Goals for Today

1. Understand the “big picture” of an effective reading program.
2. Learn important characteristics of reading programs that are aligned with current research.
3. Learn about the purpose, content, and process of FCRR Reports.
4. Learn how to access FCRR Reports and related resources.
5. Discuss opportunities for SLPs to help every child become an independent, fluent reader.
5 + 3 + \text{ii} + \text{iii} = \text{NCLB}

5. Five skills on which early reading instruction should focus

3. Three types of assessment to guide instruction
   - Screening
   - Progress monitoring
   - Diagnosis

\text{ii}. High quality initial instruction is critical

\text{iii}. Immediate intensive interventions for children lagging behind in the growth of critical reading skills
Initial Instruction (ii)

- The goal of ii is to implement consistent high quality instruction in K-3 classrooms.

- The instructional tool used for ii is a core reading program that is aligned with Reading First guidelines.
What is a Core Reading Program (CRP)?

A reading program that is used to help guide both initial and differentiated instruction in the regular classroom. It supports instruction in the broad range of reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension) required to become a skilled reader. It contains teacher’s manuals with explicit lesson plans, and provides reading and practice materials for students.
Immediate Intensive Intervention (iii)

• iii should be implemented with children as soon as we notice they are falling behind in the development of critical reading skills.

• iii involves children in receiving instruction in reading that is more intensive than what they have been receiving.

This can be accomplished by:

• reducing the student/teacher ratio

• providing more instructional time

Both include providing more supports (instructional opportunity, time, resources, materials and/or personnel)
Resources to Implement iii

1. Intervention program that accompanies the core reading program

2. Research based program that
   - targets specific skills,
   - is implemented explicitly and systematically,
   - is coordinated and consistent with the work that is being done during initial instruction.
Reading Coaches Responsibilities

An important part of the Coaches responsibility is to help teachers use assessment data to navigate, organize, and plan for ii and iii.
Classroom Teacher Responsibilities

- Uninterrupted 90 minute block of reading instruction (this is a minimum)

- Implement
  - high quality initial instruction
  - differentiated instruction
  - immediate intensive intervention
Classroom Organization

• Whole Group Instruction

• Teacher-Led Center
  - Small (flexible) group instruction

• Independent Student Centers
  - Academically engaged
  - Accountability
  - Group, Pair, Cooperative, Individual
Flexible Groups

• Keep high risk group sizes small (5-7 as a maximum).
• For students not making adequate progress in a group of 5-7, it is critical to reduce the group size.
• Monitor high risk student progress more frequently in order to make instructional changes, small group changes, and to accelerate learning.
• It is important to work with each small group differently based on instructional need.
• Consider attitudes, behaviors, and work ethics when forming and modifying groups.
Model for Student Success

- Continuous Assessment
- Instruction
- Data-Based Instructional Planning
Florida’s Formula

5 + 3 + ii + iii

<table>
<thead>
<tr>
<th>5 Components</th>
<th>3 Types of Assessment</th>
<th>Initial Instruction</th>
<th>Immediate Intensive Intervention</th>
</tr>
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<tbody>
<tr>
<td>Phonemic Awareness</td>
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<td>Fluency</td>
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Why be concerned with selecting programs?

• We have evidence that curriculum matters.
  – Instruction that’s guided by a systematic and explicit curriculum is more effective, particularly with at-risk learners, than instruction that does not have these features.
Characteristics of Scientifically Based Reading Programs

★ Instructional Content
★ Instructional Design
★ Empirical Evidence
Instructional Content = Ingredients
Instructional Content

• Core elements of scientifically based reading programs include explicit and systematic instruction in the following:
  – phonemic awareness
  – phonics
  – fluency
  – vocabulary
  – comprehension strategies
Phonemic awareness is the ability to hear, identify, and manipulate individual sounds in spoken words (Torgesen, 1998).
PA Research & Instruction

• PA improves word reading, spelling, and comprehension
• Poor readers who enter first grade with weak PA are most likely to be the poor readers in fourth grade
• Auditory Activities
• Needs to follow the developmental hierarchy of phonological awareness
Five Levels of Phonological Awareness

- Rhyming & Alliteration
- Onset-Rime Blending & Segmenting
- Syllable Blending & Segmenting
- Phoneme Blending & Segmenting
- Sentence Segmenting
Phonics

An understanding of the alphabetic principle—the relationship between phonemes and graphemes.
Phonics Research

• Systematic and explicit phonics instruction
  – is more effective than non-systematic or no phonics instruction
  – significantly improves children’s reading comprehension
Phonics Instruction

• **Systematic**
  • pre-specified sequence of letter–sound correspondences taught in a logical order (e.g., most common sounds taught first; progresses from simple to more complex; once a few letter sounds are learned, students are taught a decoding strategy; students apply recently learned phonics to reading connected text)

• **Explicit**
  • taught directly (teacher modeling, providing guided practice, and independent practice)
Fluency

• The ability to read text
  – quickly
  – accurately
  – with proper expression
Fluency Research

- Repeated and monitored oral reading improves reading fluency and overall reading achievement.
Fluency Instruction

• Articulate the importance & provide modeling
• Determine Reading Levels
• Oral reading with feedback
• Variety of research based strategies
  – Repeated Readings, Timed, Partner
• Monitor fluency progress
Vocabulary

- The knowledge of the meanings and pronunciation of words that are used in oral and written language.
Vocabulary Research

• Can be developed
  – Directly (teach important, difficult, and useful words)
  – Indirectly

• Vocabulary knowledge is strongly related to overall reading comprehension.

• The relationship of vocabulary to reading comprehension gets stronger as reading material becomes more complex and the vocabulary becomes more extensive.
Vocabulary Instruction

- Selection of words to teach
  - Unknown, critical to understanding the text, likely to encounter in the future
- Teach word learning strategies
  - How to use word parts to determine meaning of words
- Provide multiple exposures to words
- Encourage independent wide reading
Comprehension

• The ability to make sense of text and to monitor for understanding.
Comprehension Research

• Text comprehension can be improved by instruction that
  – is explicit, or direct
  – helps readers use specific comprehension strategies
Comprehension Instruction

• Monitoring comprehension (promoting metacognition)

• Using graphic and semantic organizers
  – e.g., teaching the use of a Venn diagram to compare and contrast 2 characters from a story

• Main Idea

• Summarizing

• Text Structure
Instructional Content = Ingredients
Characteristics of Scientifically Based Reading Programs

- Instructional Content
- Empirical Evidence
- Instructional Design
Instructional Design = Recipe
Instructional Design

• Features of well-designed programs include:
  – explicit instructional strategies
  – coordinated instructional sequences
  – ample practice opportunities
  – aligned student materials
Explicit Instruction

1. Teacher **Models** and **Explains**

2. Teacher provides **Guided Practice**
   - Students practice what the teacher modeled and the teacher provides prompts and feedback

3. Teacher provides **Supported Application**
   - Students apply the skill as the teacher scaffolds instruction

4. **Independent Practice**
Coordinated Instructional Sequences

Phonological → Phonemic Awareness

- Phonics
- Fluency
- Vocabulary
- Comprehension Strategies
Coordinated Instructional Sequences

• Phonemic Awareness:
  – Students practice orally segmenting and blending words with /m/

• Phonics:
  – Students learn to connect /m/ with the letter m

• Fluency & Comprehension:
  – reading word lists that include words that have /m/ and other previously learned letter sounds
  – reading decodable passages (using repeated readings) that include many words with /m/

• Spelling
  – spelling words that include /m/ and other letter sounds previously learned
Ample Practice Opportunities

• Practice should follow in a logical relationship with what has just been taught in the program.

• Once skills are internalized, students are provided with opportunities to independently apply previously learned information (e.g., at student learning centers).
Aligned Student Materials

- The content of student materials (texts, activities, homework, manipulatives, etc.) work coherently with classroom instruction to reinforce the acquisition of specific skills in reading.

- Student aligned materials include a rich selection of coordinated student materials at various readability levels to help build skills through practice.
Example of Aligned Student Materials

– If students are taught specific vocabulary words, they should have the opportunity to read materials containing those words, or engage in writing activities that apply those words in sentences or paragraphs.
Scientifically Based Reading Programs

- Instructional Content
  - Phonemic Awareness
  - Phonics
  - Fluency
  - Vocabulary
  - Comprehension

- Instructional Design
  - Explicit Instructional Strategies
  - Coordinated Instructional Sequences
  - Ample Practice Opportunities
  - Aligned Student Materials

Ingredients

Recipe
Programs PLUS

• Programs can make a valuable contribution to raising the reading achievement of at-risk students, however...
Reading Programs PLUS

LEADERSHIP

EFFECTIVE INSTRUCTION

ASSESSMENT

PROFESSIONAL DEVELOPMENT

SCIENTIFICALLY BASED INSTRUCTIONAL PROGRAMS
Delicious Chocolate Cake!
Happy, independent, fluent readers!
Characteristics of Scientifically Based Reading Programs

- Instructional Content
- Instructional Design
- ★ Empirical Evidence
What does “research-based” mean?

• There is a substantial difference between saying something is:

  – **Research-derived**: CONTENT and METHODS are supported by previous empirical work, theory, and general knowledge

  vs.

  – **Research-supported**: THIS VERSION has empirical support via appropriate studies
Factors to Consider when Reviewing Articles

• Reporting of Results:
  – Peer-reviewed journals
    • Reviews, empirical, special issues
    • Not all journals created equal
  – Third Party Investigator
  – Publisher Materials
Research?

- **Experimental Design**
  - Random Assignment
  - Control Group
- **Quasi-Experimental Design**
  - Control Group (participants not randomly assigned)
  - Participants should be matched on variables such as SES.
- **Pre-Post, Single Group Design** (this is NOT research)
Method

• Described in detail in order for other researchers to replicate

• Described so readers are not left with relevant questions
Assessment

- Reliable
- Valid
- Match the questions being asked
Factors to Consider when Reviewing Articles

• Was the sample appropriate
  – Population
  – Sample size
• Fidelity
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1. Understand the “big picture” of an effective reading program.

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3. Learn about the purpose, content, and process of FCRR Reports.

4. Learn how to access FCRR Reports and related resources.

5. Discuss opportunities for SLPs to help every child become an independent, fluent reader.
Purpose of FCRR Reports

- To be a reliable resource for school districts as they make decisions about instructional materials

- To report the alignment of instructional materials to current reading research
Types of FCRR Reports

– Reading Programs
  • Core
  • Supplemental/Intervention
  • Middle and High School
  • Professional Development
Content of FCRR Reports

1. Description
2. Alignment with Current Research
3. Review of Empirical Research
4. Strengths and Weaknesses
5. Florida districts that implement the program
6. Program’s website link
7. References
Content of FCRR Reports

1. Description
   - Type of program: who, what, where, why
   - Materials
   - Instructional Design
   - Lesson Format
   - Assessment
Content of FCRR Reports

2. Alignment with Current Research
   – How each component is addressed
   – Explicit and Systematic
   – Ample practice opportunities
   – Professional development
   – Use this as a “teaching tool” for our readers
   – Describe specific weaknesses
   or concerns
Content of FCRR Reports

3. Review of Research
   – Empirical Research Summaries

4. Strengths and Weaknesses

5. Florida districts that implement the program

6. Program’s website link

7. References
Content of FCRR Reports

• Is
  – Informational

• Should NOT be construed as an
  – Advertisement
  – Endorsement
  – “Approved” product
Process for FCRR Reports

• Florida School districts request a review.
• A comprehensive review of teacher and student materials is conducted.
• A thorough literature review is conducted and all available research is gathered. This research is analyzed and succinctly summarized.
Process for FCRR Reports

• More information is gathered through
  – observations of the program in classrooms.
  – conference calls with principals and teachers who use the program.
  – meetings with the author/publisher.
  – the program’s website.
Process for FCRR Reports

• Collaborative effort by a review team with one team member taking the lead for each program.
  – Report is written
  – Team feedback
  – Dr. Torgesen’s feedback
  – Author/Publisher feedback
  – Revisions
  – Posted
Curriculum Review Team Members

• Former classroom teachers with Doctoral or Master’s Degree in Education.

• Experience teaching struggling readers, teaching reading methods courses at the university level, and developing reading curriculum.
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FCRR Reports

The Florida Center for Reading Research (FCRR) has established a review process for analyzing reading curricula and materials available for use in Florida. Please read the reports carefully. We have organized them such that a single report may be located under more than one category. You may also view an Alphabetized Summary Table of FCRR Reports.

Frequently Asked Questions About FCRR Reports

This section contains a list of frequently asked questions and answers concerning FCRR Reports.

Guidelines for Reviewing Reading and Professional Development Programs

This section contains important information for school districts to consider when making decisions about instructional and professional development programs. School districts are encouraged to conduct their own reviews to determine whether or not reading programs are aligned with current reading research. Here you will find FCRR Guidelines for reviewing Core Reading Programs, Intervention Programs, Grades 4-12 Programs, and Professional Development Programs.

Tier 3 Intervention Programs

Florida students who have been retained two times in third grade (Tier 3) are in need of instruction that is more intensive, more explicit, more systematic, and more motivating than instruction they have previously received. This section provides lists of programs that have been reviewed by FCRR.
Summary Table for FCRR Reports

Please note that FCRR Reports are prepared in response to requests from teachers and other school personnel for review of specific materials. The reports are intended to be informational and factual. We hope that these reports will be helpful to teachers, principals, and district personnel in their choice of materials for use in the classroom. Whether or not a product has been reviewed does not constitute endorsement or lack of endorsement by the FCRR.

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

<table>
<thead>
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<th>Program</th>
<th>Type of Program</th>
<th>Grade Reviewed</th>
<th>Reading Component</th>
<th>Notes</th>
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<td>+++</td>
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<td>m</td>
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<td>a, b, c, d, f</td>
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</table>
Key: Summary Table for FCRR Reports

• **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.

• **Special Considerations**
  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
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We hope that these reports will be helpful to teachers, principals, and district personnel in their choice of materials for use in the classroom. Whether or not a product has been reviewed does not constitute endorsement or lack of endorsement by the FCRR.

Core Reading Programs
A Comprehensive Reading Program is intended to be the initial instructional tool used to guide high quality instruction in K-3 classrooms.

Supplemental and Intervention Programs
These materials are intended for flexible use as part of differentiated instruction or as interventions that meet student learning needs in specific areas (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Most students can benefit from the extra practice provided by Supplemental Programs. Other students will need an Intervention Program that guides more intensive instruction.

Technology-Based Programs
Programs that use technology to support instruction.

Programs that may be Implemented by Tutors or Mentors
These materials may be appropriate for Volunteers (Tutors or Mentors) to implement. It is important to note that training and supervision are critical components for successful student outcomes.

Intervention and Remedial Programs for Students Above Third Grade
These materials can be used to guide instruction for students who are lagging behind in reading.

Pre-Kindergarten Programs
These materials are intended to support literacy instruction for children in Pre-K classrooms.

Professional Development
These materials and procedures focus mainly on professional development to improve the knowledge and skills of teachers and other school personnel in the area of reading instruction. Ongoing professional development is essential to the long term success of any reading program.

Summary Tables of FCRR Reports
These tables provide summaries of our FCRR Reports. Educators are encouraged to read the full report to determine which programs best fit the needs of their students.
Curriculum & Instructional
Projects Team

Joe Torgesen, Ph.D.
Michelle Wahl, M.S.
Mary VanSciver, M.S.
Georgia Jordan, M.S.
Lila Rissman, M.S.
Elissa Arndt, M.S., CCC-SLP

Director of Professional Development: Jane Granger, M.S.
Research Consultant: Beth Phillips, Ph.D.
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Opportunities for SLPs

• Intervention
• Familiarize yourself with the CRP used at your school
• FCRR Resources
• Collaboration with Reading Coach and Teachers
# Intervention

## 5 + 3 + ii + iii

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• Phonics  
• Fluency  
• Vocabulary  
• Comprehension | • Screening  
• Progress Monitoring  
• Diagnostic | • Whole Group  
• Differentiated | • SLP |

- **Initial Instruction**
  - Whole Group
  - Differentiated

- **Immediate Intensive Intervention**
  - SLP
Most Commonly Used CRPs

- Trophies published by Harcourt (Beck et al., 2003)
- A Legacy of Literacy published by Houghton Mifflin (Cooper et al., 2003)
- Open Court published by SRA (Bereiter, et al., 2002)
- Reading Mastery Plus published by SRA (Englemenn & Brunder, 2002)
- Scott Foresman Reading (Afflerbach, et al., 2002)

FCRR Resources

- FCRR Reports
- The Science of Reading
  - Articles
  - Presentations
- Assessment
- Instruction
- Student Center Activities
- Progress Monitoring and Reporting Network
Student Center Activities

• Activity Plans and Activity Masters
  – Phonological Awareness & Phonics (Book 1)
  – Fluency, Vocabulary, and Comprehension (Book 2)

• Teacher Resource Guide (Book 3)

• Professional Development on a DVD
# Class Status Report
Sunny County Schools, Sunshino Elementary
Kindergarten, Teacher 2
Assessment 4, 2003-2004

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<tr>
<th>Class List</th>
<th>Recommended</th>
<th>Instructional Level</th>
<th>LNE</th>
<th>PSF</th>
<th>NWE</th>
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<td>4(HR)</td>
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<td>Student 03</td>
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Phonological Awareness

Objective
The student will match initial sounds in words.

Materials
- Set of matching initial sound picture cards (Activity Master PA.032.AM1a - PA.032.AM1e)
  * Cut all cards apart.
- $\square$ card (Activity Master PA.032.AM2)
  * Make two copies.
- Pocket chart
- Paper
- Crayons

Activity
Students place the $\square$ card over the picture that does not share the same initial sound.
1. Display the set of picture cards on the pocket chart in groups of three. (Each row will have two pictures with matching initial sounds and one odd.)
2. The student states the names of the pictures in a given row and determines each initial sound.
3. Places the $\square$ card over the picture that does not have the same initial sound as the other two cards.
4. Illustrates five pairs of the matching initial sound pictures.
5. Teacher evaluation

Extensions and Adaptations
- Use medial or final sounds (Activity Masters PLSC.M.1 - PLSC.M.15 and PLSC.R1 - PLSC.R16).
Phonological Awareness

1. House, Zebra, Helicopter
2. Lion, Lizard, Goat
Objective
The student will produce the meaning of words.

Materials
- Four Square Vocabulary Map student sheet (Activity Master V.015.55)
- Science or Social Studies text
- Child-friendly dictionaries
- Pencils

Activity
Students use a "four square map" to describe a target word.
1. Place picture dictionaries and target word at the center. Provide the student with a student sheet.
2. Student writes the target word (and draws an illustration) in the upper left-hand section of their maps.
3. Fill out a map by answering the questions in each box. Uses text or dictionary if necessary.
4. Teacher evaluation

Extensions and Adaptations
- Use other word maps (Activity Master V.015.AM1)
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<td>What is it like?</td>
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Goals for Today

1. Understand the “big picture” of an effective reading program.
2. Learn important characteristics of reading programs that are aligned with current research.
3. Learn about the purpose, content, and process of FCRR Reports.
4. Learn how to access FCRR Reports and related resources.
5. Discuss opportunities for SLPs to help every child become an independent, fluent reader.
Thank You