Scientifically Based Reading Programs

Marcia L. Kosanovich, Ph.D.
Florida Center for Reading Research
SLP Academy
Fall, 2005

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 + *ii* + *iii* = NCLB

5 Five skills on which early reading instruction should focus

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

ii High quality initial instruction is critical

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

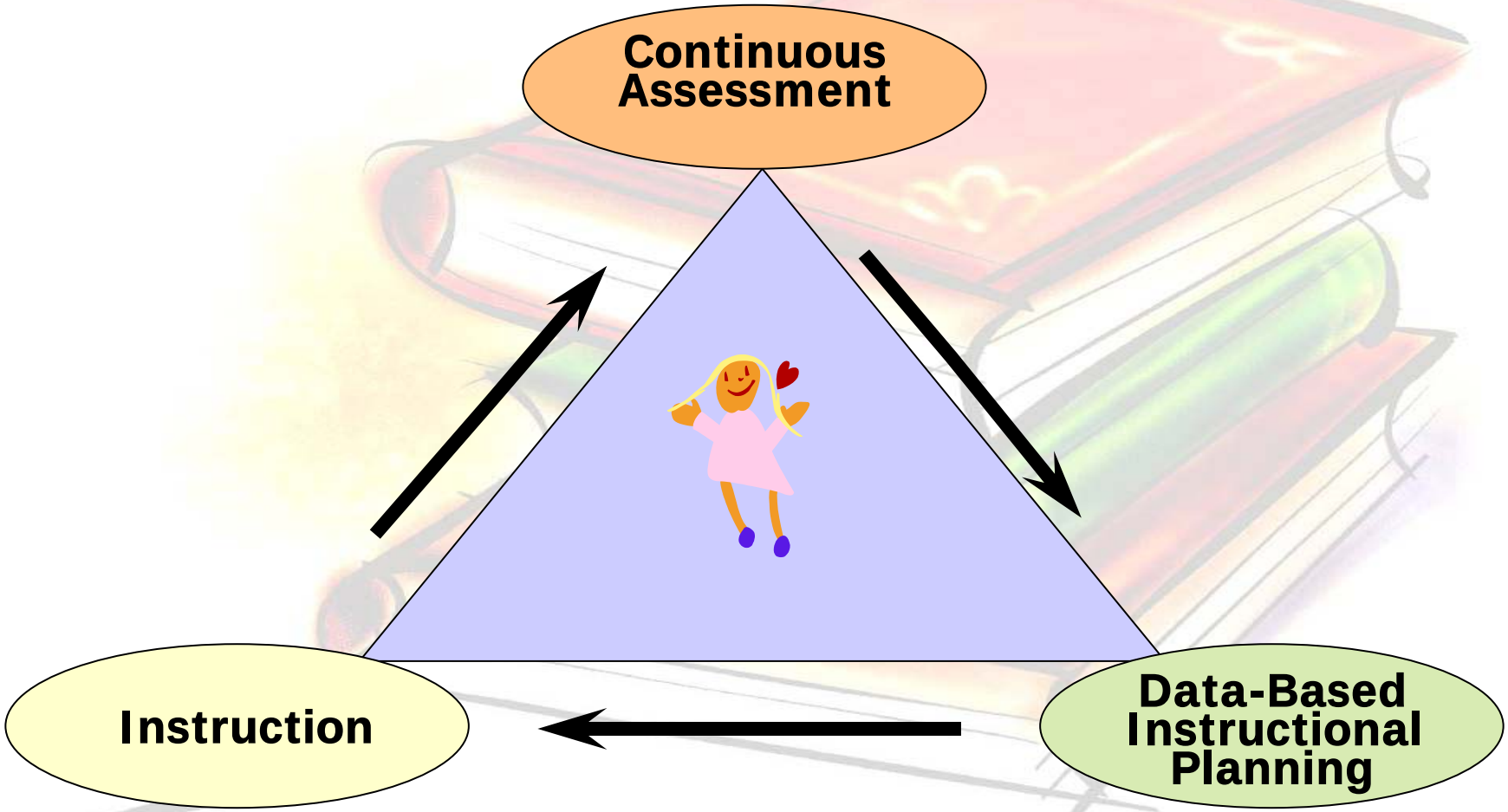
- Teacher-Led Center
  - Small (flexible) group instruction

- 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



Florida's Formula

5 + 3 + ii + iii

5 Components	3 Types of Assessment	Initial Instruction	Immediate Intensive Intervention
•Phonemic Awareness •Phonics •Fluency •Vocabulary •Comprehension	•Screening •Progress Monitoring •Diagnostic	•Whole Group •Differentiated	

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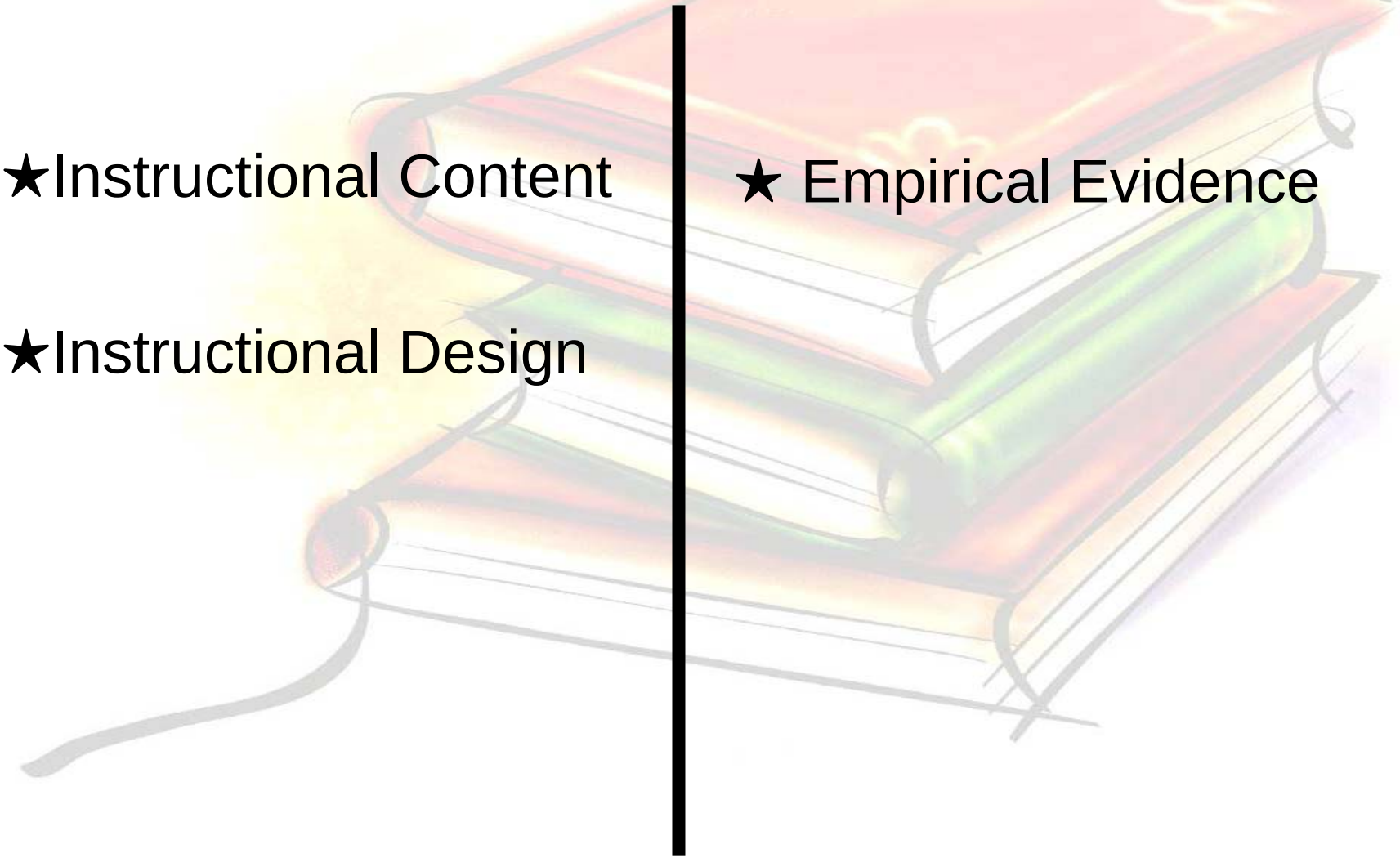
Why be concerned with selecting programs?

- 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

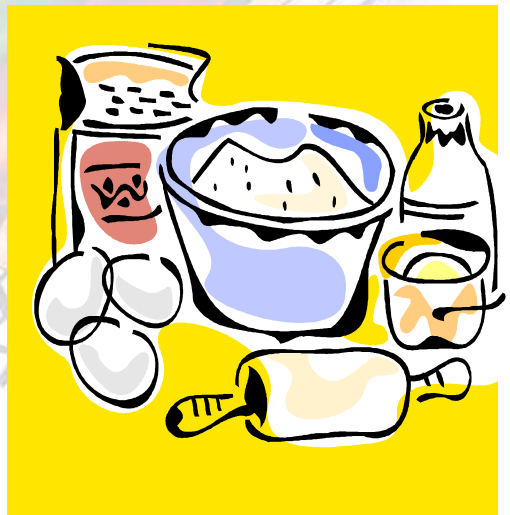
★Instructional Design

★ 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



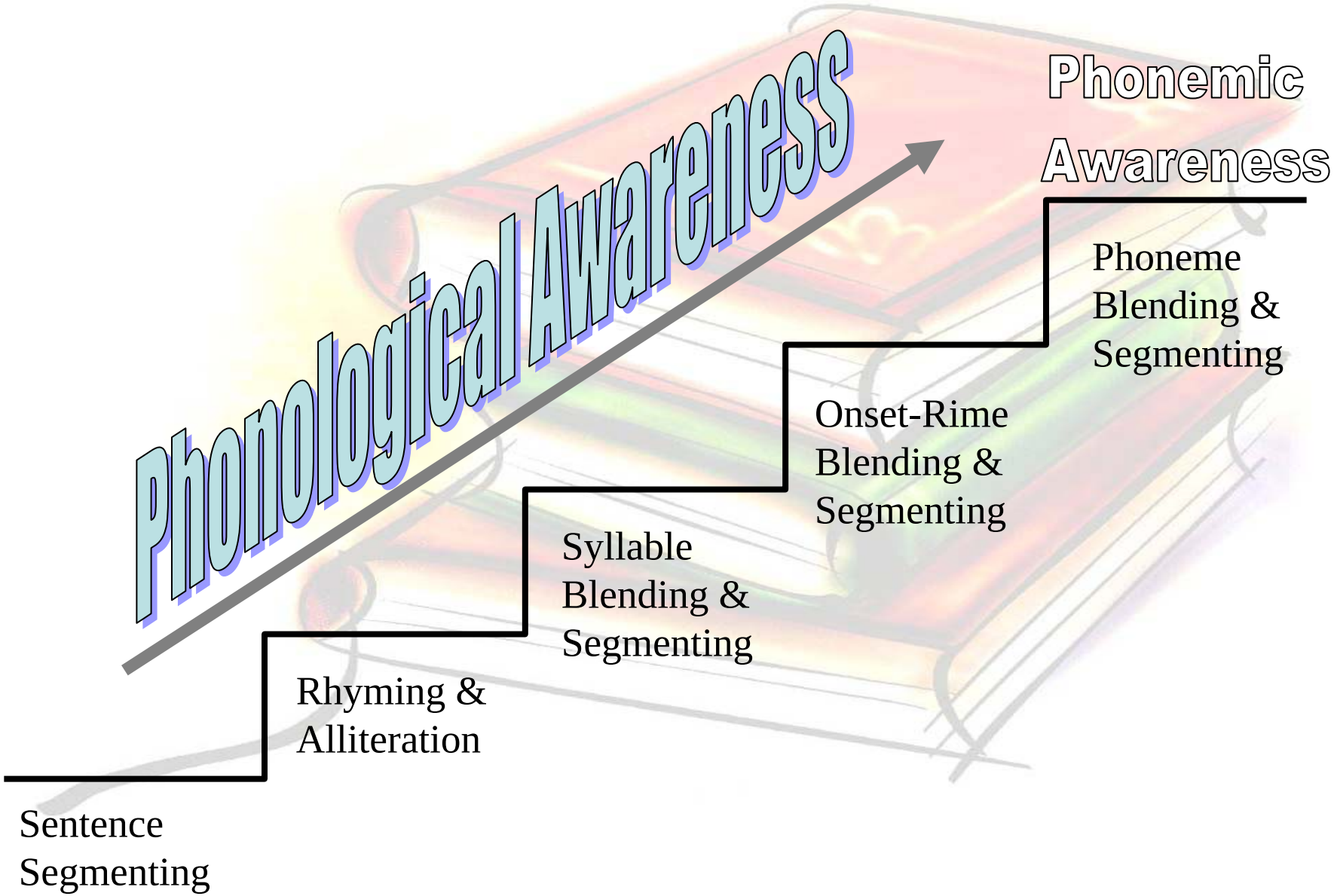
Phonemic Awareness

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



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

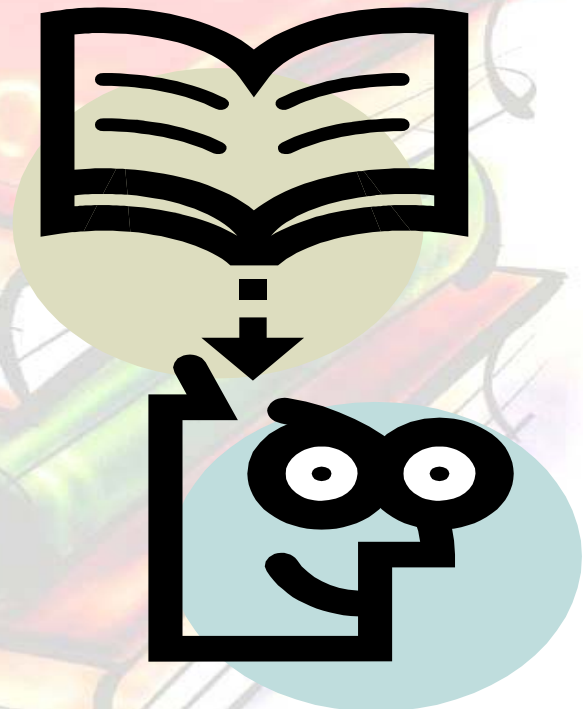
- **Repeated and monitored oral reading improves reading fluency and overall reading achievement.**

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
- ★ Instructional Design

- ★ Empirical Evidence

Instructional Design = Recipe

Instructional Design

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

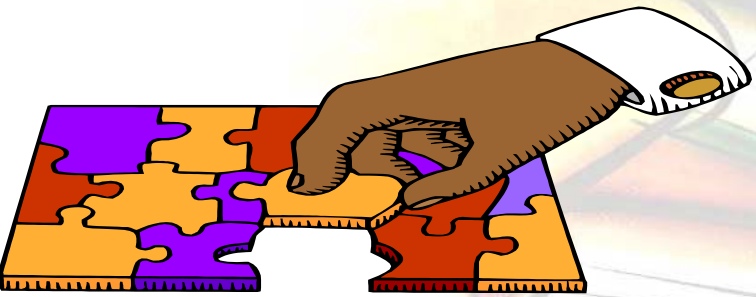
Explicit Instruction

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

Ingredients

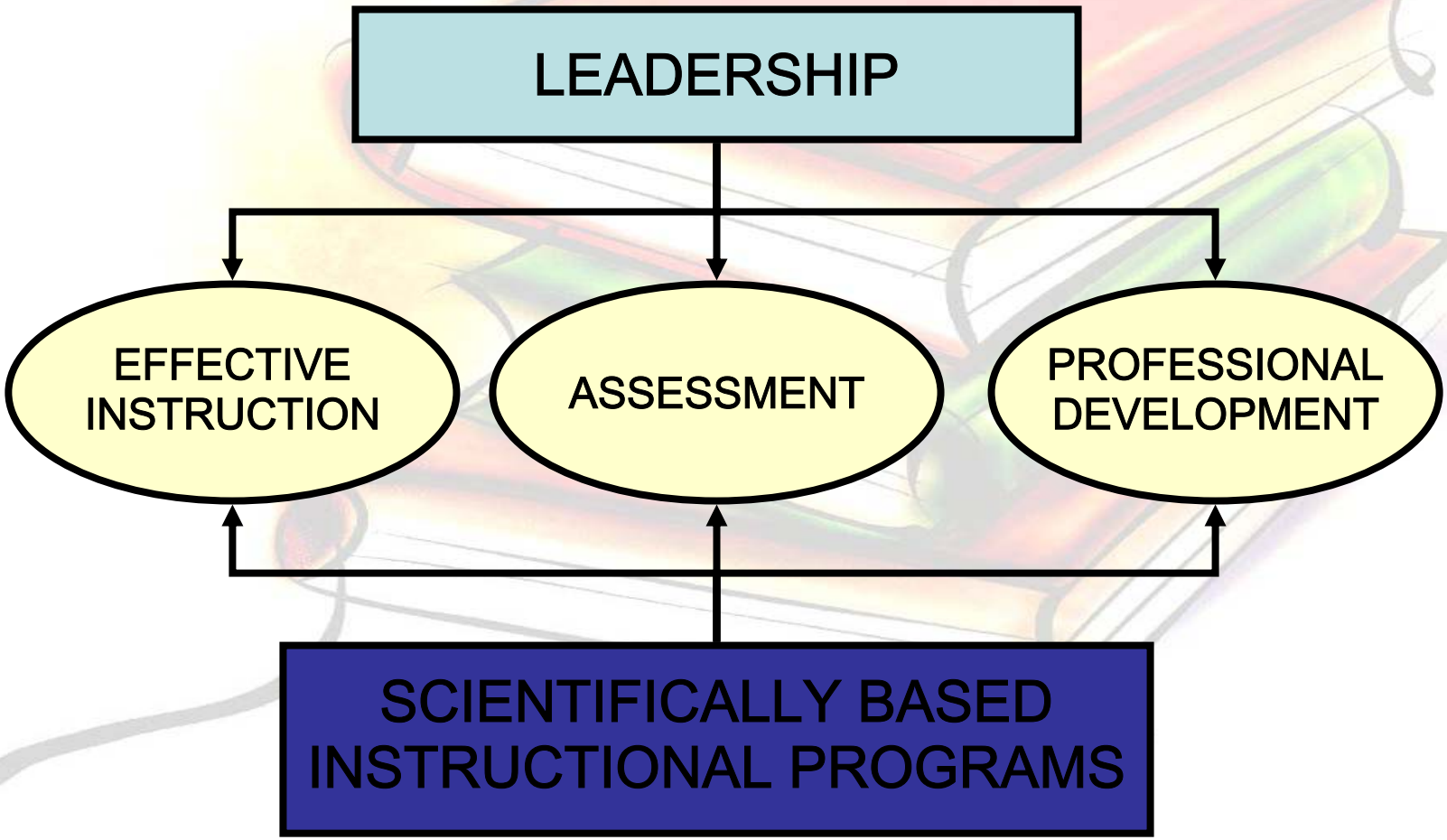
- Instructional Design
  - Explicit Instructional Strategies
  - Coordinated Instructional Sequences
  - Ample Practice Opportunities
  - Aligned Student Materials

Recipe

Programs PLUS

- Programs can make a valuable contribution to raising the reading achievement of at-risk students, **however…**

Reading Programs PLUS



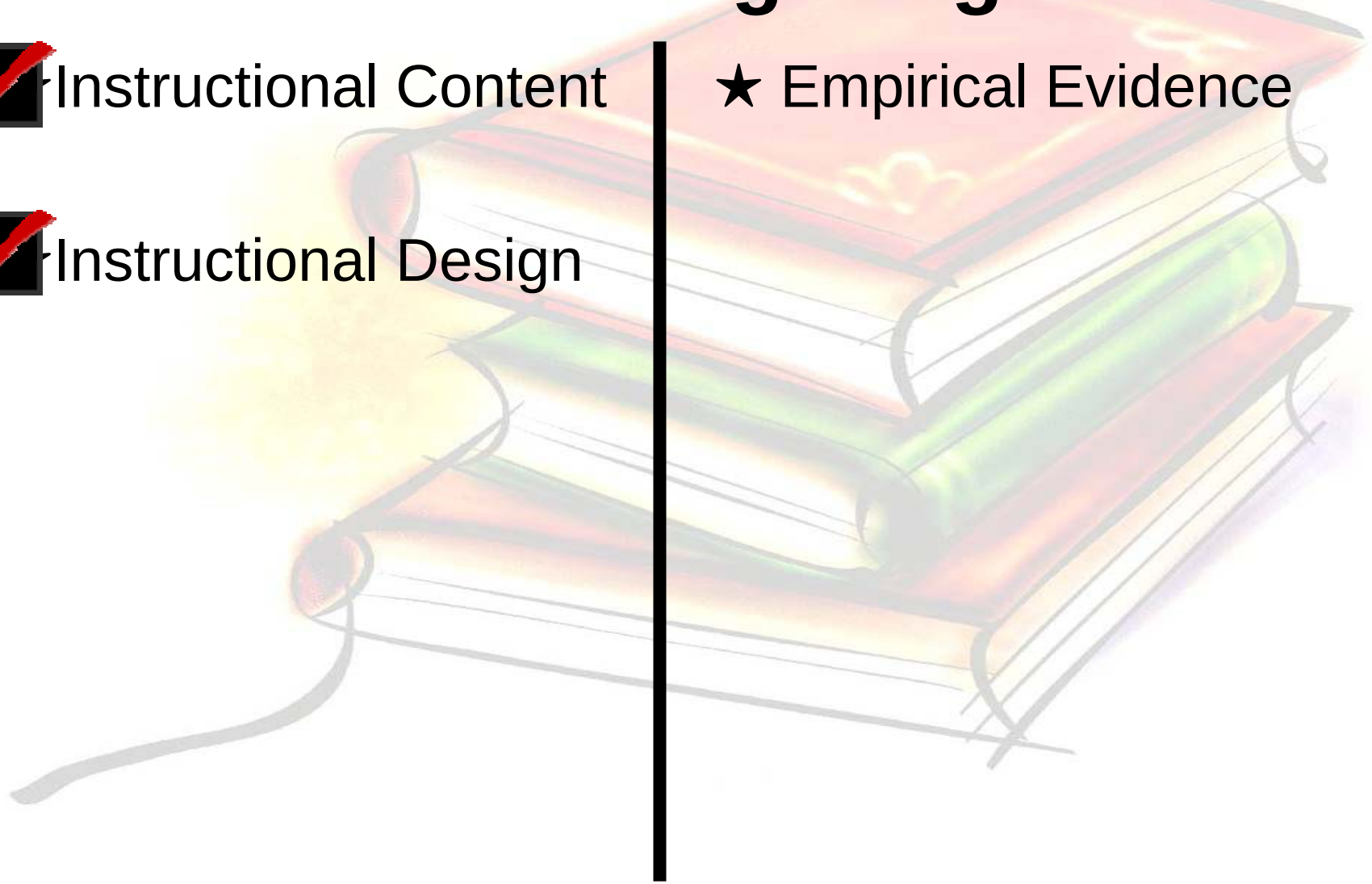
Delicious Chocolate Cake!

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

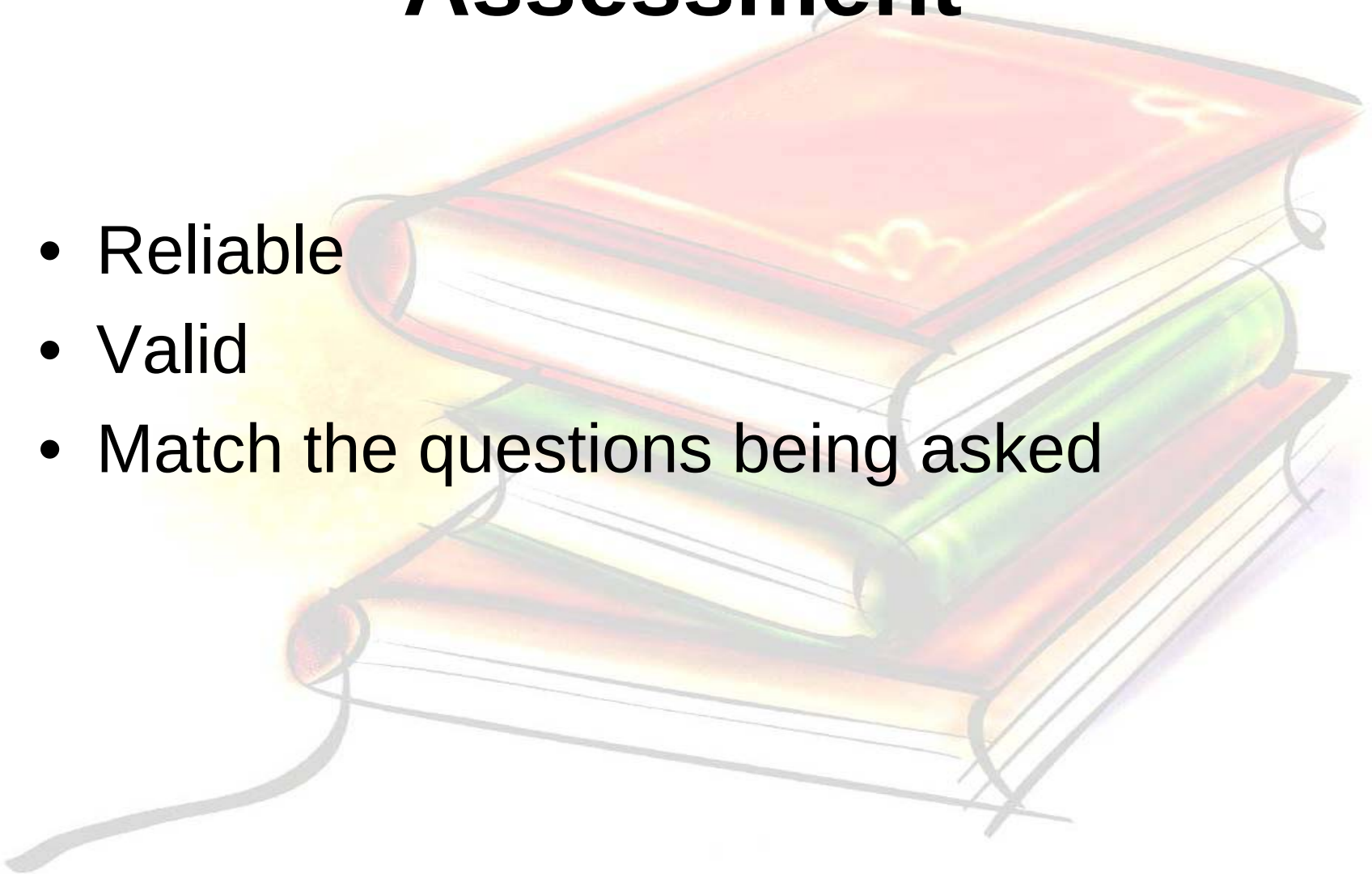
Research?

- 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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3. Learn about the purpose, content, and process of FCRR Reports.
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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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Address http://www.fcrr.org/

Florida Center for Reading Research

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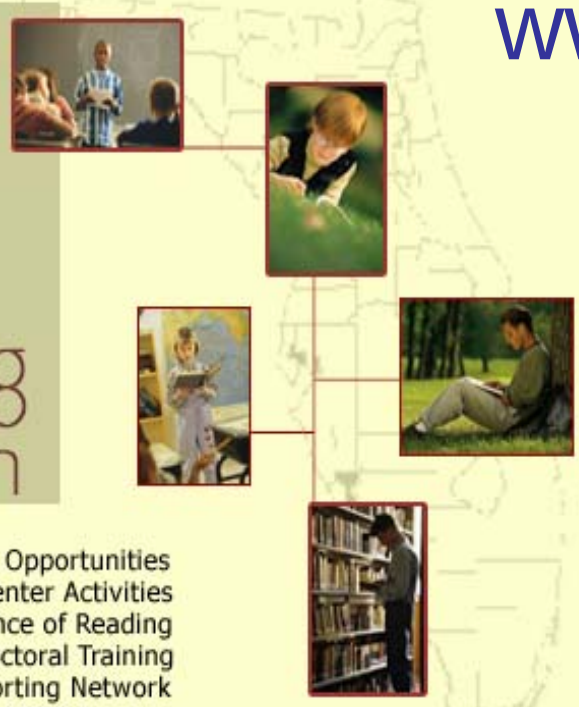

FCRR Employment Opportunities
Student Center Activities
The Science of Reading
FCRR Doctoral Training
Reporting Network
FCRR Reports
Assessment
Instruction
About FCRR
For Parents
Resources
ERRFTAC
NEW!>

Speech-Language Pathologist Reading Regional registration

A Florida State University Center

Discussions | Discussions not available for this document

Internet

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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.

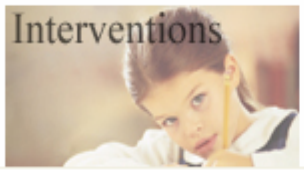
Frequently Asked Questions About FCRR Reports

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

Discussions Discussions not available on http://www.fcrr.org/
ttp://www.fcrr.org/FCRRReports/table.asp Internet

Summary Table for FCRR Reports - Microsoft Internet Explorer
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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 of FCRR Reports

Program	Type of Program	Grade Reviewed	Reading Component					Notes
			PA	P	F	V	C	
Accelerated Literacy Learning (A.L.L.)	2	1	+++	+++	+++	+++	+++	a, d, l, m
Accelerated Reader	2, 3	K-12	n/a	n/a	n/a	n/a	+	d, e
Breakthrough to Literacy	1, 3	K-2	++	++	++	+++	+++	a, b, d
Classworks	2, 3, 5	K-8	+	+	n/a	+	+	m
Compass Learning Odyssey Reading	2, 3	K-2	+	+	+	+	+	n
Corrective Reading	2, 5	4-12	+++	+++	+++	+++	+	a, b, c, d
Destination Reading	2, 3	K-3	+++	+++	+++	+++	+++	a, b, c, d
Early Success	2	1-2	++	++	+++	+++	+++	m
Earobics	2, 3	K-3	+++	+++	+++	+++	+++	a, b, c, d
Elements of Reading, Vocabulary	2	K-3	n/a	n/a	n/a	+++	+	a, b, c, d, j
Essential Learning Systems	2, 3	2-12+	+	+	+	+	+	e
Failure Free Reading	2, 3, 4, 5	1-12	n/a	n/a	++	++	+	c, d
Fast Forword Language	2, 3, 5	K-12	+++	n/a	n/a	+	+	f
First Grade Peer-Assisted Literacy Strategies	2, 4	1	+++	+++	+++	+	++	a, b, c, d
Program	**Type of Program**	**Grade Reviewed**	**Reading Component**					**Notes**
			PA	P	F	V	C	
FOCUS Reading and Language Program	2, 3	K-3	+++	+++	+++	+++	+	a, b, c, d
Fundations	2	K-3	+++	+++	+++	+++	++	a, b, c, d
Great Leaps	2, 5	K-12+	n/a	+	+++	n/a	n/a	c, d, i
Harcourt Trophies First Grade Intervention Kit	2	1	+	+	+	+	+	a, c, d
Headsprout Early Reading	2, 3, 4	K-2	++	+++	+++	+++	+++	a, b, c, d
HOSTS	2, 3, 4, 5	K-12	++	+++	++	++	++	l, n
Kaleidoscope	2, 5	2-6	+++	+++	+++	++	+++	a, b, c, d
Language!	1, 2, 5	3-12	+++	+++	+++	+++	+++	a, b, c, d
Language First!	2, 3, 5	K-5	+	n/a	n/a	++	+	c, j
Language for Learning	2	K-1	n/a	n/a	n/a	+++	n/a	a, b, c, d, f

Discussions Discussions not available on http://www.fcrr.org/
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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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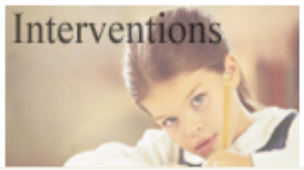

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Core Reading Programs
A Comprehensive Reading Program is intended to be the initial instructional tool used to guide high quality instruction in K-3 classrooms.

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

5 Components	3 Types of Assessment	Initial Instruction	**Immediate Intensive Intervention**
•Phonemic Awareness •Phonics •Fluency •Vocabulary •Comprehension	•Screening •Progress Monitoring •Diagnostic	•Whole Group •Differentiated	**•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)

- **Al Otaiba S., Kosanovich, M.L., Torgesen J.K., Hassler, L. & Wahl, M. (2005). Reviewing core kindergarten and first-grade reading programs in light of no child left behind: an exploratory study. Reading and Writing Quarterly, 21, 377-400.**

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, Sunshine Elementary
Kindergarten, Teacher 2
Assessment 4, 2003-2004

Class List	Recommended Instructional Level	LNF	PSF	NWF
		Assessment 4 Benchmark 41	Assessment 4 Benchmark 36	Assessment 4 Target 26
Student 01	Intensive	24(HR)	0(HR)	0(HR)
Student 02	Intensive	34(MR)	4(HR)	0(HR)
Student 03	Intensive	8(HR)	0(HR)	0(HR)
Student 04	Intensive	19(HR)	38(LR)	9(HR)
Student 05	Intensive	6(HR)	0(HR)	0(HR)
Student 06	Intensive	14(HR)	44(LR)	0(HR)
Student 07	Intensive	21(HR)	3(HR)	2(HR)
Student 08	Intensive	22(HR)	25(MR)	8(HR)
Student 09	Intensive	20(HR)	13(MR)	4(HR)
Student 10	Intensive	25(HR)	41(LR)	21(MR)
Student 11	Intensive	8(HR)	3(HR)	6(HR)
Student 12	Strategic	38(MR)	29(MR)	7(HR)
Student 13	Strategic	29(MR)	15(MR)	13(HR)
Student 14	Strategic	35(MR)	54(AA)	19(MR)
Student 15	Initial	70(AA)	59(AA)	54(LR)
Student 16	Initial	52(AA)	41(LR)	22(MR)
Student 17	Initial	30(MR)	69(AA)	38(LR)
Student 18	Initial	45(LR)	35(MR)	29(LR)
Student 19	Initial	50(AA)	10(MR)	22(MR)
Student 20	Initial	37(MR)	49(AA)	27(LR)
Student 21	Initial	50(AA)	53(AA)	28(LR)

PA.032 Phoneme Matching

One Card Out

Objective

The student will match initial sounds in words.

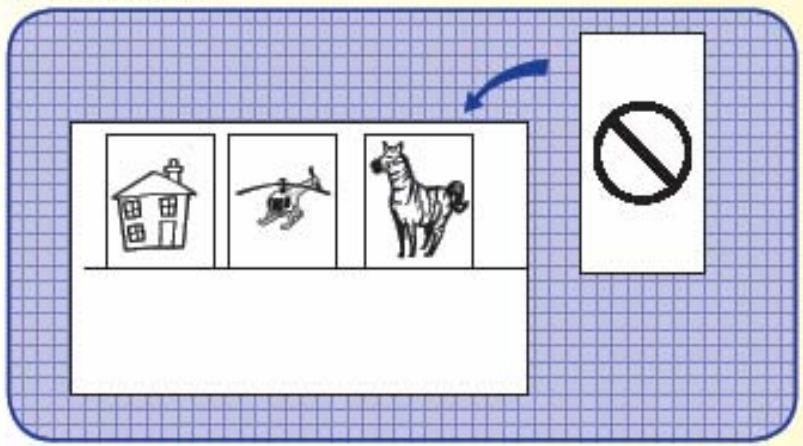
Materials

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

Activity

Students place the ⃠ 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 ⃠ 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 P.LSC-M.1 - P.LSC-M.13 and P.LSC-F.1 - P.LSC-F.16).

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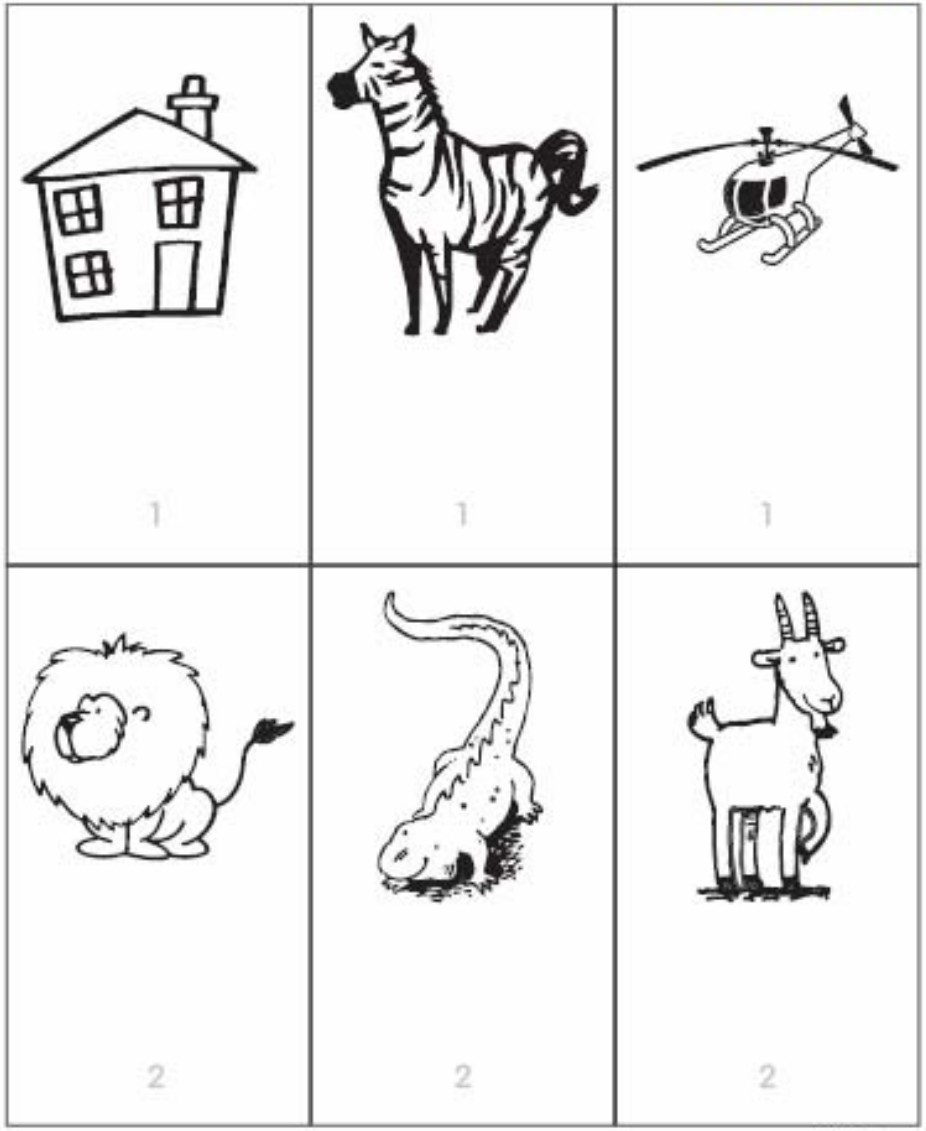
Phonological Awareness

One Card Out

PA.032.AM1a



house, zebra, helicopter, lion, lizard, goat

Four Square Vocabulary Map

Objective

The student will produce the meaning of words.

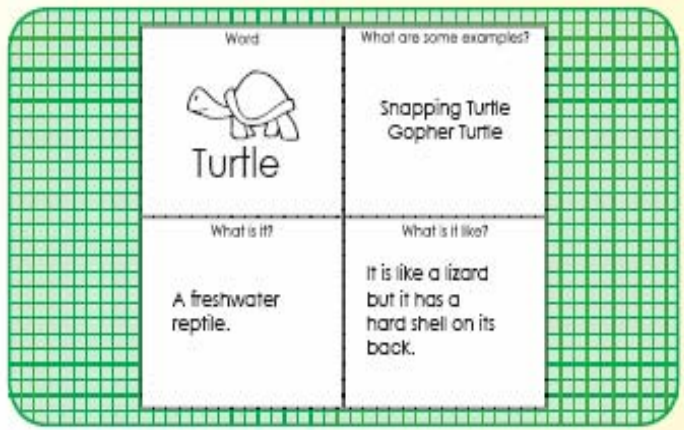
Materials

- Four Square Vocabulary Map student sheet (Activity Master V.015.SS)
  Select target words.
- Index card
  Write the target word on the index card.
- 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. Fills 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)

Name _____

Four Square Vocabulary Map V.015.SS

Word	What are some examples?
What is it?	What is it like?

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Goals for Today

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

Thank You