

Huron Intermediate School District

Teaching Literacy:

Applying Scientific Reading Research



Every child a reader by the end of third grade!

October 2005

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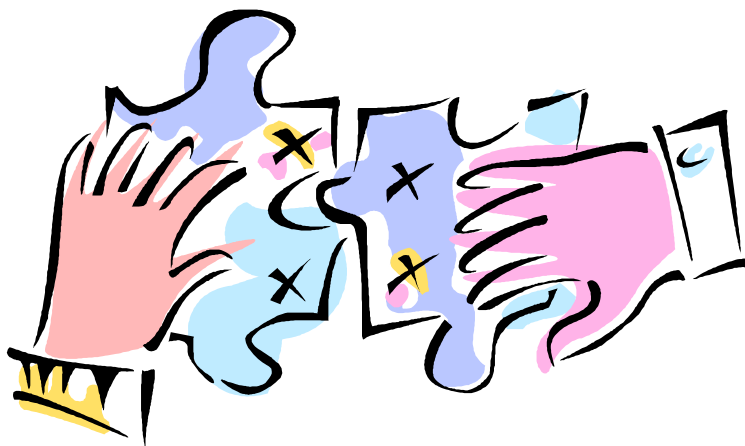
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About this Guiding Document

This document was produced as a result of a combined vision of Huron Intermediate School District general education, special services, and local teaching staff. An initial Literacy Committee was formed in December, 2003, with the stated objective of constructing a shared philosophy on teaching reading to elementary school children. The committee reviewed the current reading literature and pulled together this document designed to serve as a guide to applying current reading research to elementary classrooms.

Our thanks to the following Literacy Committee members:

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- Jill Iskow, Assistant Principal, Special Education
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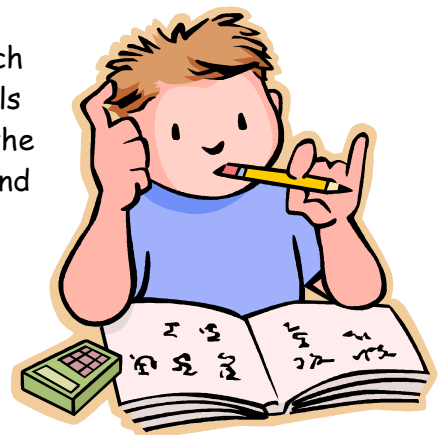
Introduction

Reading is an essential skill. We know that good readers have better self-confidence, are more motivated to learn, demonstrate higher performance across all academic areas, and are more prepared for earning a living in the workplace.

These are interesting and challenging times for anyone whose professional responsibilities are related in any way to literacy outcomes among school children. For, in spite of all our new knowledge about reading and reading instruction, there is a wide-spread concern that public education is not as effective as it should be in teaching all children to read. Fueled by such facts as the statistic that 37% of fourth-grade school children cannot read well enough to effectively accomplish grade-level work (National Center for Education Statistics, 2001), there is an emerging sense of urgency about improving reading instruction and literacy outcomes in our country. The report of the National Research Council pointed out that these concerns about literacy derive not from declining levels of literacy in our schools, but rather from recognition that the demands for high levels of literacy are rapidly accelerating in our society. Clearly, children who become adults with low levels of literacy are at an increasing disadvantage in a society that is creating ever-higher demands for effective reading skills within the workplace. These rising demands can only be met by changing the way we work at teaching reading so that we produce better literacy outcomes for more children than ever before (Torgeson, 2001).

As educators, we share the responsibility of teaching each child to become a successful reader. Recognizing this responsibility, it is our obligation to explore the research and open our minds to changes in our instructional practices that support children in becoming successful readers.

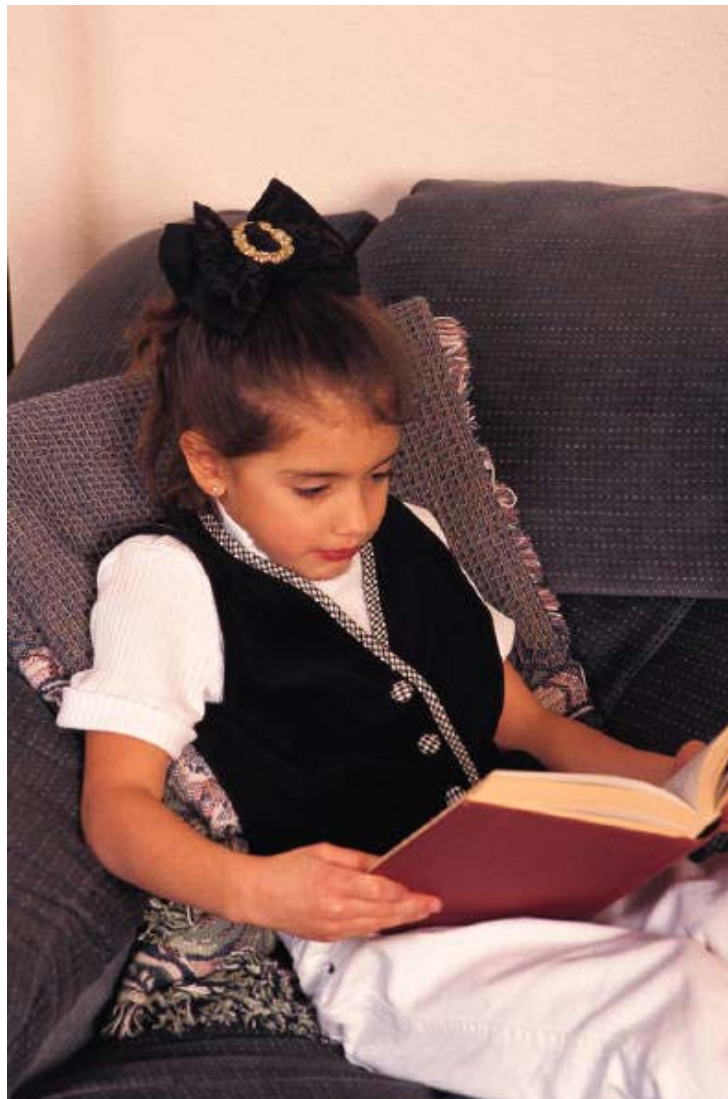
Teaching children to read is a highly-complex endeavor. Research provides us with an extensive knowledge base of the critical skills necessary to become a successful reader. These skills provide the basis for sound curriculum decisions, instructional approaches, and ongoing assessments that can help prevent the predictable consequences of early reading failure. Our goal is to catch students early—before they fall behind their peers—to ensure they have mastered the skills needed to be successful readers. We believe that in order to accomplish our goal of having all children read at grade level by Grade 3, we need a highly efficient and effective school-wide literacy system.



Agreement by experts in recent, comprehensive reviews of reading research is substantial: a successful teacher of reading enables children to comprehend and produce written language, generates enthusiasm and appreciation for

reading and writing, and expertly teaches children how to decode, interpret, and spell new words from a foundation of linguistic awareness. Using valid and reliable assessments, the successful teacher adapts the pacing, content, and emphasis of instruction for individuals and groups. The teacher's choices are guided by knowledge of the critical skills and attitudes needed at each stage of reading development. Beginning reading skill is taught explicitly and systematically to children within an overall program of purposeful, engaging reading and writing (Moats, *Language Essentials for Teachers of Reading and Spelling*, Sopris West, 2003).

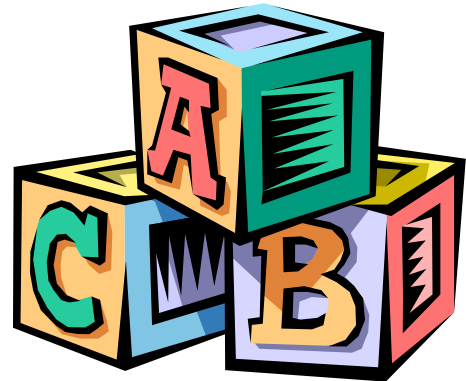
This guiding document describes a literacy approach that is designed to be a blueprint for developing high literacy outcomes for all students. It serves as a school-wide prevention model and an early instructional intervention program for all students who are struggling with reading.



The Five Basic Building Blocks to Reading: How Children Learn to Read

Learning to read is one of the most fundamental components of an education. For some students, learning to read is a fairly effortless process that occurs along with other developmental milestones. Unfortunately, for many students, learning to read is far more challenging and is one of the most difficult tasks they will have to master.

Learning to read is an intricate process that is made further complex by individual learning styles and varied instructional techniques. In recent years, there has been extensive research on what skills children need to master in order to read well. The National Reading Panel (2000) identified five key skills in reading instruction that are essential for reading achievement. We call these skills the “Five Basic Building Blocks to Reading.” They are Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Ensuring that children attain these skills at mastery levels is the best way to ensure optimal reading performance.



A brief summary of each building block, as stated in Put Reading First, follows:

Phonemic Awareness

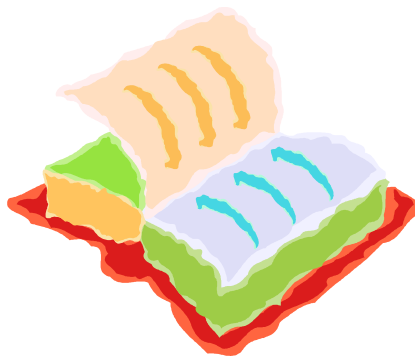
<i>Phonemic awareness is</i>	<ul style="list-style-type: none">▪ the ability to hear, identify, and manipulate individual sounds—phonemes—in spoken words.
<i>Phonemic awareness is important because</i>	<ul style="list-style-type: none">▪ it improves children's word reading and reading comprehension.▪ it helps children learn to spell.
<i>Phonemic awareness can be developed through a number of activities, including asking children to</i>	<ul style="list-style-type: none">▪ identify phonemes,▪ categorize phonemes,▪ blend phonemes to form words,▪ segment words into phonemes,▪ delete or add phonemes to form new words, and▪ substitute phonemes to make new words.
<i>Phonemic awareness instruction is most effective</i>	<ul style="list-style-type: none">▪ when children are taught to manipulate phonemes by using the letters of the alphabet.▪ when instruction focuses on only one or two rather than several types of phoneme manipulation.

Phonics

<i>Phonics instruction</i>	<ul style="list-style-type: none">▪ helps children learn the relationships between the letters of written language and the sounds of spoken language.
<i>Phonics instruction is important because</i>	<ul style="list-style-type: none">▪ it leads to an understanding of the alphabetic principle—the systematic and predictable relationships between written letters and spoken sounds.
<i>Programs of phonics instruction are effective when they are</i>	<ul style="list-style-type: none">▪ systematic—the plan of instruction includes a carefully selected set of letter-sound relationships that are organized into a logical sequence.▪ explicit—the programs provide teachers with precise directions for the teaching of these relationships.
<i>Effective phonics programs provide</i>	<ul style="list-style-type: none">▪ ample opportunities for children to apply what they are learning about letters and sounds to the reading of words, sentences, and stories.
<i>Systematic and explicit phonics instruction</i>	<ul style="list-style-type: none">▪ significantly improves children's word recognition, spelling, and reading comprehension.▪ is most effective when it begins in kindergarten or first grade.

Fluency

<i>Fluency is</i>	<ul style="list-style-type: none">▪ the ability to read a text accurately and quickly.
<i>Fluency is important because</i>	<ul style="list-style-type: none">▪ it frees students to understand what they read.
<i>Reading fluency can be developed</i>	<ul style="list-style-type: none">▪ by modeling fluent reading.▪ by having students engage in repeated oral reading.
<i>Monitoring student progress in reading fluency</i>	<ul style="list-style-type: none">▪ is useful in evaluating instruction and setting instructional goals.▪ can be motivating to students.



Vocabulary

<i>Vocabulary refers to</i>	<ul style="list-style-type: none">▪ the words we must know to communicate effectively.▪ oral vocabulary refers to words that we use in speaking or recognize in listening.▪ reading vocabulary refers to words we recognize or use in print.
<i>Vocabulary is important because</i>	<ul style="list-style-type: none">▪ beginning readers use their oral vocabulary to make sense of the words they see in print.▪ readers must know what most of the words mean before they can understand what they are reading.
<i>Vocabulary can be developed</i>	<ul style="list-style-type: none">▪ indirectly, when students engage daily in oral language, listen to adults read to them, and read extensively on their own.▪ directly, when students are explicitly taught both individual words and word learning strategies.

Comprehension

<i>Text comprehension is important because</i>	<ul style="list-style-type: none">▪ comprehension is the reason for reading.
<i>Text comprehension is</i>	<ul style="list-style-type: none">▪ purposeful.▪ active.
<i>Text comprehension can be developed</i>	<ul style="list-style-type: none">▪ by teaching comprehension strategies.
<i>Text comprehension strategies can be taught</i>	<ul style="list-style-type: none">▪ through explicit instruction.▪ through cooperative learning.▪ by helping readers use strategies flexibly and in combination.

For more information on each building block and ideas on how to teach each critical skill, see Put Reading First: The Research Building Blocks for Teaching Children to Read (Kindergarten through Grade 3). To download this document, go to the National Institute for Literacy website at www.nifl.gov or visit <http://reading.uoregon.edu/>.



Engagement and Motivation

Reading failure stems from many causes. Children who do not have early basic skills are at an educational disadvantage. They are likely to find reading and writing tasks difficult and therefore, are much more likely to be lacking in terms of the motivation needed. Other children 'give up' early on, deciding reading and writing are not for them.

How does motivation affect the struggling learner? Reid Lyon states "A major factor that aids or limits the amount of improvement that a child may make in reading is highly related to their motivation to persist in learning to read despite difficulties" (Lyon, G. Reid, 1998). Another component to consider is resiliency. Resiliency is the ability to persevere and succeed despite negative odds and disadvantages. Research tells us that teachers can instill resiliency in their students by holding high standards (coupled with support for learning), having positive relationships with students, and providing a physically and emotionally safe environment (Cappella, E., & Weinstein, R.S., 2001).

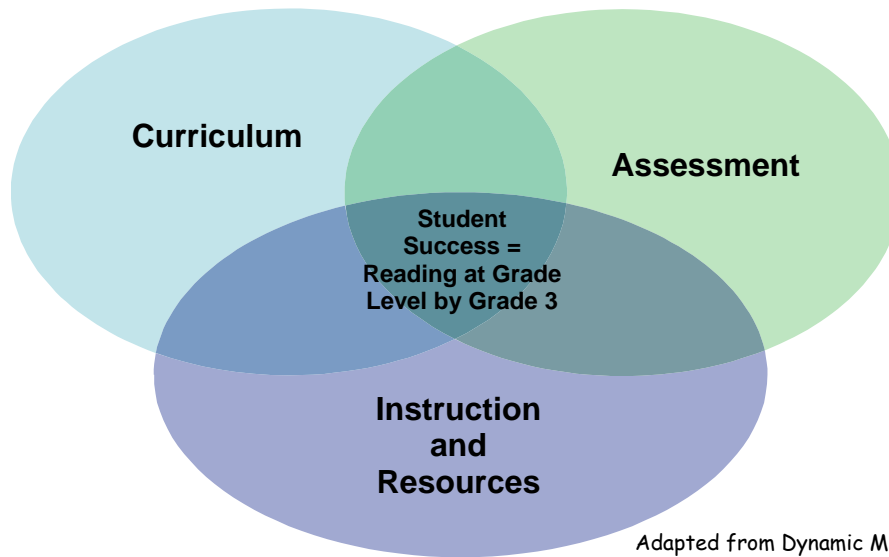


As educators, our job is to teach children to read and write. Using research-based methodologies is the science of teaching. Finding ways to motivate and engage children to *want* to read and write is where that science becomes a fine art.

Teachers who practice both the *science* and the *art* of teaching students to read are able to foster resiliency and a desire to read and write in all learners.

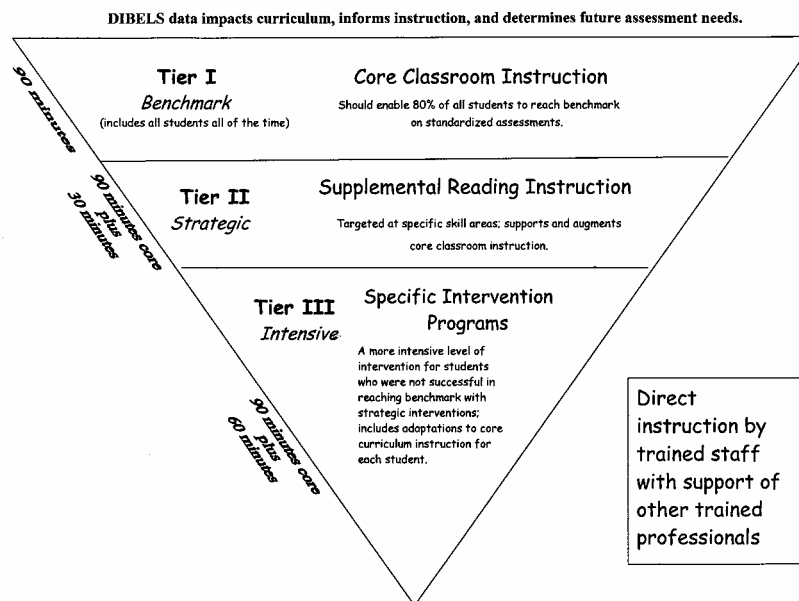
Overview of School-Wide Literacy System

An effective school-wide literacy system includes three components: curriculum, instruction, and assessment.



Adapted from Dynamic Measurement Group, 2005.

Curriculum (what is taught), instruction and resources (how it is taught), and assessment (data that determines what is learned and what must be taught next) are essentially intertwined. We depend on all three components to provide the right balance in achieving high literacy outcomes. Some students may need more support than others to become effective readers. Within our ISD, we use a variation of a three-tier model to provide different levels of support based on student need. For example, some students may require a moderate level of support to reach literacy goals, such as a smaller group size or more repetition. We refer to that moderate level as "strategic." Other students may need a more "intensive" level of support, such as more time, small groups, and a structured curriculum. The tiers are as follows:



For each grade level, a process must be followed to maximize efficiency and effectiveness and achieve balance of the above components. Within our ISD, we use the RAISE (Realigning Assessment and Instruction to Support Education) process, which is supplemented by the MiBLSi (Michigan Integrated Behavior and Learning Support Initiative) grant. Both RAISE and MiBLSi use tiered levels of support. (For more information on RAISE or MiBLSi, go to <http://www.hisd.k12.mi.us/>).



This section will cover the three tiers and the components of the school-wide literacy system in further detail.

Tier I BENCHMARK: Curriculum, Instruction, and Assessment. The curriculum, or core reading program, is the base program that every student receives in their classroom. A core reading program should enable 80% or more of students to attain school-wide reading goals—80% of students at “Benchmark” on DIBELS (Dynamic Indicators of Basic Early Literacy Skills) screening each fall, winter, and spring (Good, R. H., Gruba, J., and Kaminski, R. A., 2001). High-quality curriculum must include explicit instruction on the five building blocks. It includes the school’s basal series, Michigan Curriculum Framework standards and benchmarks, Grade-Level Content Expectations, and district curriculum. Districts with fewer than 80% of students scoring at “Benchmark” range need to examine the effectiveness of their core program using the “Consumer’s Guide to Evaluating Core Reading Programs” and/or the “Planning and Evaluation Tool for Effective Schoolwide Reading Programs - Revised (PET-R).” Download a copy at: www.oregonreadingfirst.uoregon.edu. For Comprehensive Core Reading Program reviews by Oregon Reading First and the Florida Center for Reading Research, see Appendix B. This is a building-level RAISE or school improvement issue. At a minimum, a core program should address the critical instructional components needed at each grade level, have a scope and sequence, provide for a high number of responses from students, and include a cumulative review of skills obtained. Ideally, the core reading program is implemented for 90+ minutes per day in the classroom. In addition to careful selection of a core reading program, the program must be delivered expertly.

A core instructional program is not the whole program. Core programs give both students and teachers daily structured and systematic lessons to follow. Some programs, such as *Success for All* and *Reading Mastery*, are “scripted.” Others give more choice to the teacher about pacing and emphasis, within a clear structure. Even with the best guidance a publisher can offer, however, teachers must choose what to emphasize, how many examples to use, how to respond to children’s errors, and how to pace the lesson. Studies of teachers at work in challenging classrooms (those with high numbers of second language speakers, children with poor preparation

for school, children with weak language skills) show that the best results are obtained when teachers can be flexible within a well-structured program that gives ample guidance in how to proceed. So, as in other professions, teachers need both the best tools and the best training in how to use those tools (Moats, LETRS Language Essentials for Teachers of Reading and Spelling, Sopris West, 2004).

Instruction is how the curriculum is delivered. Much study and research has been done related to teaching/learning strategies and methods that result in optimal student achievement. Appendix D, Guidelines for Effective Intervention, and Appendix G, Brain-Based Teaching/Learning, share research-based instructional practices that have been proven to make a difference for students related to reading and learning in general.

Effective instructional practices also focus on teaching skills in a specific order and within specific time periods. Years of data on reading instruction show there is a specific sequence to how kids learn to read and specific building blocks to reading (see Report of the National Reading Panel, www.nifl.gov, and Oregon Reading First, <http://oregonreadingfirst.uoregon.edu>). This skill sequence, as outlined in Huron ISD English Language Arts Pacing Guides (see www.hisd.k12.mi.us), identifies the *instructional priorities* for each grade. For example, in kindergarten, we know that students need to master phonemic awareness to be on track for reading at grade level in the later years. When this skill is mastered, first grade can focus on mastering the alphabetic principle. The instructional priorities allow us to form a relay team of teachers from grade to grade, step-by-step, each focusing on the literacy outcomes for their grade.

In order to ensure that students have mastered the instructional priorities, assessment is essential. In this way, assessment should drive instruction. We use the DIBELS assessment system, which is designed to measure the basic building blocks. DIBELS are brief indicators of these basic skills which allow us to intervene with students who are not making sufficient progress toward the literacy outcome. The DIBELS measures also give us a target, based on extensive research, of where students need to be in order to be on track to become a grade-level reader. The DIBELS screenings, which are administered to all students in the fall, winter, and spring, are referred to as the "benchmark" assessments. DIBELS Progress Monitoring refers to alternate measures, administered more frequently, which are used to determine if students who were identified as "strategic" or "at risk" on the benchmark screenings are making adequate progress to meet their goal on the next outcome measure.

Students who don't meet the benchmark or outcome goal for each priority area are at risk for reading failure. In fact, if a child is a poor reader at the end of first grade, there is a high probability that child will remain a poor reader at the end of fourth grade (Juel, 1988) UNLESS we intervene and make a change in instruction for that child. Time is absolutely of the essence! Schools and teachers have a joint obligation, a responsibility, to implement research-based practices to identify and help students early.

A matrix of instructional priorities, by grade, and DIBELS measures used to assess specific skills follows:

Grade	Instructional Priority	DIBELS Measure
Kindergarten	Phonemic Awareness Alphabetic Principle	Initial Sound Fluency Phoneme Segmentation Fluency Nonsense Word Fluency [Letter Naming]
First	Alphabetic Principle Fluency Vocabulary Comprehension	Nonsense Word Fluency Oral Reading Fluency Word Use Fluency Retell Fluency
Second	Alphabetic Principle Fluency Vocabulary Comprehension	Nonsense Word Fluency Oral Reading Fluency Word Use Fluency Retell Fluency
Third	Fluency Vocabulary Comprehension	Oral Reading Fluency Word Use Fluency Retell Fluency

Tier II STRATEGIC: Curriculum, Instruction, and Assessment. *Supplemental intervention strategies and programs, smaller group size, and extra time* are designed to remediate specific reading skill deficits for the Tier II group. Typically, students are chosen for additional instruction based on assessment scores (e.g. "strategic" range on DIBELS) and teacher knowledge. Based on the DIBELS report, teachers are in a position to determine which students are weak in attaining a critical skill. (Teachers should always remember that benchmark scores are a screening-level assessment; questionable results must be confirmed by teacher observation and use of an alternate DIBELS form. If necessary, additional diagnostic assessments, such as MLPP, should be used to pinpoint skill deficits.)

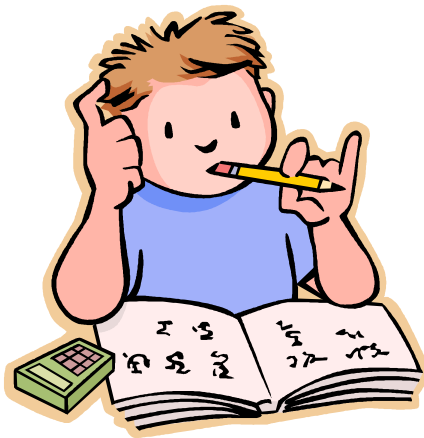


In addition to receiving all 90+ minutes of core reading instruction, students in the "Strategic" range must have approximately 30 minutes of instruction with supplemental reading intervention strategies that are effective for specific deficit areas. Factors to consider include: selecting interventions that meet the specific skill deficiency, choosing a high-quality research-based intervention, assuring expert delivery of the intervention, group size, and frequency of intervention. Progress monitoring using DIBELS will indicate effectiveness and the need to alter these variables.

For example, a Grade 1 teacher may have a group of 8 students with nonsense word fluency scores in the strategic range, which indicates these students are not on track to master the alphabetic principle. A supplemental intervention strategy that targets phonics skills for those students, such as using word cards to identify/review familiar and unfamiliar CVC words, would be used by the teacher and students for an additional 15 minutes of instruction each day and a word-building activity with letter tiles would make up the remaining 15 minutes of supplemental instruction. This type of intervention is an example of what may result from a grade-level meeting or a student-level RAISE consultation plan. At the RAISE building level, the team would address ways of using existing resources and providing teacher training/coaching in key areas. (See Appendix A for additional examples.)

Tier III INTENSIVE: Curriculum, Instruction, and Assessment. *Supplemental intervention programs and strategies* differ from Tier II in intensity, frequency, and group size. Students who have had unsatisfactory progress with Tier II interventions and/or are significantly behind their peers on a critical literacy skill fall in this "Intensive" care zone. Supplemental intervention programs are research-based, have a specific scope and sequence, include high rates of response from students, and include cumulative review. Supplemental intervention programs are taught 4-5 times a week in a small group of 3-4 students—resulting in 2 additional 30-minute blocks on top of the daily 90 minutes of instruction. These programs should be taught by trained interventionists, such as a reading specialist, special education teacher, Title I teacher, or any professional who has been specifically trained for the program the students are being taught. DIBELS Progress Monitoring is used to collect data 2-4 times monthly regarding student progress and indicates the need for modification to the program.

Students continue to receive instruction (90+ minutes a day) with a core reading program; the level of instruction may be modified by the grade-level/RAISE student-level team. For example, a student who reads far below peers uses core reading materials at his/her instructional level for specific skill building but participates with the whole class whenever possible for vocabulary and comprehension activities.



Some examples of commercially-available supplemental intervention programs that are highly rated by Oregon Reading First for meeting the building blocks and for having delivery components which are associated with effectiveness are:

Building Block	Program	Publisher
Phonemic Awareness	Phonemic Awareness in Young Children	Paul H. Brookes
	Ladders to Literacy	Paul H. Brookes
	Road to the Code	Paul H. Brookes
Phonics	Early Reading Intervention	Scott Foresman
	First Grade PALS	Vanderbilt University/Sopris West
	Read Well	Sopris West
	Reading Mastery Classic I and II	SRA/McGraw-Hill
Fluency	Passport Voyager	Voyager
	Funnix	Funnix
	Read Naturally	Read Naturally, Inc.
Vocabulary	Currently being reviewed by University of Oregon	NA
Comprehension	Currently being reviewed by University of Oregon	NA

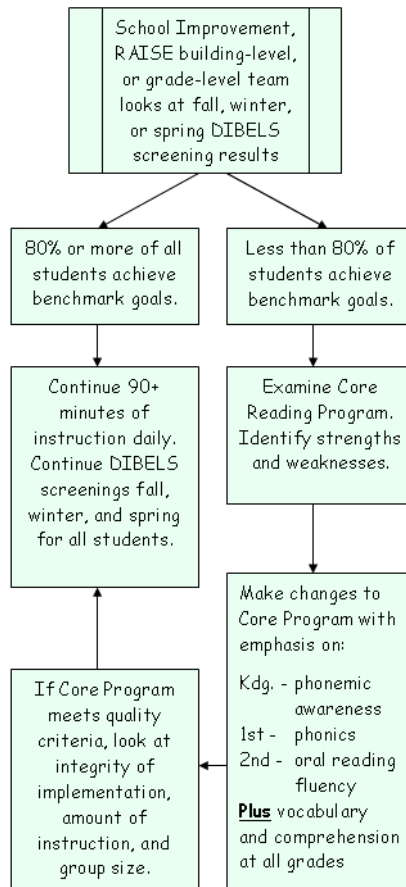
For a comprehensive listing of programs rated by Oregon Reading First and the Florida Center for Reading Research, see Appendix B.

Finally, Tier III involves RAISE at a building level as schools determine how to use resources to meet the unique needs of "strategic" and "intensive" students. At the RAISE student level, the focus is on increasing student skills through a problem-solving team approach. The use of Core, Strategic, and Intensive (CSI) Maps, or similar instructional planning forms, is recommended for documenting instructional details/plans. (See Appendix A.)

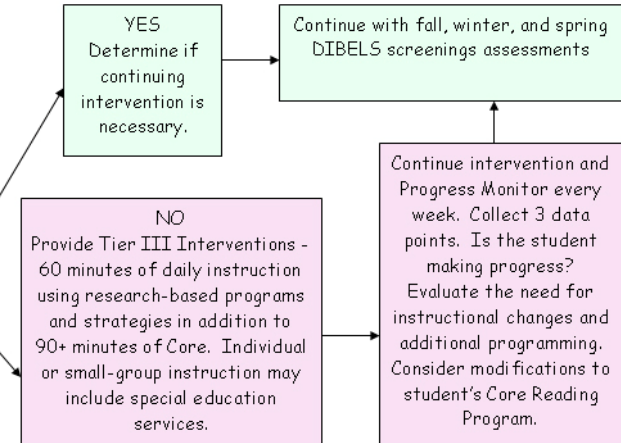
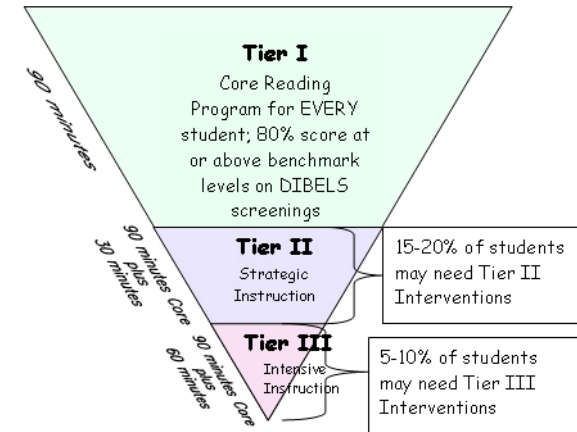
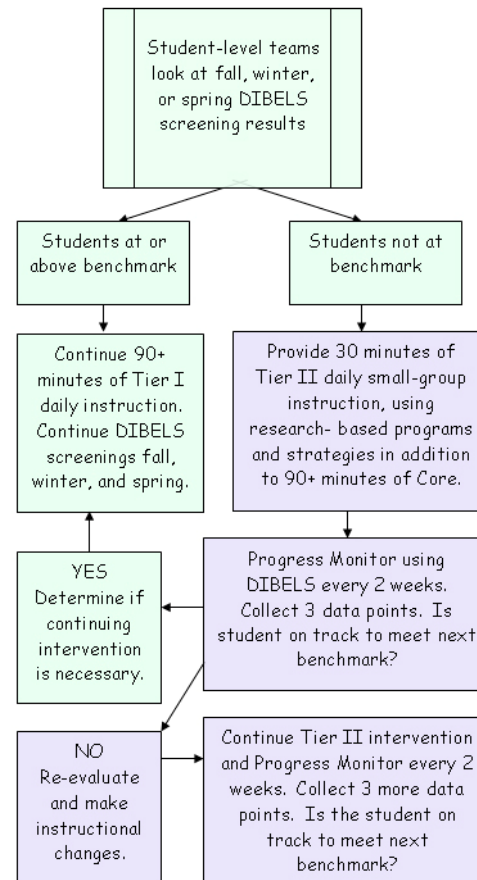
A picture of how the components of a school-wide literacy system are integrated, using the three tiers, is shown on the next page. As the tiers progress from I to III, the level of intensity, instructional resources, and time increases.

3-Tier Reading Model for Elementary Schools

School-Wide Plan



Individual Student Plan



Tier I

Tier II

Tier III

Kindergarten

Based on a review of the research, we know that some things are more important than others. By the same token, the timing of when particular skills are taught is important. For this reason, we include the following curriculum maps, created by Drs. Deb Simmons and Ed Kameenui, which show during which month of the school year we must teach these priority skills (Simmons and Kameenui, 1999). The maps take apart each instructional priority and assign specific tasks to the months of the school year.

Mapping of Instruction to Achieve Instructional Priorities Kindergarten

Instructional Priority: Phonemic Awareness	September	October	November	December	January	February	March	April	May
Focus 1: Sound and Word Discrimination									
1a: Tells whether words and sounds are the same or different	X	X							
1b: Identifies which word is different		X	X						
1c: Identifies different speech sound			X	X					
Focus 2: Rhyming^c									
2a: Identifies whether words rhyme	X								
2b: Produces a word that rhymes		X	X						
Focus 3: Blending									
3a: Orally blends syllables or onset-rimes			X	X					
*3b: Orally blends separate phonemes					X	X	X		
Focus 4: Segmentation									
4a: Claps words in sentences	X								
4b: Claps syllables in words		X	X						
4c: Says syllables				X	X				
*4d: Identifies first sound in one-syllable words	8 ^a	X	X	X	25 ^a				
*4e: Segments individual sounds in words					18 ^b	X	X	X	35 ^b

*High priority skill

a. DIBELS ISF Score

b. DIBELS PSF Score

c. Optimal time for rhyme instruction not established



Mapping of Instruction to Achieve Instructional Priorities Kindergarten

Instructional Priority: Alphabetic Principle	September	October	November	December	January	February	March	April	May
Focus 1: Letter-Sound Correspondence									
1a: Identifies letter matched to a sound	X	X	X	X	X	X			
*1b: Says the most common sound associated with individual letters			X	X	13 ^a	X	X	X	25 ^a
Focus 2: Decoding (Sounding Out Words)									
*2a: Blends letter sounds in one-syllable words					13 ^a	X	X	X	25 ^a
Focus 3: Sight-Word Reading									
3a: Recognizes some words by sight						X	X	X	X

*High priority skill

a. DIBELS NWF Score

Mapping of Instruction to Achieve Instructional Priorities Kindergarten

Instructional Priority: Vocabulary	September	October	November	December	January	February	March	April	May
Focus 1: Concept Naming and Use									
*1a: Names pictures of common concepts	X	X	X	X	X	X	X	X	X
*1b: Uses words to describe location, size, color, and shape	X	X	X	X	X	X	X	X	X
*1c: Uses names and labels of basic concepts	X	X	X	X	X	X	X	X	X
Focus 2: Categorization									
2a: Identifies and sorts pictures of common words into basic categories	X	X	X	X	X	X	X	X	X
Focus 3: Vocabulary Development and Use									
*3a: Learns new vocabulary through stories and instruction	X	X	X	X	X	X	X	X	X
3b: Listens to new vocabulary in multiple contexts to understand its use	X	X	X	X	X	X	X	X	X
3c: Uses newly-learned vocabulary on multiple occasions to reinforce meaning	X	X	X	X	X	X	X	X	X

*High priority skill

Mapping of Instruction to Achieve Instructional Priorities Kindergarten

Instructional Priority: Comprehension	September	October	November	December	January	February	March	April	May
Focus 1: Predicting									
1a: Uses pictures and information about the story to predict what will happen next				X	X				
Focus 2: Identifying Information From Stories									
*2a: Answers who ¹ , where ² , and what ³ questions after listening to a sentence or short paragraph	1, 3	1, 3	1-3	1-3					
2b: Responds to stories by answering and asking questions, discussing ideas, and relating events to personal experiences	X	X	X	X	X	X	X	X	X
Focus 3: Retelling and Summarizing									
*3a: Retells a familiar story with a book				X	X				
3b: Retells a familiar story without a book including beginning, middle, and end						X	X		
3c: Retells a story and includes characters, settings, and important events							X	X	
3d: Identifies the correct sequence of events in a story read orally by someone else								X	X
Focus 4: Making Connections									
4a: Connects events, characters, and actions in the story to specific life experiences	X	X	X	X	X	X	X	X	X

*High priority skill

All classroom teachers receive a DIBELS report fall, winter, and spring with assessment information on their students. The DIBELS assessments for Kindergarten are Initial Sound Fluency (fall, winter), Letter Naming Fluency (fall, winter, and spring), Phoneme Segmentation Fluency (winter, spring), Nonsense Word Fluency (winter, spring). This report provides a prediction of each student's risk for being on track on the next assessment.

**Dynamic Indicators of Basic Early Literacy Skills
Kindergarten Class List Report**

District: Within the Huron ISD
School: One Elementary School
Date: Fall, 2004
Class: Teacher A

These are the two assessments for fall

Note: Scores provide an indication of performance only. If there is any concern about the accuracy of scores for an individual student, performance should be verified by retesting to validate need for support.

Student	Initial Sound Fluency Goal: 8 initial sounds			Letter Naming Fluency Goal: 8 letter names			Instructional Recommendations
	Score	Percentile	Status	Score	Percentile	Status	
1	0	22	At Risk	0	6	At risk	Tier III Instruction for students not at benchmark and for whom Tier II was unsuccessful
2	0	22	At Risk	3	28	Some risk	
3	0	22	At Risk	9	39	Low risk	
4	0	22	At Risk	20	56	Low risk	
5	9	50	Low Risk	2	17	Some risk	
6	15	61	Low Risk	40	83	Low risk	
7	18	72	Low Risk	20	56	Low risk	
8	27	83	Low Risk	49	94	Low risk	
9	29	94	Low Risk	36	72	Low risk	
10							
	10.9		Mean	19.9		Mean	Tier II Instruction for students not at benchmark
							Tier I Instruction for ALL students

Who was screened

Risk status for meeting NEXT benchmark

For each building block, there are benchmark goals for fall, winter, and spring. (For Huron County norms by grade level, refer to Appendix C.) The following chart indicates the score ranges for each DIBELS measure and includes status data pertaining to both current and future benchmarks:

Kindergarten DIBELS Benchmark Goals

DIBELS Measure	Beginning of Year		Middle of Year		End of Year	
	Performance	Status	Performance	Status	Performance	Status
Initial Sounds Fluency	ISF < 4 4 ≤ ISF < 8 ISF ≥ 8	At Risk Some Risk Low Risk	ISF < 10 10 ≤ ISF < 25 ISF ≥ 25	Deficit Emerging Established		
Letter Naming Fluency	LNF < 2 2 ≤ LNF < 8 LNF ≥ 8	At Risk Some Risk Low Risk	LNF < 15 15 ≤ LNF < 27 LNF ≥ 27	At Risk Some Risk Low Risk	LNF < 29 29 ≤ LNF < 40 LNF ≥ 40	At Risk Some Risk Low Risk
Phonemic Segmentation Fluency			PSF < 7 7 ≤ PSF < 18 PSF ≥ 18	At Risk Some Risk Low Risk	PSF < 10 10 ≤ PSF < 35 PSF ≥ 35	Deficit Emerging Established
Nonsense Word Fluency			NWF < 5 5 ≤ NWF < 13 NWF ≥ 13	At Risk Some Risk Low Risk	NWF < 15 15 ≤ NWF < 25 NWF ≥ 25	At Risk Some Risk Low Risk

Source: www.dibels.org

Tier I: Students At or Above Benchmark. Continue to teach as before using the Core Reading Program for 90+ minutes a day (regular reading series).

Tier II: Students in Strategic Range. It is important to review test results for individual students in this range and to verify the student's score. Continue to teach using the Core Reading Program for 90+ minutes a day (regular reading series). In addition, schedule 30 minutes of daily small-group instruction in the deficit area/s. For very young children, it may be most effective and efficient to schedule the additional 30 minutes of instruction in a flexible manner. For example, a small group might work with the teacher for 15 minutes at the beginning of the day to do phonological awareness games; they also might do a beginning sound activity for 5 minutes as students are lining up and for another 10 minutes before lunch. (Appendix A includes sample forms for grouping students by need.)

PROGRESS MONITORING needs to occur twice monthly. When at least 3 data points have been collected, determine whether the student is on track to meet benchmark. If so, use professional discretion to determine whether the student should continue the intervention. If the student is not on track to achieve benchmark, examine the following:

- Integrity of Intervention—Is it taught the way it was designed to be taught?
- Intensity—Does the student need more minutes per day or days per week of instruction?
- Group Size—What is the most effective group size for this child (typically 4-6 students)?
- Does the content of the intervention need to be adjusted or changed?

The DIBELS assessments for Kindergarten are Initial Sound Fluency, Letter Naming Fluency, Phoneme Segmentation Fluency, and Nonsense Word Fluency. It is important to select interventions that match student deficit areas (see Appendix B). However, it is the BIG IDEA (building block) that drives instruction, not just the DIBELS measure. A student with a low score in phoneme segmentation should receive broad instruction on phonological awareness skills, including but not limited to segmenting words into phonemes (Good and Kaminski, 2002).

Tier III: Students in Intensive Range. It is important to review and verify DIBELS results for individual students in this range. Continue to teach using the Core Reading Program for 90+ minutes a day (regular reading series). In addition, schedule two 30-minute blocks of small-group instruction daily in the deficit area/s. Well-trained staff will provide the additional 60 minutes using an explicit, systematic intervention program that is targeted to address the student's deficient building block area/s. See Appendix B for a listing of reviewed programs organized by building blocks or visit <http://oregonreadingfirst.uoregon.edu/>. The program must teach the entire BIG IDEA or building block that was indicated as deficit on the DIBELS screening. Again, a student with a low score in phoneme segmentation should receive broad instruction on phonological awareness skills, including but not limited to segmenting words into phonemes (Good and Kaminski, 2002).



PROGRESS MONITORING needs to occur weekly. When at least 3 data points have been collected, determine whether the student is making significant progress toward at least Strategic Level skills within one semester. With 60 additional minutes of instruction specifically targeted at addressing the deficient building block, progress should definitely be occurring. If it is not, the grade-level/RAISE student-level team needs to strongly examine:

- Integrity of Intervention—Is it taught the way it was designed to be taught?
- Intensity—Does the student need more minutes per day or days per week of instruction?
- Group Size—What is the most effective group size for this child (typically 1-3 students)?
- Does the content of the intervention need to be adjusted or changed? Progress Monitoring and reevaluation of growth rate needs to be ongoing at this Intensive Range.

First Grade

Based on a review of the research, we know that some things are more important than others. By the same token, the timing of when particular skills are taught is important. For this reason, we include the following curriculum maps, created by Drs. Deb Simmons and Ed Kameenui, which show during which month of the school year we must teach these priority skills (Simmons and Kameenui, 1999). The maps take apart each instructional priority and assign specific tasks to the months of the school year.

Mapping of Instruction to Achieve Instructional Priorities First Grade

Instructional Priority: Phonemic Awareness	September	October	November	December	January	February	March	April	May
Focus 1: Sound Isolation									
1a: Identifies initial sound in one-syllable words	X	X							
1b: Identifies final sound in one-syllable words	X	X	X						
1c: Identifies medial sound in one-syllable words		X	X	X					
Focus 2: Sound Blending									
*2a: Blends three-four phonemes into a whole word	X	X	X	X	X				
Focus 3: Sound Segmentation									
*3a: Segments three- and four-phoneme, one-syllable words	35 ^a								

*High priority skill
a. DIBELS PSF Score

Mapping of Instruction to Achieve Instructional Priorities First Grade

Instructional Priority: Alphabetic Principle	September	October	November	December	January	February	March	April	May
Focus 1: Letter and Letter Combinations									
*1a: Produces letter-sound correspondences (one/second)	X	X	X						
*1b: Produces sounds of common letter combinations			X	X	X	X			
Focus 2: Decoding (Sounding Out)									
*2a: Decodes words with consonant blends		X	X	X					
*2b: Decodes words with letter combinations			X	X	X	X	X		
*2c: Reads regular one-syllable words fluently	24 ^a	X	X	X	50 ^a	X	X	X	X
*2d: Reads words with common word parts				X	X	X	X		
Focus 3: Sight-Word Reading									
*3a: Reads common sight words automatically	X	X	X	X	X	X	X	X	X
Focus 4: Reading Connected Text									
*4a: Reads accurately (one error in 20 words)				X	X	X	X	X	X
*4b: Reads fluently (one word per two-three seconds mid year; one word per second end of year)	X	X	X	X	X	20 ^b	X	X	40 ^b
4c: Phrasing attending to ending punctuation						X	X	X	X
4d: Reads and rereads to increase familiarity						X	X	X	X
4e: Rereads and self-corrects while reading		X	X	X	X				

*High priority skill
a. DIBELS NWF Score
b. DIBELS ORF Score

Mapping of Instruction to Achieve Instructional Priorities First Grade

Instructional Priority: Vocabulary	September	October	November	December	January	February	March	April	May
Focus 1: Concept Categorization									
1a: Sorts grade-appropriate words with or without pictures into categories	X	X	X	X	X	X	X	X	X
Focus 2: Vocabulary Development and Use									
*2a: Learns and uses unfamiliar words introduced in stories and informational passages	X	X	X	X	X	X	X	X	X
*2b: Increases knowledge of word meanings and uses new vocabulary in speaking and writing	X	X	X	X	X	X	X	X	X

*High priority skill

Mapping of Instruction to Achieve Instructional Priorities First Grade

Instructional Priority: Comprehension	September	October	November	December	January	February	March	April	May
Focus 1: Identifying Information From Stories									
*1a: Answers who ¹ , what ² , when ³ , where ⁴ , and how ⁵ questions after listening to or reading paragraph(s)	1, 2	1, 2	3, 4	3, 4	3, 4	5	5	1 ^f	1 ^f
*1b: Tells the main idea of a simple story or topic of an informational passage	1	1	1	1, 2	1, 2				
*1c: Identifies and answers questions about characters ^C , settings ^S , and events ^E	C	C, S	C, S	C, S, E					
Focus 2: Making Inferences									
2a: Makes and verifies predictions based on information from the story				X	X	X			
2b: Draws conclusions about information or stories read						X	X	X	
Focus 3: Retelling and Summarizing									
*3a: Retells the main idea of simple stories		X	X	X					
3b: Retells a story and includes characters, settings, and important events			X	X	X	X	X	X	X
3c: Retells correct sequence of events in a story or a chronological passage					X	X	X	X	X
3d: Summarizes main ideas learned about a topic from an informational passage							X	X	X
Focus 4: Monitoring Comprehension									
4a: Stops while reading to assess understanding and clarify	X	X	X	X	X	X	X	X	X
Focus 5: Making Connections									
5a: Connects events, characters, and actions in the story to specific life experiences	X	X	X	X	X	X	X	X	X
5b: Uses prior knowledge to clarify understanding	X	X	X	X	X	X	X	X	X

*High priority skill

f. Integrated

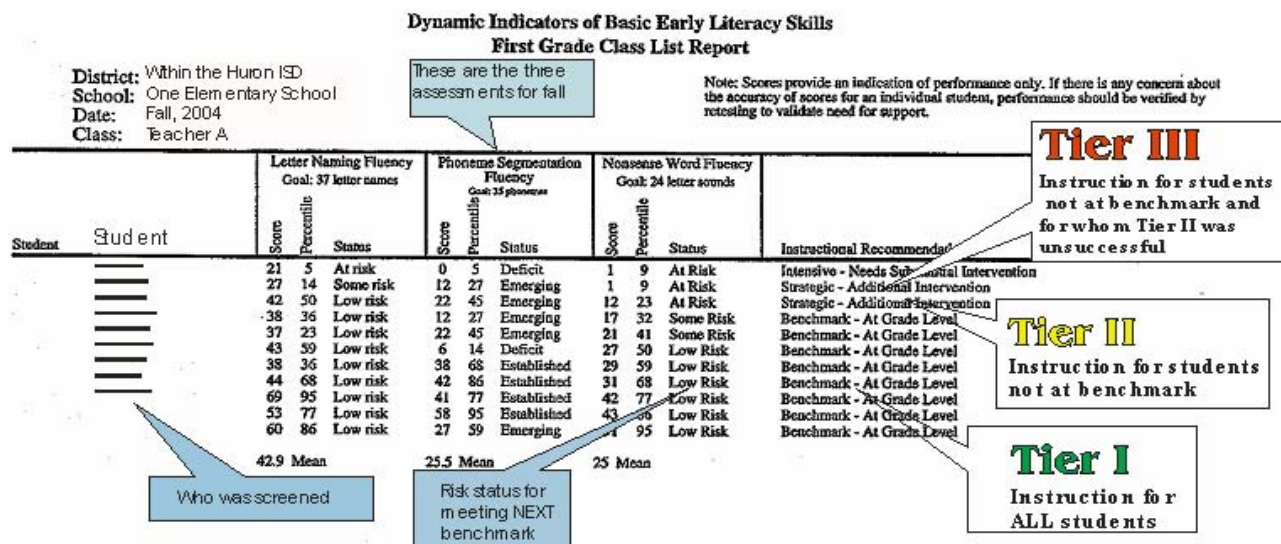
Mapping of Instruction to Achieve Instructional Priorities First Grade

Instructional Priority: Spelling	September	October	November	December	January	February	March	April	May
Focus 1: Word Spelling									
*1a: Writes letter associated with each sound in one-syllable, phonetically regular words	X	X	X						
*1b: Spells one-syllable regular words correctly and independently		X	X	X					
1c: Spells studied sight words accurately	X	X	X	X	X	X	X	X	X

*High priority skill



All classroom teachers receive a DIBELS report fall, winter, and spring with assessment information on their students. The DIBELS screening assessments for Grade 1 are Letter Naming Fluency (fall); Phoneme Segmentation Fluency (fall, winter, and spring); Nonsense Word Fluency (fall, winter, and spring); and Oral Reading Fluency (winter, and spring). This report provides a prediction of each student's risk for being on track on the next assessment.



For each building block, there are benchmark goals for fall, winter, and spring. (For Huron County norms by grade level, refer to Appendix C.) The following chart indicates the score ranges for each DIBELS measure and includes status data pertaining to both current and future benchmarks:

First Grade DIBELS Benchmark Goals

DIBELS Measure	Beginning of Year		Middle of Year		End of Year	
	Performance	Status	Performance	Status	Performance	Status
Letter Naming Fluency	LNF < 25 25 ≤ LNF < 37 LNF ≥ 37	At Risk Some Risk Low Risk				
Phonemic Segmentation Fluency	PSF < 10 10 ≤ PSF < 35 PSF ≥ 35	Deficit Emerging Established	PSF < 10 10 ≤ PSF < 35 PSF ≥ 35	Deficit Emerging Established	PSF < 10 10 ≤ PSF < 35 PSF ≥ 35	Deficit Emerging Established
Nonsense Word Fluency	NWF < 13 13 ≤ NWF < 24 NWF ≥ 24	At Risk Some Risk Low Risk	NWF < 30 30 ≤ NWF < 50 NWF ≥ 50	Deficit Emerging Established	NWF < 30 30 ≤ NWF < 50 NWF ≥ 50	Deficit Emerging Established
Oral Reading Fluency			ORF < 8 8 ≤ ORF < 20 ORF ≥ 20	At Risk Some Risk Low Risk	ORF < 20 20 ≤ ORF < 40 ORF ≥ 40	At Risk Some Risk Low Risk

Source: www.dibels.org

Tier I: Students At or Above Benchmark. Continue to teach as before using the Core Reading Program for 90+ minutes a day (regular reading series).

Tier II: Students in Strategic Range. It is important to review and verify test results for individual students in this range. Continue to teach using the Core Reading Program for 90+ minutes a day (regular reading series). In addition, schedule 30 minutes of daily small-group instruction in the deficit area/s. The additional 30 minutes of instruction is flexible; for example, one recommendation might be to have students engage in a phonics activity for 15 minutes each day as students are first arriving at school and for 15 minutes before lunch.

Careful analysis of error patterns for students not at benchmark is helpful for teachers as they group students for intervention and as they decide which program will be most helpful. For example, students who are accurate but slow on NWF and ORF will benefit from different instruction than students who have frequent errors for vowel sounds.

PROGRESS MONITORING needs to occur twice monthly. When at least 3 data points have been collected, determine whether the student is on track to meet benchmark. If so, use professional discretion to determine whether the student should continue the intervention. If not on track to reach benchmark, examine:

- Integrity of Intervention—Is it taught the way it is designed to be taught?
- Intensity—Does the student need more minutes per day or days per week of instruction?
- Group Size—What is the most effective group size for this child (typically 4-6 students)?
- Does the content of the intervention need to be adjusted or changed?

It is important to select interventions that match student deficit areas (see Appendix B). However, it is the BIG IDEA (building block) that drives instruction, not just the DIBELS measure (Good and Kaminski, 2002). A student with a low score in alphabet principle should receive broad instruction for learning that words are made up of sounds, which are represented by letters, and for learning the specific letter-sound correspondences for reading and spelling words, not just practice in reading nonsense words.



Tier III: Students in Intensive Range. It is important to review and verify test results for individual students in this range. Continue to teach using the Core Reading Program for 90+ minutes a day (regular reading series). In addition, schedule two 30-minute blocks of daily small-group instruction in the deficit area/s. Well-trained staff will provide the additional 60 minutes using an explicit, systematic intervention program that is targeted at addressing the student's deficient building block area/s. See Appendix B for a listing of reviewed programs organized by building blocks or visit <http://oregonreadingfirst.uoregon.edu/>.

PROGRESS MONITORING needs to occur weekly. When at least 3 data points have been collected, determine whether the student is making significant progress toward at least Strategic level skills within one semester. With 60 additional minutes of instruction specifically targeted at addressing the deficient building block, progress should definitely be occurring. If it is not, the grade-level/RAISE student-level team needs to strongly examine:

- Integrity of Intervention—Is it taught the way it was designed to be taught?
- Intensity—Does the student need more minutes per day or days per week of instruction?
- Group Size—What is the most effective group size for this child (typically 1-3 students)?
- Does the content of the intervention need to be adjusted or changed? Progress Monitoring and reevaluation of growth rate needs to be ongoing at this Intensive Range.



Second Grade

Based on a review of the research, we know that some things are more important than others. By the same token, the timing of when particular skills are taught is important. For this reason, we include the following curriculum maps, created by Drs. Deb Simmons and Ed Kameenui, which show during which month of the school year we must teach these priority skills (Simmons and Kameenui, 1999). The maps take apart each instructional priority and assign specific tasks to the months of the school year.

Mapping of Instruction to Achieve Instructional Priorities Second Grade

Instructional Priority: Alphabetic Principle	September	October	November	December	January	February	March	April	May
Focus 1: Letter-Sound Knowledge									
*1a: Produces diphthongs and diagraphs	X	X							
Focus 2: Decoding and Word Recognition									
*2a: Uses advanced phonic elements to recognize words	X	X	X	X					
2b: Reads compound words, contractions, possessives, inflectional endings			X	X	X	X			
*2c: Reads multisyllabic words					X	X	X		
Focus 3: Sight-Word Reading									
*3a: Reads more sight words accurately	X	X	X	X	X	X	X	X	X
Focus 4: Reading Connected Text									
*4a: Reads 90-100 wpm	44 ^a	X	X	X	68 ^a	X	X	X	90 ^a
4b: Reads with phrasing and expression			X	X	X				
4c: Listens to fluent oral reading and practices increasing oral reading fluency	10 ^b	10	10	15	15	20	20	20	20
4d: Reads and rereads to increase familiarity	X	X	X	X	X	X	X	X	X
4e: Self-corrects word recognition errors	X	X							

*High priority skill
a. DIBELS ORF Score
b. Minutes of practice per day

Mapping of Instruction to Achieve Instructional Priorities Second Grade

Instructional Priority: Vocabulary	September	October	November	December	January	February	March	April	May
Focus 1: Concept Categorization									
1a: Classifies and categorizes words into sets and groups	X	X	X	X	X	X	X	X	X
Focus 2: Vocabulary Development and Use									
*2a: Learns and uses unfamiliar words that are introduced in stories and texts	X	X	X	X	X	X	X	X	X
2b: Understands and explains common antonyms and synonyms	X	X	X	X	X	X	X	X	X
*2c: Increases knowledge of vocabulary through independent reading	X	X	X	X	X	X	X	X	X
2d: Uses new vocabulary	X	X	X	X	X	X	X	X	X
2e: Examines word usage and effectiveness to expand descriptive vocabulary	X	X	X	X	X	X	X	X	X
2f: Makes inferences about the meaning of a word based on its use in a sentence	X	X	X	X	X	X	X	X	X
2g: Uses word structure to learn meaning	X	X	X	X	X	X	X	X	X
2h: Identifies simple multiple-meaning words	X	X	X	X	X	X	X	X	X

*High priority skill



Mapping of Instruction to Achieve Instructional Priorities Second Grade

Instructional Priority: Comprehension	September	October	November	December	January	February	March	April	May
Focus 1: Comprehending Stories									
*1a: Answers questions about main characters ^{MC} , settings ^S , and events ^E	MC	MC	MC S	MC S	MC S, E	MC S, E			
1b: Identifies characters' actions, motives, emotions, traits, and feelings			X	X	X	X			
1c: Makes and confirms predictions based on information from the story							X	X	X
*1d: Answers <i>what-if</i> , <i>why</i> , and <i>how</i> questions				X	X	X			
*1e: Distinguishes main idea/details ^{MD} , fact/opinion ^{FO} , and cause/effect ^{CE}		MD	MD	FO	FO	CE	CE		
Focus 2: Comprehending Informational Text									
2a: Uses text structure to aid understanding				X	X	X			
2b: Uses information from simple tables, maps, and charts to learn about a topic					X	X	X		
2c: Uses titles, table of contents, and chapter headings to locate information						X	X	X	
Focus 3: Comprehension Monitoring									
3a: Reads for understanding	X	X	X	X	X	X	X	X	X
3b: Interacts with stories ^S and informational ^I text to clarify and extend comprehension	S	S	S	S, I	S, I	S, I			
Focus 4: Retelling, Summarizing, Synthesizing									
*4a: Retells explicit ^E and implicit ^I main ideas		E	E	E	I	I	I		
*4b: Identifies the correct sequence of events	X	X	X						
*4c: Draws conclusions based on content			X	X	X				
4d: Identifies/discusses theme of text					X	X	X		
Focus 5: Making Connections									
5a: Connects events, characters, actions, and themes to specific life experiences	X	X	X	X	X	X	X	X	X
5b: Uses prior knowledge to clarify understanding	X	X	X	X	X	X	X	X	X
5c: Makes comparisons across reading selections					X	X	X	X	X

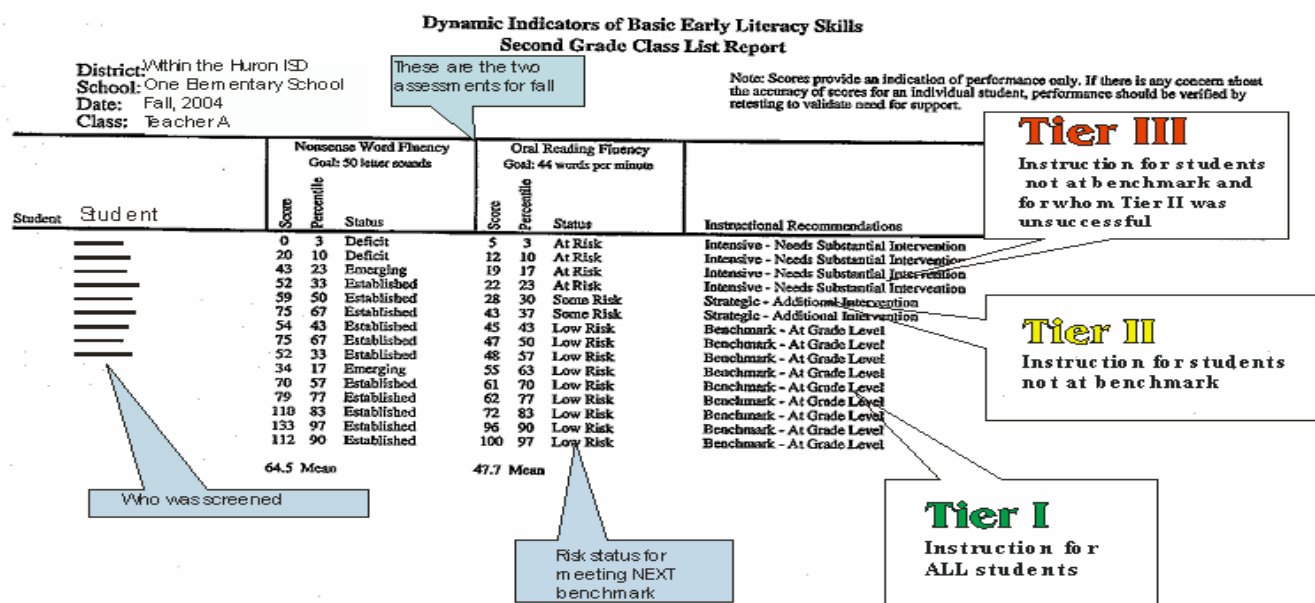
*High priority skill

Mapping of Instruction to Achieve Instructional Priorities Second Grade

Instructional Priority: Spelling	September	October	November	December	January	February	March	April	May
Focus 1: Word Spelling									
*1a: Spells previously-studied phonetically regular words accurately	X	X	X	X	X	X	X	X	X
*1b: Uses phonetic strategies to spell unfamiliar words		X	X	X	X	X	X	X	X
1c: Spells frequently-used sight words accurately		X	X	X	X	X	X	X	X
1d: Uses dictionary to check spellings					X	X	X	X	X

*High priority skill

All classroom teachers receive a DIBELS report fall, winter, and spring with assessment information on their students. This report provides a prediction of each student's risk for being on track on the next assessment. In Grade 2, the primary DIBELS screening assessment is Oral Reading Fluency in the fall (44 correct words per minute = low risk), winter (68 correct words per minute = low risk), and spring (90 correct words per minute = low risk). Also in the fall is the Nonsense Word Fluency screening which serves to catch kids who are deficient in alphabetic principle and phonics skills.



For each building block, there are benchmark goals for fall, winter, and spring. (For Huron County norms by grade level, refer to Appendix C.) The following chart indicates the score ranges for each DIBELS measure and includes status data pertaining to both current and future benchmarks:

Second Grade DIBELS Benchmark Goals

DIBELS Measure	Beginning of Year		Middle of Year		End of Year	
	Performance	Status	Performance	Status	Performance	Status
Oral Reading Fluency	ORF < 26	At Risk	ORF < 52	At Risk	ORF < 70	At Risk
	26 ≤ ORF < 44	Some Risk	52 ≤ ORF < 68	Some Risk	70 ≤ ORF < 90	Some Risk
	ORF ≥ 44	Low Risk	ORF ≥ 68	Low Risk	ORF ≥ 90	Low Risk

Source: www.dibels.org

Tier I: Students At or Above Benchmark. Continue to teach as before using the Core Reading Program for 90+ minutes a day (regular reading series).

Tier II: Students in Strategic Range. It is important to review and verify test results for individual students in this range. Continue to teach using the Core Reading Program for 90+ minutes a day (regular reading series). In addition, schedule 30 minutes of daily small-

group instruction in the deficit area/s. The additional 30 minutes of instruction is flexible; for example, a re-reading activity for fluency building as students arrive at school and another just before lunch, etc., may be the most efficient and effective. Analysis of error patterns for students not at benchmark allows teachers to group students for instruction. Students who are slow but accurate readers benefit from different intervention than students who have difficulty decoding multiple-syllable words or from those who mis-read many high-frequency words. In the fall, students not proficient on the Nonsense Word Fluency measure need further instruction in alphabetic principle/phonics.

PROGRESS MONITORING needs to occur twice monthly. When at least 3 data points have been collected, determine whether the student is on track to meet benchmark. If so, use professional discretion to determine whether the student should continue the intervention. If not, examine:

- Integrity of Intervention—Is it taught the way it was designed to be taught?
- Intensity—Does the student need more minutes per day or days per week of instruction?
- Group Size—What is the most effective group size for this child (typically 4-6 students)?
- Does the content of the intervention need to be adjusted or changed?

It is important to choose a research-based fluency-building strategy. Independent silent reading (i.e. Accelerated Reader) has not been proven to be effective in building fluency; whereas practice in oral reading with peer or adult feedback (i.e. PALS) or repeated reading strategies (i.e. Read Naturally) have been proven to build fluency. Please refer to Appendix B for a list of interventions categorized by building-block area and Appendix A for resources related to grouping students for instruction.

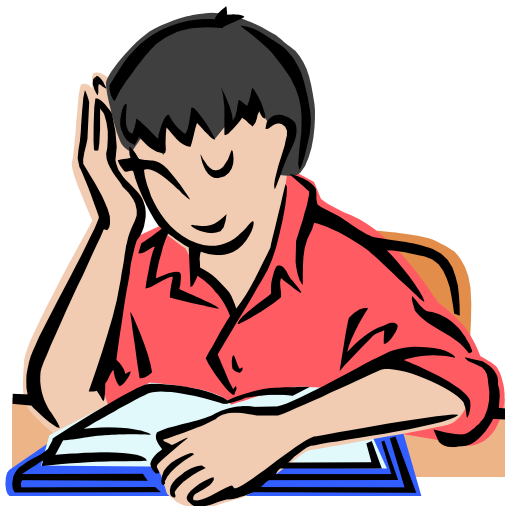


Tier III: Students in Intensive Range. It is important to review and verify test results for individual students in this range. Continue to teach using the Core Reading Program for 90+ minutes a day (regular reading series). In addition, schedule two 30-minute blocks of daily small-group instruction in the deficit area/s. Well-trained staff will provide the additional 60 minutes using an explicit, systematic intervention program that is targeted at addressing the student's deficient building block area/s. See Appendix B for a listing of reviewed programs organized by building blocks or visit <http://oregonreadingfirst.uoregon.edu/>.

Daily fluency practice is critical to success. At this level, students may also need ongoing direct instruction in alphabetic principle/phonics. Again, a student with a low score in alphabetic principle should receive broad instruction (learning that words are made up of sounds which are represented by letters and the specific letter-sound correspondences for reading and spelling words) not just practice in reading nonsense words.

PROGRESS MONITORING needs to occur weekly. When at least 3 data points have been collected, determine whether the student is making significant progress toward Strategic level. With 60 additional minutes of instruction specifically targeted at addressing the deficient building block, progress should definitely be occurring. If it is not, the grade-level/RAISE student-level team needs to strongly examine:

- Integrity of Intervention—Is it taught the way it was designed to be taught?
- Intensity—Does the student need more minutes per day or days per week of instruction?
- Group Size—What is the most effective group size for this child (typically 1-3 students)?
- Does the content of the intervention need to be adjusted or changed? Progress Monitoring and reevaluation of growth rate needs to be ongoing at this Intensive Range.



Third Grade

Based on a review of the research, we know that some things are more important than others. By the same token, the timing of when particular skills are taught is important. For this reason, we include the following curriculum maps, created by Drs. Deb Simmons and Ed Kameenui, which show during which month of the school year we must teach these priority skills (Simmons and Kameenui, 1999). The maps take apart each instructional priority and assign specific tasks to the months of the school year.

Mapping of Instruction to Achieve Instructional Priorities Third Grade

Instructional Priority: Alphabetic Principle	September	October	November	December	January	February	March	April	May
Focus 1: Decoding and Word Recognition									
*1a: Produces common word parts	X	X							
*1b: Reads regular multisyllabic words		X	X	X	X				
1c: Reads compound words, contractions, possessives, inflectional endings		X	X	X	X	X			
1d: Uses word meaning and order in the sentence to confirm decoding efforts		X	X	X					
1e: Uses word structure knowledge to recognize multisyllabic words		X	X	X					
Focus 2: Sight-Word Reading									
2a: Increases sight words read fluently	X	X	X	X	X	X	X	X	X
Focus 3: Reading Connected Text									
*3a: Reads 110-120 wpm	77 ^a	X	X	X	92 ^a	X	X	X	110 ^a
3b: Reads with phrasing, expression, and inflection	X	X	X						
*3c: Increases independent reading	5 ^b	10	10	15	15	20	20	25	30

*High priority skill
a. DIBELS ORF Score
b. Minutes per day

Mapping of Instruction to Achieve Instructional Priorities Third Grade

Instructional Priority: Vocabulary	September	October	November	December	January	February	March	April	May
Focus 1: Concept Categorization									
1a: Classifies and categorizes increasingly-complex words into sets and groups	X	X	X	X	X	X	X	X	X
1b: Categorizes words hierarchically	X	X	X	X	X	X	X	X	X
1c: Draws and uses semantic maps and organizers to convey word relationships	X	X	X	X	X	X	X	X	X
Focus 2: Vocabulary Development and Use									
*2a: Learns and uses unfamiliar words that are introduced in stories and passages	X	X	X	X	X	X	X	X	X
*2b: Increases knowledge of vocabulary through independent reading	X	X	X	X	X	X	X	X	X
2c: Uses new vocabulary	X	X	X	X	X	X	X	X	X
2d: Uses more descriptive vocabulary	X	X	X	X	X	X	X	X	X
2e: Determines the meaning of a word based on its use in a sentence	X	X	X	X	X	X	X	X	X
2f: Uses dictionary to determine word meaning	X	X	X	X	X	X	X	X	X
2g: Uses knowledge of prefixes and suffixes to determine word meaning	X	X	X	X	X	X	X	X	X

*High priority skill

Mapping of Instruction to Achieve Instructional Priorities Third Grade

Instructional Priority: Comprehension	September	October	November	December	January	February	March	April	May
Focus 1: Comprehending Stories									
*1a: Answers literal ^L , inferential ^I , and evaluative ^E questions	L	L	I	I	E	E			
1b: Makes, confirms, and modifies predictions based on text information		X	X						
*1c: Answers questions about main characters ^{MC} , setting ^S , theme ^T , and plot ^P	MC S	MC S	MC S, P	MC S, P	MC S, P, T	X	X	X	X
1d: Identifies characters' actions, motives, emotions, traits, and feelings			X	X	X				
*1e: Distinguishes main idea/details ^{MD} , fact/opinion ^{FO} , and cause/effect ^{CE}	MD	MD	FO	FO	CE	CE	X	X	X
Focus 2: Comprehending Informational Text									
*2a: Uses structure of informational text to aid understanding			X	X	X				
*2b: Uses information in tables, graphs, diagrams, maps, and charts					X	X	X		
2c: Follows multiple-step written instructions	X	X	X	X	X	X	X	X	X
Focus 3: Comprehension Monitoring									
3a: Checks and adjusts for understanding while reading	X	X	X	X	X	X	X	X	X
3b: Interacts with stories and text to clarify and extend comprehension	X	X	X	X	X	X	X	X	X
Focus 4: Retelling, Summarizing, Synthesizing									
*4a: Retells the main ideas of stories or informational text	X	X	X	X	X	X	X	X	X
4b: Recalls the correct sequence of events in a story ^S or informational passage ^I	S	S	I	I	X	X	X	X	X
4c: Draws conclusions ^C and generalizations ^G	C	C	C	G	G	G			
4d: Identifies important themes from readings and examines from multiple points of view	X	X	X	X	X	X	X	X	X
Focus 5: Making Connections									
5a: Connects events, characters, actions, and themes to specific life experiences	X	X	X	X	X	X	X	X	X
5b: Uses prior knowledge to clarify understanding	X	X	X	X	X	X	X	X	X
5c: Makes comparisons across reading selections	X	X	X	X	X	X	X	X	X

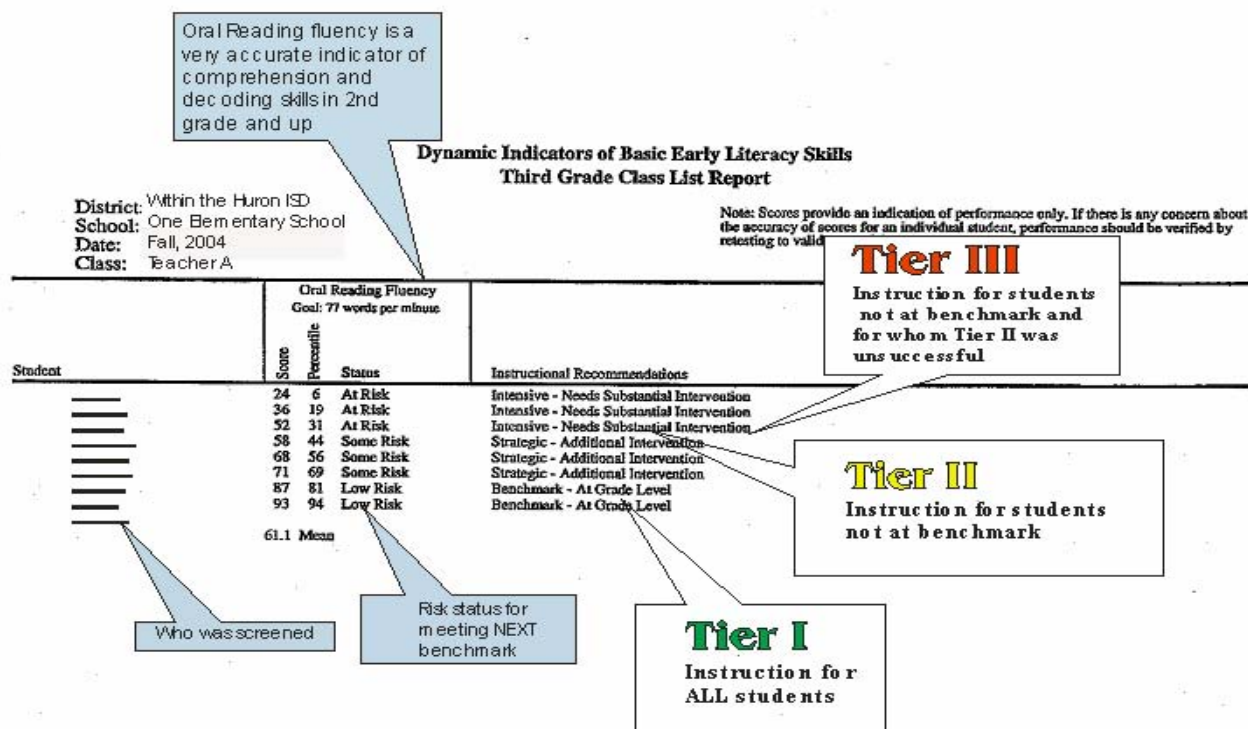
*High priority skill

Mapping of Instruction to Achieve Instructional Priorities Third Grade

Instructional Priority: Spelling	September	October	November	December	January	February	March	April	May
Focus 1: Word Spelling									
*1a: Spells phonetically regular words correctly	X								
1b: Spells previously studied contractions, possessives, compound words, and words with inflectional endings		X	X	X	X	X			
1c: Organizes words in alphabetical order			X	X	X				
1d: Uses the dictionary or glossary to confirm and correct uncertain spellings					X	X	X		

*High priority skill

All classroom teachers receive a DIBELS report fall, winter, and spring with assessment information on their students. This report provides a prediction of each student's risk for being on track on the next assessment. In Grade 3, the DIBELS screening assessment is Oral Reading Fluency in the fall (77 correct words per minute = low risk), winter (92 correct words per minute = low risk), and spring (110 correct words per minute = low risk).



For each building block, there are benchmark goals for fall, winter, and spring. (For Huron County norms by grade level, refer to Appendix C.) The following chart indicates the score ranges for each DIBELS measure and includes status data pertaining to both current and future benchmarks:

Third Grade DIBELS Benchmark Goals

DIBELS Measure	Beginning of Year		Middle of Year		End of Year	
	Performance	Status	Performance	Status	Performance	Status
Oral Reading Fluency	ORF < 53	At Risk	ORF < 67	At Risk	ORF < 80	At Risk
	53 ≤ ORF < 77	Some Risk	67 ≤ ORF < 92	Some Risk	80 ≤ ORF < 110	Some Risk
	ORF ≥ 77	Low Risk	ORF ≥ 92	Low Risk	ORF ≥ 110	Low Risk

Source: www.dibels.org

Tier I: Students At or Above Benchmark. Continue to teach as before using the Core Reading Program for 90+ minutes a day (regular reading series).

Tier II: Students in Strategic Range. It is important to review and verify test results for individual students in this range. Continue to teach using the Core Reading Program for 90+ minutes a day (regular reading series). All students can benefit from most lessons in vocabulary and comprehension. Recent research-based reading series offer valid suggestions for differentiating instruction in order to teach students with a broad range of reading skill levels in any given class.



During this 90-minute block, a portion of time is spent in reading instruction at each student's instructional reading level. This means that some students might be using a lower grade-level book from the reading series. At other times, Tier II and III students would participate in regular grade-level class activities.

In addition, schedule 30 minutes of daily small-group instruction in the deficit area/s. The additional 30 minutes of instruction is flexible; for example, a re-reading activity for fluency building as students arrive at school and another just before lunch, etc., may be the most efficient and effective. Careful analysis of the error patterns of students not at benchmark is helpful as teachers choose interventions and group students. A slow but accurate reader has different needs than one who struggles to decode multi-syllable words or from one who reads quickly but misses word endings and high frequency words.

PROGRESS MONITORING needs to occur twice monthly. When at least 3 data points have been collected, determine whether the student is on track to meet benchmark. If so, use professional discretion to determine whether the student should continue the intervention. If not, examine:

- Integrity of Intervention—Is it taught the way it was designed to be taught?
- Intensity—Does the student need more minutes per day or days per week of instruction?
- Group Size—What is the most effective group size for this child (typically 4-6 students)?
- Does the content of the intervention need to be adjusted or changed?

It is important to choose a research-based fluency-building strategy. Independent silent reading (i.e. Accelerated Reader) has not been proven to be effective in building fluency; whereas, practice in oral reading with peer or adult feedback (i.e. partner reading) or repeated reading strategies (i.e. Read Naturally) have been proven to build fluency. Please refer to Appendix B for a list of interventions categorized by building-block area.

Tier III: Students in Intensive Range. It is important to review and verify test results for individual students in this range. Continue to teach using the Core Reading Program for 90+ minutes a day (regular reading series). In addition, schedule two 30-minute blocks of daily small-group instruction in the deficit area/s. Well-trained staff will provide the additional 60 minutes using an explicit, systematic intervention program that is targeted at addressing the student's deficient building block area/s. See Appendix B for a listing of reviewed programs organized by building blocks or visit <http://oregonreadingfirst.uoregon.edu/>.



Daily fluency practice is critical to success. At this level, students may also need ongoing direct instruction in alphabetic principle/phonics—especially in decoding words with multiple syllables.

PROGRESS MONITORING needs to occur weekly. When at least 3 data points have been collected, determine whether the student is making significant progress toward Strategic level. With 60 additional minutes of instruction specifically targeted at addressing the deficient building block, progress should definitely be occurring. If it is not, the grade-level/RAISE student-level team needs to strongly examine:

- Integrity of Intervention—Is it taught the way it was designed to be taught?
- Intensity—Does the student need more minutes per day or days per week of instruction?
- Group Size—What is the most effective group size for this child (typically 1-3 students)?
- Does the content of the intervention need to be adjusted or changed? Progress Monitoring and reevaluation of growth rate needs to be ongoing at this Intensive Range.

Writing

One might ask, "What role does writing play in the development of literacy skills?"

Although written expression was not one of the "critical components" of reading listed in the Reading First or Reading Excellence initiatives, and the National Reading Panel Report (2000) does not include a section on writing, writing is an essential component of a comprehensive literacy program. Reading comprehension is enhanced when students write a response to their reading. Phonological awareness and attention to the details of print occur when children spell. Word choice during writing promotes vocabulary development. Mastery of sentence structure, metaphoric language, text organization, and voice is the product of writing even more than of reading (Moats, 2004).

Teaching students to write is not an easy task—just as teaching students to read is not an easy task. The production of written language is the latest developing, most challenging form of language use in humans. Adults who can read are often much less skilled at writing clearly. Many children who read well have difficulty learning to write. . . Writing is like juggling many balls at once—most in the mind, a few in the hand (Moats, 2004).

The North Central Regional Education Laboratory has developed the 6 + 1 Traits Model of Writing, which is included in Appendix F. A number of other research studies have been conducted primarily at the University of Washington and elsewhere. In these studies, brain imaging, performance measurement, instructional interventions, and systematic learning processes have been linked (Berninger and Richards, 2002).

The writers of this document have not ignored the fact that writing is a key element of literacy. Currently, limited research is available related to specific benchmark criteria in the developmental stages of writing. This document is a fluid work, which will be revised and updated periodically to reflect converging evidence in the field of written expression and reading. Our aim is to assist teachers to maximize their effectiveness and efficiency in developing high literacy outcomes for all children.



Summary

Reading is the foundation for all future learning. It predisposes one's future. One's reading ability results in subtle discrimination of economic success and, in the converse, broadens a person's opportunities in life during and after formal schooling years.

Educators who have devoted themselves to helping children learn do not have the luxury of shying away from their obligation to teach all children to read well. Teaching reading is hard work; it is very complex, and what works for one doesn't always work for another.

What is offered here is a state-of-the-art approach to school-wide reading instruction that has been proven to work. It is important for teachers to take advantage of the expertise of reading specialists and to know that continuous professional development is key. Ongoing collaboration and staying abreast with literacy research helps to ensure school success in meeting the needs of young learners in this most critical skill.



Appendices

A - F

Appendix A	Intervention Grouping Forms
Appendix B	<ul style="list-style-type: none">▪ Oregon Reading First Comprehensive (Core Reading) Program Review▪ Florida Center for Reading Research Core Program Review▪ Oregon Reading First Supplemental Program Review
Appendix C	Huron County Norms for Oral Reading Fluency and Comprehension
Appendix D	Guidelines for Effective Intervention
Appendix E	Dolch and Fry Word Lists
Appendix F	6 + 1 Traits of Effective Writing
Appendix G	Brain-Based Teaching/Learning
Appendix H	Glossary of Terms

Intervention Grouping Forms

The type of grouping that you use depends upon the purpose of your instruction. Students can be grouped in mixed- or same-ability groups. Same-ability groups include students with similar knowledge and skills. Mixed-ability groups include students with similar knowledge and skills. Mixed-ability groups include students with different levels of knowledge and skills. As you monitor students' progress, change groups to reflect their progress and instructional needs.

Group	Advantages	Instructional Focus/Activities	Group Formation
Whole Group	<ul style="list-style-type: none"> Engages teachers and students in shared learned experiences Allows inclusion of every student 	<ul style="list-style-type: none"> Read alouds Shared writing Introduction of new concepts Author's chair Speaking/performances Class discussions Modeling 	<ul style="list-style-type: none"> Placed in classes according to school policy
Small Group (Same Ability)	<ul style="list-style-type: none"> Meets individual students' needs Allows teachers to vary membership Maximizes opportunity for students to express what they know and to receive feedback Often used for reading and math instruction 	<ul style="list-style-type: none"> Small group instruction targeted to specific students' needs 	<ul style="list-style-type: none"> Assigned to group of three to eight students with similar knowledge and skills Based on assessment data
Small Group (Mixed Ability)	<ul style="list-style-type: none"> Allows for self-choice Motivates students Addresses social needs Promotes language interactions for English language learners 	<ul style="list-style-type: none"> Activities that allow students to practice and extend what they are learning in all content areas Center/station activities 	<ul style="list-style-type: none"> Based on students' abilities or interests Can be cooperative groups or student-led groups
Pairs/Partners	<ul style="list-style-type: none"> Meets individual needs Motivates students Addresses social needs 	<ul style="list-style-type: none"> Partner reading Practice activities Center/station activities Peer tutoring 	<ul style="list-style-type: none"> Based on assessment data
One-on-One	<ul style="list-style-type: none"> Meets individual needs Allows for more intensive instruction Often used for students who have difficulties in reading and mathematics 	<ul style="list-style-type: none"> Instruction targeted to needs of each student 	<ul style="list-style-type: none"> Based on assessment data

Adapted from Fountas, I.C., & Pinnell, G.S. (1996). *Guided reading: Good first teaching for all children*. Portsmouth, NH: Heinemann; Reutzel, D.R. (1999). *Organizing literacy instruction: Effective grouping strategies and organizational plans*. In L.B. Gambrell, L.M. Morrow, S.B. Newman, & M. Pressley (Eds.), *Best practices in literacy instruction* (pp. 271-291). New York: Guilford Press.

Source: University of Texas Center for Reading and Language Arts, (2003). *Fourth grade teacher reading academy* (Texas ed.). Austin: UT System/Texas Education Agency.

Note: The rationale for forming these groups is included to explain why students were grouped this way for Tier I small-group instruction. There is NOT just one way to group students for reading instruction. It is important to form groups so that students with the greatest needs are in the smallest groups. This form is also helpful when grouping for Tier II and III Interventions.

Grouping Instruction Planning Sheet

Example:

<p>Group Members: Nancy A. Sam H. Marcus S. Carrie D. Charlie L.</p> <p>Instructional Focus: Phonemic awareness Phonics (letter-sound correspondences; blending sounds to read words, reading words in decodable texts) Listening comprehension</p>	<p>Rationale: Based on the data, these five students are still developing important beginning reading concepts and skills. They need explicit and systematic instruction in phonemic awareness and letter-sound knowledge to learn how to blend sounds to read words. Because they are just learning to read, comprehension instruction needs to focus on listening comprehension activities during teacher read alouds.</p> <p>Note that Kamiar scored well below the goal for PSF. He was not placed in this group because he met the goal for NWF.</p>
<p>Group Members: Jose D. Jessica M. David C. Kurt P. Mark R. Sheila C.</p> <p>Instructional Focus: Applying phonics knowledge (letter-sound correspondences) to blend sounds to read words Listening comprehension</p>	<p>Rationale: Based on the data, this group of students is having difficulty reading words and first-grade connected text. They would benefit from small-group instruction that focuses on building vocabulary, applying phonics knowledge to blend sounds to read words, and lots of practice reading decodable text.</p>
<p>Group Members: Elana K. Marcel W. Maria R. Kamiar E. Chelsey A. Birkram L. Tina P. Chris T.</p> <p>Instructional Focus: Vocabulary, fluency, and comprehension</p>	<p>Rationale: Based on the data, this group of students is already at or near the goal for NWF suggesting the students are developing phonics skills at an appropriate rate. They would benefit from small-group instruction that continues with more advanced phonics work and focuses on developing their vocabulary, building their fluency reading connected text, and improving their comprehension.</p>

Adapted from University of Texas Center for Reading and Language Arts, (2001). *Second grade teacher reading academy* (Texas ed.). Austin: UT System/Texas Education Agency.

Date: _____

Grouping Instruction Planning Sheet

Directions: Group students for small-group instruction based on like needs and abilities. Consider students' strengths and needs. For each group, list student names and the instructional focus on a sticky note. Place the sticky notes in the boxes below. Using sticky notes serves as a reminder that students can easily be regrouped to reflect their progress.

<p>Group Members:</p> <p>Instructional Focus:</p>	<p>Group Members:</p> <p>Instructional Focus:</p>
<p>Group Members:</p> <p>Instructional Focus:</p>	<p>Group Members:</p> <p>Instructional Focus:</p>
<p>Group Members:</p> <p>Instructional Focus:</p>	<p>Group Members:</p> <p>Instructional Focus:</p>

Adapted from University of Texas Center for Reading and Language Arts, (2001). *Second grade teacher reading academy* (Texas ed.). Austin: UT System/Texas Education Agency.

Reading Group Profile

December

Group Members: Eric
Pam
Toni
Joe (English language learner; speaks very little English)

Phonemic Awareness

Needs:

- Phonemic awareness (ability to blend, segment, and manipulate phonemes in words)

Note: Joe (ELL) has great difficulty segmenting words into phonemes. He also has difficulty producing sounds in English that are not used in his native language.

Phonics and Word Study

Needs:

- Linking sounds to letters (all have difficulties remembering common letter-sound correspondences, especially letter combinations)
- Blending sounds (decoding skills) to pronounce and read words
- Developing automaticity

Note: All students are reading simple decodable texts (texts that use words that reflect letter-sound correspondences and spelling patterns that have been taught)

Fluency

Needs:

- Improving accuracy, rate, and expression when reading texts

Note: All students spend most of their attention on decoding words, leaving little attention for comprehension.

Vocabulary Development

Needs:

- Understanding the meanings and context of vocabulary words in texts read and during reading instruction (particularly Joe)

Comprehension

Needs

- Better understanding of story elements

Sequencing events

- Answering explicit and implicit questions (those that require making inferences)

Spelling and Writing

Needs:

- Spelling of both regular and irregular words

Source: University of Texas Center for Reading and Language Arts, (2002). *Second grade teacher reading academy*. Austin: University of Texas System/Texas Education Agency.

Children in Group: Eric Pam Joe Toni

	Fluency	Phonemic Awareness	Phonics and Word Study	Vocabulary and Comprehension	Progress Monitoring
Mon.	___ Min. per day	<u>5</u> Min. per day Smiley-Faced Phonemes pg. 7	<u>5</u> Min. per day Review sight words Decoding: Sight Words pg. 14	___ Min. per day	<u>10</u> Min. per day Dictate sight words Students write and read words
Tues.	<u>10</u> Min. per day Partner Reading pg. 1	___ Min. per day	<u>10</u> Min. per day Decoding: Short Vowels pg. 13 (Read decodable story)	<u>10</u> Min. per day Before reading, introduce vocabulary After reading, The Ws of Story Comprehension: Story Mapping pg. 12	___ Min. per day
Wed.	<u>8</u> Min. per day Slap! pg. 3 (Use short vowel and sight word cards)	___ Min. per day	<u>10</u> Min. per day Decoding: Short Vowels pg. 13 (Read a new decodable story)	<u>12</u> Min. per day Before reading, introduce vocabulary After reading, Comprehension: Story Mapping pg. 12	___ Min. per day
Thurs.	___ Min. per day	___ Min. per day	<u>10</u> Min. per day Review short vowel and sight words (use Slap! word cards): Write words on dry-erase boards	___ Min. per day	<u>10</u> Min. per day Sticky Books p. 18
Fri.	___ Min. per day	<u>5</u> Min. per day M & M Phonemes pg. 6 Segmenting	<u>12</u> Min. per day Decoding: Chunking pg. 16	<u>5</u> Min. per day Before reading, introduce vocabulary	<u>8</u> Min. per day Dictate words from M & M Phonemes Students write and read words

Adapted from University of Texas Center for Reading and Language Arts, (2002). *Second grade teacher reading academy*. Austin: University of Texas System/Texas Education Agency.

Intervention Lesson Plan

Week: _____

Scheduled Time: _____

Students in Group: _____

	Fluency	Phonemic Awareness	Phonics and Word Study	Vocabulary and Comprehension	Progress Monitoring
Mon.	___ Min. per day	___ Min. per day	___ Min. per day	___ Min. per day	___ Min. per day
Tues.	___ Min. per day	___ Min. per day	___ Min. per day	___ Min. per day	___ Min. per day
Wed.	___ Min. per day	___ Min. per day	___ Min. per day	___ Min. per day	___ Min. per day
Thurs.	___ Min. per day	___ Min. per day	___ Min. per day	___ Min. per day	___ Min. per day
Fri.	___ Min. per day	___ Min. per day	___ Min. per day	___ Min. per day	___ Min. per day

Adapted from University of Texas Center for Reading and Language Arts, (2002). *Second grade teacher reading academy*. Austin: University of Texas System/Texas Education Agency.

Summary of Core Strategic Intensive (CSI) Map
 School: _____

Time Period	Instructional Recommendation	Participation in Core	Supplemental and Intervention Programs/ Strategies	Supplemental and Intervention Program Delivery	Frequency of DIBELS Progress Monitoring	Determining Instructional Effectiveness
Fall to Winter	benchmark:	<u>Who:</u> <u>When:</u> <u>Activities:</u> <u>Group Size:</u>		<u>Who:</u> <u>When:</u> ___ w/in 90 minutes ___ outside of 90 min <u>Time:</u> <u>Group Size:</u>		<u>Who:</u> <u>How Often:</u> <u>Criteria:</u>
	strategic:	<u>Who:</u> <u>When:</u> <u>Activities:</u> <u>Group Size:</u>		<u>Who:</u> <u>When:</u> ___ w/in 90 minutes ___ outside of 90 min <u>Time:</u> <u>Group Size:</u>		<u>Who:</u> <u>How Often:</u> <u>Criteria:</u>
	intensive:	<u>Who:</u> <u>When:</u> <u>Activities:</u> <u>Group Size:</u>		<u>Who:</u> <u>When:</u> ___ w/in 90 minutes ___ outside of 90 min <u>Time:</u> <u>Group Size:</u>		<u>Who:</u> <u>How Often:</u> <u>Criteria:</u>

Oregon Reading First Comprehensive (Core Reading) Program Review

Oregon Reading First has reviewed nine comprehensive or core reading programs. The programs were evaluated relative to three of the Building Blocks of Reading and a critical element analysis per building block. Those elements include items reflecting quality instructional design and emphasis, instructional grouping, and instructional assessment. The vocabulary and comprehension building blocks were not reviewed by Oregon Reading First.

Each program reviewed by the panel received point ratings dependant on the degree to which the items were demonstrated. The summary point ratings on the qualitative items were divided into the points possible yielding a percentage score. These percentage scores are summarized by program, per each Building Block of Reading by grade level. To see the entire document, go to: http://oregonreadingfirst.uoregon.edu/downloads/intro_summ_review_3-04.pdf.

Oregon Reading First Review of Comprehensive Programs Summary by Program *Harcourt*

High Priority Items

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	80%	100%		
Phonics	75%	86%	75%	100%
Fluency		83%	75%	67%
Vocabulary				
Comprehension				
TOTAL	77%	87%	75%	80%

Discretionary Items

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	88%	80%		
Phonics	88%	79%	73%	66%
Fluency		63%	50%	83%
Vocabulary				
Comprehension				
TOTAL	88%	77%	67%	70%

Design Features

	Kindergarten	First Grade	Second Grade	Third Grade
TOTAL	50%	55%	65%	80%

**Oregon Reading First
Review of Comprehensive Programs
Summary by Program
*Houghton Mifflin***

High Priority Items

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	85%	100%		
Phonics	83%	82%	88%	88%
Fluency		75%	92%	67%
Vocabulary				
Comprehension				
TOTAL	84%	82%	89%	75%

Discretionary Items

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	100%	100%		
Phonics	88%	96%	90%	75%
Fluency		25%	50%	42%
Vocabulary				
Comprehension				
TOTAL	94%	87%	81%	66%

Design Features

	Kindergarten	First Grade	Second Grade	Third Grade
TOTAL	90%	85%	80%	75%

**Oregon Reading First
Review of Comprehensive Programs
Summary by Program
*Macmillan/McGraw-Hill***

High Priority Items

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	85%	75%		
Phonics	89%	71%	56%	0%
Fluency		63%	58%	58%
Vocabulary				
Comprehension				
TOTAL	88%	68%	57%	35%

Discretionary Items

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	75%	90%		
Phonics	100%	71%	40%	50%
Fluency		88%	58%	75%
Vocabulary				
Comprehension				
TOTAL	88%	81%	44%	57%

Design Features

	Kindergarten	First Grade	Second Grade	Third Grade
TOTAL	50%	100%	80%	75%

**Oregon Reading First
Review of Comprehensive Programs
Summary by Program
*Open Court***

High Priority Items

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	80%	75%		
Phonics	81%	89%	56%	63%
Fluency		63%	83%	92%
Vocabulary				
Comprehension				
TOTAL	80%	77%	68%	80%

Discretionary Items

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	100%	90%		
Phonics	100%	83%	55%	84%
Fluency		88%	67%	75%
Vocabulary				
Comprehension				
TOTAL	100%	87%	58%	82%

Design Features

	Kindergarten	First Grade	Second Grade	Third Grade
TOTAL	80%	80%	90%	85%

**Oregon Reading First
Review of Comprehensive Programs
Summary by Program
*Reading Mastery***

High Priority Items

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	95%	100%		
Phonics	86%	93%	81%	100%
Fluency		83%	100%	83%
Vocabulary				
Comprehension				
TOTAL	89%	90%	89%	90%

Discretionary Items

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	94%	100%		
Phonics	75%	96%	90%	84%
Fluency		75%	92%	100%
Vocabulary				
Comprehension				
TOTAL	84%	94%	90%	89%

Design Features

	Kindergarten	First Grade	Second Grade	Third Grade
TOTAL	90%	90%	55%	55%

**Oregon Reading First
Review of Comprehensive Programs
Summary by Program
*Rigby Literacy***

High Priority Items

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	40%	50%		
Phonics	28%	14%	50%	75%
Fluency		4%	33%	50%
Vocabulary				
Comprehension				
TOTAL	32%	15%	43%	60%

Discretionary Items

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	31%	70%		
Phonics	6%	17%	35%	44%
Fluency		0%	8%	50%
Vocabulary				
Comprehension				
TOTAL	19%	35%	29%	45%

Design Features

	Kindergarten	First Grade	Second Grade	Third Grade
TOTAL	25%	20%	40%	45%

**Oregon Reading First
Review of Comprehensive Programs
Summary by Program
*Scott Foresman***

High Priority Items

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	75%	75%		
Phonics	72%	79%	81%	75%
Fluency		75%	75%	50%
Vocabulary				
Comprehension				
TOTAL	73%	77%	79%	60%

Discretionary Items

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	69%	85%		
Phonics	81%	83%	83%	38%
Fluency		75%	67%	25%
Vocabulary				
Comprehension				
TOTAL	72%	83%	79%	34%

Design Features

	Kindergarten	First Grade	Second Grade	Third Grade
TOTAL	70%	80%	60%	45%

**Oregon Reading First
Review of Comprehensive Programs
Summary by Program
*Success For All***

High Priority Items

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	65%	75%		
Phonics	97%	93%	0%	0%
Fluency		88%	17%	58%
Vocabulary				
Comprehension				
TOTAL	86%	88%	7%	35%

Discretionary Items

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	50%	75%		
Phonics	100%	92%	5%	16%
Fluency		100%	8%	42%
Vocabulary				
Comprehension				
TOTAL	75%	87%	6%	23%

Design Features

	Kindergarten	First Grade	Second Grade	Third Grade
TOTAL	80%	90%	20%	60%

**Oregon Reading First
Review of Comprehensive Programs
Summary by Program
*Wright Group***

High Priority Items

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	15%	88%		
Phonics	17%	71%	63%	63%
Fluency		29%	50%	33%
Vocabulary				
Comprehension				
TOTAL	16%	57%	57%	45%

Discretionary Items

	Kindergarten	First Grade	Second Grade	Third Grade
Phonemic Awareness	44%	90%		
Phonics	81%	75%	63%	63%
Fluency		13%	17%	42%
Vocabulary				
Comprehension				
TOTAL	63%	71%	52%	57%

Design Features

	Kindergarten	First Grade	Second Grade	Third Grade
TOTAL	10%	25%	25%	35%

Florida Center for Reading Research Core Program Review

Important Note: Florida Center for Reading Research (FCRR) reports (at www.fcrr.org) were prepared in response to requests from Florida school districts for review of specific reading programs. The reports are intended to be a source of information about programs that will help teachers, principals, and district personnel in their choice of materials that can be used by skilled teachers to provide effective instruction. In addition to describing programs and their use, these reports provide information on the extent to which their content, organization, and instructional strategies are consistent with scientifically-based research in reading. Whether or not a program has been reviewed does **not** constitute endorsement or lack of endorsement by the FCRR. The programs for which reports are available do not constitute an "approved" or "required" list, since many potentially useful programs have not yet been reviewed.

In 2002, the Florida Center for Reading Research conducted a formal review of several core reading programs intended to be used as initial instruction. The process for these reviews was a little different from the one used for the programs below, but it produced a list of core reading programs that were aligned with the basic Reading First standards and were suitable for use by Reading First schools in Florida. These core reading programs were: Trophies published by Harcourt (2003), A Legacy of Literacy published by Houghton Mifflin (2003), Open Court published by SRA (2002), Reading Mastery Plus published by SRA (2002), and Scott Foresman Reading as long as the manual called "Links to Reading First" is used (2002). All of the aforementioned programs should be considered to have been positively reviewed by the Florida Center for Reading Research.

Specific information can be found at the bottom of the table or by rolling the mouse over each category within the table.

Table of Florida Center for Reading Research Reports								
Program	Type of Program	Grade Reviewed	Reading Component					Notes
			PA	P	F	V	C	
<u>Breakthrough to Literacy</u>	1, 3	K-2	++	++	++	+++	+++	a, b, d
<u>Language!</u>	1, 2, 5	3-12	+++	+++	+++	+++	+++	a, b, c, d
<u>Read Well</u>	1	1-3	+++	+++	+++	+++	+++	a, b, c, d
<u>Rigby Literacy</u>	1	K-3	+	+	++	+	+++	n
<u>Sing, Spell, Read, and Write</u>	1, 2	K-2	++	++	++	+	+	a
<u>Success For All</u>	1, 2	K-3	+++	+++	+++	+++	+++	a, b, c, d, o
<u>Voyager Universal Literacy System</u>	1	K-3	+++	+++	+++	+++	+++	a, b, c, d
<u>Wright Group Literacy for Kindergarten</u>	1, 2	K	++	++	++	++	++	a, d, n

Key

Type of Program

- 1 = Core Reading Program
- 2 = Supplemental or Intervention Program
- 3 = Technology-Based Program
- 4 = Program that may be implemented by a tutor or mentor
- 5 = Intervention or Remedial Program for students above third grade

Reading Component (PA = Phonemic Awareness, P = Phonics, F = Fluency, V = Vocabulary, C = Comprehension)

- + = some aspects of this component taught and/or practiced
- ++ = most aspects of this component taught and/or practiced
- +++ = all aspects of this component taught and/or practiced
- n/a = Not Addressed in this program. In other words, this element of reading is not a goal of this program.

Empirical Research Support

A previous version of this table contained a rating of the amount and quality of research for each program. This section has been temporarily removed while procedures are being refined.

Notes

- a. explicit
- b. systematic
- c. student materials aligned
- d. ample practice opportunities provided
- e. practice only
- f. oral language only
- g. phonemic awareness and phonics program
- h. phonics program
- i. fluency program
- j. vocabulary program
- k. comprehension program
- l. extensive professional development required
- m. expertise required to make informed curriculum decisions
- n. extensive organization of materials required
- o. school-wide implementation required

Oregon Reading First Supplemental Program Review

Oregon Reading First has reviewed a great number of supplemental and intervention programs. The programs were evaluated relative to three of the Building Blocks of Reading and a critical element analysis per building block. Those elements include items reflecting quality instructional design and emphasis, instructional grouping, and instructional assessment. Comprehension and vocabulary were not analyzed.

Each program reviewed by the panel received point ratings dependent on the degree to which the items were demonstrated. The summary point ratings on the qualitative items were divided into the points possible yielding a percentage score. These percentage scores are summarized by supplemental/intervention program, per each Building Block of Reading by grade level. There is also an individual report available for each program reviewed. To see an individual program's review, go to: <http://oregonreadingfirst.uoregon.edu/SIprograms.php> and select "Download the full Report." See below for an example.



Phonemic Awareness

	Kindergarten	First Grade	Second Grade	Third Grade
Alligators to Zucchini	35%	35%		
Breakthrough to Literacy	58%	66%		
Build Up Kit Complete	88%	88%		
Corrective Reading (level a)	98%	98%		
Corrective Reading (levels b1 & b2)				
Curious George Reading & Phonics	35%	35%		
Early Reading Intervention	95%	95%		
Earobics Literacy Launch (step 1)	53%	53%		
Fast Track Phonics	70%	70%		
First Grade PALS (Peer Assisted Literacy Strategies)		88%		
First Stories	11%			
FOCUS: Reading and Language Program	85%	85%		
Funnix	93%	93%		
Harcourt Accelerated Reading Instruction	50%	75%		
Horizons Fast Track (A/B)		81%		
HOSTS Learning	30%	30%		
Jolly Phonics	50%	50%		
Kid Phonics 1	38%	38%		
Kid Phonics 2		22%		
KidCentered Learning Toolkit: Alphabet Study	10%	10%		
KidCentered Tool Kit: Word Study	20%	20%		
Kindergarten PALS (Peer Assisted Literacy Strategies)	83%			
Knowledge Box (K-1)	58%	58%		
Ladders to Literacy	56%			
Matchword	10%	10%		
Open Court Phonics Kits	81%	88%		
Pacific Literacy Guided Reading	3%	3%		

Phonemic Awareness

	Kindergarten	First Grade	Second Grade	Third Grade
Pacific Literacy Shared Reading	8%	8%		
Phonemic Awareness in Young Children	75%	75%		
PhonicsQ: The Complete Cueing System	5%	5%		
Read Well		91%		
Read Well (K)	97%			
Reading Explorers Pathfinders Tutoring Kit	23%	23%		
Reading Mastery Classic I	93%	93%		
Reading Mastery Fast Cycle		84%		
Road to the Code	80%	80%		
Saxon Phonics & Spelling	61%	78%		
Spalding Writing Road to Reading 5th ed.	28%	28%		
Start Up Phonics Kit	65%	65%		
Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS) Level 1	80%	80%		
Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS) Level 2		69%		
Teacher Directed PALS (Paths to Achieving Literacy Success)		81%		
The Wright Skills	70%	70%		
Voyager Extended Day Program		81%		
Voyager Passport	92%	97%		
Voyager Universal Literacy System	92%	94%		
Waterford	94%	100%		
Words at Work	20%	20%		

Phonics

	Kindergarten	First Grade	Second Grade	Third Grade
Alligators to Zucchini	14%	14%	14%	14%
Breakthrough to Literacy	42%	36%	36%	
Build Up Kit Complete	76%	76%	76%	76%
Build-a-Word Books	38%	38%	38%	
Corrective Reading (level a)	100%	100%		
Corrective Reading (levels b1 & b2)			92%	99%
Curious George Reading & Phonics	22%	22%		
Early Reading Intervention	81%	81%		
Early Success		36%	36%	
Earobics Literacy Launch (step 1)	34%	34%		
Earobics Literacy Launch (step 2)			34%	34%
Edmark Reading Program	13%	13%	13%	13%
Fast ForWord Bookshelf (Vol. 1 & 2)	4%	4%	4%	
Fast Track Phonics	61%	61%		
First Grade PALS (Peer Assisted Literacy Strategies)		83%		
First Stories	17%			
Fluent Reader (Made EZ)	11%	11%	11%	11%
FOCUS: Reading and Language Program	28%	28%	28%	28%
Funnix	81%	81%	81%	
Harcourt Accelerated Reading Instruction	50%	42%	44%	
Headsprout	72%	72%	72%	
Horizons Fast Track (A/B)		88%	88%	
HOSTS Learning	13%	13%	13%	13%
Insights: Reading as Thinking	27%	34%	28%	6%
Jolly Phonics	55%	55%		
Kaleidoscope (Level A)			80%	
Kaleidoscope (Level B)				78%

Phonics

	Kindergarten	First Grade	Second Grade	Third Grade
Kid Phonics 1	7%	7%	7%	
Kid Phonics 2		16%	16%	16%
KidCentered Learning Toolkit: Alphabet Study	1%	1%	1%	
KidCentered Tool Kit: Word Study	19%	19%	19%	
Kindergarten PALS (Peer Assisted Literacy Strategies)	50%			
Knowledge Box (2-3)			25%	25%
Knowledge Box (K-1)	17%	17%		
LANGUAGE! (2nd ed.)				56%
Lexia Strategies for Older Students (S.O.S.)				46%
Matchword	3%	3%	3%	3%
Open Court Phonics Kits	52%	77%	58%	53%
Pacific Literacy Guided Reading	10%	11%	13%	
Pacific Literacy Shared Reading	6%	6%	6%	
Phonics for Reading		75%	80%	81%
PhonicsQ: The Complete Cueing System	8%	8%	8%	8%
Primary Phonics	32%	32%	32%	
Project Read: Phonics	76%	76%	76%	76%
Read Well		94%		
Read Well (K)	92%			
Reading Explorers Pathfinders Tutoring Kit	36%	36%	36%	36%
Reading Mastery Classic I	89%	89%		
Reading Mastery Classic II		82%	82%	
Reading Mastery Fast Cycle		96%	96%	
REWARDS				65%
Saxon Phonics & Spelling	96%	91%	84%	93%
Soar to Success				47%
Spalding Writing Road to Reading 5th ed.	22%	22%	22%	22%

Phonics

	Kindergarten	First Grade	Second Grade	Third Grade
Start Up Phonics Kit	58%	58%	58%	58%
Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS) Level 1	91%	91%		
Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS) Level 2		75%	75%	
Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS) Level 3				60%
Teacher Directed PALS (Paths to Achieving Literary Success)		84%		
The Wright Skills	71%	71%	71%	71%
TIME for Kids Nonfiction Readers		11%	8%	
Touchphonics	76%	76%	76%	76%
Voyager Extended Day Program		52%	25%	25%
Voyager Passport	90%	92%	75%	81%
Voyager Universal Literacy System	80%	84%	69%	
Waterford	31%	92%	81%	
Word Power			58%	
Words at Work	13%	13%	13%	

Fluency

	Kindergarten	First Grade	Second Grade	Third Grade
Alligators to Zucchini		4%	4%	4%
Basic Skill Builders		27%	27%	27%
Breakthrough to Literacy		18%	22%	
Carousel Readers		23%		
Corrective Reading (level a)		75%		
Corrective Reading (levels b1 & b2)			84%	84%
Dominie Collection of Aesop's Fables		15%	15%	15%
Dominie Collection of Myths and Legends			6%	6%
Dominie Collection of Traditional tales		8%	8%	8%
Dominie Habitats of the World			0%	0%
Dominie Joy Chapter Books			0%	0%
Dominie World of Animals			6%	6%
Early Success		13%	16%	
Earobics Literacy Launch (step 1)		13%		
Earobics Literacy Launch (step 2)			17%	17%
First Grade PALS (Peer Assisted Literacy Strategies)		63%		
Fluency Kit for Independent Practice (1)		40%	40%	40%
Fluency Kit for Independent Practice (2)		48%	48%	48%
Fluent Reader (Made EZ)		71%	71%	71%
FOCUS: Reading and Language Program		17%	17%	17%
Foundations		33%	33%	33%
Funnix		80%	80%	
Great Leaps (3-5)				66%
Great Leaps (K-2)		66%	66%	
Guided Reading: Story Box		27%	27%	
Guided Reading: Sunshine		18%	18%	
Harcourt Accelerated Reading Inspiration		45%	69%	

Fluency

	Kindergarten	First Grade	Second Grade	Third Grade
Headsprout		61%	61%	
Horizons Fast Track (A/B)		55%	55%	
HOSTS Learning		40%	40%	40%
Images Theme Books		13%	0%	0%
Kaleidoscope (Level A)			63%	
Kaleidoscope (Level B)				63%
Kindergarten PALS (Peer Assisted Literacy Strategies)				
Knowledge Box (2-3)			0%	0%
Knowledge Box (K-1)		0%		
LANGUAGE! (2nd ed.)				56%
Lexia Strategies for Older Students (S.O.S.)				47%
Little Readers		3%		
Next Steps		21%	21%	21%
Open Court Phonics Kits		70%	72%	66%
Pacific Literacy Guided Reading		10%	13%	
Pacific Literacy Shared Reading		14%	14%	
Pair-It Books		8%	8%	8%
Phonics for Reading		60%	81%	81%
PM Plus Readers		21%	21%	21%
Quick Reads			53%	53%
Quick Reads Technology Edition			56%	56%
Read Naturally		92%	92%	92%
Read Well		100%		
Reader's Theater (Kit 1)		21%	21%	21%
Reader's Theater (Kit 2)		10%	10%	10%
Reading Explorers Pathfinders Tutoring Kit		21%	21%	21%
Reading Mastery Classic I		85%		

Fluency

	Kindergarten	First Grade	Second Grade	Third Grade
Reading Mastery Classic II		84%	84%	
Reading Mastery Fast Cycle		89%	89%	
Rigby Focus		5%	6%	
Sails Literacy Series		46%	46%	46%
Saxon Phonics & Spelling		83%	66%	50%
Soliloquy Reading Assistant			14%	14%
Spalding Writing Road to Reading 5th ed.		15%	15%	15%
Storyteller Guided Reading		17%	17%	17%
Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS) Level 1		50%		
Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words, (SIPPS) Level 2		43%	43%	
Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words, (SIPPS) Level 3				6%
Teacher Directed PALS (Paths to Achieving Literary Success)		60%		
TIME for Kids Exploring Nonfiction Reading in the Content Areas		5%	3%	3%
TIME for Kids Nonfiction Readers		20%	22%	
Voyager Extended Day Program		40%	9%	22%
Voyager Passport		80%	91%	63%
Voyager Universal Literacy System		73%	75%	
Waterford		85%	94%	

Florida Center for Reading Research Supplemental Program Review

Important Note: Florida Center for Reading Research (FCRR) reports (at www.fcrr.org) were prepared in response to requests from Florida school districts for review of specific reading programs. The reports are intended to be a source of information about programs that will help teachers, principals, and district personnel in their choice of materials that can be used by skilled teachers to provide effective instruction. In addition to describing programs and their use, these reports provide information on the extent to which their content, organization, and instructional strategies are consistent with scientifically-based research in reading. Whether or not a program has been reviewed does **not** constitute endorsement or lack of endorsement by the FCRR. The programs for which reports are available do not constitute an "approved" or "required" list, since many potentially useful programs have not yet been reviewed.

Specific information can be found at the bottom of the table or by rolling the mouse over each category within the table.

Table of Florida Center for Reading Research Reports								
Program	Type of Program	Grade Reviewed	Reading Component					Notes
			PA	P	F	V	C	
<u>Academy of Reading</u>	2, 3, 5	3-12	++	++	++	+	+	a, b, d
<u>Accelerated Literacy Learning (A.L.L.)</u>	2	1	+++	+++	+++	+++	+++	a, d, l, m
<u>Accelerated Reader</u>	2, 3	K-12	n/a	n/a	n/a	n/a	+	d, e
<u>Classworks</u>	2, 3, 5	K-8	+	+	n/a	+	+	m
<u>Compass Learning Odyssey Reading</u>	2, 3	K-2	+	+	+	+	+	n
<u>Corrective Reading</u>	2, 5	4-12	+++	+++	+++	+++	+	a, b, c, d
<u>Destination Reading</u>	2, 3	K-3	+++	+++	+++	+++	+++	a, b, c, d
<u>Early Success</u>	2	1-2	++	++	+++	+++	+++	m
<u>Earobics</u>	2, 3	K-3	+++	+++	+++	+++	+++	a, b, c, d
<u>Elements of Reading, Vocabulary</u>	2	K-3	n/a	n/a	n/a	+++	+	a, b, c, d, j
<u>Essential Learning Systems</u>	2, 3	2-12+	+	+	+	+	+	e
<u>Failure Free Reading</u>	2, 3, 4, 5	1-12	n/a	n/a	++	++	+	c, d
<u>Fast Forward Language</u>	2, 3, 5	K-12	+++	n/a	n/a	+	+	f
<u>Fast Track Reading</u>	2, 5	4-8	+	+	+++	++	++	a, b, c
<u>First Grade Peer-Assisted Literacy Strategies</u>	2, 4	1	+++	+++	+++	+	++	a, b, c, d
<u>First Grade Peer-Assisted Literacy Strategies</u>	2, 4	1	+++	+++	+++	+	++	a, b, c, d
<u>FOCUS Reading and Language Program</u>	2, 3	K-3	+++	+++	+++	+++	+	a, b, c, d
<u>Fundations</u>	2	K-3	+++	+++	+++	+++	++	a, b, c, d
<u>Funnix Reading Programs</u>	2, 3, 4	K-2	+++	+++	+++	++	+	a, b, c, d

Program	Type of Program	Grade Reviewed	Reading Component					Notes
			PA	P	F	V	C	
<u>Great Leaps</u>	2, 5	K-12+	n/a	+	+++	n/a	n/a	c, d, i
<u>Harcourt Trophies First Grade Intervention Kit</u>	2	1	+	+	+	+	+	a, c, d
<u>Headsprout Early Reading</u>	2, 3, 4	K-2	++	+++	+++	+++	+++	a, b, c, d
<u>HOSTS</u>	2, 3, 4, 5	K-12	++	+++	++	++	++	l, n
<u>Kaleidoscope</u>	2, 5	2-6	+++	+++	+++	++	+++	a, b, c, d
<u>LANGUAGE!</u>	1, 2, 5	3-12	+++	+++	+++	+++	+++	a, b, c, d
<u>Language First!</u>	2, 3, 5	K-5	+	n/a	n/a	++	+	c, j
<u>Language for Learning</u>	2	K-1	n/a	n/a	n/a	+++	n/a	a, b, c, d, f
<u>Language for Thinking</u>	2	1-2	n/a	n/a	n/a	+++	n/a	a, b, c, d, f
<u>LeapTrack Assessment & Instruction System</u>	2, 3, 5	K-3	++	++	+	++	++	e, n
<u>Lexia Phonics Based Reading</u>	2, 3	K-3	+	++	+	n/a	+	e, h
<u>Lexia Reading S.O.S.</u>	2, 3, 4, 5	4-12	n/a	+++	n/a	+	n/a	b, d, h
<u>Lightspan Early Reading Program</u>	2, 3	K-3	+++	+	+	++	+++	d
<u>The Literacy Center</u>	2, 3	K-2	+++	+++	+	+	+	g
<u>My Reading Coach</u>	2, 3, 5	2-12+	+	+++	+	+	+	b, d
<u>OpenBook to Literacy</u>	2, 3, 4	K-3	+	++	+	+	+	a, b
<u>Phono-Graphix</u>	2, 4, 5	K-5	+++	+++	++	n/a	n/a	a, b, c, d, g
<u>Questioning the Author</u>	2, 5	3-12	n/a	n/a	n/a	n/a	+++	d, k
<u>QuickReads</u>	2, 5	K-4	n/a	+	+++	++	+++	a, b, c, d, g
<u>REACH</u>	2, 5	4-12	+++	+++	+++	+++	+++	a, b, c, d
<u>Read 180</u>	2, 3, 5	6-8	n/a	++	++	++	+++	d, n
<u>Read Naturally</u>	2, 3, 4, 5	1-12+	++	++	+++	++	+++	a, b, c, d
<u>Read, Write & Type! Learning System</u>	2, 3, 4	1-3	+++	+++	+++	+	+	a, b, c, d, g
<u>The Reading Edge</u>	1	6-8	+++	+++	+++	+++	+++	a, b, c, d
<u>Reading Rescue</u>	2, 4	1	+++	+++	+++	++	+++	d, l, m
<u>REWARDS</u>	2, 4, 5	4-12	+	+++	+++	+	+	a, b, c, d, i
<u>Road to the Code</u>	2	K-1	+++	+++	n/a	n/a	n/a	a, b, c, d, g
<u>Saxon Phonics and Spelling</u>	2	K-3	++	++	++	++	+++ (3rd)	a, b, c, d, g
<u>Scott Foresman Early Reading Intervention</u>	2	K-1	+++	+++	+++	+++	n/a	a, b, c, d, g
<u>Sing, Spell, Read, and Write</u>	1, 2	K-2	++	++	++	+	+	a
<u>Smart Way Reading and Spelling</u>	2, 4, 5	1-5	n/a	+++	n/a	n/a	n/a	a, b, c, d, e
<u>Soar to Success</u>	2, 5	3-8	n/a	+	+++	++	+++	a, c, k, l
<u>Soliloquy Reading Assistant</u>	2, 3, 5	2-5	n/a	n/a	+++	+++	+++	a, b, c, d, i

Program	Type of Program	Grade Reviewed	Reading Component					Notes
			PA	P	F	V	C	
<u>Spalding Writing Road to Reading</u>	2, 5	K-8	+	++	+	++	+++	a, b, c, d
<u>Spell Read P.A.T.</u>	2, 4, 5	K-12	+++	+++	+++	++	+++	a, b, c, d, l
<u>Success For All</u>	1, 2	K-3	+++	+++	+++	+++	+++	a, b, c, d, o
<u>SuccessMaker Enterprise</u>	2, 3, 5	K-8	+	+	+	++	+++	a, b, d, m
<u>Thinking Reader</u>	2, 3	6-8	n/a	n/a	n/a	n/a	+++	e, k
<u>Voyager Passport</u>	2, 4	K-3	++	++	+++	+++	+++	a, b, c, d
<u>Voyager Passport E, F, & G</u>	2, 5	4-6	n/a	+	++	++	++	n
<u>Waterford Early Reading System</u>	2, 3	K-3	+++	+++	+++	+++	+++	a, b, c, d
<u>Wilson Reading System</u>	2, 5	3-12	+++	+++	+++	++	+++	a, b, c, d, l
<u>Wright Group Literacy for Kindergarten</u>	1, 2	K	++	++	++	++	++	a, d, n

Key

Type of Program

- 1 = Core Reading Program
- 2 = Supplemental or Intervention Program
- 3 = Technology-Based Program
- 4 = Program that may be implemented by a tutor or mentor
- 5 = Intervention or Remedial Program for students above third grade

Reading Component (PA = Phonemic Awareness, P = Phonics, F = Fluency, V = Vocabulary, C = Comprehension)

- + = some aspects of this component taught and/or practiced
- ++ = most aspects of this component taught and/or practiced
- +++ = all aspects of this component taught and/or practiced
- n/a = Not Addressed in this program. In other words, this element of reading is not a goal of this program.

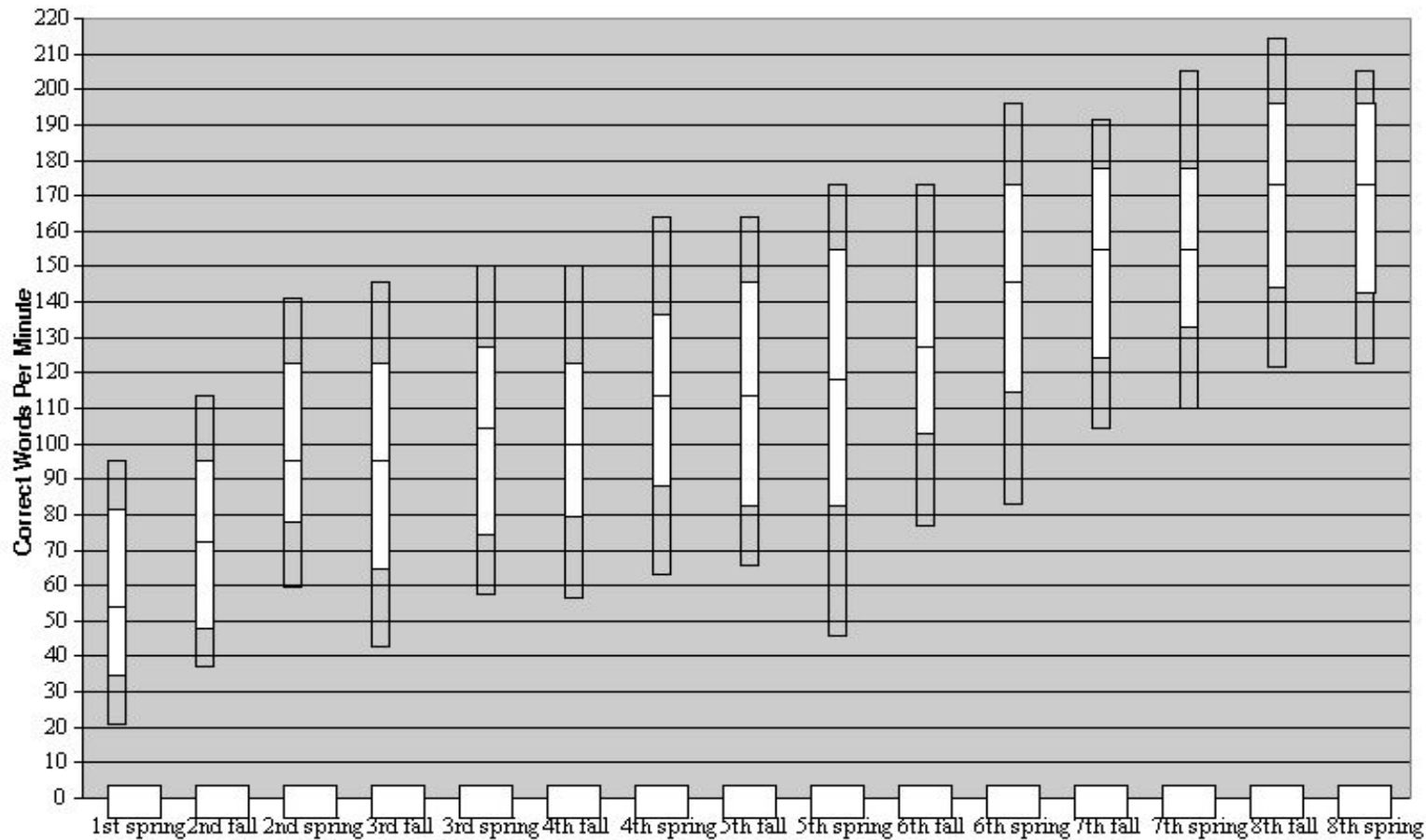
Empirical Research Support

A previous version of this table contained a rating of the amount and quality of research for each program. This section has been temporarily removed while procedures are being refined.

Notes

- a. explicit
- b. systematic
- c. student materials aligned
- d. ample practice opportunities provided
- e. practice only
- f. oral language only
- g. phonemic awareness and phonics program
- h. phonics program
- i. fluency program
- j. vocabulary program
- k. comprehension program
- l. extensive professional development required
- m. expertise required to make informed curriculum decisions
- n. extensive organization of materials required
- o. school-wide implementation required

Huron County Oral Reading Fluency Grade-Level Performance Graph 2001

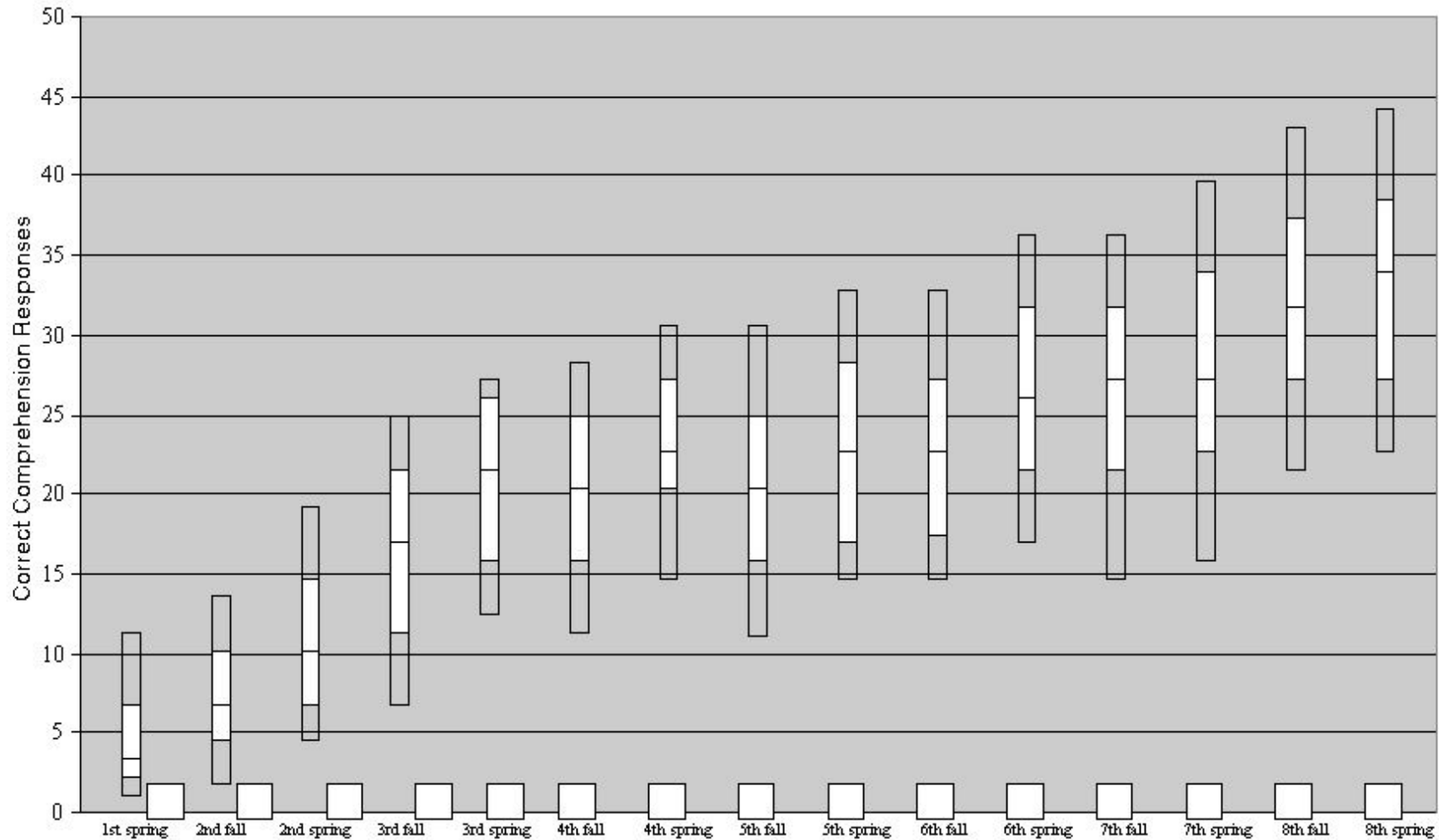


Huron County Norms for
Oral Reading Fluency
and
Comprehension

Appendix C

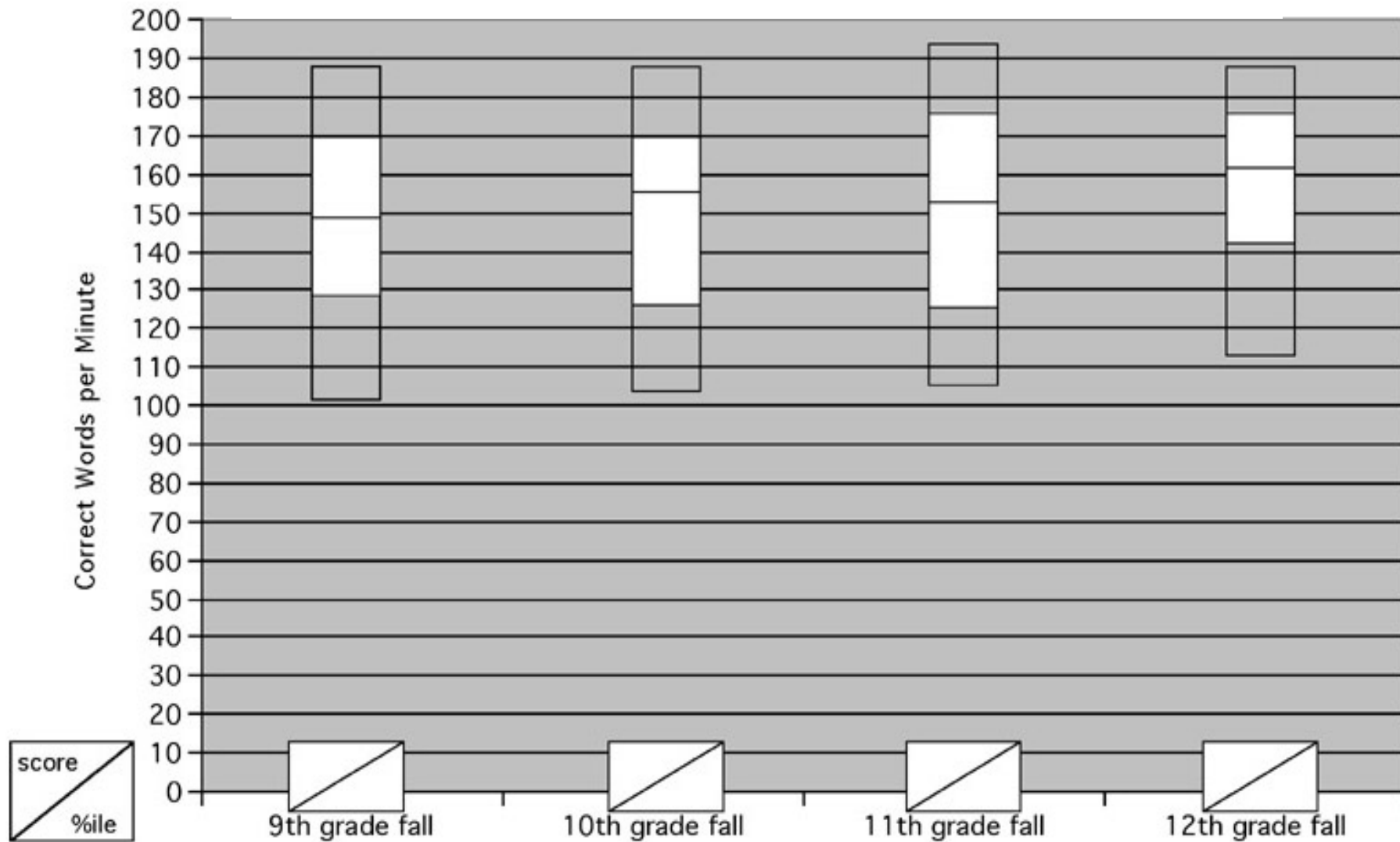
We administered an oral reading fluency measure to 100 randomly selected students per grade in the fall and again in the spring. Students were asked to read three grade-level passages for one minute and the median number of correct words per minute was selected as the student's score. The bar represents the range of oral reading fluency skills of this sample between the 10th and the 90th percentile. The white part of the bar represents the average range, or 25th to 75th percentile.

Huron County Reading Comprehension Fluency Grade-Level Performance Graph 2001



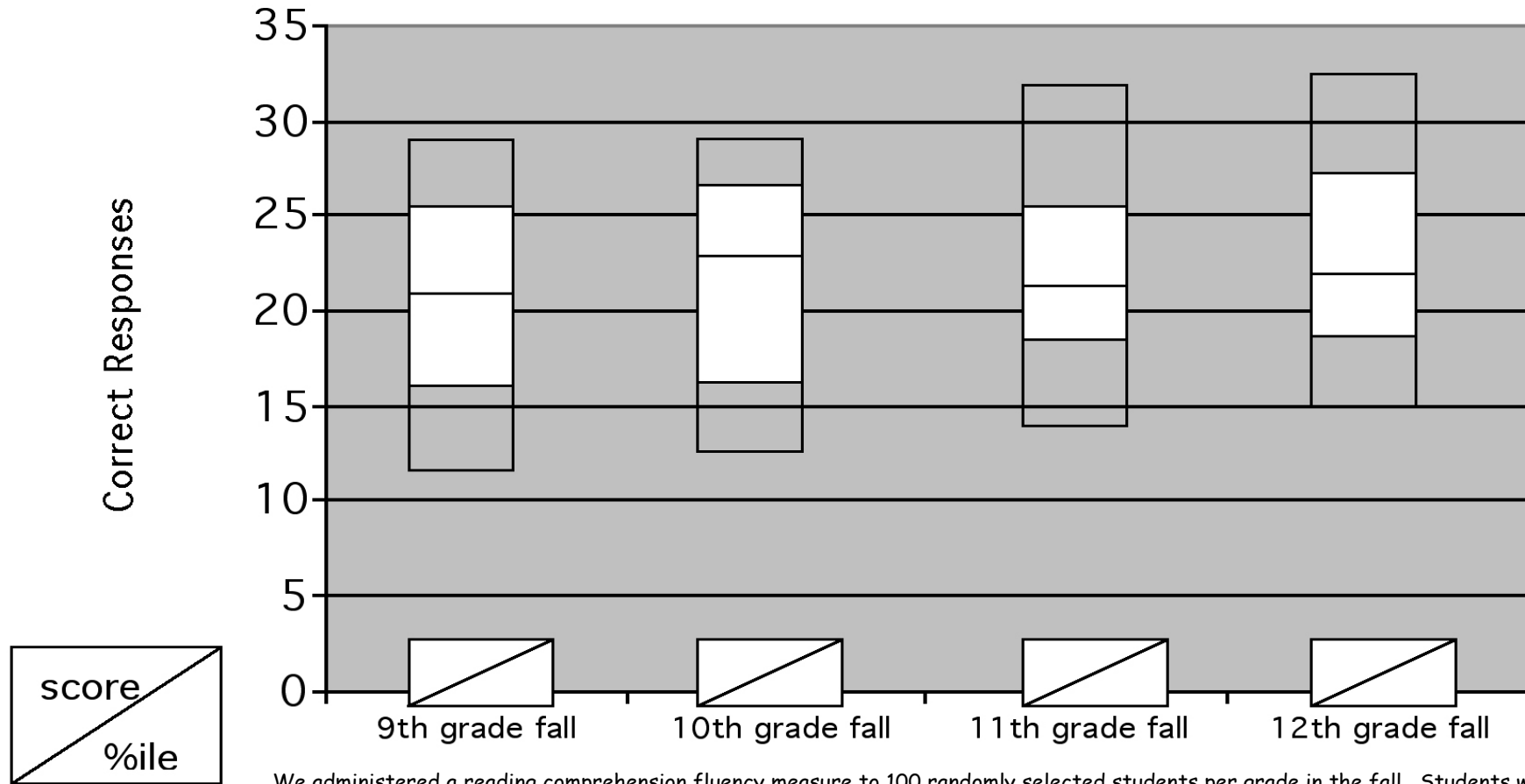
We administered a reading comprehension fluency measure to 100 randomly selected students per grade in the fall and again in the spring. Students were given a maze task or a grade-level passage with every 5th to 7th word blank, and 2½ minutes to work. Students were asked to choose one word from a group of three to correctly complete the sentence. The number of correct comprehension responses was selected as the student's score. The bar represents the range of reading comprehension skills of this sample between the 10th and the 90th percentile. The white part of the bar represents the average range, or 25th to 75th percentile.

Huron County Oral Reading Fluency Grade-Level Performance Graph - High School 2003



We administered an oral reading fluency measure to 100 randomly selected students per grade in the fall. Students were asked to read three grade-level passages for one minute and the median number of correct words per minute was selected as the student's score. The bar represents the range of reading fluency skills of this sample between the 10th and the 90th percentile. The white part of the bar represents the average range, or 25th to 75th percentile.

Huron County Reading Comprehension/Fluency Grade-Level Performance Graph - High School 2003



We administered a reading comprehension fluency measure to 100 randomly selected students per grade in the fall. Students were given a maze task or a grade-level passage with every 5th to 7th word blank, and 2½ minutes to work. Students were asked to choose one word from a group of three to correctly complete the sentence. The number of correct comprehension responses was selected as the student's score. The bar represents the range of reading comprehension skills of this sample between the 10th and the 90th percentile. The white part of the bar represents the average range, or 25th to 75th percentile.

Guidelines for Effective Instruction

- **Conduct initial assessment to identify students who need intervention and to determine students' needs.**

Determine students' knowledge and skills related to grade-specific essential reading components: phonemic awareness, alphabet knowledge, phonics (letter-sound correspondences), word reading, fluency, and comprehension.

- **Form same-ability small groups.**

For Tier II, form groups of three to five students. For Tier III, form groups of three or less (depending on student needs). Carefully analyze student error patterns in the student booklets and group accordingly.

- **Provide daily, targeted instruction that is explicit, systematic, and provides ample practice opportunities with immediate feedback.**

Introduce a manageable amount of information in each lesson.

Focus on the reading skills that have the highest impact on learning to read (e.g., phonemic awareness, letter-sound knowledge).

Provide many modeled examples before student practice.

Follow a systematic routine. Use clear, explicit, easy-to-follow procedures.

Sequence instruction so that easier reading skills are introduced before more complex ones.

Pace instruction to match students' learning needs.

Maximize student engagement including many opportunities for students to respond.

Provide immediate and corrective feedback.

Provide ample opportunities for guided initial practice and independent practice.

Frequently monitor student understanding and mastery of instructional objectives.

Scaffold instruction and make adaptations to instruction in response to students' needs and to how quickly or slowly students are learning.

Include frequent and cumulative reviews of previously learned material.

Reteach, when necessary.

- **Determine the readability of texts to ensure that students are reading texts at the appropriate level of difficulty.**

Independent level: Texts in which no more than approximately 1 in 20 words is difficult for the reader (*Accuracy level: 95 - 100%).

Instructional level: Texts in which no more than approximately 1 in 10 words is difficult for the reader. Students need instructional support from the teacher (*Accuracy level: 90 - 94%).

Frustrational level: Texts in which more than 1 in 10 words is difficult for the reader, or too difficult for students to read (*Accuracy level: Less than 90%).

*Reading accuracy levels vary from source to source. To calculate reading accuracy, divide the number of words read correctly by the total number of words read.

Students who are learning alphabetic principle (phonics) need frequent practice reading decodable books which target that specific sound-symbol correspondence.

- **Match reading levels to the purpose for reading.**

Independent-level texts are appropriate if students are reading independently with little or no instructional support.

Instructional-level texts are appropriate for small-group instruction when teachers provide assistance before, during, and after reading.

- **Match type of book to purpose and reader's ability. Provide pattern and predictable books for preschool students just learning concepts about print. Use decodable books for practicing newly-learned phonics skills. Vocabulary and comprehension are best taught with literature and more advanced books.**
- **Provide many opportunities for struggling readers to apply what they are learning as they read words, word lists, and sentences in texts.**

Incorporate decodable texts so students can practice decoding words that contain previously introduced phonics elements.

Have students practice reading words and texts at the appropriate level of difficulty (usually instructional level under the direction of the teacher).

Include the reading of word cards or word lists to increase word recognition fluency (often used with high-frequency and irregular words and words that contain previously taught letter-sound correspondences or spelling patterns). See word lists in Appendix E.

Include comprehension instruction that introduces new vocabulary words, incorporates graphic organizers, and explicitly teaches comprehension strategies.

- **Include a writing component based on students' ability.**

Dictate words and sentences that contain previously introduced phonics elements and irregular words. Students can apply what they are learning about letters and sounds as they spell words.

Ask students to write as many words as they can in a specified time. This method can be used to monitor progress at the end of each lesson.

- **Involve parents and other caregivers so they can support their students' efforts by listening to them read and practice reading skills.**
- **Conduct frequent progress monitoring (e.g., every two weeks) to track student progress and inform instruction and grouping.**

Adapted from Gunning, T.G. (2002). *Assessing and correcting reading and writing difficulties* (2nd ed.). Boston: Allyn and Bacon; Morrow, L.M. (2001). *Literacy development in the early years: Helping children read and write* (4th ed.). Needham Heights, MA: Allyn and Bacon; Texas Governor's Business Council. (2000). *How do I know a good reading intervention when I see one?* (Brochure). Austin, TX: Author; Toregesen, J.K., Alexander, A.W., Wagner, R.K., Rashotte, C.A., Voeller, K.K.S., & Conway, T. (2001). Intensive remedial instruction for children with severe reading disabilities: Immediate and long-term outcomes from two instructional approaches. *Journal of Learning Disabilities*, 34(1), 33-58; University of Texas Center for Reading and Language Arts. (2002). *Second grade teacher reading academy*. Austin: University of Texas System/Texas Education Agency.

Organizing Personnel for Intervention

Classroom Teacher Only:

Classroom teacher works with small group of intervention students while other students work at learning stations, in pairs, or independently.

Classroom Teacher/Paraprofessional:

1) Teacher works with small group of intervention students while paraprofessional monitors other students working at learning stations, in pairs, or independently.

2) Classroom teacher works with lowest group of intervention students. Paraprofessional is trained to implement intervention with second group of intervention students. Other students work at learning stations, in pairs, or independently.

Classroom Teacher/Parent Helper:

Classroom teacher works with small group of intervention students while parent helper monitors other students working at learning stations, in pairs, or independently.

Classroom Teacher/Reading Specialist/Special Education Teacher:

1) Reading specialist or special education teacher works with one group of intervention students while the teacher works with a second group of intervention students. Other students work at learning stations, in pairs, or independently.

2) Reading specialist or special education teacher works with small group of intervention students. Classroom teacher works with other students.

Classroom Teacher/Reading Specialist/Special Education Teacher/Paraprofessional:

1) Reading specialist or special education teacher works with one group of intervention students while the classroom teacher works with a second group of intervention students. Other students work at learning stations, in pairs, or independently while paraprofessional monitors.

2) Reading specialist or special education teacher and classroom teacher each work with a small group of intervention students. Paraprofessional is trained to implement intervention with a third group of intervention students. Other students work at learning stations, in pairs, or independently.

Classroom Teacher; Reading Specialist/Special Education Teacher; Parent Helper:

Reading specialist or special education teacher works with one group of intervention students while the teacher works with a second group of intervention students. Other students work at learning stations, in pairs, or independently while parent helper monitors.

Two or More Classroom Teachers at Given Grade Level:

One teacher works with small group of intervention students. Other teacher works with the other students (from both classes). This can also be coordinated with a reading specialist or paraprofessional taking a second group of intervention students.

DOLCH 220 Instant Word List

List 1	List 2	List 3	List 4	List 5	List 6	List 7	List 8	List 9	List 10	List 11
the	at	do	big	from	away	walk	tell	soon	use	wash
to	him	can	went	good	old	two	much	made	fast	show
and	with	could	are	any	by	or	keep	run	say	hot
he	up	when	come	about	their	before	give	gave	light	because
a	all	did	if	around	here	eat	work	open	pick	far
I	look	what	now	want	saw	again	first	has	hurt	live
you	is	so	long	don't	call	play	try	find	pull	draw
it	her	see	no	how	after	who	new	only	cut	clean
of	there	not	came	know	well	been	must	us	kind	grow
in	some	were	ask	right	think	may	start	three	both	best
was	out	get	very	put	ran	stop	black	our	sit	upon
said	as	them	an	too	let	off	white	better	which	these
his	be	like	over	got	help	never	ten	hold	fall	sing
that	have	one	your	take	make	seven	does	buy	carry	together
she	go	this	its	where	going	eight	bring	funny	small	please
for	we	my	ride	every	sleep	cold	goes	warm	under	thank
on	am	would	into	putting	brown	today	write	ate	read	wish
they	then	me	just	jump	yellow	fly	always	full	why	many
but	little	will	blue	green	five	myself	drink	those	own	shall
had	down	yes	red	four	six	round	once	done	found	laugh

For a copy of the student lists and student/teachers recording forms,
go to www.hisd.k12.mi.us. Look under literacy, word lists.

95 BASIC NOUNS

apple	rabbit	sheep	nest	cow
bear	Santa Claus	song	picture	door
birthday	shoe	sun	ring	egg
bread	squirrel	top	seed	father
cake	table	water	snow	floor
chicken	toy	wood	street	girl
corn	way	back	time	grass
doll	coat	bell	watch	hill
duck	dog	box	ball	kitty
farmer	farm	cat	bird	milk
fish	fire	Christmas	boy	name
garden	game	day	chair	party
good-bye	hand	eye	window	rain
head	horse	feet	baby	school
house	letter	flower	bed	sister
man	morning	ground	boat	stick
men	night	home	brother	thing
mother	pig	leg	car	tree
paper	robin	money	children	wind

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go to www.hisd.k12.mi.us. Look under literacy, word lists.

Fry Instant Word Lists

Kindergarten List 1	Kindergarten List 2	Kindergarten List 3	Grade 1 List 4	Grade 1 List 5	Grade 1 List 6	Grade 2 List 7	Grade 2 List 8	Grade 2 List 9	Grade 2 List 10	Grade 2 List 11	Grade 3 List 12
the	or	will	number	new	great	put	kind	every	left	until	idea
of	one	up	no	sound	where	end	hand	near	don't	children	enough
and	had	other	way	take	help	does	picture	add	few	side	eat
a	by	about	could	only	through	another	again	food	while	feet	face
to	word	out	people	little	much	well	change	between	along	car	watch
in	but	many	my	work	before	large	off	own	might	mile	far
is	not	then	than	know	line	must	play	below	close	night	Indian
you	what	them	first	place	right	big	spell	country	something	walk	real
that	all	these	water	year	too	even	air	plant	seem	white	almost
it	were	so	been	live	mean	such	away	last	next	sea	let
he	we	some	call	me	old	because	animal	school	hard	began	above
was	when	her	who	back	any	turn	house	father	open	grow	girl
for	your	would	oil	give	same	here	point	keep	example	took	sometimes
on	can	make	now	most	tell	why	page	tree	begin	river	mountain
are	said	like	find	very	boy	ask	letter	never	life	four	cut
as	there	him	long	after	follow	went	mother	start	always	carry	young
with	use	into	down	thing	came	men	answer	city	those	state	talk
his	an	time	day	our	want	read	found	earth	both	once	soon
they	each	has	did	just	show	need	study	eye	paper	book	list
I	which	look	get	name	also	land	still	light	together	hear	song
at	she	two	come	good	around	different	learn	thought	got	stop	leave
be	do	more	made	sentence	form	home	should	head	group	without	family
this	how	write	may	man	three	us	America	under	often	second	body
have	their	go	part	think	small	move	world	story	run	late	music
from	if	see	over	say	set	try	high	saw	important	miss	color

For a copy of the student lists and student/teachers recording forms,
go to www.hisd.k12.mi.us. Look under literacy, word lists.

Grade 3 List 13	Grade 3 List 14	Grade 3 List 15	Grade 3 List 16	Grade 4 List 17	Grade 4 List 18	Grade 4 List 19	Grade 4 List 20	Grade 4 List 21	Grade 5 List 22	Grade 5 List 23	Grade 5 List 24
body	order	listen	farm	done	decided	plane	filled	can't	picked	legs	beside
music	red	wind	pulled	English	contain	system	heat	matter	simple	sat	gone
color	door	rock	draw	road	course	behind	full	square	cells	main	sky
stand	sure	space	voice	halt	surface	ran	hot	syllables	paint	winter	glass
sun	become	covered	seen	ten	produce	round	check	perhaps	mind	wide	million
questions	top	fast	cold	fly	building	boat	object	bill	love	written	west
fish	ship	several	cried	gave	ocean	game	am	felt	cause	length	lay
area	across	hold	plan	box	class	force	rule	suddenly	rain	reason	weather
mark	today	himself	notice	finally	note	brought	among	test	exercise	kept	root
dog	during	toward	south	wait	nothing	understand	noun	direction	eggs	interest	instruments
horse	short	five	sing	correct	rest	warm	power	center	train	arms	meet
birds	better	step	war	oh	carefully	common	cannot	farmers	blue	brother	third
problem	best	morning	ground	quickly	scientists	bring	able	ready	wish	race	months
complete	however	passed	fall	person	inside	explain	six	anything	drop	present	paragraph
room	low	vowel	king	became	wheels	dry	size	divided	developed	beautiful	raised
knew	hours	true	town	shown	stay	though	dark	general	window	store	represent
since	black	hundred	I'll	minutes	green	language	ball	energy	difference	job	soft
ever	products	against	unit	strong	known	shape	material	subject	distance	edge	whether
piece	happened	pattern	figure	verb	island	deep	special	Europe	heart	past	clothes
told	whole	numeral	certain	stars	week	thousands	heavy	moon	sit	sign	flowers
usually	measure	table	field	front	less	yes	fine	region	sum	record	shall
didn't	remember	north	travel	feel	machine	clear	pair	return	summer	finished	teacher
friends	early	slowly	wood	fact	base	equation	circle	believe	wall	discovered	held
easy	waves	money	fire	inches	ago	yet	include	dance	forest	wild	describe
heard	reached	map	upon	street	stood	government	built	members	probably	happy	drive

For a copy of the student lists and student/teachers recording forms,
go to www.hisd.k12.mi.us. Look under literacy, word lists.

Grade 5 List 25	Grade 5 List 26	Grade 6 List 27	Grade 6 List 28	Grade 6 List 29	Grade 6 List 30	Grade 6 List 31	Grade 7-8 List 32	Grade 7-8 List 33	Grade 7-8 List 34
cross	already	hair	rolled	row	president	yourself	caught	supply	guess
speak	instead	age	bear	least	brown	control	fell	corner	silent
solve	phrase	amount	wonder	catch	trouble	practice	team	electric	trade
appear	soil	scale	smiled	climbed	cool	report	God	insects	rather
metal	bed	pounds	angle	wrote	cloud	straight	captain	crops	compare
son	copy	although	fraction	shouted	lost	rise	direct	tone	crowd
either	free	per	Africa	continued	sent	statement	ring	hit	poem
ice	hope	broken	killed	itself	symbols	stick	serve	sand	enjoy
sleep	spring	moment	melody	else	wear	party	child	doctor	elements
village	case	tiny	bottom	plains	bad	seeds	desert	provide	indicate
factors	laughed	possible	trip	gas	save	suppose	increase	thus	except
result	nation	gold	hole	England	experiment	woman	history	won't	expect
jumped	quite	milk	poor	burning	engine	coast	cost	cook	flat
snow	type	quiet	let's	design	alone	bank	maybe	bones	seven
ride	themselves	natural	fight	joined	drawing	period	business	tail	interesting
care	temperature	lot	surprise	foot	east	wire	separate	board	sense
floor	bright	stone	French	law	pay	choose	break	modern	string
hill	lead	act	died	ears	single	clean	uncle	compound	blow
pushed	everyone	build	beat	grass	touch	visit	hunting	mine	famous
baby	method	middle	exactly	you're	information	bit	flow	wasn't	value
buy	section	speed	remain	grew	express	whose	lady	fit	wings
century	lake	count	dress	skin	mouth	received	students	addition	movement
outside	consonant	cat	iron	valley	yard	garden	human	belong	pole
everything	within	someone	couldn't	cents	equal	please	art	safe	exciting
tall	dictionary	sail	fingers	key	decimal	strange	feeling	soldiers	branches

For a copy of the student lists and student/teachers recording forms, go to www.hisd.k12.mi.us. Look under literacy, word lists.

Grade 7-8 List 35	Grade 7-8 List 36	Grade 7-8 List 37	Grade 7-8 List 38	Grade 7-8 List 39	Grade 7-8 List 40
thick	major	company	sister	gun	total
blood	observe	radio	oxygen	similar	deal
lie	tube	we'll	plural	death	determine
spot	necessary	action	various	score	evening
bell	weight	capital	agreed	forward	nor
fun	meat	factories	opposite	stretched	rope
loud	lifted	settled	wrong	experience	cotton
consider	process	yellow	chart	rose	apple
suggested	army	isn't	prepared	allow	details
thin	hat	southern	pretty	fear	entire
position	property	truck	solution	workers	corn
entered	particular	fair	fresh	Washington	substances
fruit	swim	printed	shop	Greek	smell
tied	terms	wouldn't	suffix	women	tools
rich	current	ahead	especially	bought	conditions
dollars	park	chance	shoes	led	cows
send	sell	born	actually	march	track
sight	shoulder	level	nose	northern	arrived
chief	industry	triangle	afraid	create	located
Japanese	wash	molecules	dead	British	sir
stream	block	France	sugar	difficult	seat
planets	spread	repeated	adjective	match	division
rhythm	cattle	column	fig	win	effect
eight	wife	western	office	doesn't	underline
science	sharp	church	huge	steel	view

For a copy of the student lists and student/teachers recording forms, go to www.hisd.k12.mi.us. Look under literacy, word lists.

6 + 1 Traits of Effective Writing

Early in the 1980s, creative teachers across the country determined that standardized or holistic writing assessments were not effective in help students develop effective writing skills. They needed a better way to get accurate, reliable, and usable information about student writing performance as well as a shared vocabulary to use with students, parents, and the community.

When an exhaustive search failed to produce tools to accomplish what teachers needed, they began the long and difficult process of creating an analytic scoring system that would help them help students. Teachers discovered that writing (student or otherwise) was influenced by the same six characteristics. The following chart describes the *6+1 Traits of Effective Writing* and provides a checklist to use in evaluating writing.

Trait	Description	Writer's Focus
Ideas and Content	This is your message - what you have to say. Everything about your writing begins with this message. If you can choose your own topic, pick something important to you, something you know a lot about. If someone picks the topic for you, look for a way to connect it to your own experience.	<ul style="list-style-type: none"> • It's clear, focused, and jam-packed with details • You can tell I know a LOT about this topic • My writing is bursting with interesting tidbits • My topic is small enough to handle • Every point is clear • The paper "shows" - it doesn't "tell"
Organization	Without a clear trail, your ideas collapse or crash into each other. Organization gives your writing direction and helps the reader move through your ideas in a purposeful way.	<ul style="list-style-type: none"> • Clear and compelling direction makes reading a breeze • My beginning gets you hooked • Every detail is in the right place • You won't feel lost • My paper ends at just the right spot - and it leaves you thinking
Voice	Voice is YOU coming through your writing. It's what gives your writing personality, flavor, style—a sound all its own. Only you can give your writing this special touch because no one else sees the world quite the way you do. Your voice in writing is as distinctively yours as your fingerprints.	<ul style="list-style-type: none"> • I've put my personal stamp on this paper! • My paper shines with personality • The writing is lively and engaging • I speak right to my readers • The writing rings with confidence
Word Choice	As you read and listen to other people speak, you cultivate a rich vocabulary of precise and colorful words that let you say exactly what you want—not come close, but nail it right on the head. This is the essence of good word choice. Every new word increases your power.	<ul style="list-style-type: none"> • I picked just the right words to express my ideas and feelings • Every word seems exactly right • Colorful, fresh and snappy - yet nothing's overdone • Accurate and precise: that's me! • Vivid, energetic verbs enliven every paragraph

Sentence Fluency	Read what you write aloud and listen to the rhythm of the language. Do you like what you hear? Does it make you sit up and take notice or are you lulled to sleep by the sing-song sameness of each sentence pattern? Writers who read a lot notice that they develop a feeling for sentences that some people call "sentence sense." It's that sense that there's more than one way to say something—but some ways just sound better than others.	<ul style="list-style-type: none"> • My sentences are clear, varied, and a treat to read aloud • Go ahead - read it aloud. No rehearsal necessary! • Sentence variety is my middle name • Deadwood had been cut • Smooth as a ski run in December
Conventions	Conventions are the rules of language— <i>Spelling, Punctuation, Grammar/Usage, Paragraphing, and Capitalization</i> —that make your text correct and easy for others to read. When you follow the rules, readers don't need to waste energy mentally editing; they can pay attention to your clever ideas, creative organization, unique voice, vibrant word choice, and lyrical fluency.	<ul style="list-style-type: none"> • I made so few errors, it would be a snap getting this ready to publish • Caps are in the right places • Great punctuation - grammar tool • Spelling to knock your socks off • Paragraphs are indented - you've got to love it!
Presentation (+1)	Presentation is literally how the piece of writing looks on the page. If the reader can't tell what you are trying to say because your handwriting is careless, too slanted, loopy, or tiny, it makes the task of understanding your message just that much harder, or even impossible. Handwriting is an important quality of the final presentation of your piece; and so, if you have problems here, consider using a computer so it is easier to read.	<ul style="list-style-type: none"> • Paper is visually clear and pleasing to the eye • My letters and words are written neatly • My letters slant in the same direction and stay on the line • There is enough space between the words • If I am using my computer, I choose a readable font and font size • My spaces and margins around my text help the reader focus on my writing • When I use graphs, charts, or drawings, they have a definite purpose to help the reader understand the text



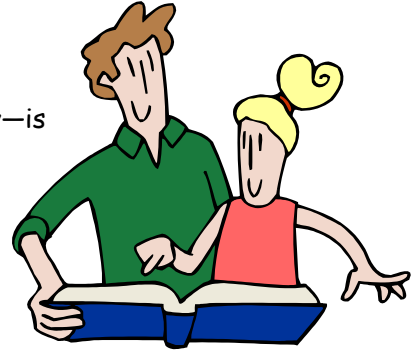
Brain-Based Teaching/Learning

Absence of Threat	<ul style="list-style-type: none"> ✓ Provide an atmosphere that is: clean, pleasant smelling, uses calming colors, soft music, living plants, void of clutter, includes personal touches that feel like home and resources related to the topic of study. ✓ Use daily agendas and written procedures. ✓ Ensure full membership within the classroom community.
Meaningful Content	<ul style="list-style-type: none"> ✓ Demonstrate how and why concepts and skills are used. ✓ Remind students of previous related experiences. ✓ Level the playing field by providing all students with the same base of knowledge and experience. ✓ Spend time dispelling misconceptions. ✓ In learning English as a second language, experiences using the senses are crucial.
Choices	<ul style="list-style-type: none"> ✓ Provide students with access to a wide range of appropriately-leveled reading materials from which to choose; (some books will be read by all students in the class). ✓ Allow students to choose from a variety of information sources: print, computer, and/or person. ✓ Permit students to choose from a number of places in which to read.
Adequate Time	<ul style="list-style-type: none"> ✓ Organize learning in themes/chunks ✓ Focus on depth of learning vs. breadth ✓ Allocate time for "being there," immersion, and hands-on-the-real-thing experiences ✓ Minimize interruptions in learning time for students ✓ Provide time for reflection
Collaboration	<ul style="list-style-type: none"> ✓ Provide continuous opportunities for students to work in small groups (Learning Clubs) to teach and provide a sounding board for each other ✓ Use "Learning Clubs" as a form of genuine work/serious study ✓ Change composition of the group every 4 - 6 weeks
Immediate Feedback	<ul style="list-style-type: none"> ✓ Teach students to use rubrics to self assess. ✓ Empower students in Learning Clubs to provide feedback. ✓ Limit direct instruction to 16 minutes or less; allow for students to respond to each other or in journals. During inquiry work, circulate among students to provide immediate feedback.
Enriched Environment	<ul style="list-style-type: none"> ✓ Immerse students in reality—use firsthand sources as much as possible—"being there" experiences. ✓ Minimize the quantity of visual stimuli in the classroom (avoid clutter). ✓ Use bulletin boards to enrich literacy. ✓ Change bulletin boards, displays, materials frequently.
Mastery/Application	<ul style="list-style-type: none"> ✓ Teach with the following questions in mind: <ul style="list-style-type: none"> ○ What do you want students to understand? ○ What do you want them to do with it?
Movement	<ul style="list-style-type: none"> ✓ Create opportunities for students to use body-kinesthetic, musical, spatial, and interpersonal intelligences in their learning. For example use the body to make the shapes of the letters of the alphabet, mimic animal movements, perform plays/skits/hand signs, and so forth.

Research-Based Instructional Principles and Strategies

Intelligence as a function of experience (we learn because we do)

Intelligence—defined as a problem-solving and/or product-producing capability—is the result of real physiological change in the brain that occurs as a result of sensory input, processing, organizing, and pruning. Genetics is not the immutable determiner of intelligence it is generally believed to be.



In direct instruction and discovery learning, teachers should:

- ✓ Provide REAL experiences by taking students to the actual places described in books (a being-there experience).
- ✓ Have a multitude of print (books, media, Internet) and non-print (models, art objects, diagrams) resources available in the classroom.
- ✓ Remove from the room decorations and materials not related to the current topic of study.
- ✓ Teach students to work together and learn from each other (peer tutoring).
- ✓ Group students in a variety of ways (interest, ability, etc.) for different tasks.
- ✓ Assign reading and writing activities following movement.
- ✓ Use movement throughout the day to energize or calm students, to pique interest, to aid memory.
- ✓ Teach students to manage time and the need for breaks/movement.
- ✓ Make time for reflection, which greatly increases retention of knowledge.
- ✓ Provide immediate feedback for student reading/writing/speaking/listening.
- ✓ Limit direct instruction segments to 16 minutes or less, allowing for student response/reflection before continuing with instruction.
- ✓ Teach students to self-assess their reading and writing using rubrics and help them make connections from those standards to the real world (what would an employer expect?).
- ✓ Celebrate each child's progress.
- ✓ Seek balance in collaborative time, interpersonal time, stimulation, and reflection.

Emotions as gatekeepers to learning and performance (our emotions drive our attention, problem-solving, memory, and learning)

Emotion is the gatekeeper to learning and performance. Much of the information processed in the brain comes from "information substances" produced throughout the body—many of which are the "molecules of emotion" that drive attention, which in turn drives learning and memory.

Movement enhances learning. The movement centers of the brain also help sequence our thoughts.

It is important for teachers to:

- ✓ Offer books with characters or events that children can identify with.
- ✓ Make the classroom a safe and non-threatening setting where staff and students strive to treat others with respect and to do their personal best.
- ✓ Create an environment that supports the need children have for a personal connection with the teacher and with the class community.

- ✓ Use daily agendas and written procedures so that every child knows what is expected for the day.
- ✓ Use active and purposeful movement (tied to the subject matter) every hour to energize and/or focus.
- ✓ Make the classroom clean, healthful, pleasant, and uncluttered.
- ✓ Provide adequate time so that the focus is on student mastery of a topic rather than on the teacher covering a topic.
- ✓ Use music, melody, rhythm, and rhyme to increase retention.
- ✓ Teach students how to work together.
- ✓ Provide choices for reading and writing assignments when possible.
- ✓ Teach students how to provide and accept peer feedback.



Multiple Intelligences (we don't all learn in the same way)

We have not one generic intelligence but eight, each of which operates from a different part of our brain. As defined by Howard Gardner, intelligence is "a problem-solving and/or product-producing capability."

To accommodate the multiple ways children are smart, teachers need to:

- ✓ Help students to identify their reading and writing strengths and set goals for the upcoming week/month/marking period.
- ✓ Model and teach respect for differing ways of learning and knowing as well as the impact they have on group work.
- ✓ Seek to provide activities that address each area of intelligence on a daily basis.
- ✓ Plan instruction and base classroom décor not on personal preferences but on carefully researched principles.
- ✓ Be flexible in scheduling.
- ✓ Provide adequate wait time when asking questions.
- ✓ Include reflections about the learning process in students' journaling.
- ✓ Provide models of quality products and mastery.

Learning as a two-step process: Pattern seeking and acquiring a mental program (to best learn something new, we need to connect it to something we already know)

Step One—The brain makes meaning through pattern seeking. As it does so, it is not logical or sequential. Step One of learning is the extraction, from confusion, of meaningful patterns.

Step Two—Most information we use is embedded in programs—planned sequences to accomplish a purpose or goal. Information not embedded in programs is generally irretrievable and thus unusable. Step Two of learning is the acquisition of a mental program.

In fostering this two-step learning process, it is important for teachers to:

- ✓ Provide connections between literature and the real lives of students.
- ✓ Address the who, what, why, when, where, and how questions for each concept taught.
- ✓ Pair movement with concepts/content to aid retention.
- ✓ Provide materials that are readily compared and contrasted in order to teach, model, and assign practice on a frequent basis.
- ✓ Teach how to use visual organizers for note-taking.
- ✓ Eliminate distractions during whole-class instruction.
- ✓ Provide a peaceful yet businesslike atmosphere.
- ✓ Provide wait time.
- ✓ Build reflection into lessons.
- ✓ Help students to be able to answer open-ended questions and to generate their own choices.
- ✓ Use the same vocabulary in instruction (i.e. pattern, attributes, comparison) that students need to know and use.
- ✓ Make journal writing a daily practice, with time for reflection and self-assessment.
- ✓ Provide guided-practice after effective teaching.
- ✓ Develop a repertoire of strategies for giving immediate feedback.



Impact of personality (we can respect our differences and celebrate our similarities while planning instruction with ALL in mind)

Personality preferences, with which we are born, strongly influence how we take in information, organize it, make decisions about it, and interact with others when using it.

In respecting personality preferences of students, teachers should:

- ✓ Develop key points that are conceptual rather than factoid.
- ✓ Teach concepts and skills in context.
- ✓ Teach the difference between thinking and feeling as they relate to decision-making.
- ✓ Offer reading and writing experiences that illustrate a wide range of character personalities and provide time for comparing/contrasting and reflecting.
- ✓ Plan for the needs of introverts and extroverts in your lesson (i.e. balance think-pair-share with a partner and private journal writing).
- ✓ Recognize that it is the rare student who is "just like we are."

Kovalik, Susan and Associates, Covington, Washington, (2001). Bodybrain Basics.

Glossary of Terms

Building Blocks - indicators in reading instruction that have been identified by the National Reading Panel as critical: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. These critical indicators are called "building blocks" to reading because the skills are progressive.

Core Reading Program - the primary instructional tool that teachers use to teach reading in their classrooms. Use of the core reading program should result in at least 80% of the students obtaining grade-level reading skills. The core reading program is sometimes referred to as the comprehensive reading program.

CSI Map - a graphic organizer for building-level teams to use in planning instructional practices for core, strategic, and intensive groups.

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) - short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills. A set of predictors of early reading success, DIBELS was developed by Dr. Roland Good and Dr. Ruth Kaminski, University of Oregon, and is published by Sopris West. For more information, see www.dibels.org.

Fluency - the ability to read text accurately and quickly. Fluent readers read effortlessly and are able to focus their attention on understanding the meaning of connected text. Less fluent readers sound choppy and are focused on decoding individual words.

GLCEs (Grade-Level Content Expectations) - grade-level specific learning objectives that align with the Michigan Curriculum Framework.

LETRS (Language Essentials for Teachers of Reading and Spelling) - professional development modules designed to reflect the research of the National Reading Panel and author Dr. Louisa Moats.

Lexiles (Lexile Framework for Reading) - measures that indicate text difficulty in relation to specific reading levels. The Lexile measure is a reading ability or text difficulty score followed by an "L" (e.g., "850L"). The Lexile Scale is a developmental scale for reading ranging from 200L for beginning readers to above 1700L for advanced text. All Lexile Framework products, tools, and services rely on the Lexile measure and scale to match reader and text. The Lexile website is: www.Lexile.com.

MLPP (Michigan Literacy Progress Profile) - a collection of reading assessments and instructional strategies developed by the Michigan Department of Education.

MI Tracker - web-based, data analysis software that generates a multitude of student achievement reports, including MEAP, MLPP, Stanford 9, Terra Nova, STAR, DIBELS, and local assessments. The software package enables necessary data analysis in the areas of curriculum, instruction, and assessment.

National Reading Panel (NRP) Report - In 1997, Congress asked the National Institute of Health, along with the Secretary of Education, to examine and summarize all of the available research on teaching reading to children. This report, published in December 2000, outlines the critical skills children need in order to be effective readers, namely: phonemic awareness; phonics; fluency; vocabulary; and comprehension. (*See also "building blocks".*) This report is available online at <http://www.nichd.nih.gov/publications/nrppubskey.cfm>.

Pacing Guides - a graphic organizer created by Huron ISD staff and local teachers, which integrates the curriculum maps designed by Drs. Simmons and Kameenui with Michigan's GLCEs. A suggested timeline of instruction is also included. Pacing Guides are available at www.hisd.k12.mi.us.

Phonemic Awareness - the ability to notice, think about, and manipulate individual sounds (or phonemes) in spoken words. Children can demonstrate that they have phonemic awareness in many ways, such as isolating and saying the first sound in a word (i.e., the first sound in the word "letters" is /l/).

Phonics - the understanding that there is a predictable relationship between the sounds of spoken language and the letters that represent those sounds in written language.

Reading First - a federal reading program established under the No Child Left Behind Act of 2002. The program aims to provide assistance to districts to establish research-based reading programs for students in K-3. Reading First focuses on professional development to ensure that all K-3 classroom teachers and K-12 special education teachers have the skills they need implement the research findings of the National Reading Panel.

Word Study - students examine words and look for word patterns by sorting and categorizing. The teacher's instruction focuses on words that are confusing and provides the rationale for multiple spellings for a given sound (letters, letter combinations, position of a sound in a word, letter patterns, meaning of the word, origin of the word.)

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