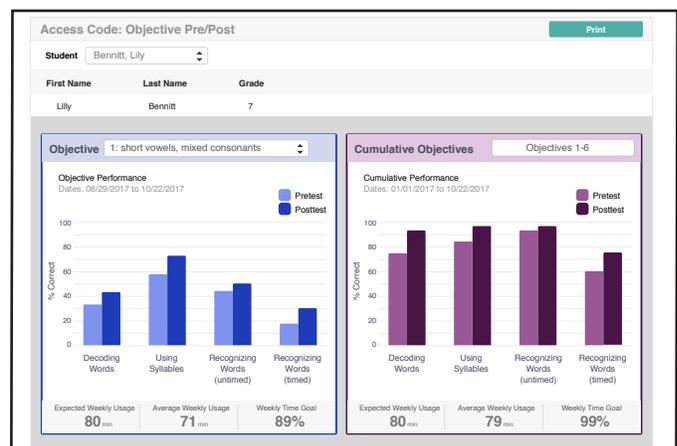
## iASK DIAGNOSTIC

- Is validated for students in grades 5+
- Identifies specific deficits in students' decoding knowledge and whether skills are automatic
- Is at regular intervals (pre-, mid- and post-intervention) to track progress
- Takes approximately 60-70 minutes to complete



## FORMATIVE ASSESSMENT (Embedded in the Access Code Intervention)

- Provides Pre/Post assessments for each of the six learning objectives in the intervention curriculum.
- Assesses decoding, use of syllables, and word recognition.
- Occurs every four to six weeks





# Intervention

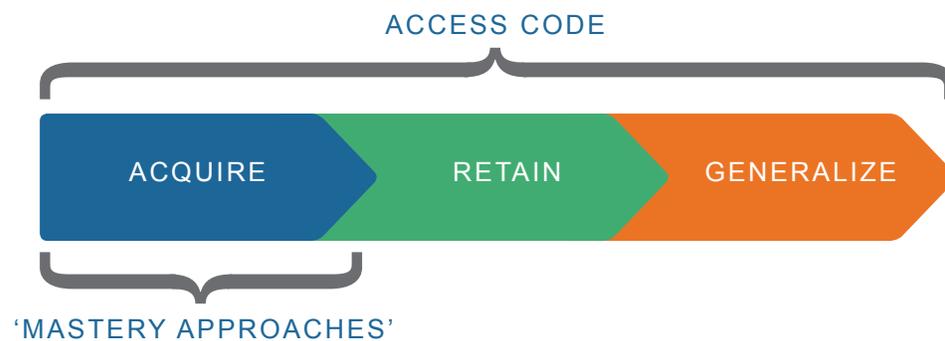
Access Code's intervention curriculum helps students develop the automatic word recognition required to become a successful reader. It is driven by the Varied Practice Model (VPM), a learning model that promotes the generalization and application of new skills to new contexts. Unlike traditional, mastery-based approaches to reading instruction that focus primarily on skill acquisition, Access Code is designed to help students retain and flexibly use their new reading skills.

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*My group of 5th graders made 2-4 times the expected annual progress on the MAP test."*

*C. Brooks,  
3rd - 5th Teacher (GA)*

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## Access Code allows teachers to do the following:

- Identify students struggling with basic reading skills who may benefit from deeper diagnosis or intervention with the screening component
- Gather specific information about students' deficits in basic reading skills, including decoding and word recognition through detailed, web-based reporting tools and email alerts
- Leverage unique and effective tools and content designed for elementary and secondary settings
- Deploy a research- and evidence-based intervention with students at risk for language and literacy development, English Language Learners, special needs students, and students who learn differently
- Extend vocabulary development, fluency, comprehension, and writing with an extensive suite of resources, curriculum guides, and daily lesson plans

# A BLENDED APPROACH TO LEARNING

Our system combines innovative online learning materials with teacher-led instruction. Access Code and the accompanying screener and diagnostic tool (iASK) allow teachers to accurately assess students and deliver personalized and differentiated instruction in a digital learning environment. In addition, Access Code also provides teachers with supplementary materials that align with the online learning components and are designed to deepen learning and ensure success.

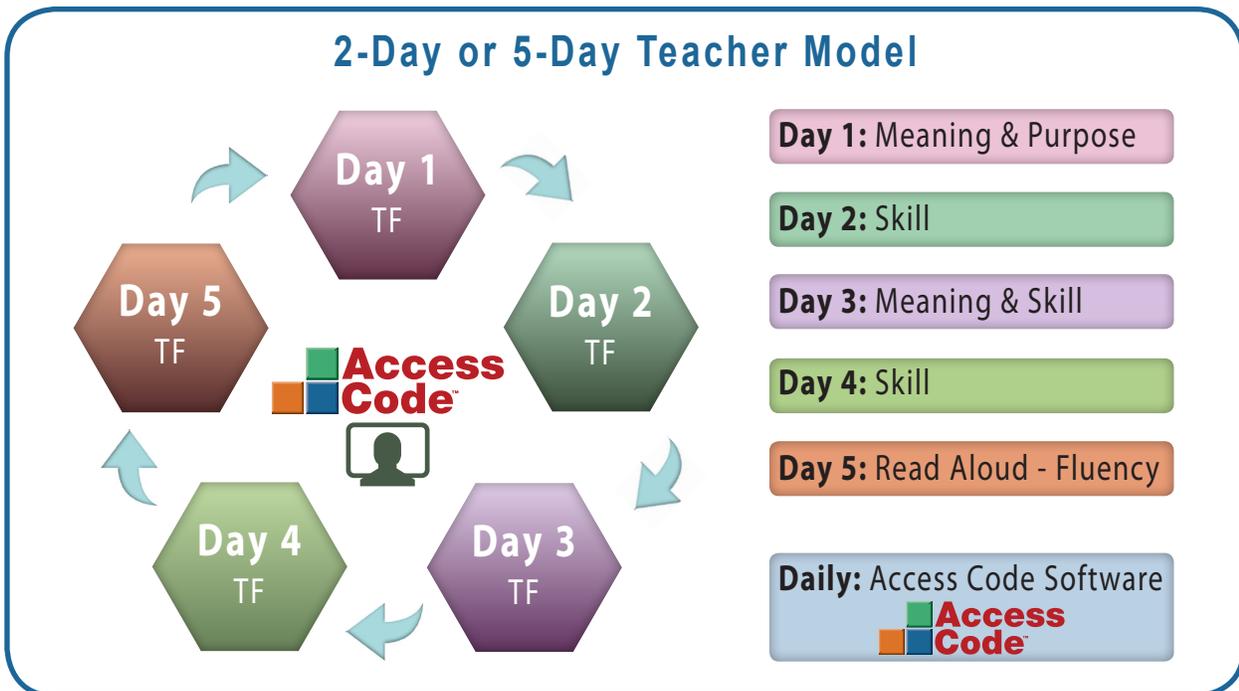
Participating students typically use Access Code 15-20 minutes per day, four to five days a week for five to six months.

24 Units organized into six Objectives (four Units/Objective)

- A pretest, 4 instructional units, and a posttest for each objective
- Wordlists that increase in difficulty level to provide multiple practice opportunities
- Varied tasks focusing on sounds, syllables, phrases and passages

Access Code’s teacher-facilitated instruction provides a wealth of resources, including poems/passages, curriculum packets, and daily lesson plans to accomplish the following:

- Reinforce the development of automatic word recognition skills
- Improve reading fluency
- Deepen and extend learning to new contexts, including vocabulary, comprehension, and writing

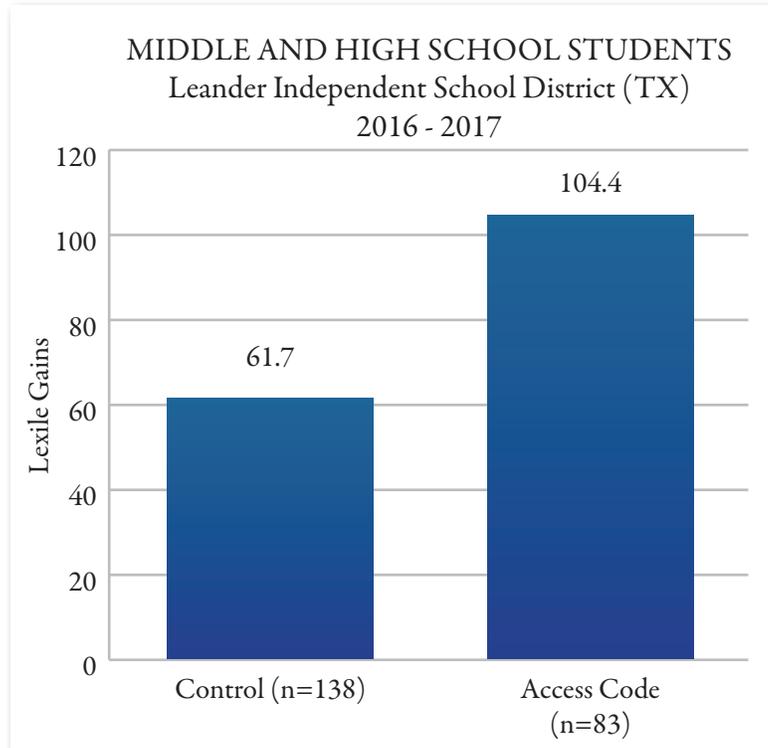




## Results Matter

Access Code represents the culmination of more than 30 years of research and development. This powerful solution is proven to have a significant impact on student performance on gateway reading skills that are essential to reading and educational success.

In the following example, students using Access Code substantially outperformed a similar group of students who received “business as usual.”



*“When students took Access Code seriously and committed their time and attention, they made on average of 1.8 years of growth as measured on the Qualitative Reading Inventory.”*

*Language Arts Resource Teacher,  
Leander ISD*

Additional examples of results are available at  
[wwwFOUNDATIONS-learning.com/research-and-results/case-studies/](http://wwwFOUNDATIONS-learning.com/research-and-results/case-studies/)





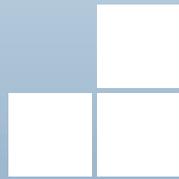
## That's because our approach is:

- **Integrated:** Moves directly from assessment into intervention
- **Differentiated:** Addresses the varied needs of struggling readers in the context of the regular classroom
- **Personalized:** Tailors literacy instruction to individual student profiles, while giving students the opportunity to challenge themselves to improve their skills and monitor their own performance
- **Digital:** Builds core skills via an engaging online platform accessible across devices
- **Research-based:** Leverages more than 30 years of research and development
- **Evidence-based:** Integrates evidence-based learning theory to drive results
- **Validated:** Proven to help struggling readers make significant gains



**GET STARTED**  
WITH ACCESS CODE

Contact us at (888) 701-3009 ext. 100  
[info@foundations-learning.com](mailto:info@foundations-learning.com)  
Visit [www.foundations-learning.com](http://www.foundations-learning.com)



## DO YOU HAVE STUDENTS WHO

- Are below grade level in reading?
- Lack automaticity in word recognition skills?
- Seem to know the rules, but can't apply and generalize them?
- Don't respond to other interventions?

IT'S TIME TO TRY  
**ACCESS CODE**

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