# Choosing a Reading Program:
## A Consumer's Guide

*Descriptions and evaluations of 21 programs
commonly used in Ohio elementary Schools*

**September 2001**

Ohio Department of
**Education**

# Choosing a Reading Program:
# A Consumer's Guide

In choosing a research-based program for reading instruction, school principals and faculty must thoughtfully consider the needs of their students and the philosophy of their schools' literacy team.

Therefore, the Ohio Department of Education has funded an evaluation of 21 commonly used programs that emphasize reading improvement. These programs, which originally were described in a review by the Education Commission of the States, represent a variety of approaches. Some are comprehensive literacy approaches that provide a complete reading curriculum, while others target specific skill areas. Some are for all students, and some target specific student groups. Some provide strategies for classroom instruction, and other provide computer-based tools or tutoring approaches that supplement classroom instruction. Some focus on early intervention, others on remediation.

The evaluation team leaders, P. David Pearson of Michigan State University and Steven Stahl of the University of Georgia, conducted the research for the *Consumer's Guide*. The *Guide*, which summarizes the 500-page Pearson-Stahl report, was supported by funds from the U.S. Department of Education's Reading Excellence Act and OhioReads as a service to Ohio schools in the selection and implementation of reading programs.

The team has gathered information on the characteristics of each program and evaluated the success of each in addressing key areas that are critical to effective literacy development. The evaluators' findings have been reviewed by program vendors and others.

This *Consumer's Guide* provides an overview of the evaluation findings as they now stand. Principals and faculty can use it to begin identifying programs they would like to investigate further. A web-based version of the *Consumer's Guide* is directly available at The Ohio Resource Center for Mathematics, Science and Reading website (http://www.ohiorc.org). The *Guide* may also be accessed from ODE's web page (http://www.ode.state.oh.us [under Center for Students, Families and Communities, click **Literacy**] or http://www.ode.state.oh.us/Lit_init).

For more information about the *Guide*, please contact ODE's Office of Literacy Programs at 614-466-0224.)

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**This is a first version of the Consumer's Guide. Ratings for one program are still in progress.**

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*The findings, conclusions and opinions expressed in the Consumer's Guide are those of the authors, and do not necessarily reflect the views or policies of the U.S. Department of Education, the State Board of Education, the Ohio Department of Education, OhioReads, or the Ohio Resource Center.*

# Table of Contents

## Characteristics Described

For each program, the evaluators reviewed descriptive information provided by vendors. The descriptive information, which is summarized in this guide, includes:

o   The components of the program

o   The program's goals and instructional emphasis

o   The program's intended audience

o   The instructional model(s) used

o   The curriculum content

o   The wider implications for the classroom and school of using the program

o   The program's technology requirements

o   Professional development provided

o   Program costs

## Areas Investigated and Criteria Used

The evaluators identified key descriptive characteristics for each program. They focused their evaluations on eight areas that, according to research, are addressed by an effective literacy program. Those areas are:

o   Phonemic awareness

o   Word recognition and phonics

o   Fluency

o   Vocabulary

o   Comprehension

o   Meeting individual needs

o   Professional development

o   Evidence of effectiveness

In arriving at ratings,  the evaluators used specific criteria associated with success in each of these areas. The team rated the strength of the available evidence showing how successfully the program addresses each criteria. The ratings for individual criteria determined an overall rating for each area.

### *Phonemic Awareness*

Building phonemic awareness is helping children hear sounds in words. Ratings in this area reflect the extent to which the program provides evidence that its approach to phonemic awareness is developmentally appropriate, built upon a solid pedagogical model, systematic, motivating and participatory, and connected to children's experience and the literacy curriculum.

In addition, based on the National Reading Panel's recommendations that programs use small group instruction for developing phonemic awareness and provide about 20 hours of instruction in this area, the evaluators rated the appropriateness of how each program groups students for phonemic awareness instruction and the scope of instruction in this area.

### *Word Recognition and Phonics*

Developing word recognition and phonics skills is helping children increase the number of words they can recognize on sight and teaching them how to use letters and spellings to decode words and represent sounds of speech.

Ratings reflect the extent to which each program provides evidence that its approach to word recognition and phonics is developmentally appropriate, built upon a solid pedagogical model, systematic, motivating and participatory, and connected to children's experience and to the literacy curriculum.

Ratings also reflect the extent to which a program applies word recognition and phonics to reading and writing, gives attention to sight words, and encourages flexible use of decoding strategies.

### *Fluency*

Building fluency is providing children with opportunities to practice reading for the purpose of helping them develop automatic word recognition and expressive reading.

Ratings reflect the extent to which each program provides evidence that its approach to fluency is developmentally appropriate, built upon a solid pedagogical model, systematic, motivating and participatory, and connected to children's experience and to the literacy curriculum.

Ratings also reflect the extent to which a program addresses the need to provide opportunities to read, both independently and using instructional level texts.

### Vocabulary

Vocabulary instruction involves explaining word meanings to children and enlarging their word knowledge.

Ratings reflect the extent to which each program provides evidence that its approach to vocabulary is developmentally appropriate, built upon a solid pedagogical model, systematic, motivating and participatory, and connected to children's experience and to the literacy curriculum.

Ratings also reflect the extent to which a program addresses the need to build word knowledge through definitions and context and the need to strive for deep understandings.

### Comprehension

Comprehension instruction is showing children how to think and reason with print.

Ratings reflect the extent to which each program provides evidence that its approach to comprehension is developmentally appropriate, built upon a solid pedagogical model, systematic, motivating and participatory, and connected to children's experience and to the literacy curriculum.

Ratings also reflect the extent to which a program is designed to address comprehension before, during, and after reading and build flexible knowledge of comprehension strategies.

### Meeting Individual Needs

Meeting individual needs is helping all children to become fluent, proficient readers, regardless of their beginning level of literacy, primary language, or cultural differences.

Ratings reflect the extent to which the program's approach includes an appropriate mix of grouping configurations, provides frequent monitoring of student progress on curriculum-based measures, allows flexible deployment of personnel, provides for the needs of English Language Learners, pays appropriate attention to cultural diversity, and facilitates effective home-school connections.

### Professional Development

Professional development, in this context, is providing teachers and others who have responsibility for literacy development with the knowledge and skills necessary for implementing a program effectively and improving the quality of their practice in general.

Ratings reflect the extent to which each program's approach to professional development is appropriate in scope, is designed to expand the knowledge base, provides for extended learning opportunities, maintains fidelity with the program, and is affordable.

### Evidence of Effectiveness

Providing evidence of effectiveness, in this context, is demonstrating that the program is research-based and can provide data to substantiate its claims.

Ratings reflect the extent to which each program demonstrates that it is based on a theoretical foundation, that it has been evaluated and implemented, and that it can be replicated.

**Note:** *The evaluators found few programs that met the "gold standard" for evaluation—an experimental or quasi-experimental study conducted by independent evaluators who use standardized measures and a control group, as well as publish results in a refereed journal.*

### Ratings

Using a rating rubric, the evaluators rated the extent to which each program met the criteria specific to each of the eight areas. Programs received a rating of NA for any areas they did not attempt to address.

The rating rubric used consists of three levels:

1—The program claims to address this area, but there is little or no evidence that it does so successfully.

2—The program addresses this area, and there is moderate evidence that it does so successfully.

3—The program addresses this area, and there is strong evidence that it does so successfully.

## The Evaluation Process

The 21 programs were divided equally between the Michigan and Georgia teams. The teams assigned each program to a lead reviewer, attempting, wherever possible, to select a reviewer who had experience with the program. In most cases, the team was able to assign a program to a lead reviewer who was trained specifically in its use.

After an outline was developed to identify the categories of descriptive information to be included, reviewers wrote a first draft of the program description section of the review. These descriptions were reviewed by the team, including either Dr. Pearson or Dr. Stahl and the other members of the team. After the team critiqued each review, the program descriptions were revised and sent to representatives for each program publisher for verification. The purpose of this review was to ensure that the description of the program was accurate and fair. Feedback from the publishers was used to further revise the program descriptions.

Based on information from the Reading Excellence Act guidelines, the report of the National Reading Panel, and the reviews of CIERA and non-CIERA research, the teams developed a series of categories for the evaluation phase of the project. These categories contained some items (such as systematicity, use of an instructional model, etc.) that were used in multiple areas, as well as items unique to an individual area. These categories were piloted with various programs and revised.

Each reviewer rated his or her program on the eight evaluation categories. These ratings were discussed in team meetings, with each reviewer justifying each rating.

Finally, Drs. Pearson and Stahl reviewed a sample of these reviews to assure consistency among sites.

The table on the next page shows a comparison of the overall ratings each program received in each of the eight categories. To give readers a sense of which programs are more or less effective in each category, the table includes the mean for all ratings in each category. The mean ratings appear at the top of each column.

# Comparison of Overall Ratings for Eight Areas by Program

| | | | Areas Rated | | | | |
|---|---|---|---|---|---|---|---|
| Programs | Phonemic Awareness (mean = 2.44) | Word Recognition and Phonics (mean = 2.44) | Fluency (mean = 2.21) | Vocabulary (mean = 1.62) | Comprehension (mean = 2.03) | Meeting Individual Needs (mean = 2.50) | Profe Devel (mea |
| Academy of Reading | | | | | | | |
| Accelerated Reader | NA | NA | 2 | NA | 1 | 2 | |
| Breakthrough to Literacy | 3 | 2 | 3 | 2 | 2 | 2 | |
| Carbo Reading Styles | NA | NA | NA | NA | NA | 2 | |
| ECRI | 2 | 3 | NA | NA | 2 | 2 | |
| Failure Free Reading | NA | 2 | 1.5 | 1.5 | 1 | 2.5 | |
| Fast ForWord | 2 | 2 | 1 | 1.5 | 1.5 | 2 | |
| Four Blocks Approach | 2 | 2.5 | 2.5 | 1.5 | 2.5 | 2 | |
| HOSTS | 2 | 3 | 2 | 2 | 2 | 2 | |
| Invitations | 3 | 3 | 3 | 2 | 3 | 3 | |
| Literacy Collaborative | 2 | 2 | 3 | 2 | 2 | 3 | |
| Open Court Reading | 3 | 3 | 3 | 2.5 | 3 | 2 | |
| Reading One-To-One | 2 | 2 | 1 | 1 | 1 | 3 | |
| Reading Recovery | 3 | 3 | 3 | 1 | 2 | 3 | |
| Soar to Success | NA | 1 | 2 | 1 | 3 | 2.5 | |
| SRA Reading Mastery | 2.5 | 2 | 1.5 | 1.5 | 1.5 | 1.5 | |
| Success For All | 2.5 | 3 | 2 | 2 | 3 | 2.5 | |
| SuccessMaker | 2 | 2 | NA | 2 | 2 | 3 | |
| Voyager | 3 | 3 | 2 | 3 | 2 | 3 | |
| Waterford Early Reading | 3 | 3 | 3 | 2 | 2 | 2 | |
| Wilson Language System | 2 | 2.5 | 2 | 1 | 2 | 2.5 | |

# Academy of Reading

**Intended Audience:** All students in grades K-12, particularly reading delayed and reading disabled students.

**Grouping:** Individual

**Major Emphasis:** Supplementing classroom instruction through lessons that develop necessary skills and automaticity.

**General Approach:** Providing individualized computer-based instruction and assessment in phonemic awareness, reading subskills, and comprehension.

## Evaluation Results

Phonemic Awareness: ................tbd

Word Recognition and Phonics: ....tbd

Fluency: ...................................tbd

Vocabulary: ..............................tbd

Comprehension: .......................tbd

Meeting Individual Needs: ..........tbd

Professional Development: .........tbd

Evidence of Effectiveness: ..........tbd

(Ratings will appear in the next version.)

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The Academy of Reading® by AutoSkill International Inc.™ is a comprehensive reading remediation tool designed to complement the curriculum for grades K-12. Based on original research between 1986 and 1990, by Fiedorowicz and Trites, the Academy of Reading® is a computer-based approach designed to help underachieving readers get the skills they need to become proficient readers.

## Program Characteristics

The Academy of Reading® is intended to complement the existing curriculum for grades K-12. It is designed to address the needs of students who are reading delayed and reading disabled, as well as to provide early intervention for mainstream readers.

### Curriculum, Instruction, and Assessment

The Academy of Reading® offers three main types of instructional activities:

❏ *Phonemic Awareness:* Students develop the ability to recognize and manipulate the elementary speech sounds that make up spoken words.

❏ *Reading Subskills:* Students are led through a logical progression of reading subskills, from letter names and sounds, to high-frequency letter combinations, to words, phrases and sentences.

❏ *Reading Comprehension:* Oral and silent reading-comprehension exercises entice students to focus on paragraph content, while questions encourage the development of higher-order thinking skills.

*Training Sessions:* The program consists of 30-minute training sessions, three to five times per week, and encourages educators to plan, organize and offer a variety of literacy-based learning opportunities within the existing language arts schedule. As students master a component of their training, they are presented with an award.

*Instructional Principles:* Instruction uses a task-analytic approach, which breaks down the complex task of reading into basic components that exercise and strengthen students' decoding skills.

It also addresses the principle of "automaticity," which suggests that the basic components of reading must be learned at a rapid and accurate response level to ensure that the process becomes automatic.

*Individualized Plans:* Based on assessment results, an individualized lesson plan is developed and prescribed to address each student's specific education needs. A comprehensive management system monitors and analyzes the learning process.

*Reporting:* A wide range of reporting capabilities enables the program administrator to pretest and post-test students, correlating time-on-task with gains or with any other of the wide range of metrics used in the program. A sophisticated, yet user-friendly, record-keeping system shows cumulative student progress in component reading skills. The detailed data collection system also serves as a diagnostic tool for teachers.

### Professional Development

AutoSkill offers a one-day introductory course for the Academy of Reading program. Teachers learn the underlying principles of the program, how to get started, academy mechanics, and other aspects of successful implementation.

In addition, workshops are designed to help teachers and program administrators build their knowledge and expertise in reading theory, as well as develop reading strategies and effective methods of implementing reading programs and technology in their schools.

A second day of follow-up training occurs six-to-eight weeks after the program has started. Teachers review items learned to date and learn more about monitoring student progress, troubleshooting, and motivational strategies.

A two-day special education inservice training is designed for teachers who work with special-needs students.

### Program Costs and Other Requirements

An Academy of Reading® site license costs $10,500 and includes implementation and a user manual. A newly updated and released version, entitled Academy of Reading® 2000, is available for $12,500 per site license. Both versions are available through AutoSkill International. These are one-time purchases and there are no additional costs or annual fees. With a site license in place, a school can run the program on all in-school computers without restriction on the number of students enrolled in the program.

Training costs $1,000 per day and includes 10 introductory training manuals. Follow-up visits are $850 per day. Additional training materials can be purchased for $15 a copy.

## Evaluation

In progress.

# Accelerated Reader

**Intended Audience:** All students in grades K-12.

**Grouping:** Individual

**Major Emphasis:** Supplementing classroom instruction by increasing the amount of text students read.

**General Approach:** Providing computer-assisted independent reading that includes appropriate leveling of books and feedback.

## Evaluation Results

Phonemic Awareness: ................. NA
Word Recognition and Phonics: .... NA
Fluency: ..................................... 2
Vocabulary: ............................... NA
Comprehension: .......................... 1
Meeting Individual Needs: ............. 2
Professional Development: ........... 2
Evidence of Effectiveness: ............. 2

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Accelerated Reader (AR) is a computer-based system that monitors and motivates students' reading of literature and tracks their reading comprehension using trade books. It can be implemented alone or as part of the School Renaissance Institute's more comprehensive Renaissance Academic Improvement Process.

AR is suitable as a supplement for classroom literacy programs in grades K-12. It can be geared to the needs of all students.

## Program Characteristics

Based on the idea that increased reading is tied to increased academic achievement in both reading and mathematics, the goal of Accelerated Reader is to increase dramatically the amount of text reading done by students.

### Curriculum, Instruction, and Assessment

The AR program is designed to be an independent activity. Students read books of their choice and engage in computer-based assessments.

*Leveling of Books:* The software, which runs on most computer configurations, includes the ATOS readability formula for assigning accurate levels to the books provided to students. When students complete books, they take computer-based quizzes on the books and receive instant feedback about their scores.

*Motivation:* The computer awards students with points both for correct answers and for the relative difficulty of the books they choose. This approach is based on the game motivational model, which proposes that clear game rules, a fair and objective scoring system, instantaneous feedback, rewards for effort, and independence can increase motivation.

*Assessment:* Teachers also can use the AR software to generate reports on the reading performance of individual students or groups of students.

Along with the AR program, schools also can purchase the STAR reading assessment, a computerized, norm-referenced test of reading skills that can be completed in 10 minutes or less. The STAR assessment can be used to guide students in selecting texts that are appropriate to their reading ability and to identify students needing extra help. It also enables teachers to generate additional reports.

### Professional Development

Professional development for Accelerated Reader consists of technical support. However, the AR program also can be used within a broader Reading Renaissance framework, which

includes more significant opportunities for professional development and consultant support.

Training and consultation also focus on helping teachers to use the computer test results to focus instruction and to balance time between instruction and practice.

### Program Costs and Other Requirements

Sufficient computer workstations for students are required for using the Accelerated Reader program, which is designed to take advantage of various computer configurations existing in schools.

Schools may opt to buy only Accelerated Reader at $500 for a starter kit and upgrades at $1,500. Or they can purchase the STAR assessments for an additional $1,500. The cost of Reading Renaissance on-site seminars for a cohort of 40 people is $4,600 for a one-day course introduction and $14,900 for a two-day advanced course.

## Evaluation

There is moderate evidence that Accelerated Reader (AR) successfully addresses fluency, meeting individual needs, and professional development. There is little evidence that it successfully addresses comprehension. It does not attempt to address phonemic awareness, word recognition and phonics, and vocabulary. Some evidence of program effectiveness is available.

Because of the game-like nature of its computer-based comprehension questions, Accelerated Reader (AR) provides students with motivation to read increasingly more advanced texts. The program's purpose is to improve fluency and comprehension by motivating students to increase reading practice.

AR is not based on a pedagogical model. Although motivational, AR is not connected to a literacy curriculum. It does not guide students as they read, nor does it provide modeling and the gradual release of responsibility, which are essential in developing both fluency and comprehension. Although its emphasis is compre-

hension, students receive feedback primarily on literal comprehension. It provides no components for building flexible strategy knowledge.

### Fluency

AR has a number of characteristics that can strengthen fluency. Providing opportunities for independent reading is a core principle of the program. The capabilities of the ATOS readability formula for accurately leveling books helps match students with texts that are developmentally appropriate.

### Comprehension

AR provides comprehension questions to monitor participation but does not provide any comprehension instruction.

### Meeting Individual Needs

The AR program, with its built-in skills tests, shows strong evidence that it enables frequent monitoring of student progress and the ability to provide reports to parents on student progress. It provides some evidence that it can be applied to a range of children's literature and that it includes some multicultural titles. However, there is no evidence that the program is differentiated for English Language Learners.

### Professional Development

Professional development for AR focuses primarily on use of the program and includes no specific learning opportunities focused on the teaching of reading. Additional professional development options are available if AR is embedded in Reading Renaissance.

### Evidence for Effectiveness

There is some evidence of effectiveness. Implementation of AR is well-described, and case studies are available to schools that wish to examine its implementation with specific populations. AR has been replicated in over 40,000 sites with various demographic profiles. The quality of the program evaluations varies, but some studies suggest that AR, in combination with other variables, has been associated with growth on a variety of measures.

# Ratings for Accelerated Reader

## Phonemic Awareness

Developmentally appropriate ................... NA

Built upon a solid pedagogical model ........ NA

Systematic ......................................... NA

Motivating and participatory ................... NA

Connected to children's experience
and to the literacy curriculum ................. NA

Moderate in scope ................................ NA

Appropriate Grouping ............................ NA

**Overall Rating ..................................... NA**

## Word Recognition and Phonics

Developmentally appropriate ................. NA

Built upon a solid pedagogical model ....... NA

Systematic ......................................... NA

Motivating and participatory ................... NA

Connected to children's experience
and to the literacy curriculum ................. NA

Including attention to sight words ........... NA

Application to reading and writing .......... NA

Encouraging flexible decoding
strategies in real text ........................... NA

**Overall Rating ..................................... NA**

## Fluency

Developmentally appropriate ..................... 3

Built upon a solid pedagogical model .......... 1

Systematic ........................................... 2

Motivating and participatory ..................... 3

Connected to children's experience
and to the literacy curriculum ................... 1

Opportunities to read (independent
and instructional level text) ..................... 3

**Overall Rating ..................................... 2**

## Professional Development

Appropriate in scope ................................ 1

Designed to expand the
knowledge base ..................................... 1

Providing for extended opportunities .......... 3

Ensures program fidelity ........................... 3

Affordability ......................................... 2

**Overall Rating ..................................... 2**

## Vocabulary

Developmentally appropriate ............. NA

Built upon a solid pedagogical model .. NA

Systematic ..................................... NA

Motivating and participatory ............. NA

Connected to children's experience
and to the literacy curriculum ............ NA

Building word knowledge through
definitions and context ..................... NA

Striving for deep understandings ........ NA

**Overall Rating ............................... NA**

## Comprehension

Developmentally appropriate ............... 1

Built upon a solid pedagogical model ..... 1

Systematic ....................................... 1

Motivating and participatory ................ 3

Connected to children's experience
and to the literacy curriculum .............. 1

Designed to implement before, during
and after reading .............................. 1

Building flexible strategy knowledge ...... 1

**Overall Rating ................................. 1**

## Meeting Individual Needs

Providing for a mix of grouping
configurations ................................... 2

Frequent monitoring of student progress
on curriculum-based measures ............. 3

Flexible deployment of
resource personnel ........................... 2

Providing for the needs of English
Language Learners ............................ 1

Attention to cultural diversity ............... 2

Facilitating home-school connections ...... 2

**Overall Rating ................................. 2**

## Evidence of Effectiveness

Theoretical foundation ........................ 2

Evaluation ........................................ 2

Implementation ................................. 3

Replicability ...................................... 3

**Overall Rating ................................. 2**

# Breakthrough to Literacy

***Intended Audience:*** Pre-K through Grade 1, especially low-income inner city and rural populations. Grade 2 component to be available in late 2001.

***Grouping:*** Whole group instruction, individual work on computers, and home reinforcement.

***Major Emphasis:*** Helping children connect oral language to print.

***General Approach:*** Combining individualized technology-based lessons and assessments, classroom instruction, and family involvement.

## Evaluation Results

Phonemic Awareness: ................... 3
Word Recognition and Phonics: ...... 2
Fluency: ..................................... 3
Vocabulary: ................................ 2
Comprehension: .......................... 2
Meeting Individual Needs: ............. 2
Professional Development: ............ 3
Evidence of Effectiveness: ............. 2

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The Breakthrough to Literacy program is designed for children in Pre-K through grade one, primarily those from low-income inner city and rural populations. A second grade component is due in late 2001.

Developed by Dr. Carolyn Brown and Dr. Jerry Zimmerman of the University of Iowa, Breakthrough to Literacy emphasizes a balanced approach to reading instruction that combines individualized technology-based lessons and assessments, classroom instruction, and family involvement.

## Program Characteristics

The goal of Breakthrough to Literacy is to provide children with the instruction they need to connect oral language to print.

The program is divided into three levels (prekindergarten, kindergarten, and first grade), each providing a full year of daily, research-based instruction designed to meet the individual needs of every student. It is organized around thematic units common to language arts curricula.

### Curriculum, Instruction, and Assessment

Breakthrough to Literacy is designed for 10-15 minutes of daily reading interaction and 15-20 minutes on the computer (in reading classes only). Students progress through the program at their own pace, supported by daily individualized sessions with both teachers and computers, as well as with shared-book experiences with their families at home.

*Take-Home Materials:* Breakthrough's take-home materials allow families to use books, computer-generated reports, and the booklet *Home Connections* and its accompanying video-tape (available in Spanish and English) to participate in the daily reinforcement of skills introduced in the classroom.

*Use of Big Books:* Each week, the teacher in a typical Breakthrough classroom teaches different oral comprehension strategies, such as prediction and integration, through daily readings of one big book. After discussing big book stories, the teacher engages the whole class in language building activities. These activities are followed by an oral discussion that focuses on features of the story.

*Small Group Instruction:* The teacher also meets with small developmental reading and writing groups each day. Instruction in these groups is tailored to meet the needs of students at different levels (early emergent, upper emergent, and early fluency).

*Cross-Curricular Activities:* Curriculum guides also provide teachers with ideas for incorporating book topics into cross-curricular activities (math, science, social studies, art, music, drama, and movement).

*Computer-Based Lessons:* The software program provides more than 4,500 lessons that build upon the following reading skills: language acquisition, phonological/phonemic awareness, vocabulary development, literacy experiences, print awareness, sound/symbol relationships, the alphabetic principle, and word recognition. At each level, these lessons, alphabet activities, and stories incorporate more than 2,000 vocabulary words with phonemic awareness and phonics instruction.

*Benchmarks:* Breakthrough also includes monthly prekindergarten, kindergarten, and first grade benchmarks as guides for student achievement.

### Professional Development

Teachers, aides, and assistants who will be using the Breakthrough program attend three full-day, on-site professional development workshops during the first year.

Administrators are provided with one two-hour overview of the Breakthrough process and also are encouraged to attend each workshop.

During these sessions the attendees learn about the curriculum content, how to use the software, and how to care for hardware and equipment. The partnership between the school and Breakthrough to Literacy's support staff provides schools with on-site professional development (in either two- or four-year arrangements), in-classroom coaching, extensive teacher resources, administrative support, and technical support.

### Program Costs and Other Requirements

Breakthrough to Literacy has several technology requirements, including three computers and one printer per classroom.

The estimated classroom cost (not including computers, printer, and microphones) to implement the program is $16,000 (plus $300 shipping) for the four-year partnership agreement or $12,500 per classroom (plus $300 shipping) for the two-year partnership agreement.

Schools, districts, administrators, teachers, parents, and students also must make commitments to visible support and involvement of administrators, sufficient time and resources for professional development, a focus on results to improve student achievement, and a willingness to share lessons learned with colleagues in a growing national network of educators.

## Evaluation

The Breakthrough to Literacy program provides strong evidence that it successfully addresses phonemic awareness, fluency, and professional development. The program shows moderate evidence of success in addressing word recognition and phonics, vocabulary, comprehension, and meeting individual needs. Some evidence of program effectiveness is available.

The program provides a good mix of explicit instruction, teacher modeling, and student application to a range of reading, writing, speaking, and listening tasks. It also is enhanced by the variety of media and modalities employed.

Breakthrough to Literacy is highly systematic in every area except comprehension, where it is difficult to find a consistent rationale behind discussion questions.

### Phonemic Awareness

Instruction in phonemic awareness shows a strong link to theory and research on language development and connects with all the language arts and students' own experiences.

Instruction in this area is enhanced by "kid friendly" and engaging software. It is highly

embedded in other literacy activities and appears to be conducted either during large group lessons or individually on the computer. Less practice is evident in the lesson plans for groups.

### Word Recognition and Phonics

Instruction in word recognition and phonics, which is built upon the developmental view of language acquisition, combines explicit instruction, practice, and application to stories. However, a child who does not do well on word reading tasks on the computer will spend a lot of time redoing exercises without any reteaching of either the same or an alternative approach.

The extent to which the program uses flexible decoding strategies is difficult to determine, but there are numerous sight words included at each level.

### Fluency

Fluency is enhanced through careful matching of texts to children's skills, modeling, significant re-reading of familiar content both in school and at home with parents, and independent practice both in the classroom and in the computer environment.

The computer practice is tied to the storybooks students read both on the computer and in classroom settings. It is well connected to the books within the program with consistent provision for engaging children's ideas.

Students are carefully matched to texts throughout the program and are given significant opportunities to re-read familiar independent level texts. Also, parents and students are encouraged to read stories to one another.

### Vocabulary

Vocabulary instruction, which is present in every computer and group lesson, shows moderate evidence of success. Structural analysis and multiple meanings are used in promoting deep understanding.

Although meanings may or may not be connected to children's experiences, a number of strategies are used to build word knowledge through definitions and context.

### Comprehension

Comprehension is addressed before and after reading, using developmentally appropriate questions, but there is little evidence of guided reading and instruction in or modeling of comprehension strategies.

### Meeting Individual Needs

The program demonstrates moderate success in meeting individual needs through strong home-school connections and a good mix of large group, small group, and individual learning settings, as well as the use of computer reports to closely monitor individuals and help teachers make adjustments for individuals and groups.

In both the curriculum guide and in the story content, some attention is given to matters of cultural diversity.

While the program is being used with ESL students in some schools and the parent materials are available in both English and Spanish, there is no evidence of any special provision for English Language Learners.

### Professional Development

Breakthrough to Literacy shows substantial evidence of success in professional development. It offers a strong introduction and continuous support over a 2-4 year partnership, including literacy coaches who visit individual classrooms. Professional development is highly program-specific, but the knowledge acquired can be applied in other areas.

### Evidence of Effectiveness

There is some evidence of program effectiveness. The program is well-grounded in research on language development and literacy acquisition and widely implemented in urban and rural schools with large low-income populations.

No large-scale independent evaluations with control groups employing programs of comparable scale have been conducted.

# Ratings for Breakthrough to Literacy

## Phonemic Awareness

Developmentally appropriate .................... 3

Built upon a solid pedagogical model .......... 3

Systematic .......................................... 3

Motivating and participatory .................... 3

Connected to children's experience
and to the literacy curriculum .................. 3

Moderate in scope ................................. 2

Appropriate Grouping.............................. 2

**Overall Rating .........................................3**

## Word Recognition and Phonics

Developmentally appropriate .................... 3

Built upon a solid pedagogical model .......... 2

Systematic .......................................... 3

Motivating and participatory .................... 2

Connected to children's experience
and to the literacy curriculum .................. 3

Application to reading and writing ............. 2

Including attention to sight words.............. 3

Encouraging flexible decoding
strategies in real text ........................... 2

**Overall Rating ..................................... 2**

## Fluency

Developmentally appropriate .................... 3

Built upon a solid pedagogical model .......... 3

Systematic .......................................... 3

Motivating and participatory .................... 2

Connected to children's experience
and to the literacy curriculum ................. NA

Opportunities to read (independent
and instructional level text) ..................... 3

**Overall Rating ..................................... 3**

## Professional Development

Appropriate in scope ............................... 3

Designed to expand the
knowledge base ..................................... 2

Providing for extended opportunities .......... 3

Ensures program fidelity.......................... 3

Affordability ........................................ 2

**Overall Rating ..................................... 3**

## Vocabulary

Developmentally appropriate ................ 2

Built upon a solid pedagogical model ..... 2

Systematic ...................................... 3

Motivating and participatory ................ 2

Connected to children's experience
and to the literacy curriculum .............. 2

Building word knowledge through
definitions and context ....................... 2

Striving for deep understandings .......... 2

**Overall Rating ................................. 2**

## Comprehension

Developmentally appropriate ................ 2

Built upon a solid pedagogical model ..... 2

Systematic ...................................... 1

Motivating and participatory ................ 2

Connected to children's experience
and to the literacy curriculum .............. 3

Designed to implement before, during
and after reading .............................. 2

Building flexible strategy knowledge ...... 1

**Overall Rating ................................. 2**

## Meeting Individual Needs

Providing for a mix of grouping
configurations .................................. 3

Frequent monitoring of student progress
on curriculum-based measures ............. 3

Flexible deployment of
resource personnel ........................... 2

Providing for the needs of English
Language Learners ............................ 2

Attention to cultural diversity ............... 2

Facilitating home-school connections...... 3

**Overall Rating ................................. 2**

## Evidence of Effectiveness

Theoretical foundation ........................ 3

Evaluation ....................................... 2

Implementation ................................. 3

Replicability..................................... 2

**Overall Rating ................................. 2**

# Carbo Reading Styles Program

**Intended Audience:** Primarily used in grades K-6

**Grouping:** A variety of grouping, depending on students' reading styles.

**Major Emphasis:** Enhancing a school's chosen curriculum by matching methods of reading instruction with each student's reading style.

**General Approach:** Providing staff development to help teachers assess students' reading styles and choose appropriate strategies. Also includes assisted reading materials that may be suited for some students.

## Evaluation Results

Phonemic Awareness: ................. NA

Word Recognition and Phonics: .... NA

Fluency: ................................... NA

Vocabulary: ............................. NA

Comprehension: ....................... NA

Meeting Individual Needs: ............ 2

Professional Development: ........... 3

Evidence of Effectiveness: ............ 1

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The Carbo Reading Styles Program (CRSP) is a comprehensive, whole-school literacy reform program based on Dr. Marie Carbo's work. It is used primarily in schools that serve grades K-6.

## Program Characteristics

The theory underlying the CRSP is that children can achieve best when reading instruction accommodates their reading styles.

The basic program is conveyed through staff development, along with handouts and books designed to show teachers a number of different techniques for teaching reading.

### Curriculum, Instruction, and Assessment

The CRSP does not specify a curriculum, but instead is an approach to delivering a school's chosen curriculum. An emphasis is placed on modeling reading methods, recorded readings, comprehension, fluency, hands-on phonics, reading manipulatives, using centers, and small-group activities.

*Assessing Reading Styles:* Students are assessed with observation checklists, interviews, and the Reading Style Inventory®, a computer-delivered self-report instrument designed to determine the child's preference for instructional conditions.

*A Range of Strategies:* Based on assessments such as these, children are grouped both homogeneously and heterogeneously and provided with reading activities chosen from a wide variety of strategies to maximize learning

Reading activities occur for 1-2 hours per day. The individual and group recommendations specify a number of different instructional delivery models—teacher-directed large groups, peer-groups, individual instruction, and small groups. Presumably, since there are groups and individuals whose preference is for each of these models, they all might be used in the course of a week. In addition, the program seems to rely on parent volunteers and student peer-tutors for much of the instructional delivery.

*Unique Materials:* CRSP is designed to incorporate materials used by the schools, including basal readers and tradebooks, but also provides two sets of materials that are unique to the program. One is the Carbo Recorded Books, which provide a method for assisted reading that involves reading a book repeatedly with a specially made tape until the child can read the book independently. The other is the Irlen Colored Overlays, which are used for children with visual perception difficulties.

### Professional Development

Staff development is the entire basis of the program.

Four levels of training and technical assistance—from Basic to Comprehensive—are available for school-wide implementation sites.

The highest level of training, Comprehensive Training, is a three-year program, involving four days of training and seven technical assistance days in the first year. During the three-year program, there are 27 days of training and technical assistance.

Extra training is provided for the building principal and the Building Team. Schools considering the program also can choose intensive two-day seminars and participation in an annual conference.

### Program Costs and Other Requirements

The implications of using the CRSP are significant:

❏ Managing an individualized program for each student requires a large amount of staff development and coordination.

❏ Implementing the CRSP requires creation of a Building Team, which may lead to large changes in school organization and governance. The Building Team—consisting of the principal, a facilitator, and two teacher leaders—organizes meetings, selects and coaches student buddies and parent volunteers, organizes and distributes materials, and provides supportive feedback to teachers on their implementation.

❏ Other changes might include reorganization of the responsibilities of support personnel and the inclusion of tutors and volunteers into the school.

Costs are associated with the level of staff development selected by an individual, school, or district.

Introductory Training is $4,550 per 30 participants, plus $95 per additional participant for materials.

Basic Training is $9,950 per 30 participants, plus $195 per additional participant for materials.

Basic Plus Training is $14,950 per 30 participants, plus $325 per additional participant for materials.

The cost of comprehensive staff development and program implementation is $50-55,000 for the first year plus $950 for each classroom teacher over 30 and $250 for non-classroom participants (guidance counselors, aides, etc.); $25-30,000 for the second year; and $20-25,000 for the third year.

For years two and three, there also is an additional cost of $295 per participant over 30.

## Evaluation

The Carbo Reading Styles Program provides strong evidence that it successfully addresses professional development and moderate evidence that it meets individual needs. Little or no evidence of program effectiveness is available, and the program's approach to other literacy skills cannot be evaluated.

The Carbo Reading Styles Program is a management program, rather than a curriculum. Since any number of approaches or even commercial programs could be used in this system, one cannot evaluate how the CRSP deals with any of the literacy skills. However, some points to consider are:

❏ The CRSP is based on a model of individual differences unsupported by current research or theory.

❏ The diagnosis of reading styles is based on a self-report measure, with preferences often determined by a single question (Stahl & Kuhn, 1999). The reliability of scale items, as presented in the RSI Technical Manual, is extremely low for a diagnostic test.

❏ The way the Reading Styles Inventory is designed leads to diagnoses that favor the use of Carbo Recorded Books rather than phonics instruction as recommended by reviews such as those of the National Reading Panel and *Preventing Reading Difficulties in Young Children.*

❏ The Carbo Recorded Books approach is instructionally sound. Research has shown that assisted reading is a powerful approach for many children.

### Meeting Individual Needs

The program shows moderate evidence that it successfully addresses individual needs. It provides for a mix of grouping configurations, uses weekly assessment, and enables the use of tutors, volunteers, and resource personnel to provide individual attention to students.

However, all materials appear to be in English only and there is no evidence that the program accommodates English Language Learners.

### Professional Development

The program shows strong evidence that it successfully addresses professional development. Although schools would probably need a grant to choose the Comprehensive Training, it is significant and could lead to school-wide changes.

Although based upon a perceived match of reading methods with different learning styles, which has no theoretical foundation, CRSP provides a great deal of information about reading methods.

### Evidence of Effectiveness

Little evidence of effectiveness is available for the Carbo Reading Styles Program. It is based on Aptitude-Treatment interactions, which are largely unproven and not part of contemporary educational thought. Independent evaluations have largely failed to find such interactions.

Although there are a number of implementations across the country, these have been evaluated by the developer. There is little independent research reported on the effectiveness of the replications.

# Ratings for Carbo Reading Styles Program

## Phonemic Awareness

Developmentally appropriate ................... NA

Built upon a solid pedagogical model ........ NA

Systematic ......................................... NA

Motivating and participatory ................... NA

Connected to children's experience
and to the literacy curriculum ................. NA

Moderate in scope ................................ NA

Appropriate Grouping ............................ NA

**Overall Rating ..................................... NA**

## Word Recognition and Phonics

Developmentally appropriate ................. NA

Built upon a solid pedagogical model ....... NA

Systematic ......................................... NA

Motivating and participatory ................... NA

Connected to children's experience
and to the literacy curriculum ................. NA

Application to reading and writing .......... NA

Including attention to sight words ........... NA

Encouraging flexible decoding
strategies in real text ........................... NA

**Overall Rating ..................................... NA**

## Fluency

Developmentally appropriate ................. NA

Built upon a solid pedagogical model ....... NA

Systematic ......................................... NA

Motivating and participatory ................... NA

Connected to children's experience
and to the literacy curriculum ................. NA

Opportunities to read (independent
and instructional level text) ................... NA

**Overall Rating ................................... NA**

## Professional Development

Appropriate in scope ............................... 3

Designed to expand the
knowledge base ...................................... 3

Providing for extended opportunities .......... 3

Ensures program fidelity ........................... 3

Affordability .......................................... 1

**Overall Rating ..................................... 3**

## Vocabulary

Developmentally appropriate ............. NA

Built upon a solid pedagogical model .. NA

Systematic ..................................... NA

Motivating and participatory ............. NA

Connected to children's experience
and to the literacy curriculum ........... NA

Building word knowledge through
definitions and context ..................... NA

Striving for deep understandings ........ NA

**Overall Rating .............................. NA**

## Comprehension

Developmentally appropriate ............. NA

Built upon a solid pedagogical model .. NA

Systematic ..................................... NA

Motivating and participatory ............. NA

Connected to children's experience
and to the literacy curriculum ........... NA

Designed to implement before, during
and after reading ............................ NA

Building flexible strategy knowledge ... NA

**Overall Rating .............................. NA**

## Meeting Individual Needs

Providing for a mix of grouping
configurations ..................................... 3

Frequent monitoring of student progress
on curriculum-based measures .............. 2

Flexible deployment of
resource personnel ............................ 3

Providing for the needs of English
Language Learners ............................. 1

Attention to cultural diversity ............... 2

Facilitating home-school connections ...... 2

**Overall Rating ................................ 2**

## Evidence of Effectiveness

Theoretical foundation ........................ 1

Evaluation ........................................ 1

Implementation ................................. 2

Replicability ..................................... 1

**Overall Rating ................................ 1**

# Exemplary Center for Reading Instruction (ECRI)

**Intended Audience:** All students in grades K-12.

**Grouping:** Students work in small groups and have individual conferences with the teacher.

**Major Emphasis:** Accurate diagnosis and direct instruction in skills.

**General Approach:** Training pre-service and in-service teachers to provide highly scripted instruction that is based on mastery learning and emphasizes behavior management.

## Evaluation Results

Phonemic Awareness: ................... 2
Word Recognition and Phonics: ...... 3
Fluency: .................................... NA
Vocabulary: .............................. NA
Comprehension: ......................... 2
Meeting Individual Needs: ............. 2
Professional Development: ........... 3
Evidence of Effectiveness: ............ 2

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The Exemplary Center for Reading Instruction (ECRI**)** is a pre- and in-service instructional program focused on teaching reading and language skills.

## Program Characteristics

ECRI is designed to train teachers in using a direct approach. The focus of the program is language arts skills, but program creators suggest that instructional methods can be integrated into all content areas.

The program centers around a 3-5 day pre-service or in-service seminar where an ECRI staff member trains teachers to use an instructional approach that is based on mastery learning and emphasizes behavior management. Students are taught to work independently, with teacher supervision decreasing and their responsibility for their own learning increasing over time.

### Curriculum, Instruction, and Assessment

ECRI identifies and teaches critical teacher behaviors, including how to: (1) obtain correct student responses; (2) establish high mastery levels of skills taught; (3) maintain on-task behavior; (4) coordinate teaching of language arts skills with subject matter areas; (5) correctly model and prompt student responses; (6) use effective management and monitoring systems; (7) diagnose performance; and (8) prescribe instruction based on diagnosis.

*Use of Mastery Tests:* Teachers learn to create criterion-referenced mastery tests for reading/language arts materials currently used in their schools. Mastery tests are administered as students complete various activities.

*Approach to Instruction:* Teachers are trained to use three highly structured teaching components to insure subject mastery:

❏ *Skills:* Teachers use modeling, prompting, and practice to introduce new material.

❏ *Practice:* In a time period equally as long as the instruction, students practice new skills, are tested on mastery, and learn to assess their own performance and determine if they are ready to progress.

❏ *Backup skills:* Spelling, writing, and proofing through dictation are taught to support newly acquired skills and to develop basic visual, auditory, and motor skills essential in reading and writing.

ECRI provides written scripts for teachers to follow. These scripts are intended to supplant the teacher's manuals or support materials of any commercial program.

Lessons for ECRI classrooms typically last 80-120 minutes daily, with students working in small groups and individually, as well as conferencing one-on-one with teachers.

### Professional Development

Attendance at ECRI's initial 3-5 day pre-service or in-service seminar is required for those seeking program training. All major training occurs during this period, and teachers receive support texts at the training as well.

During the seminar teachers learn teaching techniques, how to schedule time and maintain records, how to teach students to schedule time and do record keeping, and how to select a schedule that fits each teacher's school situation.

Teachers observe demonstrations and perform with feedback, pass mastery tests, and learn practices and strategies for achieving mastery. In addition, the ECRI staff is available to visit implementation sites to provide more advanced seminars or to demonstrate and/or monitor implementation.

### Program Costs and Other Requirements

The highly structured nature of the Exemplary Center for Reading Instruction program has some significant implications for schools and classrooms.

❏ Daily individualized and/or small group instruction requires 30 or more minutes a day.

❏ The scripted, intensive nature of the program requires teacher buy-in before it can be successfully implemented.

The ECRI program has no technology requirements but has just begun to offer streaming video courses to teachers in schools or homes on a bimonthly basis.

Costs associated with the Exemplary Center for Reading Instruction program are based on the numbers of trainees in attendance at seminars.

As of July 2001, a $600/day honorarium goes to the ECRI trainer during the initial seminar (with up to 40 participants). The seminar itself costs $268 per teacher for ECRI

texts. There is also an estimated cost of $5 per class, per year beyond normal classroom costs without ECRI (assuming the schools reproduce their own consumable materials).

# Evaluation

Evidence suggests that the Exemplary Center for Reading Instruction (ECRI) program successfully addresses word recognition and phonics and professional development. It shows moderate evidence of success in addressing phonemic awareness, comprehension, and meeting individual needs. It does not claim to address the areas of fluency and vocabulary. Some evidence of program effectiveness is available.

ECRI is highly systematic and the scripts are developmentally appropriate. The mastery learning approach upon which ECRI is based, is well-researched but often fails to take into account linguistic and cultural aspects of individual differences. Since the ECRI model is to be applied to existing curriculum materials, it is inherently connected to the curriculum.

### Phonemic Awareness

Phonemic awareness is addressed with moderate evidence of success. According the National Reading Panel report, the approach used by ECRI—addressing phonemic awareness as a part of phonics instruction—is commonly found in today's schools.

Because phonemic awareness instruction in ECRI is embedded in letter-sound instruction, it is moderate in scope, as recommended by the NRP. In addition, small group instruction in phonemic awareness, also recommended by the NRP, is used part of the time.

Although the use of mastery learning provides for consistent student success in this area, it is more focused on adapting the student to the curriculum than on adapting the curriculum to the student.

### Word Recognition and Phonics

Strong evidence suggests that ECRI successfully addresses word recognition and phonics. Students are required to demonstrate

mastery in both everyday activities and criterion-referenced measures, and they are taught to apply eight comprehensive strategies for unlocking words during oral reading. The extent to which the program addresses sight words depends upon the materials used.

The combination of the mastery learning model, multisensory approaches, and student responsibility make this program both motivating and participatory. However, the scripted nature of the lesson format may make it difficult for teachers to be responsive and flexible to moment-by-moment classroom events.

## Comprehension

Instruction in comprehension is highly systematic with skills divided into four levels: (a) literal, (b) interpretative, (c) critical, and (d) creative. These levels are then, according to the developer, broken down into more than a hundred skills taught at each grade level with increasingly more difficult selections.

Comprehension skills are taught during a special skills time rather than before, during, and after reading. It is not clear how they are to be applied to specific stories.

The program shows moderate evidence of success in building flexible strategy knowledge. The assumption appears to be that over time, as more and more skills are accumulated and applied to increasingly difficult texts, students will develop a strategic repertoire.

## Meeting Individual Needs

The ECRI program shows moderate evidence of success in meeting individual needs.

It provides for frequent monitoring of student progress using assessments based on the curriculum and encourages teachers to involve students in evaluating their own progress over time. It also requires a mix of grouping configurations.

The program shows some evidence of effectiveness with bilingual learners. However, there are no specific provisions for English Language Learners. The program appears to pay no attention to home-school partnerships and is neutral on the need to incorporate culturally relevant materials and pedagogy.

## Professional Development

Since professional development *is* the program, ECRI shows strong evidence of success in this area.

The scope of the training is appropriate, although teachers who are committed to child-centered pedagogy may need additional support in changing to such a highly structured approach. Although the scripted nature of the routines limits the adaptability of the framework, the model is intended to be generative and transferable to other content areas.

Opportunities for extended learning are available through follow up visits, classroom coaching, and advanced seminars.

## Evidence of Effectiveness

The program shows some evidence of effectiveness.

The theoretical basis of ECRI is mastery learning, conceptualized by Bloom and Carroll in the mid- to late 1960s.

It has been implemented in numerous sites over a period of 25 years, and the documentation for implementation in various sites and with many different demographic groups and types of students is impressive. However, most of the evaluation studies of ECRI over five years would be characterized as natural experiments or quasi-experiments. Although control groups were used in these studies, it is unclear whether ECRI was being compared to "business as usual" or to another equally aspiring reform model.

# Ratings for ECRI

## Phonemic Awareness

Developmentally appropriate ..................... 3

Built upon a solid pedagogical model .......... 2

Systematic ........................................... 3

Motivating and participatory ..................... 2

Connected to children's experience
and to the literacy curriculum ................... 2

Moderate in scope .................................. 3

Appropriate Grouping.............................. 2

**Overall Rating ........................................ 2**


## Word Recognition and Phonics

Developmentally appropriate .................... 3

Built upon a solid pedagogical model .......... 2

Systematic ........................................... 3

Motivating and participatory ..................... 2

Connected to children's experience
and to the literacy curriculum ................... 3

Application to reading and writing ............. 3

Including attention to sight words.............. 2

Encouraging flexible decoding
strategies in real text .............................. 3

**Overall Rating ...................................... 3**

## Fluency

Developmentally appropriate .................. NA

Built upon a solid pedagogical model ....... NA

Systematic .......................................... NA

Motivating and participatory .................. NA

Connected to children's experience
and to the literacy curriculum ................ NA

Opportunities to read (independent
and instructional level text) ................... NA

**Overall Rating .................................. NA**

## Professional Development

Appropriate in scope ............................... 3

Designed to expand the
knowledge base ..................................... 3

Providing for extended opportunities .......... 2

Ensures program fidelity.......................... 3

Affordability ......................................... 3

**Overall Rating ................................... 3**

## Vocabulary

Developmentally appropriate ............. NA

Built upon a solid pedagogical model .. NA

Systematic ....................................... NA

Motivating and participatory .............. NA

Connected to children's experience
and to the literacy curriculum ............ NA

Building word knowledge through
definitions and context ..................... NA

Striving for deep understandings ........ NA

**Overall Rating ............................... NA**


## Comprehension

Developmentally appropriate ............... 3

Built upon a solid pedagogical model ..... 2

Systematic ....................................... 3

Motivating and participatory ................ ?

Connected to children's experience
and to the literacy curriculum .............. 2

Designed to implement before, during
and after reading ............................... 2

Building flexible strategy knowledge ...... 2

**Overall Rating ................................. 2**


## Meeting Individual Needs

Providing for a mix of grouping
configurations .................................... 3

Frequent monitoring of student progress
on curriculum-based measures .............. 3

Flexible deployment of
resource personnel .......................... NA

Providing for the needs of English
Language Learners ............................. 2

Attention to cultural diversity ............... 1

Facilitating home-school connections...... 1

**Overall Rating ................................. 2**

## Evidence of Effectiveness

Theoretical foundation ........................ 2

Evaluation ........................................ 2

Implementation ................................. 3

Replicability ...................................... 3

**Overall Rating ................................. 2**

# Failure Free Reading Program

**Intended Audience:** Kindergarten through adult. Non-readers and lowest literacy students, including special education students.

**Grouping:** Students work in small groups and individually with a teacher or other personnel.

**Major Emphasis:** Providing remediation for students who do not respond to conventional approaches.

**General Approach:** Using direct instruction and computer lessons to provide immediate feedback. Materials are designed to be age appropriate.

## Evaluation Results

Phonemic Awareness: ................. NA

Word Recognition and Phonics: ...... 2

Fluency: ................................... 1.5

Vocabulary: ............................... 1.5

Comprehension: ......................... 1

Meeting Individual Needs: ............. 2.5

Professional Development: ............ 2

Evidence of Effectiveness: ............ 1

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The Failure Free Reading program, developed by Joseph Lockavitch, is designed to give nonreaders and lowest literacy students the opportunity to have an immediate and successful age-appropriate reading experience.

## Program Characteristics

The primary goal of the Failure Free Reading program is to provide a basic understanding of the reading process to students with pronounced reading difficulty, including students in special education classes. The program developer states that it is appropriate for all ages. However, research on program effectiveness has been limited to students in elementary schools.

The program is designed to work in conjunction with existing reading approaches to provide a different type of special instruction for students who do not respond to conventional remedial instruction, particularly nonreaders.

### Curriculum, Instruction, and Assessment

Failure Free Reading employs age-appropriate materials within a multisensory format and promotes independence in reading. Instruction uses consistency, repetition, and immediate performance feedback. Practices are based on direct instruction and metacognitive strategies.

The Failure Free Reading program is intended to be implemented with individual students and small groups. Paraprofessionals, non-certified personnel, tutors, or parents also can deliver the program.

*Lesson Content:* The program controls three factors critical for reading progress:

❏ Repetition within a meaningful context

❏ Easy and predictable sentence structures

❏ Meaningful story content.

During instruction, the teacher previews the material for the students, reads the material to the students, asks students questions about the material, and provides opportunities for the students to read and to review the material.

Specifically, lessons in the program provide high rates of vocabulary repetition in sentences that are not complicated by elements that confuse and frustrate emergent readers, such as inverted phrases, dependent clauses, or incomplete thoughts. The program content also controls the use of multiple meaning words, figurative speech, and complex language in the content of each reading passage.

### Professional Development

Professional development consists of ongoing support.

### Program Costs and Other Requirements

The program was designed to function within the parameters found in a typical school environment. This means, practically, that it is given in a pull-out program intended for children with severe reading problems or for English Language Learners.

The software is considered supplemental by the program developer, but most implementation sites use it. If the software is used, Macintosh or Windows-compatible computers are needed.

For the complete program, the price is $4,500. This includes materials, software, and license.

# Evaluation

The program shows moderate evidence of success in addressing word recognition and phonics and meeting individual needs, as well as some success in addressing fluency and vocabulary.

It shows little or no success in addressing comprehension and professional development. It does not attempt to address phonemic awareness.

Little or no evidence of program effectiveness is available.

### Phonics and Word Recognition

Failure Free Reading addresses word recognition and phonics through its software component.

With its scripted lessons and software organized around ability levels of students, it is systematic. Sight words are repeated upwards of 75 times in isolation and in context.

The authors of the program describe the first grade level as focusing on critical sight vocabulary. The second grade level words are Dolch list words. Third grade level students study transferable sight words. Students in grades four through eight learn age-appropriate words.

For further instruction, a Verbal Master software program is available in four different levels. Writing activities, based on the Kerigan model, also are used for instruction in this area. Decoding strategies are not emphasized in the program.

### Fluency

Instruction in fluency is systematic. Not only are sight words systematically repeated, but sentence patterns are systematically manipulated, beginning with short and simple patterns and gradually adding complexity.

Reading materials are developmentally appropriate but seem dull and are not tied to children's experience and the curriculum. Opportunities to read independently are not part of the program.

### Vocabulary

The program provides very little vocabulary instruction and there is no impetus for the child to learn words independently. Instruction in this area is perfunctory and not systematic. The words taught would seem to be relatively easy for children at the grade levels intended.

### Comprehension

Comprehension seems to be largely addressed by teacher questions. It is unclear how systematic the instruction is. There is little evidence that comprehension strategies are taught directly.

### Meeting Individual Needs

The program meets the needs of individual readers through small group and individual instruction and the use of computer software to monitor progress.

Paraprofessionals and volunteers are used in addition to teachers.

Material is intended to be interesting to a wide variety of children. Worth noting is the program's success in providing material that can be read comfortably by older children who are reading at a first grade level. Such children are often ignored or given material that is inappropriate for their maturity.

Also, material is available in both English and Spanish.

### Professional Development

Although teachers receive ongoing support, there is little training and few opportunities to expand the knowledge base. Program fidelity is ensured through teachers' use of the computer program.

### Evidence of Effectiveness

There is very little evidence of implementation and evaluation. Failure Free Reading is a niche program, intended for a very special group of children, those for whom conventional instruction has totally failed. For the right child, this might be an effective program. But for most children, there are other ways of reaching the same goal.

# Ratings for Failure Free Reading

## Phonemic Awareness

Developmentally appropriate ................... NA

Built upon a solid pedagogical model ........ NA

Systematic ......................................... NA

Motivating and participatory ................... NA

Connected to children's experience
and to the literacy curriculum ................. NA

Moderate in scope ............................... NA

Appropriate Grouping ............................ NA

**Overall Rating ..................................... NA**

## Word Recognition and Phonics

Developmentally appropriate ..................... 2

Built upon a solid pedagogical model .......... 1

Systematic ......................................... 3

Motivating and participatory ..................... 2

Connected to children's experience
and to the literacy curriculum ................... 2

Application to reading and writing ............. 2

Including attention to sight words .............. 3

Encouraging flexible decoding
strategies in real text .............................. 1

**Overall Rating ..................................... 2**

## Fluency

Developmentally appropriate ..................... 2

Built upon a solid pedagogical model .......... 2

Systematic ......................................... 3

Motivating and participatory ..................... 1

Connected to children's experience
and to the literacy curriculum ................... 1

Opportunities to read (independent
and instructional level text) ...................... 1

**Overall Rating ..................................... 1.5**

## Professional Development

Appropriate in scope .............................. 1

Designed to expand the
knowledge base ................................... 1

Providing for extended opportunities .......... 2

Ensures program fidelity ......................... 2

Affordability ......................................... 3

**Overall Rating ..................................... 2**

## Vocabulary

Developmentally appropriate ................. 2

Built upon a solid pedagogical model ..... 1

Systematic ......................................... 1

Motivating and participatory ................. 1

Connected to children's experience
and to the literacy curriculum ............... 2

Building word knowledge through
definitions and context ........................ 2

Striving for deep understandings .......... 1

**Overall Rating ............................... 1.5**

## Comprehension

Developmentally appropriate ................ 1

Built upon a solid pedagogical model ..... 1

Systematic ......................................... 1

Motivating and participatory ................ 1

Connected to children's experience
and to the literacy curriculum ............... 1

Designed to implement before, during
and after reading ................................ 2

Building flexible strategy knowledge ...... 1

**Overall Rating ................................. 1**

## Meeting Individual Needs

Providing for a mix of grouping
configurations ..................................... 3

Frequent monitoring of student progress
on curriculum-based measures .............. 3

Flexible deployment of
resource personnel ............................. 3

Providing for the needs of English
Language Learners ............................. 2

Attention to cultural diversity ............... 3

Facilitating home-school connections ...... 1

**Overall Rating ............................... 2.5**

## Evidence of Effectiveness

Theoretical foundation ......................... 1

Evaluation .......................................... 1

Implementation ................................... 1

Replicability ........................................ 1

**Overall Rating ................................. 1**

# Fast ForWord Program

**_Intended Audience:_** Students ages 4 through adult who have language-learning impairments.

**_Grouping:_** Individual

**_Major Emphasis:_** Improving auditory processing, phonological analysis and language skills.

**_General Approach:_** Providing interactive computer-based exercises that use acoustically modified speech and speech sounds initially and then progress to unmodified speech as the student succeeds.

## Evaluation Results

Phonemic Awareness: ................. NA

Word Recognition and Phonics: ...... 2

Fluency: .................................... 1.5

Vocabulary: ............................... 1

Comprehension: ......................... 1

Meeting Individual Needs: ............ 2.5

Professional Development: ........... 2

Evidence of Effectiveness: ............ 1

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Fast ForWord is a series of interactive, computer-based training programs for improving auditory processing, phonological analysis, language, and reading skills in children who have language-learning impairments or general difficulties with oral language and reading.

Developed by Scientific Learning Corporation (SLC), these supplemental programs combine research on how the brain learns with technology on how to improve learning skills. It is administered by an educator or health care professional trained and certified by SLC.

## Program Characteristics

The Fast ForWord family of training programs includes Fast ForWord Basics, Fast ForWord Language, Fast ForWord Language to Reading (Step 4Word), Fast ForWord Reading, and Fast ForWord Middle and High School (4wd). Trained providers in schools, homes, or private practice settings may administer the program.

Students complete exercises accessed via the Internet or CD-ROM, which are analyzed daily by the provider and compared to the student's progress. The student's historical data and interpretive summaries are accessed online by the provider and shared with parents.

The intense, frequent and adaptive training protocol is administered in daily sessions of 90 to 100 minutes, five days per week for four to eight weeks.

### Curriculum, Instruction, and Assessment

The original Fast ForWord program manipulates sounds through computer processed speech to enable students to distinguish and differentiate between the sounds of language. The program consists of a sequence of courses geared to a range of ages and levels:

❏ _Fast ForWord Basics:_ Develops basic learning skills in color, shape, and size identification; sequencing; letter-name and letter-sound association; and computer mouse skills. It may be used to measure letter-name and phonological awareness skills.

❏ _Fast ForWord Language:_ Uses acoustically modified speech and speech sounds to clarify sounds and develop oral language skills that are the foundation for reading. These skills include phonological awareness, sustained focus and attention, listening comprehension, and language structures.

❏ *Fast ForWord Language to Reading:* Targets skills linking spoken and written language. These skills include sound-letter recognition; decoding; vocabulary, grammar and syntax; listening comprehension; and beginning word recognition.

❏ *Fast ForWord Reading:* Builds core reading skills that correlate to a third grade reading curricula. These skills include word recognition and fluency, advanced decoding, spelling and vocabulary, and passage comprehension.

❏ *Fast ForWord Middle and High School:* Reinforces skills critical for fluent reading and communication for older students, including sustained focus and attention, listening comprehension, and sequencing and organization.

Exercises are adapted to the student's individual performance level so that the student makes correct responses approximately 80% of the time.

The program also includes a screening device that measures early reading skills to determine which Fast ForWord program should be used with a student; Bookshelf, a set of print and software materials that provides practice in reading skills; and Progress Tracker, an Internet-based monitoring system that shows how each student is progressing on specific skills.

### Professional Development

Education or health care professionals in a school or private setting may be trained as providers. They must have at least two years' experience and possess a current certificate or accreditation

SLC provides certification through a one-day training seminar or CrossTrain, a self-study, online tutorial. Updates to training also may be obtained online.

With Fast ForWord programs now in schools across the country, on-site training seminars are held at schools for the benefit of those who will administer the program.

### Program Costs and Other Requirements

Schools may purchase an Educator Site License for $29,900. This license allows unlimited participation by students in the school district.

Individual students may be enrolled for training after payment of the training program license fee of $850 per student for each Fast ForWord program. Additional programs may be purchased for $700 each. Schools may also purchase Fast ForWord Basics for $249, which allows 105 participants. They can obtain Fast ForWord Basics with Bookshelf for $269.

Compliance with SLC site requirements is necessary to ensure that students complete an intense training schedule with minimal distractions or possibility of computer problems that might interfere with their progress.

## Evaluation

Moderate evidence suggests that Fast ForWord successfully addresses phonemic awareness, phonics and word recognition, meeting individual needs, and professional development. There is little evidence that the program successfully addresses fluency, vocabulary, and comprehension. Some evidence of program effectiveness is available.

### Phonemic Awareness

The Fast ForWord Language program uses a neurological model of phonological processing as its basis. Large-scale research is being done on this model, but the soundness of the basic model is unclear.

Fast ForWord Language is developmentally appropriate and introduces phonological awareness systematically, moving students from basic sound processing through advanced phonological manipulation.

Since Fast ForWord is designed to provide intensive instruction for children with language disorders, the scope of phonemic awareness instruction may be inappropriate for most children.

### Word Recognition and Phonics

Fast ForWord is systematic and developmentally appropriate in the area of word recognition and phonics. The Fast ForWord Language to Reading program targets skills between spoken and written language and introduces word recognition skills.  Fast ForWord Reading and Fast ForWord Middle and High School present curriculum-based exercises for word recognition that are tailored to each student and are based on performance level.

Fast ForWord devotes some attention to sight words by embedding common and irregular sight words in the exercises.  Fast ForWord Language to Reading teaches decoding through phonology, spelling, morphology, and vocabulary using paragraphs from children's literature.

Fast ForWord programs do not use authentic intact text to teach phonics and word recognition, nor do they apply skills in this area to writing.

### Fluency

Although instruction is somewhat motivating, Fast ForWord addresses fluency through automatic word recognition in the form of word recognition drills. Research suggests that speeded word recognition does not transfer to fluent and prosodic oral reading.

Fast ForWord does not specifically address fluent reading of connected text, nor does it include opportunities to read independently.

### Vocabulary

The Fast ForWord Reading program provides a fairly systematic approach to vocabulary instruction. It correlates with curriculum standards for reading content, systematically increasing the task complexity. Multiple skills are cross-trained within each exercise, and plateau-based transitions are used to allow students to train on different material when a focus skill is difficult.

However, Fast ForWord Reading teaches *about* words more than it teaches specific word meanings. Vocabulary work is isolated skill development and is not related to literature or other aspects of literacy curriculum. Activities are not likely to lead to deep understandings.

### Comprehension

Fast ForWord Reading adapts to the student's skill level by gradually introducing appropriate content. However, there is no evidence that comprehension strategies are developed through the program progression. Also, comprehension instruction occurs only during reading, not before and after.

The program gives no attention to comprehension strategies, nor to integration of information within a passage. There are no long passages, nor is authentic text a part of the program.

### Meeting Individual Needs

Fast ForWord allows for flexible deployment of personnel and meets the need to monitor progress. Its Progress Tracker allows the provider to see which academic skills have been mastered and to compare student performance.

However, the program is in English only and provides no attention to cultural diversity. Although it can be delivered at home, it does not foster home-school connections.

### Professional Development

The certification training required to be a Fast ForWord provider is appropriate in scope and ensures fidelity to the program. Extensive online professional development resources provide some opportunities to expand the knowledge base and pursue extended learning opportunities.

### Evidence of Effectiveness

Fast ForWord has been implemented in schools, private clinics, and homes with most implementations occurring among children with severe language problems. Specific criteria are needed for determining which children are candidates for the program.

The developers and Scientific Learning Corporation have evaluated Fast ForWord extensively and report 1-3 year gains in language and reading skills after two months of training. More investigation by independent researchers in clinical trials is needed to support the vendor's sponsored findings, as well as to assess maintenance of progress.

# Ratings for Fast ForWord

## Phonemic Awareness

Developmentally appropriate .................... 3

Built upon a solid pedagogical model ......... 1

Systematic ........................................... 3

Motivating and participatory .................... 2

Connected to children's experience
and to the literacy curriculum .................. 1

Moderate in scope ................................. 2

Appropriate Grouping.............................. 3

**Overall Rating ...................................... 2**

## Word Recognition and Phonics

Developmentally appropriate ....................3

Built upon a solid pedagogical model .........1

Systematic ...........................................3

Motivating and participatory ....................2

Connected to children's experience
and to the literacy curriculum ..................1

Application to reading and writing .............1

Including attention to sight words..............2

Encouraging flexible decoding
strategies in real text ..............................2

**Overall Rating ...................................... 2**

## Fluency

Developmentally appropriate ....................1

Built upon a solid pedagogical model .........1

Systematic ...........................................1

Motivating and participatory ....................2

Connected to children's experience
and to the literacy curriculum ................ NA

Opportunities to read (independent
and instructional level text) .....................1

**Overall Rating ...................................... 1**

## Professional Development

Appropriate in scope ...............................3

Designed to expand the
knowledge base .....................................2

Providing for extended opportunities ..........2

Ensures program fidelity...........................3

Affordability .........................................2

**Overall Rating ...................................... 2**

## Vocabulary

Developmentally appropriate ................1

Built upon a solid pedagogical model .....1

Systematic .........................................2

Motivating and participatory .................2

Connected to children's experience
and to the literacy curriculum ..............1

Building word knowledge through
definitions and context ........................2

Striving for deep understandings ..........1

**Overall Rating ............................... 1.5**

## Comprehension

Developmentally appropriate ...............2

Built upon a solid pedagogical model .....1

Systematic .........................................2

Motivating and participatory .................2

Connected to children's experience
and to the literacy curriculum ..............1

Designed to implement before, during
and after reading ...............................1

Building flexible strategy knowledge ......1

**Overall Rating ............................... 1.5**

## Meeting Individual Needs

Providing for a mix of grouping
configurations .................................. NA

Frequent monitoring of student progress
on curriculum-based measures ..............3

Flexible deployment of
resource personnel .............................3

Providing for the needs of English
Language Learners ..............................1

Attention to cultural diversity ...............1

Facilitating home-school connections......1

**Overall Rating ................................. 2**

## Evidence of Effectiveness

Theoretical foundation .........................2

Evaluation .........................................2

Implementation ..................................3

Replicability.......................................1

**Overall Rating ................................. 2**

# The Four Blocks Approach

***Intended Audience:*** Grades 1 and 2.

***Grouping:*** Whole group, small heterogeneous groups, and individual conferences. Students are not grouped by ability.

***Major Emphasis:*** Teaching reading and writing within four blocks of instructional time: self-selected reading, guided reading, working with words, and writing.

***General Approach:*** Basing time spent in each block, as well as instructional strategies, on students' ages and needs.

## Evaluation Results

Phonemic Awareness: ................... 2

Word Recognition and Phonics: ...... 2.5

Fluency: .................................... 2.5

Vocabulary: ............................... 1.5

Comprehension: ......................... 2.5

Meeting Individual Needs: ............ 2

Professional Development: ........... 2

Evidence of Effectiveness: ............ 2

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The Four Blocks Approach, developed by Patricia Cunningham and Dorothy Hall, is a balanced, flexible framework for reading and writing instruction in grades one and two.

Also known as "multimethod, multilevel instruction," the program employs various methods of reading and writing instruction across and within "four blocks" of instructional time. Instruction within these blocks is designed to meet the needs of a wide range of student achievement levels.

## Program Characteristics

The goals of the Four Blocks Approach are as follows:

❏ Meeting the needs of children with a wide range of entering literacy levels without putting them in ability groups.

❏ Combining the major approaches to reading instruction.

The Four Blocks Approach is not a prescribed program. However, ideas and guidelines for program implementation have been provided by the developers in a variety of resources.

### Curriculum, Instruction, and Assessment

Reading and writing instruction in the Four Blocks Approach takes place in four "blocks" of time, with each block lasting approximately thirty to forty minutes. Instruction within each of these blocks varies depending on grade level, time of year, the needs of the students in the classroom, and teacher preferences and instructional styles. Although all of the blocks are implemented every day, there is no particular order in which the blocks have to be implemented. The four blocks are:

1. *Self-selected reading.* In this block, the teacher reads a book aloud to the class, students read books of their own choosing independently, the teacher conferences individually with several students, and several students share with the class what they have read.

2. *Guided reading.* In this block, formerly known as the "basal block," students are guided by their teacher to read texts in several ways in conjunction with comprehension strategy instruction. Children either read from a basal or from multiple copies of trade books or from a big book. This block also includes writing in response to reading.

3. *Working with words.* In this block of time, students learn how to recognize and spell high-frequency words through "word wall" activities, learn how to decode words through a variety of phonics activities, and engage in other phonological awareness and phonics activities.

4. *Writing.* During this block of time, the teacher models writing, teaches writing mini-lessons, and conferences individually with several students while the remainder of students are writing independently. Students participate in all stages of the writing process (i.e., prewriting, drafting, revising, editing, and publishing), with several students sharing their writing every day.

Although the program is structured into four major blocks of instructional time, teachers often make connections across the blocks to provide instructional continuity and flow. Lessons are designed to be multilevel. That is, they are designed so children of different ability levels get different benefits from them.

### Professional Development

Patricia Cunningham and Dorothy Hall provide in-services and workshops across the country, working with schools who want to use their approach. In addition, many teachers trained by Cunningham and Hall also conduct workshops, and a summer conference is devoted to the Four Blocks Approach.

Cunningham and Hall also have at least 10 books on various aspects of the Four Blocks model.

### Program Costs and Other Requirements

The Four Blocks Approach does not necessarily have to be implemented in all primary-grade classrooms in the school. The only program costs are for professional development at seminars or the purchase of books for independent study.

# Evaluation

Moderate evidence suggests that the Four Blocks approach successfully addresses phonemic awareness, word recognition and phonics, fluency, comprehension, meeting individual needs, and professional development. There is little evidence that the program successfully addresses vocabulary. Some evidence of program effectiveness is available.

### Phonemic Awareness

The Four Blocks Approach addresses phonemic awareness in the context of word recognition. Therefore, it may not be systematic. However, it is motivating and connected to the literacy curriculum and to children's actual experience.

### Word Recognition and Phonics

Instruction in word recognition and phonics is the strength of the program.

The Working with Words activities, which are based on a constructivist model of pedagogy, are varied, appropriate for children at various levels, and instructive. Sight words are addressed, but because these activities are in a separate block, teachers need to make a special effort to connect them with text reading through scaffolding.

Although instruction is not systematic in this area, there is an unspoken assumption that children will learn all the patterns they need with continued exposure.

### Fluency

Fluency is promoted through a number of different types of reading–self-selected reading, guided reading, and re-reading. The approach can use a set of graded materials, such as a basal reader or appropriately chosen tradebooks.

Four Blocks provides opportunities for all children at all reading levels to read independently and work with text at an appropriate instructional level.

The quality of the school curriculum and the teacher's choice of books affect the success of the Four Blocks Approach in fluency.

### Vocabulary

Vocabulary is discussed as stories are read, but is not part of the program's scope and sequence. As a result, attention to meanings is shallow and limited to definitions, and there is no attempt to build deep and rich knowledge bases about words.

### Comprehension

Instruction in comprehension strategies is provided in the Guided Reading Block, using materials that are appropriate in difficulty and instruction that is participatory.

The teacher addresses comprehension before during, and after reading and models and demonstrates comprehension strategies in different contexts so that the children will be able to adapt the strategies.

### Meeting Individual Needs

The Four Blocks Approach addresses the needs of children at different levels through adroit use of grouping, attention to cultural diversity, and flexible deployment of personnel.

However, the program does not include monitoring and frequent assessment and does not make special provisions for English Language Learners.

### Professional Development

Since a number of books addressing Four Blocks are available, professional development in this approach expands teachers' knowledge base at a very affordable cost.

For the same reason, however, fidelity to the program varies. Many schools that use Four Blocks from books also include elements foreign to the model, such as ability grouping and delivery of instruction by paraprofessionals.

### Evidence of Effectiveness

The Four Blocks Approach is in accordance with a number of different theories of learning and incorporates a number of best practices.

It has been implemented for eight years in Clemmons School in Winston-Salem, North Carolina, where it was developed, and has been replicated across the country. According to a survey sent out by Patricia Cunningham, at least 3,500 teachers in 43 states use the Four Blocks approach.

However, the program has not been evaluated formally at most of those sites.

# Ratings for Four Blocks Approach

## Phonemic Awareness

Developmentally appropriate ..................... 2

Built upon a solid pedagogical model .......... 1

Systematic .......................................... 1

Motivating and participatory ..................... 3

Connected to children's experience
and to the literacy curriculum ................... 3

Moderate in scope .................................. 3

Appropriate Grouping.............................. 2

**Overall Rating ...................................... 2**

## Word Recognition and Phonics

Developmentally appropriate ..................... 3

Built upon a solid pedagogical model .......... 3

Systematic .......................................... 2

Motivating and participatory ..................... 3

Connected to children's experience
and to the literacy curriculum ................... 2

Application to reading and writing ............. 2

Including attention to sight words.............. 3

Encouraging flexible decoding
strategies in real text ............................ 2

**Overall Rating ..................................... 2.5**

## Fluency

Developmentally appropriate ..................... 3

Built upon a solid pedagogical model .......... 2

Systematic .......................................... 2

Motivating and participatory ..................... 3

Connected to children's experience
and to the literacy curriculum ................... 2

Opportunities to read (independent
and instructional level text) ..................... 3

**Overall Rating ....................................2.5**

## Professional Development

Appropriate in scope ............................... 2

Designed to expand the
knowledge base ..................................... 3

Providing for extended opportunities .......... 1

Ensures program fidelity.......................... 1

Affordability ........................................ 3

**Overall Rating ...................................... 2**

## Vocabulary

Developmentally appropriate ............... 2

Built upon a solid pedagogical model ..... 1

Systematic ...................................... 1

Motivating and participatory ................ 2

Connected to children's experience
and to the literacy curriculum .............. 3

Building word knowledge through
definitions and context....................... 1

Striving for deep understandings .......... 1

**Overall Rating ................................. 1.5**

## Comprehension

Developmentally appropriate ............... 3

Built upon a solid pedagogical model ..... 2

Systematic ...................................... 2

Motivating and participatory ................ 3

Connected to children's experience
and to the literacy curriculum .............. 3

Designed to implement before, during
and after reading .............................. 3

Building flexible strategy knowledge ...... 2

**Overall Rating ............................... 2.5**

## Meeting Individual Needs

Providing for a mix of grouping
configurations .................................... 3

Frequent monitoring of student progress
on curriculum-based measures .............. 1

Flexible deployment of
resource personnel ............................ 3

Providing for the needs of English
Language Learners ............................. 1

Attention to cultural diversity ............... 3

Facilitating home-school connections...... 2

**Overall Rating ................................. 2**

## Evidence of Effectiveness

Theoretical foundation ........................ 2

Evaluation ....................................... 1

Implementation ................................. 3

Replicability..................................... 2

**Overall Rating ................................. 2**

# HOSTS: Help One Student To Succeed

**Intended Audience:** Grades K-12, particularly low-achieving students.

**Grouping:** Students receive individualized instruction and mentoring.

**Major Emphasis:** Supplementing classroom instruction by helping low-achieving students improve reading, writing, and problem-solving skills, as well as behavior, attitudes, and self-esteem.

**General Approach:** Using mentors to help students practice needed skills. Mentors use individualized lesson plans that the teacher generates via HOSTS software. The teacher monitors progress through diagnostic assessments.

## Evaluation Results

Phonemic Awareness: ................... 2
Word Recognition and Phonics: ...... 3
Fluency: ..................................... 2
Vocabulary: ................................ 2
Comprehension: .......................... 2
Meeting Individual Needs: ............. 2
Professional Development: ............ 2
Evidence of Effectiveness: ............. 2

HOSTS (Help One Student To Succeed) is a structured language arts program that uses one-to-one academic mentoring to help low-achieving students improve reading, writing, and problem-solving skills. It was developed in Vancouver, Washington.

## Program Characteristics

The HOSTS Language Arts program, which can be used in grades K-12, is viewed by its developers as an extension of the regular classroom. It uses one-on-one academic mentoring to improve students' reading, vocabulary, writing, and critical thinking skills. Two other HOSTS mentoring programs include:

❏ A Readiness program, developed for pre-kindergarten (beginning at age four) through second grade, combines assessments, learning strategies, and hands-on instructional activities that focus on emergent reading and writing skills.

❏ A dual-language program appropriate for kindergarten through third grade, with practice activities and strategies through sixth grade.

All three HOSTS mentoring programs, which can be implemented separately or in combination, are designed to improve the academic achievement and performance of low achieving students in reading and writing through individualized instruction, to build student problem-solving skills, and to improve student behavior, attitudes, and self-esteem.

*Whole School Model:* The HOSTS Corporation also offers a Whole School Performance Model that combines structured mentoring programs with the ability for classroom teachers to use HOSTS databases in aligning curricula and materials with local objectives and state standards, as well as use diagnostic information to develop learning plans for both individuals and whole classes.

### Curriculum, Instruction, and Assessment

*Individualized Plans:* HOSTS provides an in-depth diagnostic survey to identify students likely to benefit from HOSTS assistance. A school's networked computer, loaded with the HOSTS Database, is used to generate a unique long-range plan that both matches each student's needs and learning styles and aligns

with the school's or district's standards, resources, and philosophies. HOSTS also provides assessments correlated to local and state standards.

*Tutoring:* Students are allowed to progress at their own accelerated pace under the tutelage of a mentor and the supervision of the teacher. Successful HOSTS interventions provide 2-5 hours per week of one-to-one instruction. Mentors record comments on daily lesson plans, reporting general student response and success.

For each session, the mentor is provided with an individualized lesson plan that addresses the student's instructional and developmental level, learning style, and learning objectives. Students practice, using a variety of materials and strategies, and then they are reassessed and given additional practice or new objectives as needed. Periodic review assures that newly gained skills are maintained.

*HOSTS Facilitators:* Lessons are designed and monitored by each school's HOSTS facilitator or by classroom teachers. They are assisted by a large electronic database of resources, instructional strategies, and information on each student's progress.

*Continuous Assessment:* Assessment is a continuous progress model. Students are assessed, assignments are made, instruction is delivered by the mentor, and progress is monitored by the teacher. When students are ready, they are expected to demonstrate proficiency and move on to the next level of assessments and objectives.

### Professional Development

Available staff development addresses initial program setup and installation of necessary software, as well as ongoing program and technical support.

Initially, the HOSTS program offers two days of training for the teacher coordinator and/or teachers participating in the program. In this initial training, a staff learns how to set up, organize, and run a HOSTS program, as well as how to install and use the HOSTS software. This training also introduces the HOSTS Mentoring Resource Kit, which has materials to get started in recruiting, and training mentors.

The school also receives two consultation visits by a Support Specialist during the first year. Between visits, a Support Specialist can be reached via telephone.

These training efforts are accompanied by a collection of resources supplied by HOSTS, including (a) access to a nationwide computer database, (b) books, (c) games, (d) classroom exercises, and (e) instructional strategies designed to assist the teachers in creating their lesson plans. An unlimited help line and newsletter also are available to help teachers and administrators implement the program.

Finally, an annual three-day conference and regional workshops provide various networking and staff development opportunities.

Professional development for mentors does not appear to be available.

### Program Costs and Other Requirements

Costs for the HOSTS Language Arts program are approximately $34,900 for year one, $15,900 for year two and $6,600 for year three. The Readiness program for PreK-3 students is available at a cost of $27,900.

A school need not hire new staff to implement the HOSTS program, but participating teachers may need to have their schedules and compensation adjusted to allow for new duties. Additionally, substitutes may need to be hired to allow release time for teachers to participate in professional development.

Also, the teacher coordinator must have access to a computer with a modem or network capabilities.

## Evaluation

Strong evidence suggests that HOSTS successfully addresses word recognition and phonics. There is moderate evidence that the program addresses phonemic awareness, fluency, vocabulary, comprehension, the needs of individual readers, and professional development. Some evidence of program effectiveness is available

In both phonemic awareness and word recognition and phonics, the program provides strong evidence that it is:

- ❏ *Developmentally appropriate.* Objectives range from the pre-reading stage to the independent reading stage.
- ❏ *Systematic.* HOSTS uses the direct instruction model of pedagogy and its cycle of assessment-instruct-feedback.
- ❏ *Connected to children's experience and to the literacy curriculum.* Assessment and the recommended instructional strategies help mentors build upon students' prior knowledge and reinforce curriculum objectives.

### Phonemic Awareness

The amount of phonemic awareness provided is tailored to each child based upon diagnostic testing. Assessment and recommended instructional strategies help mentors build upon students' prior knowledge and reinforce curriculum objectives

### Word Recognition and Phonics

Phonics is used as one of several cueing strategies during reading and writing. Instruction addresses sight words through development and use of visual memory in and out of context.

The program also encourages flexible use of decoding strategies, including context, syntax, and semantic cueing systems.

### Fluency

Fluency is addressed through daily reading by the mentor to the child, daily opportunities to read independent level texts that match individual reading level and interest, and scaffold reading of instructional level texts with guidance provided by the mentor.

The use of an informal reading inventory to identify a child's independent and instructional reading levels promotes developmentally appropriate strategies for practice in fluency. The designers also recommend that practice be connected to the district reading program.

### Vocabulary

Vocabulary is taught through context clues, resource usage, and decoding strategies. However, vocabulary instruction does not use the conceptual approaches needed to foster deep understanding.

### Comprehension

In the area of comprehension, mentors are trained to ask questions to students before reading to draw out prior knowledge. Also, students are taught to predict, check, and adjust predictions throughout a text and to use a variety of comprehension strategies.

### Meeting Individual Needs

The program's reliance on one-on-one mentoring prevents some of the advantages that accompany small group or whole class instruction. However, HOSTS also meets individual needs effectively through frequent monitoring and individual lesson planning, mentor observation, the use of informal reading inventories and diagnostic assessments, and frequent parent support activities.

The large database of resources addresses cultural diversity, and there is some evidence that the Spanish Language Arts program addresses the needs of English Language Learners.

### Professional Development

Professional development is geared to the program and includes training for teachers in assessment, individual lesson planning, instructional strategies, and specific software applications. However, the professional development provided does not significantly expand teachers' knowledge base, nor does it offer extended learning opportunities.

### Evidence of Effectiveness

The HOSTS program is based upon findings elaborated in recent summaries of effective reading instruction. Also, implementation is well-described and documented in a diverse array of sites.

However, there is little evidence of independent evaluations and studies of the program's replicability.

# Ratings for HOSTS Program

## Phonemic Awareness

Developmentally appropriate ..................... 2

Built upon a solid pedagogical model .......... 3

Systematic .......................................... 3

Motivating and participatory ..................... 2

Connected to children's experience
and to the literacy curriculum ................... 3

Moderate in scope ................................. 3

Appropriate Grouping .............................. 1

**Overall Rating ...................................... 2**

## Word Recognition and Phonics

Developmentally appropriate ..................... 3

Built upon a solid pedagogical model .......... 3

Systematic .......................................... 3

Motivating and participatory ..................... 2

Connected to children's experience
and to the literacy curriculum ................... 3

Application to reading and writing ............. 3

Including attention to sight words .............. 3

Encouraging flexible decoding
strategies in real text ............................ 3

**Overall Rating ...................................... 3**

## Fluency

Developmentally appropriate ..................... 3

Built upon a solid pedagogical model .......... 3

Systematic .......................................... 2

Motivating and participatory ..................... 2

Connected to children's experience
and to the literacy curriculum ................... 3

Opportunities to read (independent
and instructional level text) ..................... 2

**Overall Rating ...................................... 2**

## Professional Development

Appropriate in scope ............................... 2

Designed to expand the
knowledge base ..................................... 1

Providing for extended opportunities .......... 1

Ensures program fidelity .......................... 3

Affordability ........................................ 2

**Overall Rating ...................................... 2**

## Vocabulary

Developmentally appropriate ................ 3

Built upon a solid pedagogical model ..... 2

Systematic ........................................ 2

Motivating and participatory ................. 2

Connected to children's experience
and to the literacy curriculum ............... 2

Building word knowledge through
definitions and context ........................ 3

Striving for deep understandings ........... 2

**Overall Rating ................................. 2**

## Comprehension

Developmentally appropriate ................ 3

Built upon a solid pedagogical model ..... 3

Systematic ........................................ 2

Motivating and participatory ................. 2

Connected to children's experience
and to the literacy curriculum ............... 2

Designed to implement before, during
and after reading ............................... 3

Building flexible strategy knowledge ...... 3

**Overall Rating ................................. 2**

## Meeting Individual Needs

Providing for a mix of grouping
configurations .................................... 1

Frequent monitoring of student progress
on curriculum-based measures .............. 3

Flexible deployment of
resource personnel ............................. 1

Providing for the needs of English
Language Learners ............................. 2

Attention to cultural diversity ............... 3

Facilitating home-school connections ...... 3

**Overall Rating ................................. 2**

## Evidence of Effectiveness

Theoretical foundation ........................ 3

Evaluation ........................................ 1

Implementation .................................. 3

Replicability ...................................... 2

**Overall Rating ................................. 2**

# Invitations to Literacy

***Intended Audience:*** Grades K-6.

***Grouping:*** Students engage in a mixture of whole class, small group, partner and individual reading activities.

***Major Emphasis:*** Providing literature-based reading instruction that integrates instruction in decoding and comprehension strategies.

***General Approach:*** Using a variety of instructional approaches with each story in the basal reader.

## Evaluation Results

Phonemic Awareness: ................... 3

Word Recognition and Phonics: ...... 3

Fluency: .................................... 3

Vocabulary: ............................... 2

Comprehension: ......................... 3

Meeting Individual Needs: ............ 3

Professional Development: ........... 1

Evidence of Effectiveness: ............ 1.5

Invitations to Literacy is a basal reading program from Houghton-Mifflin. It is designed to be the core of reading instruction for children in grades K-6.

***Note:*** *Because of the complexity of basal programs, evaluators rated only the Level 2 component, which provides the best view of how the program addresses each area. Other basal programs that may be equally effective were not reviewed.*

## Program Characteristics

Invitations to Literacy is a literature-based reading program with emphasis on supporting children through the reading of authentic and interesting texts. However, it also includes direct instruction in phonics and phonemic awareness and direct comprehension instruction.

### Curriculum, Instruction, and Assessment

The program begins with early emergent literacy skills and proceeds through advanced comprehension and study strategies.

Daily lessons include decoding instruction, guided reading, and writing experiences. There is a mixture of whole class, small group, partner, and individual reading activities.

Instruction is based around stories in the student reader. These stories are ordered by difficulty and organized by theme. The teacher's manual provides a number of options for dealing with each story, including different grouping options, approaches to meeting individual needs, different instructional options at each step, and supplemental reading materials.

Invitations to Literacy suggests a number of approaches to reading the selection. Shared Reading begins with the reading of a Big Book. The teacher takes a picture walk through the story, discussing the pictures and previewing the story. At several points, the teacher asks children to predict what is going to happen.

Following the picture walk, the teacher may read the story aloud, with the students following along. The teachers' manual makes several suggestions for re-reading, including having children re-read the story together, either chorally or in partners, re-reading the story with each child taking the role of a character or narrator, or using sentence strips.

Following the re-reading, the class does the response and writing activities, and then the phonics and comprehension activities.

For response activities, students may engage in shared writing, draw pictures to go with the story, or discuss key questions. The amount of time spent on each component varies according to the story, the needs of the class, and the teacher's goals.

### Professional Development

Professional development can range from self-study of the teachers' manual to inservice programs provided by the publisher.

### Program Costs and Other Requirements

Costs vary considerably, depending on the amount of auxiliary materials purchased. However, costs are in line with other, similar products.

The program can be adapted to a number of different classroom organizations, including both hetero- and homogeneous grouping.

# Evaluation

Strong evidence suggests that Invitations successfully addresses phonemic awareness, word recognition and phonics, fluency, comprehension, and meeting individual needs.

There is moderate evidence that the program addresses vocabulary and little evidence that the program addresses professional development. Some evidence of program effectiveness is available.

Since the program is built around the reading selections, instruction in all areas is closely tied to the literacy curriculum. The use of group instruction and the variety of activities are motivating.

### Phonemic Awareness

Phonemic awareness instruction is moderate in scope with Invitations providing a clear scope and sequence so that essential skills are covered in kindergarten and first grade. Teacher modeling is used with opportunities for student responses, assessment, and reteaching.

Students can be grouped in a variety of ways, but the manual suggests small group work, as recommended by the National Reading Panel.

### Word Recognition and Phonics

Essential word recognition and phonics skills are covered by the end of second grade, as recommended. However, the pace seems slower than optimal, with essential elements, such as consonant blends, taught in second grade rather than first grade. Teachers scaffold children's use of phonics strategies during initial text reading and re-reading. Decodable texts are provided in first grade as supplementary materials, and attention is given to sight words.

### Fluency

Children are given opportunities to read and re-read each selection, but much of the practice is optional and may not be done in every class. Extensive bibliographies of readings that are coordinated by theme also provide some additional opportunities for practice. However, these readings are not coordinated by difficulty or overlapping vocabulary.

Reading material seems developmentally appropriate.

### Vocabulary

Invitations to Literacy begins meaningful vocabulary instruction in kindergarten and proceeds through the sixth grade. This is a strength of the series.

Although vocabulary lessons in the early grades involve fairly superficial learning, the program's vocabulary instruction strives for deeper meaning in upper grades.

### Comprehension

Comprehension instruction begins in kindergarten and moves through to the sixth grade, using increasingly complex skills and strategies in many different contexts.

Comprehension activities build background prior to reading, guide students through the text by appropriate questioning and other strategies, and provide response and comprehension strategies after reading.

### Meeting Individual Needs

The program meets individual needs by providing frequent assessment and sending previously read books home with students for practice. A Spanish version is available and stories are chosen to reflect characters from many different cultures.

In addition, the program can be used in conjunction with the Early Success and Soar to Success programs to meet the needs of students with reading difficulties.

## Professional Development

Inservice support is often provided by the publisher at no cost, but it can vary from extremely supportive to minimal. The Teacher's Manual is designed to tell teachers how to implement the program with little information about the principles behind the program.

## Evidence of Effectiveness

Some evidence of effectiveness is available. Invitations to Literacy is widely implemented, but there is no evaluation available for the success of the different implementations. The program is being used in an NICHD sponsored Washington, D.C. study, but results from that study have not been made available as yet. Most other evaluations have been conducted by the developer.

# Ratings for Invitations Program

## Phonemic Awareness

Developmentally appropriate ..................... 3

Built upon a solid pedagogical model .......... 3

Systematic ........................................... 3

Motivating and participatory ..................... 3

Connected to children's experience
and to the literacy curriculum ................... 3

Moderate in scope .................................. 3

Appropriate Grouping.............................. 3

**Overall Rating .......................................3**

## Word Recognition and Phonics

Developmentally appropriate ..................... 2

Built upon a solid pedagogical model .......... 3

Systematic ........................................... 3

Motivating and participatory ..................... 3

Connected to children's experience
and to the literacy curriculum ................... 3

Application to reading and writing ............. 3

Including attention to sight words.............. 3

Encouraging flexible decoding
strategies in real text ............................ 3

**Overall Rating ..................................... 3**

## Fluency

Developmentally appropriate ..................... 3

Built upon a solid pedagogical model .......... 3

Systematic ........................................... 1

Motivating and participatory ..................... 2

Connected to children's experience
and to the literacy curriculum ................... 3

Opportunities to read (independent
and instructional level text) ..................... 2

**Overall Rating ..................................... 3**

## Professional Development

Appropriate in scope ............................... 1

Designed to expand the
knowledge base ..................................... 1

Providing for extended opportunities ........... 1

Ensures program fidelity.......................... 1

Affordability ......................................... 3

**Overall Rating ..................................... 1**

## Vocabulary

Developmentally appropriate ................ 3

Built upon a solid pedagogical model ..... 3

Systematic ........................................ 2

Motivating and participatory ................ 3

Connected to children's experience
and to the literacy curriculum .............. 2

Building word knowledge through
definitions and context ....................... 2

Striving for deep understandings .......... 2

**Overall Rating ................................. 2**

## Comprehension

Developmentally appropriate ................ 3

Built upon a solid pedagogical model ..... 3

Systematic ........................................ 3

Motivating and participatory ................ 3

Connected to children's experience
and to the literacy curriculum .............. 3

Designed to implement before, during
and after reading ............................... 3

Building flexible strategy knowledge ...... 3

**Overall Rating ................................. 3**

## Meeting Individual Needs

Providing for a mix of grouping
configurations .................................... 3

Frequent monitoring of student progress
on curriculum-based measures ............. 3

Flexible deployment of
resource personnel ............................ 3

Providing for the needs of English
Language Learners .............................. 3

Attention to cultural diversity ............... 3

Facilitating home-school connections...... 3

**Overall Rating ................................. 3**

## Evidence of Effectiveness

Theoretical foundation ........................ 2

Evaluation ........................................ 1

Implementation ................................. 2

Replicability ...................................... 1

**Overall Rating ............................. 1.5**

# The Literacy Collaborative

***Intended Audience:*** The early grades with recent expansion into the intermediate grades.

***Grouping:*** Whole group, heterogeneous small groups, and individual.

***Major Emphasis:*** Providing a continuum of support for children's reading and writing depending on their individual needs.

***General Approach:*** Combining an integrated instructional framework with school change, staff development, and family involvement activities.

## Evaluation Results

Phonemic Awareness: ................... 2
Word Recognition and Phonics: ...... 2
Fluency: ..................................... 3
Vocabulary: ................................ 2
Comprehension: .......................... 2
Meeting Individual Needs: ............ 3
Professional Development: ........... 3
Evidence of Effectiveness: ............ 2

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The Literacy Collaborative is a comprehensive, school-wide approach to literacy instruction in the early grades, with a recent expansion to the intermediate grades. The program supports school change through an instructional framework, ongoing professional development, documentation of change over time, and a home/school component.

## Program Characteristics

The Literacy Collaborative program is available only to schools that provide Reading Recovery as a safety net for first graders having difficulty learning to read and write.

Schools also must commit to a long-term, collaborative relationship with a Literacy Collaborative training site, such as Ohio State University. Also, they must agree to support the training of a literacy coordinator and to form a leadership team that consists of one teacher from each grade level, a literacy coordinator, a Reading Recovery teacher, and an administrator.

### Curriculum, Instruction, and Assessment

The major thrust of the Literacy Collaborative is to enable children to read increasingly complex texts with increasing competency in style and mechanics.

*Continuum of Support:* The program framework uses a dynamic, integrated approach to teaching language arts. Teachers provide a continuum of support for children's reading and writing depending on students' needs. In reading, the continuum progresses from reading aloud to children to shared reading, to guided reading, and finally to independent reading. In writing, the progression begins with language experience and shared writing, then moves to interactive writing, guided writing, writers' workshop, and independent writing.

*Leveled Readers:* A wide variety of leveled readers is provided, along with a system for making them easily accessible to teachers. Also, materials are sent home daily and students are given inexpensive paperbacks to keep.

*Assessment of Progress:* Each school's progress is carefully documented using several measures. In the early grades these include (a) Hearing and Recording Sounds in Words (Clay,

1993 or Deford, 1990), (b) Benchmark Text Reading Assessment, (c) a four-point fluency rating scale, (d) the Terra Nova Multiple Assessment, administered to all second-graders, and (e) the Kindergarten Write Name Assessment, administered to kindergartners.

In the intermediate grades, measures used are the Slossen Word Test, Schlagel Spelling Test, Qualitative Reading Inventory (Leslie & Caldwell, 2000), and a yearly text writing sample.

The required state standardized test (in Ohio, the Fourth-Grade Proficiency Test) and the Terra Nova Multiple Assessment (in the spring of grade five) also are used to measure student achievement, document school change, and inform Literacy Collaborative practice.

### Professional Development

The literacy coordinator, who receives seven weeks of training over one year at a regional university and then participates in study groups and training, provides ongoing professional development for the other members of the school staff that includes both courses and in-class assistance. Each teacher also reads and applies a series of books.

### Program Costs and Other Requirements

Program costs for the first year are $25,000 but additional costs would be incurred with a schoolwide program. Also, this does not include tuition, housing, and other costs associated with graduate level courses for participating teachers, nor does it include costs for site visit expenses, testing materials, data analysis, and the fee for professional books and materials for the literacy coordinator.

Costs for years two and three are estimated at $5,000. Costs for years four and five are estimated at $2,500-3,000.

The program requires 120-180 minutes of time each day for a variety of reading and writing activities. Some activities take place in a whole group heterogeneous setting, others in a small group homogeneous setting, and others in an independent learning setting. As a result, it may require schools to make adjustments in scheduling, use of personnel, and the physical arrangement and management of the classroom. In addition, schools using the Literacy Collaborative are required to use Reading Recovery as well.

## Evaluation

Strong evidence suggests that the Literacy Collaborative successfully addresses fluency, the needs of individual readers, and professional development. There is moderate evidence that it successfully addresses phonemic awareness, word recognition and phonics, vocabulary, and comprehension. Some evidence of program effectiveness is available

A key characteristic of the program is that instruction is almost always embedded in reading and writing. Although this approach makes it more difficult to be systematic and leaves a great deal up to the teacher, it also accounts for much of the program's strengths.

### Phonemic Awareness

By embedding phonemic awareness tasks in the context of reading and writing, the program provides a moderate, appropriate, and useful scope and sequence of phonological awareness.

Students read books that involve language play and develop activities around sentences that they have generated. Evidence strongly suggests that these practices increase motivation and participation in developing phonemic awareness.

Although phonemic awareness can be connected to the literacy curriculum through a number of program activities, it is largely up to the teacher to identify opportunities for connection.

### Word Recognition and Phonics

In the area of word recognition and phonics, the embedded approach may result in gaps in word recognition and familiarity with phonics principles, but it ensures that principles are applied in reading and writing. Evidence is strong that independent learning and guided reading activities, which are used in the Literacy

Collaborative, increase motivation and partici-
pation.

Although the program provides opportuni-
ties to see that students practice acquiring sight
words and using decoding strategies, much is
left up to the individual teacher.

### Fluency

In building fluency, the program is system-
atic and developmentally appropriate. Leveled
texts follow a very refined gradient that pro-
motes ongoing fluency among early readers and
supports students as they learn increasingly
advanced decoding strategies. The program
applies principles of sound pedagogy by giving
children increasing responsibility as they read
increasingly difficult text and providing daily
opportunities to read independently.

### Vocabulary

Developing vocabulary in the context of
discussions, reading aloud, and working in
small groups ensures that vocabulary instruc-
tion is developmentally appropriate.

But while evidence is strong that the
program builds word knowledge through
definitions and context, there is little evidence
that it provides deliberate strategies for vocabu-
lary building, motivates students to increase
vocabulary, or provides independent opportuni-
ties to develop vocabulary and increase word
awareness.

Also, the program's focus on wide reading
decreases its emphasis on deep understandings.

### Comprehension

In the area of comprehension, there is
strong evidence that the Literacy Collaborative
is motivating and participatory. Texts used for
guided reading in the early grades are short,
colorful, and engaging. Because of the number
and variety of books available, the program can
be connected to children's experiences and to
the curriculum. Also evident is a focus on
comprehension before, during, and after read-
ing.

However, the program does not show
evidence that students receive instruction in
comprehension strategies, nor is it apparent that
they are expected to assume increasing respon-
sibility for the comprehension strategies they
use.

### Meeting Individual Needs

The Literacy Collaborative provides strong
evidence that it meets the needs of individual
readers. Each child's progress in oral reading is
monitored frequently through the use of run-
ning records, and students are grouped in a
variety of configurations.

Materials and assessments are available in
Spanish, and teachers are encouraged to use the
wide variety of multicultural texts that are made
available.

### Professional Development

The professional development required by
the Literacy Collaborative is appropriate in
scope and designed to expand teachers' knowl-
edge base. The school-based literacy coordinator
provides at least 60 contact hours of staff devel-
opment and ongoing classroom coaching. The
five-year commitment with a training site
provides ongoing support and ensures teachers'
fidelity to the program.

Affordability is the only drawback. Most
schools would need to obtain a grant to fund the
program.

### Evidence of Effectiveness

The Literacy Collaborative is based largely
on Clay's descriptive research with support
from a socio-cultural (Vygotskean) perspective
in learning. It is implemented widely in Ohio
and across the country. However, little informa-
tion from evaluations is available.

# Ratings for Literacy Collaborative

## Phonemic Awareness

Developmentally appropriate ..................... 1

Built upon a solid pedagogical model ......... 2

Systematic .......................................... 1

Motivating and participatory ..................... 3

Connected to children's experience
and to the literacy curriculum .................. 3

Moderate in scope ................................. 3

Appropriate Grouping.............................. 3

**Overall Rating ...................................... 2**

## Word Recognition and Phonics

Developmentally appropriate ..................... 3

Built upon a solid pedagogical model .......... 3

Systematic .......................................... 1

Motivating and participatory ..................... 3

Connected to children's experience
and to the literacy curriculum .................. 2

Application to reading and writing ............. 3

Including attention to sight words.............. 2

Encouraging flexible decoding
strategies in real text .............................. 2

**Overall Rating ..................................... 2**

## Fluency

Developmentally appropriate ..................... 3

Built upon a solid pedagogical model .......... 3

Systematic .......................................... 3

Motivating and participatory ..................... 3

Connected to children's experience
and to the literacy curriculum .................. 2

Opportunities to read (independent
and instructional level text) ..................... 2

**Overall Rating ..................................... 3**

## Professional Development

Appropriate in scope ............................... 3

Designed to expand the
knowledge base ..................................... 3

Providing for extended opportunities .......... 3

Ensures program fidelity........................... 3

Affordability ......................................... 1

**Overall Rating ..................................... 3**

## Vocabulary

Developmentally appropriate ................ 3

Built upon a solid pedagogical model ..... 1

Systematic ....................................... 1

Motivating and participatory ................. 1

Connected to children's experience
and to the literacy curriculum ............... 2

Building word knowledge through
definitions and context ........................ 3

Striving for deep understandings .......... 1

**Overall Rating ................................. 2**

## Comprehension

Developmentally appropriate ............... 2

Built upon a solid pedagogical model ..... 1

Systematic ....................................... 1

Motivating and participatory ................ 3

Connected to children's experience
and to the literacy curriculum ............... 2

Designed to implement before, during
and after reading ............................... 3

Building flexible strategy knowledge ...... 1

**Overall Rating ................................. 2**

## Meeting Individual Needs

Providing for a mix of grouping
configurations ................................... 3

Frequent monitoring of student progress
on curriculum-based measures .............. 3

Flexible deployment of
resource personnel ............................. 3

Providing for the needs of English
Language Learners .............................. 2

Attention to cultural diversity ............... 3

Facilitating home-school connections...... 2

**Overall Rating ................................. 3**

## Evidence of Effectiveness

Theoretical foundation ........................ 2

Evaluation ........................................ 2

Implementation ................................. 3

Replicability...................................... 2

**Overall Rating ................................. 2**

# The Open Court Reading Program

**Intended Audience:** Kindergarten through grade 6.

**Grouping:** Whole group with some small group instruction.

**Major Emphasis:** Helping students master fluency and comprehension so they can read authentic literature at grade level.

**General Approach:** Using direct instruction, scaffolding, and a gradual release of responsibility in a basal reading program.

## Evaluation Results

Phonemic Awareness: ................... 3
Word Recognition and Phonics: ...... 3
Fluency: .................................... 3
Vocabulary: ............................... 2.5
Comprehension: ......................... 3
Meeting Individual Needs: ............ 2
Professional Development: ........... 2
Evidence of Effectiveness: ............ 2.5

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The Open Court Reading program is a total basal reading program that includes direct instruction in phonics and phonemic awareness and direct comprehension instruction using high-quality classic and contemporary literature.

## Program Characteristics

Open Court is a balanced approach. It goal is to provide students with explicit, systematic skills instruction coupled with authentic literature experiences so they can master fluency and comprehension.

Much of the philosophy behind the Open Court program is based on the findings of Marilyn Jager Adams (1990), who is the program's senior author. Adams is a highly respected researcher, well known to her colleagues and many classroom teachers for her work in the field of beginning reading.

A component of the program is the Open Court Phonemic Awareness and Phonics Kit, a supplemental, standalone program from Open Court Publishing that can be used with any basal series in kindergarten through second grade classrooms.

### Curriculum, Instruction, and Assessment

Instruction in the Open Court Reading program is designed to be delivered in a whole group setting. There is a daily independent work time when students are to be involved in independent work, skills practice, or collaborative group work. During these times, the teacher works with small groups or individuals who need additional help.

*Increasing Independence:* Every aspect of the program is very heavily teacher-directed, but as students move through the program, this teacher direction is gradually removed, allowing the students to take greater control of their own learning through inquiry and research.

The program begins with a heavy emphasis on phonemic awareness and phonics, taught using a direct instruction model. However, comprehension strategies and skills also begin in kindergarten, when students ask and answer questions, predict and confirm outcomes, summarize, visualize, compare and contrast, and draw conclusions.

Vocabulary instruction in kindergarten and first grade is limited to a few skills, such as high frequency, multisyllabic, and position words, and selection vocabulary.

*Three-Part Lessons:* Each lesson in the program is composed of three main parts:

❏ In the first section, "Preparing to Read," students are explicitly taught reading skills, such as sounds and letters, vocabulary, and print awareness.

❏ In the second section, "Reading and Responding," the students practice comprehension and decoding skills by reading the literature selection and discussing how it fits into the unit theme.

❏ In the third section, "Integrating the Curriculum," students have the opportunity to practice language arts skills by analyzing sentence structures and participating in the writing process.

In all of these sections the underlying focus is on constructing meaning through text interaction and discussion, and developing effective writing, listening, and speaking skills that will be needed in the real world.

*Reinforcement of Skills:* There is a spiraling effect in the scope and sequence as students move from one level to the next, since skills and strategies introduced at one level are reinforced and/or assessed (formally or informally) at subsequent levels.

*The Phonemic Awareness and Phonics Kit:* With the Phonemic Awareness and Phonics Kit, both phonemic awareness and phonics are taught simultaneously.

The kit includes a variety of oral, visual, and written activities, outlined on individual cards that can be removed from the file. Each card contains a short rationale, teaching tips, activities for the lesson, and a reference to a "Learning Framework Card" that offers a more complete discussion of activities and procedures for extra practice.

### Professional Development

Open Court Reading provides extensive professional information for the teacher in its teacher's manuals. Summer Institutes are offered ($300-$400 per person) for teachers, supervisors, and administrators.

### Program Costs and Other Requirements

Each level builds on the skills presented earlier, so it is vital that all teachers at all grade levels involved follow the directions and program guides to ensure that students are receiving the appropriate introductions and reinforcements to all skills and strategies.

The expense of the program is comparable to that of similar basal reading programs. Materials may be purchased separately, depending on the needs of the school. Open Court Reading offers several optional technology components.

# Evaluation

The Open Court Reading program provides strong evidence that it successfully addresses phonemic awareness, word recognition and phonics, fluency, and comprehension. Moderate evidence suggests that it successfully addresses vocabulary, meeting individual needs, and professional development. Some evidence of program effectiveness is available

Explicit, systematic instruction is the method for all teaching in the Open Court reading program. Scaffolding and feedback are also strong components to this program. A manipulative kit (K-3) is included, which contains a variety of cards, games, puppets, and books to motivate children to practice the skills they need to become successful readers. Authentic literature beginning in the middle of first grade also encourages children to see the importance of learning to read.

### Phonemic Awareness

Phonemic awareness training is moderate in scope. It is part of the small group reading and writing instruction that occurs daily. Open Court focuses on building a solid base in phonemic awareness through sound, pictures, blending, segmentation, and movement. Children are taught verses as mnemonics for all letters of the alphabet.

### Word Recognition and Phonics

In the area of word recognition and phonics, lessons are designed for whole group, direct instruction with extensive scaffolding. Text reading and writing are emphasized, sight words are addressed, and a number of different decoding strategies are taught.

Additional materials are provided for accelerated students and students needing remediation.

### Fluency

To build fluency, Open Court Reading immerses students in authentic literature. Children read instructional level text daily. Time is allocated daily for independent reading and rereading of easier or familiar texts. To encourage fluency practice, the program provides predecodable and decodable books and teacher read-alouds in the daily lessons until students can decode themselves. It also offers guidelines, suggestions, and recommendations for fluency practice in the program appendix.

### Vocabulary

Daily vocabulary activities provide both definitional and contextual knowledge of word meanings as children are provided with explanations of word meanings and are given examples to illustrate or clarify the words. Also, each lesson focuses on thorough understanding of a few words.

Reading aloud is also recommended for developing vocabulary knowledge. The vocabulary activities in the lessons encourage student participation through movement or other means necessary to discuss and explain the meaning of a particular word.

### Comprehension

Comprehension instruction is heavily teacher-centered in the primary grades with a gradual release of responsibility for inquiry and research beginning mainly in third grade.

The program provides suggestions and instructions for comprehension activities for before, during, and after reading. A broad range of comprehension strategies is covered in all lessons beginning in Kindergarten. Use of comprehension skills and strategies is assessed beginning in Kindergarten, but formal and informal comprehension assessments become a regular feature of the instruction in second grade.

### Meeting Individual Needs

Diversity is evident in the literature selections and artwork in the student anthologies. Also, the program includes a component designed for ESL instruction and offers suggestions and teaching tips for working with ESL students throughout the teacher's manual.

However, there is little evidence that the program monitors student progress frequently, and no information is provided to encourage flexible deployment of personnel.

### Professional Development

The program attempts to make the teacher more knowledgeable about the teaching and learning of reading, rather than just teaching them the routines of the program. The teacher's manuals provide extensive research-based readings, discuss effective practices for teaching reading, and recommend activities supported by research-based theoretical concepts. Also, Summer Institutes are available for teachers, supervisors, and adminstrators.

However, there is no indication of professional development follow-up, unless school district personnel (new users of the program, experienced users, supervisors, and administrators) choose to attend one of the Summer Institutes.

### Evidence of Effectiveness

This program is well-grounded in the research of Adams, Pressley, and others and it has been implemented widely across the country. One study found that Open Court outperformed a whole language program, but largely on measures of word recognition and decoding. Research on the replication of that study has not been released.

# Ratings for Open Court Reading Program

## Phonemic Awareness

Developmentally appropriate .................... 3

Built upon a solid pedagogical model .......... 3

Systematic ........................................... 3

Motivating and participatory .................... 3

Connected to children's experience
and to the literacy curriculum ................... 2

Moderate in scope ................................. 3

Appropriate Grouping ............................. 3

**Overall Rating ......................................3**

## Word Recognition and Phonics

Developmentally appropriate .................... 3

Built upon a solid pedagogical model .......... 3

Systematic ........................................... 3

Motivating and participatory .................... 3

Connected to children's experience
and to the literacy curriculum ................... 2

Application to reading and writing ............. 3

Including attention to sight words .............. 2

Encouraging flexible decoding
strategies in real text ............................. 2

**Overall Rating ..................................... 3**

## Fluency

Developmentally appropriate .................... 3

Built upon a solid pedagogical model .......... 2

Systematic ........................................... 3

Motivating and participatory .................... 3

Connected to children's experience
and to the literacy curriculum ................... 2

Opportunities to read (independent
and instructional level text) .................... 2

**Overall Rating ..................................... 3**

## Professional Development

Appropriate in scope ............................... 2

Designed to expand the
knowledge base ..................................... 3

Providing for extended opportunities .......... 1

Ensures program fidelity .......................... 1

Affordability ......................................... 3

**Overall Rating ..................................... 2**

## Vocabulary

Developmentally appropriate ................ 3

Built upon a solid pedagogical model ..... 2

Systematic ........................................ 2

Motivating and participatory ................. 3

Connected to children's experience
and to the literacy curriculum ............... 2

Building word knowledge through
definitions and context ........................ 3

Striving for deep understandings ........... 3

**Overall Rating ................................. 2.5**

## Comprehension

Developmentally appropriate ................ 3

Built upon a solid pedagogical model ..... 3

Systematic ........................................ 3

Motivating and participatory ................. 2

Connected to children's experience
and to the literacy curriculum ............... 2

Designed to implement before, during
and after reading ................................ 3

Building flexible strategy knowledge ...... 3

**Overall Rating ................................... 3**

## Meeting Individual Needs

Providing for a mix of grouping
configurations .................................... 2

Frequent monitoring of student progress
on curriculum-based measures .............. 1

Flexible deployment of
resource personnel .......................... NA

Providing for the needs of English
Language Learners .............................. 3

Attention to cultural diversity ............... 3

Facilitating home-school connections ...... 2

**Overall Rating ................................. 2**

## Evidence of Effectiveness

Theoretical foundation ........................ 3

Evaluation ........................................ 2

Implementation ................................. 3

Replicability ...................................... 2

**Overall Rating ............................... 2.5**

# Reading One-to-One (ROTO)

**_Intended Audience:_** Grade 1 through middle school.

**_Grouping:_** Individual instruction during the regular school day.

**_Major Emphasis:_** Helping low-achieving students meet grade-level expectations.

**_General Approach:_** Tutoring students by using explicit skills instruction and monitoring reading practice based on regular assessment of individual needs. Trained paraprofessional tutors are used.

## Evaluation Results

Phonemic Awareness: ................... 2
Word Recognition and Phonics: ...... 2
Fluency: ..................................... 1
Vocabulary: ................................ 1
Comprehension: .......................... 1
Meeting Individual Needs: ............. 3
Professional Development: ............ 2
Evidence of Effectiveness: ............. 2

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Reading One-to-One (ROTO) is a tutorial program that uses trained and paid paraprofessionals to tutor low-performing students three to four times weekly for 40-minute sessions. It was initially implemented with low-performing first, second, and third graders in two Dallas schools. It has since been expanded to the middle school level, and has been implemented by community groups outside of the school setting.

## Program Characteristics

The goal of the Reading One-To-One program is to provide low cost, high quality individualized reading instruction within the school day. Reading One-To-One personnel seek to meet this goal by providing students with the reading time and guidance necessary for them to achieve grade-level expectations.

### Curriculum, Instruction, and Assessment

_Curricula:_ After an initial assessment of phonological awareness, letter-sound knowledge, decoding, and reading level, students are placed into one of three curricula: Alphabet, Word Family, or Reading Comprehension.

The first of these is for children learning their letters and sounds, the second is for students needing basic decoding skills, and the third is for those who are ready to focus on comprehension.

Within each of these tiers, students receive a four-part lesson that the program calls review, direct instruction, reading, and writing.

_Lesson Content:_ The program relies upon a structured lesson plan that includes both directed skill work and reading practice, as well as a detailed tutor manual that outlines the sequence of instruction for each of the three curricula.

The bulk of each lesson consists of skill work directed by a paraprofessional tutor who is trained in the program. Lessons are delivered to individual students outside of the classroom during the school day.

Tutors explicitly teach letters, sounds, and words, as well as phonological awareness skills. Although students are involved in both book reading and explicit skills instruction during each lesson, the specific activities and the amount of time spent on each vary according to the level of the reader.

*Assessments:* Brief assessments are given every fifth session to determine if the student is mastering the skills presented in previous lessons. Students are advanced to a higher curriculum when they receive high marks on these assessments.

### Professional Development

Program designers offer on-site initial training for program coordinators. After this initial training, program staff visit new sites to support the site coordinators. Staff also visit schools during the year to evaluate the quality of the implementation, rate the program coordinator's performance, and support tutors.

### Program Costs and Other Requirements

There are personnel and scheduling implications for the implementation of ROTO. First, tutors must be located to implement the program. Second, they must be screened and then earn program certification. Also, a program manager is needed to schedule the tutoring sessions and monitor tutor attendance and performance.

An initial implementation of the program at four schools (approximately 20 tutors serving 75 students) would cost $10,000 plus travel costs. After that, program developers estimate the cost at $500 per student, but costs vary with the number of sessions implemented and the rate of pay of the tutors.

# Evaluation

Strong evidence suggests that Reading One-To-One (ROTO) is successful in meeting individual needs. There is moderate evidence that the program successfully addresses phonemic awareness, word recognition and phonics, and professional development. There is little evidence that the program addresses fluency, vocabulary, and comprehension. Some evidence of program effectiveness is available.

### Phonemic Awareness

Phonemic awareness activities are brief and delivered only to children who need them, but all but one of the activities are at the individual phoneme level. In addition, the tutoring manual does not provide support for tutors to teach phonemic awareness and there are no manipulatives or phonemic awareness games.

### Word Recognition and Phonics

In the first two levels of the program, word recognition and phonics are applied in reading and writing. At level three, however, there is no connection between the word recognition portion of the lesson and the reading and writing sections. There is a clear scope and sequence for word-level work, but its conceptual organization is confusing. Also, the word recognition component becomes less developmental and provides fewer guidelines for tutors as students enter level three.

In addition, the program directs tutors to work on decoding, but gives them no direction or strategies. The program relies on previewing words rather than on strategies for decoding them in real text.

### Fluency

In addressing fluency, the program is neither systematic nor developmentally appropriate. There is little time devoted to practice reading, little reading of connected text, and no attention to rereading for fluency. There is no mention of independent or instructional level reading until the third tier of the program, and instructional reading level is determined by using a cloze technique rather than a running record.

### Vocabulary

Vocabulary instruction is not systematic. The program incorporates no modeling or gradual release of responsibility to students. Tutors are directed to tell children definitions of words they do not understand in any part of the lesson, but they are not directed to attempt to promote deep understanding by making connections with similar words or examples.

### Comprehension

All comprehension activities are conducted at the third level of the program, and no attention is paid to the comprehension needs of weaker readers. Direct comprehension exercises are limited to answering multiple-choice questions after reading. No comprehension strategies are mentioned in the program.

### Meeting Individual Needs

The program shows strong evidence of success in addressing individual needs. It includes curriculum-based assessments every fifth session and provides specific guidelines for work with English Language Learners as they learn English letter sounds and vocabulary.

The program also provides clear direction for qualifying tutors, using experienced staff to monitor a tutor's first teaching sessions, and evaluating their work through the site manager.

### Professional Development

The program developers conduct site visits to evaluate program fidelity. The program materials do not describe the professional development opportunities listed, nor do they provide information about what occurs during a site visit. It appears that professional development activities are designed primarily to monitor program implementation.

### Evidence of Effectiveness

Several theoretical traditions influenced the design of this program. ROTO draws upon the effectiveness of the tutoring model for beginning readers, regardless of their grade level. The program was initially influenced by the design of tutoring in Success For All.

The program has been widely implemented with different populations, but the replications have not been evaluated. The developers evaluated the program in 1994/95 in a within-group comparison, grouping students by number of sessions. They evaluated achievement with standardized and nonstandardized measures and found the program to be effective.

# Ratings for Reading One-To-One Program

## Phonemic Awareness

Developmentally appropriate ..................... 2

Built upon a solid pedagogical model .......... 1

Systematic ............................................ 3

Motivating and participatory ..................... 2

Connected to children's experience
and to the literacy curriculum .................. NA

Moderate in scope ................................... 3

Appropriate Grouping............................... NA

**Overall Rating ........................................ 2**

## Word Recognition and Phonics

Developmentally appropriate ..................... 2

Built upon a solid pedagogical model .......... 2

Systematic ............................................ 3

Motivating and participatory ..................... 2

Connected to children's experience
and to the literacy curriculum ................. NA

Application to reading and writing ............. 3

Including attention to sight words.............. 2

Encouraging flexible decoding
strategies in real text ............................. 1

**Overall Rating ....................................... 2**

## Fluency

Developmentally appropriate ..................... 1

Built upon a solid pedagogical model .......... 1

Systematic ............................................ 1

Motivating and participatory ..................... 2

Connected to children's experience
and to the literacy curriculum ................. NA

Opportunities to read (independent
and instructional level text) ..................... 1

**Overall Rating ....................................... 1**

## Professional Development

Appropriate in scope ............................... 2

Designed to expand the
knowledge base ..................................... 1

Providing for extended opportunities .......... 2

Ensures program fidelity........................... 3

Affordability .......................................... 2

**Overall Rating ....................................... 2**

## Vocabulary

Developmentally appropriate ................ 1

Built upon a solid pedagogical model ..... 1

Systematic .......................................... 1

Motivating and participatory ................. 2

Connected to children's experience
and to the literacy curriculum ............ NA

Building word knowledge through
definitions and context ........................ 2

Striving for deep understandings ........... 1

**Overall Rating ................................. 1**

## Comprehension

Developmentally appropriate ............... 1

Built upon a solid pedagogical model ..... 1

Systematic .......................................... 1

Motivating and participatory ................ 2

Connected to children's experience
and to the literacy curriculum ............ NA

Designed to implement before, during
and after reading ............................... 2

Building flexible strategy knowledge ...... 1

**Overall Rating ................................. 1**

## Meeting Individual Needs

Providing for a mix of grouping
configurations .................................... NA

Frequent monitoring of student progress
on curriculum-based measures .............. 3

Flexible deployment of
resource personnel ............................. 3

Providing for the needs of English
Language Learners ............................. 3

Attention to cultural diversity ............. NA

Facilitating home-school connections... NA

**Overall Rating ................................. 3**

## Evidence of Effectiveness

Theoretical foundation ........................ 2

Evaluation ......................................... 2

Implementation .................................. 2

Replicability...................................... 2

**Overall Rating ................................. 2**

# Reading Recovery

**Intended Audience:** First graders needing the greatest amount of assistance.

**Grouping:** Individual instruction.

**Major Emphasis:** Providing early intervention to accelerate the progress of the lowest performing students so that they can benefit from classroom instruction.

**General Approach:** Guiding individual children through a series of lessons that increase very gradually in difficulty. Decisions about reading materials and instruction are based on detailed observation of students' reading and writing.

## Evaluation Results

Phonemic Awareness: .................. 3
Word Recognition and Phonics: ...... 3
Fluency: .................................... 3
Vocabulary: ............................... 1
Comprehension: ......................... 2
Meeting Individual Needs: ............. 3
Professional Development: ........... 3
Evidence of Effectiveness: ............. 3

Reading Recovery is a short-term, one-on-one, early intervention program designed to serve the lowest achieving readers in a first-grade cohort. Growing out of studies by Marie Clay, the program uses a cognitive apprentice-ship model based on close observation, increasing difficulty of tasks, and gradual release of responsibility.

## Program Characteristics

The goal of the Reading Recovery program is to help children make accelerated progress so that they can reach the average of their class in reading and writing and continue to benefit from classroom instruction.

Reading Recovery has been designed as a short-term program. It was never intended to exist as a total program or as a substitute for good first literacy instruction. (Its procedures are not suitable for the majority of children, only the most difficult to teach.) Those students who do not make the progress needed for discon-tinuation of Reading Recovery are often referred to long-term special programs.

### Curriculum, Instruction, and Assessment

A trained Reading Recovery teacher works with one child at a time, carefully observing the child's reading and writing behaviors. Children read whole texts and keep writing notebooks.

*Leveled Books:* The program uses a refined system of leveling difficulty in several series of small books. The books range from highly predictable books that contain pictures labeled with text to texts that resemble those found in first grade and beginning second grade readers.

*Observation Survey:* Students are selected for Reading Recovery at the end of kindergarten and the beginning of first grade. Typically, teachers identify the twenty to thirty percent of first graders who needed the most assistance in kindergarten or the early part of first grade and use Clay's Observation Survey to study their performance. Those at the lowest levels of performance are selected.

*Individualized Instruction:* The first two-week period of each child's program is called "roaming around the known." The purpose of this period is to build the child's confidence, to establish a rapport between the teacher and

child, and to gain increased knowledge about how the child interacts with connected text in reading and writing activities. Information from these sessions and Observation Survey results are used to develop the individualized lessons for each child.

*Lesson Content:* Reading Recovery lessons consist of rereading familiar books and guided and independent reading of new books, word analysis activities, and writing.

*Completion:* Children are "discontinued" from the program when they no longer require extra help and can make progress within the average achieving group in a heterogeneous first grade classroom. Children who have had a full program but have not met the criteria for discontinuation are usually referred for further evaluation and long-term support that will enable them to continue making progress.

### Professional Development

University–based professors act as trainers for Reading Recovery teacher leaders and as network facilitators to guide area Reading Recovery programs through new developments.

*Teacher Leaders:* Teacher leader training is a series of post-masters level courses that involve both theory and daily work with students across the course of a year, as well as training in the process of working with adult learners and in the management and administrative services required to successfully implement the program.

These certified teacher leaders return to their school district to train other teachers. The teacher training they provide is a year-long graduate level course, conducted while the teachers-in-training are working with children.

*Observation and Coaching:* A valuable component of the Reading Recovery teacher training is the use of a one-way glass through which teachers observe each other working with children. These observations and the related conversations help stimulate reflective practice.

Teacher leaders and teachers maintain a "continuing contact" after the initial training year. They meet at least six times a year for ongoing professional development that continues to include the one-way glass teaching demonstrations and follow-up discussions.

### Program Costs and Other Requirements

Costs differ across districts, but districts generally report costs per child that range between $2,300 and $3,500. However, these amounts are offset by savings in the costs of retention and reductions in children requiring long-term specialist assistance and other support programs.

Because Reading Recovery is a pull-out model that supplements, not supplants, a child's classroom literacy instruction, additional space and scheduling accommodations will need to be considered.

Due to the intensity and individualized nature of Reading Recovery instruction, program guidelines recommend that Reading Recovery teachers work with only four students each day; therefore those teachers may be assigned other duties for the remaining portion of the day.

## Evaluation

Evidence suggests that the Reading Recovery program successfully addresses phonemic awareness, word recognition and phonics, fluency, meeting individual needs, and professional development. It shows moderate evidence of success in addressing comprehension and little or no evidence of success in addressing vocabulary. Strong evidence of program effectiveness is available.

Since Reading Recovery is a one-on-one program that incorporates daily assessment using running records and student writing, it succeeds in tailoring tasks to the precise developmental abilities of each child. Evidence suggests that its use of one-on-one instruction, authentic reading tasks for teaching skills, and magnetic letters for word analysis are motivating.

### Phonemic Awareness

Instruction in phonemic awareness, which is embedded in reading and writing tasks, is moderate in scope and based on a solid pedagogical model. In keeping with the apprenticeship model of Vygotsky, Reading Recovery

teachers always directly teach what they want the child to know or do by modeling and gradually releasing responsibility to the child.

### Word Recognition and Phonics

Instruction in the area of word recognition and phonics is systematic. The use of a refined text-leveling system requires children to gain increasing competencies in word analysis as they move through the text levels, and teachers use daily running record analyses of student writing to assess each child's word recognition and phonics knowledge and to adapt instruction.

The program encourages the use of flexible decoding strategies in reading real text. The teacher uses a running record in analyzing whether a child is using the most appropriate strategy for decoding an unknown word. Also, the one-on-one setting provides the context for the teacher to use scaffolding or to think aloud about strategy selection.

### Fluency

Strong evidence indicates that the program is successful in developing fluency. Children read and write every day and are given sufficient opportunities for both instructional level and independent reading.

The use of gradient texts facilitates ongoing fluency in the earliest readers and ensures that students almost never lose fluency as they move from predictable texts to more difficult first grade material. As a result, the program is systematic and developmentally appropriate.

### Vocabulary

The program's use of contextualized vocabulary instruction is motivating but not systematic. However, the program's one-on-one setting allows vocabulary confusions to be easily detected and immediately discussed.

Although attention is given to building word knowledge through definitions and context, students are not asked to process the meaning of words past a surface level.

### Comprehension

In developing comprehension, Reading Recovery is systematic and motivating. Texts are paperbacks that are short in length, colorful, often have a surprise ending, and often use humor or language in a playful way.

The program provides an excellent, comprehension-oriented story introduction before reading and is designed to help children develop orchestration of various cueing systems to aid in comprehension of text. However, it does not address other comprehension strategies, such as summarization and determining importance.

### Meeting Individual Needs

Strong evidence suggests that Reading Recovery meets the needs of individual readers through the use of running records, which enable daily monitoring of student progress. Reading Recovery's separate program for Spanish-speaking students and its attention to cultural diversity also are successful in meeting individual needs.

Challenges occur in the area of personnel deployment. Because of the strict regulation that each teacher works with only four Reading Recovery students per day, flexibility is limited.

### Professional Development

Although expensive, Reading Recovery is exemplary in teacher education and professional development. Training includes generous coverage of the theory underlying the program, as well as "behind the glass" training to enable teachers to become truly expert. The continuous contact and monitoring by Teacher Leaders ensure program fidelity.

### Evidence of Effectiveness

Reading Recovery is based on a strong theoretical foundation, supplemented by a continuous program of research and evaluation. It has a continuous evaluation program, and it has been evaluated by independent researchers in the US, New Zealand, and Australia, with generally positive findings.

Reading Recovery has been implemented in schools of all types with similar results.

# Ratings for Reading Recovery Program

## Phonemic Awareness

Developmentally appropriate .................... 3

Built upon a solid pedagogical model .......... 3

Systematic .......................................... 2

Motivating and participatory .................... 3

Connected to children's experience
and to the literacy curriculum ................... 3

Moderate in scope ................................. 3

Appropriate Grouping ............................. 3

**Overall Rating .......................................3**

## Word Recognition and Phonics

Developmentally appropriate .................... 3

Built upon a solid pedagogical model .......... 2

Systematic ........................................... 3

Motivating and participatory .................... 3

Connected to children's experience
and to the literacy curriculum ................... 3

Application to reading and writing ............. 3

Including attention to sight words .............. 2

Encouraging flexible decoding
strategies in real text ............................. 3

**Overall Rating ..................................... 3**

## Fluency

Developmentally appropriate .................... 3

Built upon a solid pedagogical model ......... 3

Systematic ........................................... 3

Motivating and participatory .................... 3

Connected to children's experience
and to the literacy curriculum .................. 3

Opportunities to read (independent
and instructional level text) ..................... 3

**Overall Rating ..................................... 3**

## Professional Development

Appropriate in scope .............................. 3

Designed to expand the
knowledge base ..................................... 3

Providing for extended opportunities .......... 3

Ensures program fidelity .......................... 3

Affordability ......................................... 2

**Overall Rating ..................................... 3**

## Vocabulary

Developmentally appropriate ............... 1

Built upon a solid pedagogical model ..... 2

Systematic ........................................ 1

Motivating and participatory ............... 3

Connected to children's experience
and to the literacy curriculum .............. 2

Building word knowledge through
definitions and context ....................... 3

Striving for deep understandings .......... 1

**Overall Rating ................................. 1**

## Comprehension

Developmentally appropriate ............... 2

Built upon a solid pedagogical model ..... 2

Systematic ........................................ 2

Motivating and participatory ............... 3

Connected to children's experience
and to the literacy curriculum .............. 2

Designed to implement before, during
and after reading ............................... 3

Building flexible strategy knowledge ...... 3

**Overall Rating ................................. 2**

## Meeting Individual Needs

Providing for a mix of grouping
configurations ................................. NA

Frequent monitoring of student progress
on curriculum-based measures .............. 3

Flexible deployment of
resource personnel ............................ 1

Providing for the needs of English
Language Learners ............................. 3

Attention to cultural diversity ............... 3

Facilitating home-school connections ...... 2

**Overall Rating ................................. 3**

## Evidence of Effectiveness

Theoretical foundation ........................ 3

Evaluation ........................................ 3

Implementation ................................. 3

Replicability ...................................... 3

**Overall Rating ................................. 3**

# Soar to Success:
## The Intermediate Intervention Program

***Intended Audience:*** Students in grade 3 through grade 8 who are experiencing difficulties with reading.

***Grouping:*** Groups of 5-7 students.

***Major Emphasis:*** Supplementing a balanced literacy program by helping students reading below grade level to develop skills and strategies used by good readers.

***General Approach:*** Providing fast-paced lessons in reading authentic literature using reciprocal teaching and graphic organizers.

## Evaluation Results

Phonemic Awareness: ................. NA
Word Recognition and Phonics: ...... 1
Fluency: ................................... 2
Vocabulary: ............................... 1
Comprehension: ......................... 3
Meeting Individual Needs: ............ 2.5
Professional Development: ........... 2
Evidence of Effectiveness: ............ 2

Soar to Success, published by the Houghton Mifflin School Division, is an intervention program for intermediate students in grades 3-8 who are experiencing difficulty with reading. It is designed to be used in addition to a balanced reading and language arts program. Authentic literature, reciprocal teaching and graphic organizers are used to accelerate the growth of students reading below grade level.

## Program Characteristics

Soar to Success has two major goals:

❏ Accelerate students' reading abilities as quickly as possible.

❏ Help students develop the skills and strategies of effective readers as they read across the curriculum.

These goals are accomplished through the use of reciprocal teaching and graphic organizers, two instructional strategies which have proved effective with students in grades three and above. In reciprocal teaching, students take turns being the teacher, modeling the use of the strategies after reading meaningful chunks of text. Graphic organizers help students visually represent the meaning they are constructing.

The instructional emphasis is on developing comprehension and using the skills and strategies of good readers.

### Curriculum, Instruction, and Assessment

The Soar to Success program is designed to be used daily for 30-40 minutes with groups of no more than five to seven students. Students participate in daily fast-paced lessons using authentic literature.

*Range of Implementation Models:* The program can be delivered according to several models. It can be used as a pullout program, or can be incorporated into a whole class reading program. A modified summer school model and an extended day model also have been developed.

*Assessment:* Informal assessment is conducted continuously throughout the program, incorporated into the lessons through retellings and oral reading checks. Individual Reading Inventories are used to show progress over time. Different forms are used as a pretest and a posttest. A Record of Progress is kept for each student to show which books are completed and how they are progressing.

### Professional Development

Houghton Mifflin provides training through the Intermediate Intervention Institute. The two-day Level I training, which costs $750, makes participants eligible to teach the intervention model to students, coach other teachers, and coordinate intervention programs for a school or district. The three-day Level II training costs $1,500 and allows participants to become District Level Trainers.

Teachers participating in the intervention program are encouraged to meet monthly for discussions and support. Coaching, which involves observation, feedback, and follow up, is also recommended. A school or district may also choose to employ a Site Coordinator who coaches teachers and schedules support meetings in addition to coordinating the Soar to Success program.

### Program Costs and Other Requirements

Use of the pullout model requires a space for a teacher and five to seven students. Pullout model teachers can work with several groups throughout the day, and may work through more than one level in the course of the school year. This will allow as many students as possible to receive intervention.

Also, intervention teachers and classroom teachers should work closely together so that the strategies learned can be reinforced in other subject areas.

## Evaluation

Evidence is strong that the Soar to Success program successfully addresses comprehension. There is moderate evidence that it successfully addresses fluency, meeting individual needs, and professional development.

The program shows little evidence of success in addressing phonics and word recognition and vocabulary. It does not attempt to address phonemic awareness. Some evidence of program effectiveness is available.

The emphasis of Soar to Success is always on reading for meaning.

### Word Recognition and Phonics

Instruction in word recognition and phonics is integrated with other aspects of the program. Students are reminded through prompts to use decoding strategies they already know. However, in actual practice, many third grade poor readers need more instruction and practice in decoding strategies than is provided with this program. There is no systematic plan for them to connect phonics to their writing.

### Fluency

Fluency instruction is systematic and based on the practice of gradually decreasing teacher support and increasing student independence. Students begin each lesson by re-reading the previous day's lesson, and a variety of forms of reader-text interaction are used. Silent reading is emphasized over oral reading.

### Vocabulary

Vocabulary instruction is developmentally appropriate and emphasizes connecting strategies learned to other aspects of the curriculum.

However, vocabulary instruction is not systematic. Strategies are taught to help students understand difficult words, but only as they occur. Definitions and context are not used to build word knowledge. Although the practice of giving each student a turn to clarify difficult words in a passage ensures participation, it does not promote deep understanding.

### Comprehension

Approaches to comprehension instruction used in Soar to Success show strong evidence of success. The group interactions are designed for developing flexible use of comprehension strategies.

The Reciprocal Teaching approach used in the program provides students with a framework for understanding what they read. It is based on the cognitive apprenticeship model in which the students and teacher are engaged in orchestrating comprehension strategies from the beginning. As children become more competent in comprehension strategies, the teacher gradually releases responsibility to them, fostering independence.

### Meeting Individual Needs

The program meets individual needs through grouping strategies. Students are grouped for the duration of the intervention and work in groups, pairs, and individually with the teacher as needed.

Progress is monitored frequently through retellings and oral reading checks after each book is completed. Also, students' strengths and weaknesses are used to plan subsequent lessons.

Soar to Success also provides flexibility in staff deployment by allowing schools to choose to deliver the program within the classroom or as a pull-out program, as well as including after school and summer school models.

### Professional Development

Professional development is appropriate in scope and shows moderate success in expanding teachers' knowledge base. A two-day training session is provided, which entitles teachers to present the program to students and to serve as a peer coach to other teachers. A video is provided to maintain consistency in delivery of the program, and the teacher's guide is complete and user-friendly.

Teachers are trained in the use of strategies which can be used with a variety of texts. They are encouraged to collaborate with other teachers to use the strategies across the curriculum.

After training, teachers are encouraged to meet with other teachers to discuss problems and successes. These meetings will provide ongoing support and professional development and help teachers maintain fidelity to the program aims.

### Evidence of Effectiveness

The cognitive apprenticeship models of learning, on which Soar to Success is based, are well- supported in the comprehension instruction literature.

The program has been implemented in diverse sites, but there is no information available about how widely and how long it has been implemented. While only the developer has conducted evaluations of Soar to Success, the evaluations do use standardized measures and quasi-experimental designs.

# Ratings for Soar to Success Program

## Phonemic Awareness

Developmentally appropriate ................... NA

Built upon a solid pedagogical model ........ NA

Systematic .......................................... NA

Motivating and participatory ................... NA

Connected to children's experience
and to the literacy curriculum ................. NA

Moderate in scope ................................ NA

Appropriate Grouping ............................ NA

**Overall Rating ................................... NA**

## Word Recognition and Phonics

Developmentally appropriate ....................2

Built upon a solid pedagogical model .........2

Systematic ...........................................1

Motivating and participatory ....................2

Connected to children's experience
and to the literacy curriculum ..................1

Application to reading and writing .............1

Including attention to sight words..............2

Encouraging flexible decoding
strategies in real text..............................2

**Overall Rating ................................... 1**

## Fluency

Developmentally appropriate ....................2

Built upon a solid pedagogical model .........3

Systematic ...........................................3

Motivating and participatory ....................3

Connected to children's experience
and to the literacy curriculum ................ NA

Opportunities to read (independent
and instructional level text) ................... NA

**Overall Rating ................................... 2**

## Professional Development

Appropriate in scope ...............................3

Designed to expand the
knowledge base .....................................2

Providing for extended opportunities ..........2

Ensures program fidelity...........................2

Affordability ..........................................3

**Overall Rating ................................... 2**

## Vocabulary

Developmentally appropriate ...............2

Built upon a solid pedagogical model .....1

Systematic .......................................1

Motivating and participatory .................2

Connected to children's experience
and to the literacy curriculum ...............3

Building word knowledge through
definitions and context.......................1

Striving for deep understandings ...........1

**Overall Rating ................................. 1**

## Comprehension

Developmentally appropriate ...............3

Built upon a solid pedagogical model .....3

Systematic .......................................3

Motivating and participatory .................3

Connected to children's experience
and to the literacy curriculum ..............3

Designed to implement before, during
and after reading ...............................3

Building flexible strategy knowledge ......3

**Overall Rating ................................. 3**

## Meeting Individual Needs

Providing for a mix of grouping
configurations ...................................3

Frequent monitoring of student progress
on curriculum-based measures ..............3

Flexible deployment of
resource personnel ............................3

Providing for the needs of English
Language Learners .............................2

Attention to cultural diversity ...............3

Facilitating home-school connections......2

**Overall Rating ............................... 2.5**

## Evidence of Effectiveness

Theoretical foundation ........................3

Evaluation ........................................2

Implementation .................................2

Replicability .....................................2

**Overall Rating ................................. 2**

# SRA Reading Mastery

***Intended Audience:*** Grade 1 through grade 6.

***Grouping:*** Two achievement-based groups per classroom. Whole group added for Levels V-VI.

***Major Emphasis:*** Making reading progress easy for children and reading instruction easy for teachers.

***General Approach:*** Using strictly controlled, scripted, teacher-directed lessons and mastery tests. Some materials use a modified orthography.

## Evaluation Results

Phonemic Awareness: ................... 2.5

Word Recognition and Phonics: ...... 2

Fluency: .................................... 1.5

Vocabulary: ............................... 1.5

Comprehension: ......................... 1.5

Meeting Individual Needs: ............. 1.5

Professional Development: ........... 2

Evidence of Effectiveness: ............. 2.5

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SRA Reading Mastery is a basal reading program designed for students in grades one through six. The goal of Reading Mastery to ensure reading success by using a strictly controlled sequence of tasks.

## Program Characteristics

SRA Reading Mastery is designed to provide what program designers call "unambiguous instruction so that all children can learn to read." The program relies on placement tests, a series of carefully scripted teacher-directed lessons, materials specially tailored to the program goals, and mastery tests.

The program is divided into six levels that correspond with student grade levels:

❏ For Levels I and II, the focus stated is Learning to Read. These levels address decoding, explicit phonics instruction, oral language comprehension, letter-sound relationships, blending, automaticity, and fluency

❏ For Levels III and IV, the focus is Reading to Learn. These middle levels add concept development, comprehension, metacognition, and schema development.

❏ For Levels V and VI, the focus is Learning through Literature. These upper levels focus on appreciation and understanding of literature, including comprehension, critical thinking, higher-order reasoning, and extended writing.

### Curriculum, Instruction, and Assessment

*Achievement Grouping:* Children are assessed at the start of the program and grouped by achievement within the classroom. Mastery of the curriculum is evaluated continuously.

*Fast-Paced Lessons:* Each lesson consists of both teacher-directed group activities and activities that students complete independently. The teacher-led instruction portion of a lesson involves a very rapid instructional pace and a wide variety of teaching strategies, with teacher-directed lessons that include signals, choral responses, and individual responses.

*Assessment:* Frequent curriculum-based assessments are used to prove student mastery of instructional content and to direct reteaching and regrouping.

*Reading Materials:* Program designers stress that they have designed the materials to make reading progress easy for children and reading instruction easy for teachers.

The reading materials for Level I, written by Direct Instruction designers Siegfried Engelmann and Elaine Bruner, use only lower case letters and a modified orthography that links each of 40 letter-sound correspondences with a unique symbol. That orthography includes visual cues to distinguish among letters that are easily confused and special configurations for letter combinations that represent one sound or letters that represent no sounds.

Levels III and IV contain 280 daily lessons that emphasize reasoning, reference, and problem-solving skills through reading in the content areas. Levels V and VI contain a total of 240 daily lessons that emphasize literary analysis and extended writing.

### Professional Development

The program's focus on strict teacher implementation of engineered lessons minimizes reliance on conventional professional development. Direct Instruction instructional models assume that teachers can learn the design theory that informs the program in the act of teaching, rather than before they begin.

SRA staff members provide professional development in the implementation of Reading Mastery. Initial, two-day training introduces the curriculum, provides opportunities to practice teaching, and deals with differentiation, assessment, and pacing. Additional support in the form of coaching and observation can be arranged with the SRA staff.

### Program Costs and Other Requirements

The program requires no technology. The only requirement that could have schoolwide implications is the need to create two achievement-based groups in each classroom in Levels I-IV. This requires adequate time for reading instruction to occur in the small groups for both doing independent work and workcheck.

Program consultants support schools dealing with this grouping issue. In some schools, reading is scheduled during a protected block, and students move to the teacher, paraprofessional, or support staff member teaching the group appropriate to them. Costs of program implementation vary with the specific needs of the school.

Teacher materials cost $492 per teacher for Levels I and II and $232 for Levels III-VI, along with a first-year cost of $64-$87 per student and $13-$27 per student in subsequent years

## Evaluation

The SRA Reading Mastery program shows moderate evidence of success in addressing phonemic awareness and word recognition and phonics.

It claims to address fluency, vocabulary, comprehension, the needs of individual students, and professional development, but there is little or no evidence that it does so successfully. Some evidence of program effectiveness is available

The program consistently uses a pedagogical model based on direct instruction, feedback and application. Its highly scripted nature and clear organization is evidence that it has succeeded in providing instruction that is systematic.

The program does little to connect instruction and activities to other areas in the curriculum or to children's experiences. Children do not share what they already know and all comprehension questions focus on explicit story content.

### Phonemic Awareness

The program's emphasis on phonemic awareness is appropriate—about 30 minutes daily of integrated blending and phonics instruction. Fast-paced drill in this area keeps students engaged, and students are grouped appropriately.

However, instruction in phonemic awareness shows no evidence of attention to a developmental sequence. Tasks from the first day of instruction include blending at the level of individual phonemes. There is also blending at the level of the syllable and later onset and rime. There is no attention to rhyme.

### Word Recognition and Phonics

In the area of word recognition and phonics, the need to preteach all sounds contained in the texts causes the program to violate developmental theories of linguistic performance. For example, long vowels and digraphs are mixed in with introduction of consonants.

The use of quick pacing and hand motions in this area keeps students engaged. Although sight words are introduced throughout the program, only synthetic decoding is used. There is no attention to context, word families and chunking, or analogy strategies. Phonics and word recognition instruction are connected to reading only in contrived texts prepared for the program, and there is no connection to writing.

### Fluency

Fluency is not addressed at the earlier levels. For beginning readers, the teacher claps between words to force word-by-word reading, then students reread one sentence each without the clap, then they reread chorally, again with claps drawing attention to the individual words rather than fluent reading of words in phrases.

The program focuses attention on building memory and automaticity for individual words, isolated from their language context. In addition, students in the beginning reading program are prevented from building fluency through reading practice in texts outside the program because a modified orthography is used.

Although the texts are carefully sequenced, and instruction is designed to introduce words and the skills needed to read them, the program is undifferentiated, assuming that all children will progress at the same rate.

### Vocabulary

In vocabulary instruction, the program connects words to the curriculum by selecting them from the upcoming stories. However, no explicit connection to children's knowledge is provided and children do not share what they already know.

Very few words are selected for instruction, and they are taught without striving to instill deep understanding. Teachers simply tell definitions without addressing context.

### Comprehension

Comprehension instruction occurs only after reading and is limited to asking mostly literal questions about the story. Instruction in comprehension strategies is not provided, nor are strategies modeled by teachers. Since no read alouds are recommended, this opportunity to build comprehension also is not available.

### Meeting Individual Needs

The program's curriculum-based measures of oral reading fluency provide successful monitoring of student progress. Also, moderate evidence suggests that the needs of individual readers are addressed through take-home worksheets and the daily practice of beginning with two small achievement-based groups and then moving to whole-group instruction.

However, the program makes no direct provisions for English Language Learners and does not address cultural diversity. Because it is assumed that all students will progress at the same rate with systematic instruction, intervention with special personnel is not addressed.

### Professional Development

The program stresses that materials are sufficiently scripted to prevent the need for professional development. Teachers are not required to expand their knowledge, but networks are available for teachers to communicate with one another about Direct Instruction.

### Evidence of Effectiveness

The theory of reading development that informs this program assumes that phonics and decoding approaches are superior approaches, and that they must be systematic and explicit. Reading materials require students only to apply what they have learned in their decoding instruction. The program seems to ignore research showing that even young readers strive for meaning.

The program has been implemented extensively with diverse populations and is highly replicable. Its effectiveness has been tested in controlled, quantitative studies, but those studies have been criticized in the published research literature.

# Ratings for SRA Reading Mastery Program

## Phonemic Awareness

Developmentally appropriate .................... 1

Built upon a solid pedagogical model .......... 3

Systematic ........................................... 3

Motivating and participatory ..................... 2

Connected to children's experience
and to the literacy curriculum ................... 1

Moderate in scope .................................. 3

Appropriate Grouping.............................. 3

**Overall Rating ...................................2.5**


## Word Recognition and Phonics

Developmentally appropriate .................... 2

Built upon a solid pedagogical model .......... 3

Systematic ........................................... 3

Motivating and participatory ..................... 3

Connected to children's experience
and to the literacy curriculum ................... 1

Application to reading and writing ............. 1

Including attention to sight words.............. 3

Encouraging flexible decoding
strategies in real text ............................. 1

**Overall Rating ..................................... 2**

## Fluency

Developmentally appropriate .................... 2

Built upon a solid pedagogical model .......... 1

Systematic ........................................... 3

Motivating and participatory ..................... 2

Connected to children's experience
and to the literacy curriculum ................... 1

Opportunities to read (independent
and instructional level text) ..................... 1

**Overall Rating ...................................1.5**

## Professional Development

Appropriate in scope .............................. 1

Designed to expand the
knowledge base ..................................... 1

Providing for extended opportunities .......... 2

Ensures program fidelity.......................... 3

Affordability ....................................... NA

**Overall Rating ..................................... 2**

## Vocabulary

Developmentally appropriate ................ 2

Built upon a solid pedagogical model ..... 1

Systematic ........................................ 2

Motivating and participatory ................. 1

Connected to children's experience
and to the literacy curriculum ............... 2

Building word knowledge through
definitions and context ........................ 1

Striving for deep understandings .......... 1

**Overall Rating ............................... 1.5**


## Comprehension

Developmentally appropriate ................ 1

Built upon a solid pedagogical model ..... 1

Systematic ........................................ 3

Motivating and participatory ................. 1

Connected to children's experience
and to the literacy curriculum ............... 1

Designed to implement before, during
and after reading ............................... 1

Building flexible strategy knowledge ...... 1

**Overall Rating ............................... 1.5**


## Meeting Individual Needs

Providing for a mix of grouping
configurations .................................... 2

Frequent monitoring of student progress
on curriculum-based measures .............. 3

Flexible deployment of
resource personnel ............................. 1

Providing for the needs of English
Language Learners .............................. 1

Attention to cultural diversity ............... 1

Facilitating home-school connections...... 2

**Overall Rating ............................... 1.5**

## Evidence of Effectiveness

Theoretical foundation ........................ 2

Evaluation ...................................... 2.5

Implementation ................................. 3

Replicability..................................... 3

**Overall Rating ............................... 2.5**

# Success For All

**Intended Audience:** Grade 1 through grade 6.

**Grouping:** Combines whole class, small group, partner, and independent grouping strategies.

**Major Emphasis:** Preventing reading difficulties before they occur as part of a comprehensive school reform approach.

**General Approach:** Combining direct instruction, cooperative learning, and extensive practice. Students are assessed regularly. Parent involvement is significant.

## Evaluation Results

Phonemic Awareness: ................... 2.5

Word Recognition and Phonics: ...... 3

Fluency: .................................... 2

Vocabulary: ................................ 2

Comprehension: .......................... 3

Meeting Individual Needs: ............. 2.5

Professional Development: ............ 2.5

Evidence of Effectiveness: ............. 3

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Success For All (SFA), developed by Robert Slavin and Nancy Madden of Johns Hopkins University, is a comprehensive elementary school reading program set within a school restructuring approach to school-wide reform. The program emphasizes early intervention in order to solve and prevent reading difficulties before they occur.

## Program Characteristics

The goal of SFA is to provide all students, but especially those most at risk for failure, with learning experiences that will enable them to read on grade level by the end of grade three and thereafter. The guiding principles of SFA are ensuring initial success and providing families and students with full access to resources.

The principle of initial success is reflected in the program's emphasis on prevention and early intervention, including preschool and kindergarten materials for the development of both oral language and print awareness, tutoring for students (grade one and beyond) most at risk, and active roles for parents. The idea is to intervene in children's educational experience before the familiar cycle of failure and frustration sets in.

### Curriculum, Instruction, and Assessment

*Instructional Strategies:* SFA encourages the use of a recurring set of instructional strategies, including:

❏ Direct instruction in decoding and comprehension skills.

❏ Specific routines for pre-, during- and post-reading activities.

❏ Cooperative learning in activities surrounding the reading selections.

❏ Extensive practice, mainly with partners, in reading and rereading each selection.

*Assessment:* Students in grades 1-6 are assessed every eight weeks to determine whether they are making adequate progress in reading. This information is used to assign students to tutoring, to suggest alternative teaching strategies in the regular classroom, and to make changes in reading group placement, family support interventions, or other means of meeting students' needs. The school facilitator coordinates this process with the active involvement of teachers in grade-level teams.

*Grouping:* SFA uses a combination of whole class, small group, partner, and independent grouping strategies. Its most unique feature is

cross-grade grouping in grades 1-6 to provide each teacher with a classroom of students reading at a given level.

*Materials:* SFA provides special reading materials in Kindergarten and grade 1. Thereafter, schools use SFA instructional procedures with materials of their own choosing.

*Grade 1:* Reading Roots, the first grade program, develops foundational skills, such as students' ability to hear sounds within words, know the sounds associated with specific letters, and blend letter sounds into words. Each Reading Roots lesson has five parts, which are implemented over a 2-3 day cycle. The lessons incorporate rereading, practice, and review; metacognitive strategies; reading new stories aloud and engaging in pre-reading comprehension activities; working with letters and decoding and encoding words; partner reading and guided group reading; and celebrating and enjoying students' progress.

*Grades 2-6:* In Reading Wings for grades two and beyond, students work in heterogeneous learning teams on story-related activities, listening comprehension, direct instruction in reading comprehension, and integrated writing/language arts. Students' individual scores on all quizzes, compositions, and book reports contribute toward a team score. Team recognition consists of attractive certificates and other small rewards.

Each day begins with a common element of all SFA lessons, dubbed STaR for Story Telling and Retelling. In StaR, students work together on the books they are reading independently, sharing content with one another.

### Professional Development

Prior to initial implementation, the principal and facilitator attend a five-day training session. In the first year, teachers are required to attend a three-day workshop prior to implementation. Two SFA consultants visit the school for three two-day visits over the year, during which they meet with principals, facilitators, and staff to improve implementation. They are also available for telephone visits.

Building facilitators are responsible for following up the initial training with classroom visits, one-on-one coaching, and team meetings.

Over time, the school assumes increasing responsibility for professional development.

A leadership academy also is available for principals and facilitators in groups of schools to build skill in using data to build and maintain growth in the quality of implementation.

### Program Costs and Other Requirements

SFA is designed to shake up the traditional organization of classroom instruction and school administrative structures. It requires a full time facilitator, who works with the school to see that SFA is implemented; specially trained certified teachers (or instructional assistants) who work one-on-one with some students; a Family Support Team; and cross-grade grouping and regrouping every eight weeks after assessments have been conducted.

Estimated costs—including training, complete curriculum materials, follow-up visits, and other services, for an average school of about 500 students in kindergarten through fifth or sixth grades—are about $70,000-85,000 in the first year of the program; estimated average costs decrease to $26,000-30,000 in year two and to $23,000-25,000 in year three.

# Evaluation

Success For All shows strong evidence that it successfully addresses word recognition and phonics, comprehension, and meeting individual needs. Moderate evidence suggests that it addresses phonemic awareness, fluency, and professional development. There is little evidence that it successfully addresses vocabulary. Strong evidence of program effectiveness is available

### Phonemic Awareness

Instruction in phonemic awareness is embedded within phonics lessons on letter sound correspondences, an approach that is research-based. An appropriate mix of direct instruction and cooperative learning is used in this area. Phonemic awareness instruction appears to be moderate in scope and to use appropriate grouping, although the embedding makes it difficult to determine precisely.

### Word Recognition and Phonics

Instruction in word recognition and phonics is systematic, incorporates a wide variety of activities, and occurs in the context of reading connected text.

SFA uses direct instruction to teach decoding, which research indicates is appropriate. The program teaches sight words both in the context of story reading and in isolation. Children are taught to sound out words, but other strategies are not given as much attention.

### Fluency

Fluency is developed through a variety of activities, including a Book Club activity in which students read for 20 minutes per day and discuss the books in small groups. However, most of the emphasis is on reading words in isolation, rather than reading connected text.

### Vocabulary

Vocabulary instruction occurs in a number of contexts, including storybook reading for both younger and older children and text reading for children in the "Roots" program. However, the model of vocabulary knowledge used seems to be based on traditional activities, rather than on a model of word learning.

Although SFA has shown some recent evidence of using conceptual approaches, such as semantic mapping, its primarily workbook approach is not likely to develop a rich knowledge of word meanings.

### Comprehension

Comprehension in SFA is taught using an effective and motivating combination of direct instruction in the skills lessons developed for the SFA program, cooperative learning in the Reading Together segment, and modeling during the listening comprehension segment.

Instruction is carefully sequenced and uses a broad range of text materials. The cycle of instruction in comprehension begins with an introduction by the teacher, using a variety of activities to activate background knowledge. During reading, the teacher guides the students through questioning in cooperative learning

and guided reading settings. Following reading, children discuss the story and answer questions.

Writing is integrated into the language arts curriculum, with an emphasis on the writing process. Strategic processing during reading receives less emphasis than using strategies for answering comprehension questions.

### Meeting Individual Needs

Success For All addresses individual needs by monitoring children's progress weekly and using assessments to modify groupings, employing a parent coordinator to promote active communication between school and home, and using a variety of professionals, including teachers, a facilitator, tutors, paraprofessionals, and social workers.

SFA has a Spanish program and makes special provisions for English Language Learners. It was designed for use in inner-city schools containing large numbers of ethnic minorities and children of poverty. Its use of homogeneous grouping is research-based but supporting research for this approach is not strong.

### Professional Development

For their school to be a Success for All school, all teachers and other school personnel need to undergo extensive training and engage in continuous professional development thereafter. However, professional development seems more aimed at helping teachers understand the SFA procedures than on expanding teachers' knowledge base.

### Evidence of Effectiveness

Success For All shows strong evidence for effectiveness. It is based on research in both direct instruction and cooperative learning. It has been implemented in over 1,500 schools nationwide, representing a variety of demographic characteristics. Some data suggest that the longer a school is using SFA, the higher the effects.

Systematic and longitudinal evaluations of SFA show strong and positive results for the program, but all of these evaluations were done by SFA developers. Independent evaluations have found positive but smaller effects.

# Ratings for Success For All Program

## Phonemic Awareness

Developmentally appropriate .................... 3

Built upon a solid pedagogical model ......... 2

Systematic ......................................... 2

Motivating and participatory .................... 2

Connected to children's experience
and to the literacy curriculum .................. 3

Moderate in scope ................................. 3

Appropriate Grouping ........................... NA

**Overall Rating ................................. 2.5**


## Word Recognition and Phonics

Developmentally appropriate ....................3

Built upon a solid pedagogical model .........3

Systematic ...........................................3

Motivating and participatory ....................2

Connected to children's experience
and to the literacy curriculum ...................3

Application to reading and writing .............3

Including attention to sight words..............3

Encouraging flexible decoding
strategies in real text ..............................2

**Overall Rating ..................................... 3**

## Fluency

Developmentally appropriate ....................1

Built upon a solid pedagogical model .........2

Systematic ...........................................2

Motivating and participatory ....................2

Connected to children's experience
and to the literacy curriculum ...................2

Opportunities to read (independent
and instructional level text) .....................2

**Overall Rating ..................................... 2**

## Professional Development

Appropriate in scope ...............................3

Designed to expand the
knowledge base .....................................2

Providing for extended opportunities ..........3

Ensures program fidelity...........................3

Affordability .........................................1

**Overall Rating ................................. 2.5**

## Vocabulary

Developmentally appropriate ................3

Built upon a solid pedagogical model .....1

Systematic .......................................2

Motivating and participatory ................1

Connected to children's experience
and to the literacy curriculum ..............2

Building word knowledge through
definitions and context ........................2

Striving for deep understandings ..........1

**Overall Rating ................................. 2**

## Comprehension

Developmentally appropriate ...............3

Built upon a solid pedagogical model .....3

Systematic .......................................3

Motivating and participatory ................3

Connected to children's experience
and to the literacy curriculum ..............3

Designed to implement before, during
and after reading ...............................3

Building flexible strategy knowledge ......2

**Overall Rating ................................. 3**

## Meeting Individual Needs

Providing for a mix of grouping
configurations ...................................3

Frequent monitoring of student progress
on curriculum-based measures .............3

Flexible deployment of
resource personnel ............................3

Providing for the needs of English
Language Learners .............................3

Attention to cultural diversity ...............3

Facilitating home-school connections......3

**Overall Rating ............................... 2.5**

## Evidence of Effectiveness

Theoretical foundation ........................3

Evaluation ........................................2

Implementation .................................3

Replicability......................................3

**Overall Rating ................................. 3**

# SuccessMaker

**Intended Audience:** Pre-kindergarten through grade 8.

**Grouping:** Students work individually.

**Major Emphasis:** Supplementing classroom instruction by providing practice and feedback in needed skill areas.

**General Approach:** Providing computer-based practice in individual skills, independent reading activities, and computer-based assessment.

## Evaluation Results

Phonemic Awareness: ................... 2

Word Recognition and Phonics: ...... 2

Fluency: .................................. NA

Vocabulary: ............................... 2

Comprehension: ......................... 2

Meeting Individual Needs: ............. 3

Professional Development: ........... 2

Evidence of Effectiveness: ............. 2

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SuccessMaker is an individualized multimedia curriculum for reading and mathematics to supplement instruction in grade K-8 with individual skills practice. All SuccessMaker lessons are presented as individual computer sessions.

## Program Characteristics

SuccessMaker aligns standards from various states, NCTM, and IRA/NCTE. Its criterion-referenced courses are aligned to standardized tests (ITBS, TAAS, SAT9, and CAT5). However, within these courses, curriculum is adjusted for each student. Student performance is assessed continuously to adjust the introduction of new concepts and the need for review.

### Curriculum Instruction, and Assessment

SuccessMaker is a series of courses:

❏ Reading Readiness is designed to help pre-kindergarten and kindergarten students develop skills in letter identification, print awareness, phonemic awareness, vocabulary building, comprehension skills, and special activities.

❏ Initial Reading is designed for supplementary skills practice in kindergarten, first, and second grades.

❏ First Adventures Bookshelf is designed to assist children in prekindergarten through grade two with independent reading.

❏ Reading Adventures Primary is designed to help children in kindergarten through grade two develop skills in comprehension, reading strategies, word study, phonics, and vocabulary.

❏ Reader's Workshop is designed to help children in grades two through five improve comprehension.

*Inter-related Components:* Each course has three interrelated components: computer-based lessons, an assessment system, and teacher materials. These components work together in a similar way in each course.

*Computer-Based Lessons:* Lessons are delivered to individual students using computer work stations. Through technology, lessons are adapted so that individual children have repeated opportunities to practice skills until mastery. Lessons include review, as well as new content. Students can view summaries of their performance, presented as bar graphs and percentages, during a particular session.

*Monitoring Progress:* Progress within individual courses is monitored continuously so that pacing can be adjusted. Each course contains a number of strands that can be evaluated separately. Standard motion maintains an increasing difficulty level within the strands.

### Professional Development

SuccessMaker provides customized professional development packages. Technical assistance experts monitor technological needs. Educational consultants provide on-site implementation training and ongoing professional support.

### Program Costs and Other Requirements

SuccessMaker has extensive technology requirements. Courses are available for use in classrooms or in computer labs, in CD-Rom format or web-based format. Technical assistance is available to evaluate technology requirements for a specific school site. Schools must schedule time for children to complete the lessons independently at the computer workstations. Costs of the program vary with the size and type of program implemented, including number of courses, number of workstations, type of computer license, and web or CD-Rom format.

# Evaluation

Strong evidence suggests that SuccessMaker successfully addresses individual needs. Moderate evidence suggests that the program successfully addresses phonemic awareness, word recognition and phonics, vocabulary, comprehension, and professional development. The program does not attempt to address fluency. Some evidence of program effectiveness is available.

The program is systematic in providing students with supplemental practice. All courses require participation, and some use sophisticated computer graphics. However, some of the graphics are dated and not motivating. Also, courses are not connected to the curriculum.

### Phonemic Awareness

Phonemic awareness instruction is systematic and moderate in scope. Activities are brief and delivered only to children who need them. However, the focus is on beginning sounds and rhyme with no attention to developing phonemic awareness at other levels.

### Word Recognition and Phonics

The word recognition and phonics curriculum in each course is clearly organized so that children are working on progressively more difficult skills. The scope and sequence for phonics instruction in the Initial Reading course moves from initial consonants to blends to digraphs to short and then long vowels.

However, new phonics content is introduced very briefly and then practiced in repetitive, forced choice exercises with no chance for application.

In the Reading Adventures Primary course, word recognition and phonics concepts are introduced clearly and explicitly, and then practiced in more complex tasks. They are connected directly to the demands of upcoming stories. For each course, word frequency lists, which include attention to sight words, are used to select content, but there is little attention to decoding or application for words not specifically taught or practiced.

### Vocabulary

Vocabulary words are selected for their frequency in some courses and for their appearance in authentic texts in other courses.

The computer exercises focus more on vocabulary testing than on vocabulary instruction. Word definitions are provided, but in some cases, the use of context is limited. There is no chance for students to grapple with any of the subtleties of meaning.

### Comprehension

The program provides comprehension practice and testing rather than comprehension instruction. Only Reading Adventures Primary provides integrated instruction in comprehension strategies. The other courses isolate instruction in this area.

Reading Adventures Primary includes specific attention to comprehension strategies. Children participate in strategy instruction and word study before reading, are encouraged with support and strategy cues during reading, and respond and answer questions after reading. In the other courses, comprehension skills practice is isolated and occurs with single sentences or very brief passages.

## Meeting Individual Needs

SuccessMaker addresses individual needs by monitoring student progress continuously, adjusting initial pacing after each session based on student performance, allowing students to view their own progress, and allowing teachers to print reports of student progress.

Some courses include stories in Spanish, others include bilingual materials, and others include specific suggestions for meeting the needs of English Language Learners.

Worksheets are provided in the teacher handbooks to facilitate home-school connections and teachers are directed to involve parents in goal-setting for individual students.

## Professional Development

Professional development activities are limited in scope to program implementation and data analysis. Some extended learning opportunities in the form of site visits and individualized consulting contracts are available.

## Evidence of Effectiveness

The program has been implemented in over 18,000 sites, across socio-economic status and with diverse racial and ethnic groups. Implementation is described clearly, and technical support is available in tailoring implementation to the needs and facilities of individual sites.

There is case study evidence that the program is effective, but no research studies were located to support the effectiveness of SuccessMaker.

# Ratings for SuccessMaker Program

## Phonemic Awareness

Developmentally appropriate .................... 2

Built upon a solid pedagogical model .......... 2

Systematic ............................................ 3

Motivating and participatory .................... 2

Connected to children's experience
and to the literacy curriculum ................. NA

Moderate in scope .................................. 3

Appropriate Grouping ............................ NA

**Overall Rating ....................................2**

## Word Recognition and Phonics

Developmentally appropriate ....................3

Built upon a solid pedagogical model ..........2

Systematic ............................................3

Motivating and participatory ....................2

Connected to children's experience
and to the literacy curriculum ...................1

Application to reading and writing .............2

Including attention to sight words..............3

Encouraging flexible decoding
strategies in real text ..............................1

**Overall Rating ..................................... 2**

## Fluency

Developmentally appropriate ................. NA

Built upon a solid pedagogical model ....... NA

Systematic ......................................... NA

Motivating and participatory ................. NA

Connected to children's experience
and to the literacy curriculum ............... NA

Opportunities to read (independent
and instructional level text) ................... NA

**Overall Rating .................................. NA**

## Professional Development

Appropriate in scope ...............................2

Designed to expand the
knowledge base .....................................1

Providing for extended opportunities ..........2

Ensures program fidelity..........................3

Affordability ....................................... NA

**Overall Rating ................................... 2**

## Vocabulary

Developmentally appropriate ................2

Built upon a solid pedagogical model .....1

Systematic ........................................3

Motivating and participatory ................2

Connected to children's experience
and to the literacy curriculum ..............1

Building word knowledge through
definitions and context .......................1

Striving for deep understandings ..........1

**Overall Rating ................................. 2**

## Comprehension

Developmentally appropriate ................2

Built upon a solid pedagogical model .....2

Systematic ........................................2

Motivating and participatory ................1

Connected to children's experience
and to the literacy curriculum ..............1

Designed to implement before, during
and after reading ...............................2

Building flexible strategy knowledge ......2

**Overall Rating ................................. 2**

## Meeting Individual Needs

Providing for a mix of grouping
configurations .................................. NA

Frequent monitoring of student progress
on curriculum-based measures ..............3

Flexible deployment of
resource personnel .......................... NA

Providing for the needs of English
Language Learners .............................3

Attention to cultural diversity ...............2

Facilitating home-school connections......2

**Overall Rating ................................. 3**

## Evidence of Effectiveness

Theoretical foundation ........................1

Evaluation ........................................1

Implementation .................................3

Replicability......................................3

**Overall Rating ................................. 2**

# Voyager Expanded Learning

**Intended Audience:** Grade 1 through grade 8.

**Grouping:** Whole group and small heterogenous groups.

**Major Emphasis:** Providing comprehensive reading instruction that is adjusted based on student data.

**General Approach:** Using direct instruction and cooperative and discovery-based learning with a curriculum organized around thematic adventures. Progress is continuously monitored.

## Evaluation Results

Phonemic Awareness: ................... 3
Word Recognition and Phonics: ...... 3
Fluency: ..................................... 2
Vocabulary: ................................ 3
Comprehension: .......................... 2
Meeting Individual Needs: ............. 3
Professional Development: ............ 3
Evidence of Effectiveness: ............. 2

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Voyager Expanded Learning is a comprehensive reading system for grades K-3. The program developers guarantee 100% literacy by the end of grade three provided that all components of the system are adopted and integrated.

The entire system is meant to be adopted at the district level, but the four-week summer school program and the extended time school year program have been used successfully as independent modules.

## Program Characteristics

The program's major components are:

❏ An in-school comprehensive curriculum, instructional materials, and assessments;

❏ A home study curriculum

❏ Extended-time intervention

❏ A data management system

❏ Professional development options.

To be eligible for the guarantee, districts must have aVoyager literacy coordinator and team, an assessment and evaluation system, a data-management system, an in-school program, instructional materials, a home study curriculum, and an extended-time intervention.

The guarantee provides additional intervention at no cost for students who are not reading on grade level after participating in the program.

### Curriculum, Instruction, and Assessment

*Curriculum:* The entire Voyager curriculum is centered on "thematic adventures" both in school and in extended time. These adventures—with students as voyagers—are rich in content and interactive.

The program is designed to address phonemic awareness, word recognition and phonics, vocabulary, and comprehension through direct instruction in whole and small group settings.

*Lessons:* Voyager lessons are structured in a rotation. Students begin in whole group instruction, which typically focuses on shared reading activities and skills introduction. They then move to small heterogeneous groups where several cooperative learning stations and one teacher-directed station are used.

Discovery-based learning drives much of the small group work. A whole group lesson with a review of the day's skills and concepts completes each sequence.

*Assessment:* Continuous progress monitoring directs instructional decisions. Data on individual student achievement in phonemic awareness, decoding, and fluency are used to direct reteaching and intervention efforts within the school day, as well as in extensions of the school day and school year.

### Professional Development

The program provides a two-day training to support the extended-time intervention and a four-day training for the in-school program that allows teachers to be certified as Voyager reading specialists.

The training includes the building blocks of reading, research-based instructional strategies, and how to conduct the program's assessments and use assessment data. Teachers also receive support from a Voyager-trained District Literacy Coordinator, as well as a Campus Reading Facilitator, who is selected by the school and trained to help support teachers through ongoing training.

In addition, teachers have an option to enroll in a 26-month Master's degree program in reading that includes web-based and site-based experiences for teachers arranged in cohort groups.

### Costs and Other Requirements

The comprehensive school program costs $244 per child per year and $390 per teacher for initial training. In a school with 500 children and 25 teachers, first-year costs would total $131,750 and additional years $122,000.

Some technology is required to implement Voyager's computer-based data management system and to access some staff development opportunities via the Internet.

In addition, the program requires lengthening the school day and year and realigning staff hours and responsibilities. The program also demands additional personnel, especially the Voyager-trained district Literacy Coordinator and the Reading Coordinator.

# Evaluation

Evidence suggests that the Voyager Expanded Learning System successfully addresses phonemic awareness, word recognition and phonics, vocabulary, professional development, and meeting individual needs. There is moderate evidence of success in addressing fluency and comprehension. Some evidence of program effectiveness is available

Voyager is strongly based upon the direct instruction model of pedagogy, which is used in whole- and small-group settings. Discovery-based and cooperative learning also are used effectively. The only area not clearly connected to a model of pedagogy is fluency.

The program replaces the school's literacy curriculum. Its thematic organization connects vocabulary development to other portions of the program and its use of cooperative group time connects students to one another as they review portions of the teacher-directed lessons.

In all five areas—phonemic awareness, word recognition and phonics, fluency, vocabulary, and comprehension—the program is:

❏ Highly systematic with a definite scope and sequence for the program and the addition of new skills each year.

❏ Developmentally appropriate with a gradual increase in complexity of the tasks.

❏ Structured for motivation and participation through the use of thematic units and discovery-based and cooperative learning.

### Phonemic Awareness

Phonemic awareness is emphasized in kindergarten and first grade with additional work in grades two and three. Skills gradually increase in difficulty as children advance through the grades.

Discovery-based and cooperative learning, which are motivators for children, are used and the phonemic awareness lessons are moderate in scope, lasting only minutes each day. The lessons occur in small groups that are homogeneous by achievement.

### Word Recognition and Phonics

Instruction in word recognition and phonics is embedded in thematic units. Decoding strategies and sight word knowledge are addressed at every grade level. However, no specific decoding strategies are noted in the program's scope and sequence.

### Fluency

In the area of fluency, the goal of reading instructional level texts accurately and fluently is addressed. Although the kindergarten curriculum does not include reading in connected text, it addresses fluency with letters and sounds.

However, while there is strong evidence that fluency instruction is developmentally appropriate and systematically assessed within this program, it is not clear from program materials reviewed how fluency is developed. Also unclear is the amount of attention given to independent level reading.

### Vocabulary

Vocabulary and concept awareness are addressed throughout grades K-3. The designers strive for deep understanding through identifying synonyms and antonyms, investigating word structures, and using resources to learn key vocabulary. In grades two and three, vocabulary development is addressed through listening, speaking, reading, and writing.

### Comprehension

Comprehension development is emphasized in read aloud and student reading activities and is taught using both direct instruction and discovery-based and cooperative learning. However, comprehension strategies are not emphasized, and it is not clear from the material whether lessons include before, during, and after reading comprehension activities.

### Meeting Individual Needs

Voyager shows strong evidence that it successfully addresses the needs of individual readers. It uses both whole-group and small-group instruction and provides continuous assessment. It can be used for after school and summer experiences for children who need extra help. Several thematic units involve multicultural studies, and it provides a home study curriculum.

Although there is no evidence of differentiation in the program material for English Language Learners, Voyager's designers claim that it meets their needs by promoting the functional use of language through real-world, hands-on learning.

### Professional Development

Voyager provides sufficient professional development to address the aims of the program, as well as to expand teachers' knowledge base.

Training outlines specific methods for teaching reading, evaluating every student's progress, and adjusting instruction and curriculum to keep each student performing on grade level. The Voyager-trained District Literacy Coordinators and site-based Reading Coordinators also support teacher learning.

The program provides opportunities for extended learning by offering a web-based master's degree in reading. Professional development opportunities at the outset of the program are specific and affordable.

### Evidence of Effectiveness

The program relies on many research-based practices, but limited evaluation data are available.

Although there are many more examples of implementation of the summer programs than of the school-wide program, implementation is well-described and supported by comprehensive program materials and onsite staff. Because program fidelity measures are included in the design, the program can be widely replicated.

# Ratings for Voyager Program

## Phonemic Awareness

Developmentally appropriate ..................... 3

Built upon a solid pedagogical model .......... 3

Systematic ............................................. 3

Motivating and participatory ..................... 3

Connected to children's experience
and to the literacy curriculum ................... 3

Moderate in scope ................................... 3

Appropriate Grouping............................... 3

**Overall Rating ......................................3**


## Word Recognition and Phonics

Developmentally appropriate .................... 3

Built upon a solid pedagogical model .......... 3

Systematic ............................................. 3

Motivating and participatory .................... 3

Connected to children's experience
and to the literacy curriculum ................... 3

Application to reading and writing ..............

Including attention to sight words.............. 3

Encouraging flexible decoding
strategies in real text .............................. 2

**Overall Rating ................................... 3**


## Fluency

Developmentally appropriate .................... 3

Built upon a solid pedagogical model .......... 1

Systematic ............................................. 3

Motivating and participatory ................... NA

Connected to children's experience
and to the literacy curriculum ................... 2

Opportunities to read (independent
and instructional level text) ...................... 2

**Overall Rating ................................... 2**


## Professional Development

Appropriate in scope ................................ 3

Designed to expand the
knowledge base ...................................... 3

Providing for extended opportunities .......... 3

Ensures program fidelity........................... 3

Affordability .......................................... 3

**Overall Rating ................................... 3**


## Vocabulary

Developmentally appropriate ................ 3

Built upon a solid pedagogical model ..... 3

Systematic ......................................... 3

Motivating and participatory ................. 3

Connected to children's experience
and to the literacy curriculum .............. 3

Building word knowledge through
definitions and context ........................ 3

Striving for deep understandings .......... 3

**Overall Rating ................................. 3**


## Comprehension

Developmentally appropriate ................ 3

Built upon a solid pedagogical model ..... 3

Systematic ......................................... 3

Motivating and participatory ................ 3

Connected to children's experience
and to the literacy curriculum .............. 3

Designed to implement before, during
and after reading ............................... 1

Building flexible strategy knowledge ...... 1

**Overall Rating ................................. 2**


## Meeting Individual Needs

Providing for a mix of grouping
configurations ..................................... 3

Frequent monitoring of student progress
on curriculum-based measures .............. 3

Flexible deployment of
resource personnel ............................. 3

Providing for the needs of English
Language Learners .............................. 2

Attention to cultural diversity ............... 3

Facilitating home-school connections ..... 3

**Overall Rating ................................. 3**


## Evidence of Effectiveness

Theoretical foundation ........................ 3

Evaluation .......................................... 1

Implementation ................................. 3

Replicability ....................................... 2

**Overall Rating ................................. 2**

# The Waterford Early Reading Program

**Intended Audience:** PreK through grade 3.

**Grouping:** Individual.

**Major Emphasis:** Preventing reading difficulties by supplementing regular instruction in ways that meet students' individual needs.

**General Approach:** Using individualized, technology-based lessons that include both direct instruction and experiences with rich literature.

## Evaluation Results

Phonemic Awareness: ................... 3
Word Recognition and Phonics: ...... 3
Fluency: .................................... 3
Vocabulary: ............................... 2
Comprehension: ......................... 2
Meeting Individual Needs: ............. 2
Professional Development: ........... 2
Evidence of Effectiveness: ............. 2

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The Waterford Early Reading Program (WERP) is designed for children in Pre-K through grade three. It is an individualized, technology-based program but also assists teachers in analyzing student needs and proceeding with necessary intervention.

## Program Characteristics

The goal of WERP is to provide children with the instruction they need to prevent reading difficulties. The program emphasizes early intervention as the most effective way to ensure that all children become fluent readers, regardless of their beginning level of literacy or primary language.

WERP emphasizes a balanced approach to reading instruction that includes rich literature combined with direct, systematic instruction in phonemic awareness, phonics, fluency, and comprehension. Most teachers use WERP as a supplemental program.

### Curriculum, Instruction, and Assessment

The program is divided into three levels, each providing a full year of daily, research-based instruction designed to meet the individual needs of every student:

❏ Level One, typically implemented in pre-K or kindergarten, emphasizes emergent and pre-literacy skills proven to be the best indicators of future success in reading.

❏ Level Two, typically implemented in first grade, focuses on beginning reading skills and prepares students for the next level.

❏ Level Three, typically implemented in second grade, builds on earlier skills leading to full fluency and reading independence.

At each level, students spend 15-30 minutes each day participating in a variety of individualized listening, reading, and responding activities with a number of engaging texts.

Audio and videotapes supplement the print and software in helping students develop literacy skills and knowledge in a variety of ways. The program uses music, rhythm, alliteration, and rhyme along with an attractive interface that is highly interactive and easy to manipulate.

Teachers are provided online and off-line assessment tools and trained in how to use the assessment data to individualize instruction.

### Professional Development

In the first year, teachers are required to attend a one-day, on-site training workshop. Teachers, aides, and assistants who will be using the program learn about the curriculum content, how to use the software, and how to care for the hardware and equipment. Teachers prepare for the first day of instruction and become familiar with the Teacher Resource Center.

In Year one, Educational Trainers make three additional training visits to help teachers become more familiar with the program and better able to integrate the WERP activities into the classroom curriculum.

In Years two and three, two full-day workshops are provided. The first day is designed to train new staff members and retrain as necessary. The second day is focused on use of teacher resources, program use, running reports, and/or summer school usage. Schools also may purchase additional staff development workshops.

### Program Costs and other Requirements

WERP requires installation of one to four multimedia computers networked to a high-speed laser printer in each classroom. The cost is about $28,000 per classroom and includes three computers, the software, training, support and a three-year supply of materials.

## Evaluation

In the areas of phonemic awareness, phonics and word recognition, and fluency, the Waterford Early Reading Program (WERP) provides strong evidence of developmental appropriateness. It shows moderate evidence of success in addressing vocabulary, comprehension, meeting individual needs, and professional development. Some evidence of program effectiveness is available.

The interactive software is motivating and participatory, combining sound and animation that appeals to young children and using images and concepts that most children find familiar and interesting. Although WERP is typically used as a supplemental program, these characteristics enable it to be connected to children's experience and to the literacy curriculum.

WERP also is highly systematic with a clear scope and sequence between lessons and response patterns within lessons that are organized in a familiar set of routines.

### Phonemic Awareness

The sequence of phonemic awareness activities within levels, as well as the differentiation across levels one and two, are consistent with research on the development of phonemic awareness. However, the scope of instruction in phonemic awareness—15 minutes per day for 40 weeks—far exceeds the 18 hours recommended by the National Reading Panel.

### Word Recognition and Phonics

Word recognition and phonics activities move from familiar to unfamiliar words, from regular to irregular words, and from letter sounds to word families.

Significant attention is paid to use of self-monitoring and self-correcting, with scaffolding and feedback at every opportunity.

Instruction also encourages flexible use of decoding strategies and includes attention to sight words. Activities incorporate 150 high-frequency words in the context of reading and writing.

### Fluency

Fluency is addressed through opportunities to read and reread decodable books that are appropriately leveled for beginning readers and activities that allow fluent intonation and phrasing and 90 percent or better accuracy of word recognition.

Fluency also is enhanced through opportunities to read and reread decodable books that

are appropriately leveled for beginning readers.

### Vocabulary

Vocabulary activities are geared to helping students figure out the meanings of words they encounter while reading. Word meaning and semantic relations are appropriately addressed.

Although the role of definitions in vocabulary development is unclear, it is evident that vocabulary activities encourage contextual analysis, incorporate scaffolding, and provide opportunities for frequent feedback.

### Comprehension

Comprehension activities are provided for before, during, and after reading. Comprehension questions that accompany the selections appeal to the interests and curiosities of children in grades K-2. WERP provides substantial opportunities for using prediction, retelling, pictorial, and other responses, and it emphasizes meaning through self monitoring activities.

However, there is no evidence of instruction in how to use comprehension strategies. Also, practice, rather than instruction and scaffolding, appears to be the basis of the comprehension curriculum.

### Meeting Individual Needs

WERP addresses students' individual needs by providing teachers with daily print-outs of student progress on various on-line activities and representing a range of cultural groups in the student materials and activities. It encourages family participation in reading by providing books and videos for students to take home.

There is little evidence that the program addresses the needs of English Language Learners.

### Professional Development

The professional development provided with the program effectively covers the technical aspects of program use and management and is closely connected to the key characteristics of the program.

Teachers receive precisely the amount of professional development needed to implement the program in their classrooms and to monitor student progress in the program. However, WERP does not include extensive research-based information about early language and literacy development, nor does it provide staff development in content and pedagogy.

### Evidence of Effectiveness

The program is based upon an extensive body of research on the fundamental processes of reading acquisition, particularly research citing phonemic awareness as an important developmental process and instructional research linking systematic instruction in phonics and phonemic awareness to general reading performance.

The phonemic awareness components of the program have been found to be highly correlated to the New Standards Primary Literacy Standards and the Michigan English Language Arts Standards. Most evaluations of the program are either pre-post evaluations or designed and implemented by the vendor and/or users.

The program has been widely implemented, but no written accounts of its replicability across a wide range of schools with varying demographic characteristics are available.

# Ratings for Waterford Early Reading Program

## Phonemic Awareness

Developmentally appropriate .................... 3

Built upon a solid pedagogical model ......... 2

Systematic .......................................... 3

Motivating and participatory .................... 3

Connected to children's experience
and to the literacy curriculum .................. 3

Moderate in scope ................................. 2

Appropriate Grouping ............................ NA

**Overall Rating .......................................3**

## Word Recognition and Phonics

Developmentally appropriate .................... 3

Built upon a solid pedagogical model ......... 3

Systematic .......................................... 3

Motivating and participatory .................... 3

Connected to children's experience
and to the literacy curriculum .................. 2

Application to reading and writing ............. 2

Including attention to sight words.............. 3

Encouraging flexible decoding
strategies in real text ............................. 3

**Overall Rating ...................................... 3**

## Fluency

Developmentally appropriate .................... 3

Built upon a solid pedagogical model ......... 3

Systematic .......................................... 3

Motivating and participatory .................... 3

Connected to children's experience
and to the literacy curriculum .................. 3

Opportunities to read (independent
and instructional level text) ..................... 3

**Overall Rating ...................................... 3**

## Professional Development

Appropriate in scope ............................... 3

Designed to expand the
knowledge base ..................................... 1

Providing for extended opportunities .......... 1

Ensures program fidelity........................... 3

Affordability ......................................... 2

**Overall Rating ...................................... 2**

## Vocabulary

Developmentally appropriate ................ 3

Built upon a solid pedagogical model ..... 2

Systematic ....................................... 3

Motivating and participatory ................ 3

Connected to children's experience
and to the literacy curriculum .............. 2

Building word knowledge through
definitions and context ....................... 2

Striving for deep understandings ........ NA

**Overall Rating ................................. 2**

## Comprehension

Developmentally appropriate ................ 3

Built upon a solid pedagogical model ..... 2

Systematic ....................................... 2

Motivating and participatory ................ 3

Connected to children's experience
and to the literacy curriculum .............. 2

Designed to implement before, during
and after reading .............................. 3

Building flexible strategy knowledge ...... 1

**Overall Rating ................................. 2**

## Meeting Individual Needs

Providing for a mix of grouping
configurations ................................. NA

Frequent monitoring of student progress
on curriculum-based measures.............. 3

Flexible deployment of
resource personnel .......................... NA

Providing for the needs of English
Language Learners ............................ 1

Attention to cultural diversity ............... 3

Facilitating home-school connections...... 2

**Overall Rating ................................. 2**

## Evidence of Effectiveness

Theoretical foundation ........................ 3

Evaluation ....................................... 2

Implementation ................................. 2

Replicability..................................... 2

**Overall Rating ................................. 2**

# Wilson Language System (WLS)

***Intended Audience:*** Students in grade three and beyond who have difficulty with written language in the areas of decoding and spelling.

***Grouping:*** One-on-one or in homogeneous small groups.

***Major Emphasis:*** Teaching students fluent decoding and encoding skills to the appropriate level of mastery.

***General Approach:*** Providing direct, multisensory, and structured reading and writing instruction.

## Evaluation Results

Phonemic Awareness: ................... 2

Word Recognition and Phonics: ...... 2.5

Fluency: .................................... 2

Vocabulary: ............................... 1

Comprehension: .......................... 2

Meeting Individual Needs: ............. 2.5

Professional Development: ........... 2.5

Evidence of Effectiveness: ............. 2.5

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The Wilson Language System (WLS) is a direct, multisensory, structured reading and writing program focused on teaching decoding and comprehension skills to children individually or in small homogeneous groups.

## Program Characteristics

WLS is designed for use with individuals in grade three and beyond who have difficulty with written language in the areas of decoding and spelling. It is appropriate for students with average cognitive ability, literacy skills at least on the second grade level but one grade level below the student's current grade placement, and listening comprehension skills higher than overall reading ability.

The main purpose of WLS is to teach students fluent decoding and encoding skills to the level of mastery.

### Three Models of Implementation

Schools may choose from three models of implementation.

***Intensive, Small Group:*** The Wilson Academy Classroom option is for small groups of students who need an intensive program (4-5 days per week) to develop fluency and spelling skills.

***Tutoring:*** The Wilson Academy Tutoring program uses volunteers, paraprofessionals and educational staff in a tutorial setting (i.e., after school, summer programs). An on-site Wilson certified mentor oversees the tutors.

***Part of Classroom Instruction:*** The Wilson Academy Funology program is designed for regular education classrooms in grades K-3. It provides the spelling/phonics component of a balanced program and is recommended for use with a literature-based program.

### Curriculum, Instruction, and Assessment

WLS is a cumulative twelve-step program that uses a complete curriculum for teaching decoding and encoding (spelling) beginning with phoneme segmentation.

***Areas of Emphasis:*** The emphasis of instruction of WLS is on the following ten areas: phonemic segmentation; alphabetic principle; decoding; encoding; advanced word analysis; vocabulary development; sight word instruction; fluency; comprehension with visualization; and metacognition. Throughout the program, a ten-part lesson plan is followed that incorporates sight word instruction, vocabulary, oral expressive language and text comprehension.

***Fast-Paced:*** A typical lesson moves at a quick pace with constant interaction between the teacher and the student.

### Professional Development

Wilson Language Training was established to provide training in the Wilson Reading System. The Wilson staff provides two-day overview workshops as well as Certified Level I and Level II training. Completion of WLS certification takes three years to complete and individuals must have a bachelor's degree and pass several competency exams along the way.

***Overview:*** The two-day overview workshop is designed to introduce individuals to WLS and its principles. Upon completion, individuals can begin using the program with one student but are not considered trained staff and cannot charge for Wilson tutoring.

***Level I:*** After Level I training, completed over the course of one year, individuals are effectively trained in the first six steps of WLS and can conduct informational sessions, but they are not considered WLS certified.

***Level II:*** Level II training consists of a one-year course to train for group implementation of Steps 1-6 followed by a one-year course that completes training in Steps 7-12 for both individual and group instruction. Level II training is considered a practicum and requires videotaped lessons, submission of 40 lesson plans, and a final exam to exit the certification program. Certified individuals receive ongoing support through the Wilson Academy.

### Program Costs and Other Requirements

The two-day overview workshop can be conducted on-site as an in-service with 25 or fewer participants at a cost of $2,400 plus trainer expenses (travel, lodging, etc.). An alternative is for individuals to attend a Wilson-sponsored overview workshop at $225 per participant.

Level I training is $990 per participant plus the expense of a starter kit, $149.

Level II is two courses at $495 per course, per participant plus the expense of additional materials needed for students. As an individual, it would cost a minimum of $2,354 for Level II certification.

## Evaluation

Moderate evidence suggests that the Wilson Language System (WLS) successfully addresses phonemic awareness, word recognition and phonics, fluency, comprehension, meeting individual needs, and professional development. There is little evidence that the program successfully addresses vocabulary. Some evidence of program effectiveness is available.

Wilson is highly structured with a clear scope and sequence. Each lesson is planned out to the minute and skills are introduced in a pre-determined fashion.

Since Wilson is a self-contained program, it has no defined integration with a student's curriculum.

### Phonemic Awareness

Wilson provides extensive training in phonemic awareness, which may be appropriate for children with reading problems who have had difficulties in this area.

Direct instruction and feedback are continuous throughout each lesson, and scaffolding occurs as the student moves from one step to another. Students demonstrate independent application of phonemic skills using word lists and short stories provided by Wilson.

Although materials are unappealing and repetitive, the fast paced lessons and multisensory instruction hold students' interest.

### Word Recognition and Phonics

Instruction in word recognition and phonics is developmentally appropriate. Wilson controls the presentation of sounds and syllables, beginning with initial phoneme, short vowels, and double consonants.

Corresponding word lists are provided in each step. Wilson organizes the presentation of unpredictable sight words by substeps. Within each substep, several sight words are taught and students write them in their "Rules Notebook" for review.

The introduction and application of decoding skills is taught through tapping out each sound of a word using the fingers. There is little

application of word recognition and phonics skills to non-Wilson materials.

### Fluency

Fluency instruction provides ample opportunities to read and reread sight words and text at each student's instructional level from the Wilson materials.

However, Wilson does not provide a wide range of reading materials. Students do not even look at non-controlled text until after step six, and independent reading is not addressed.

### Vocabulary

Wilson teaches vocabulary at two levels. Level A vocabulary is for younger students, ESL students or older students with limited vocabulary. Level B is for older students with advanced vocabularies.

Vocabulary instruction is based on the premise that a student should have a strong oral vocabulary before concentrating on written vocabulary skills. Review of vocabulary words is built in to each subsequent lesson.

The program's practice of introducing vocabulary words in isolation is not motivating. There is no distinction made between conceptual and definitional knowledge, and students are not asked to process the meaning of words past a surface level.

### Comprehension

Comprehension instruction is developmentally appropriate, but children are required to comprehend what they read only after step six. Up to that point, concentration is on literal comprehension skills of controlled text.

Comprehension is continually monitored. Wilson provides guidance for instructors in comprehension monitoring during and after a passage, but makes no mention of pre-reading activities. Some comprehension strategies, such as visualization, summarization, and questioning, are taught.

### Meeting Individual Needs

The Wilson Language System meets individual needs through frequent monitoring of student progress. Each lesson incorporates time for review of concepts previously taught, and reteaching occurs at any time necessary. A student must become fluent in one substep before moving to the next.

Wilson does not include materials that target the interest of children from non-mainstreamed cultures and does little to facilitate home-school partnerships. Concepts can be applied in teaching English Language Learners, but the program is designed for students that have a high oral vocabulary in English.

Finally, the requirement that instructors be Wilson-trained limits deployment of personnel.

### Professional Development

Training for the Wilson Language System is quite extensive, occurring over several years and in different contexts.

Trainees are expected to attend training seminars while conducting hands-on sessions with students. Trainees are videotaped and critiqued several times during the training.

Certified personnel conduct follow-up sessions of trainees "on the job." The program provides some expansion of teachers' knowledge base, but individuals are trained largely through routine implementation of the sequenced program with little information about the learner at each substep.

### Evidence of Effectiveness

The Wilson Language System is based on a behaviorist model, in which a complex act, such as reading, is decomposed into a series of subskills, each of which is overlearned before another skill is introduced.

It has been implemented across the country, largely in special education settings. However, no data are available on replicability. One peer-reviewed article and several testimonials are available, but most evaluation of WLS has been conducted by the developer.

# Ratings for Wilson Language System

## Phonemic Awareness

Developmentally appropriate ..................... 3

Built upon a solid pedagogical model .......... 2

Systematic ........................................... 3

Motivating and participatory ..................... 2

Connected to children's experience
and to the literacy curriculum ................... 1

Moderate in scope .................................. 1

Appropriate Grouping .............................. 2

**Overall Rating ....................................... 2**

## Word Recognition and Phonics

Developmentally appropriate ..................... 3

Built upon a solid pedagogical model .......... 2

Systematic ........................................... 3

Motivating and participatory ..................... 2

Connected to children's experience
and to the literacy curriculum ................... 1

Application to reading and writing ............. 1

Including attention to sight words .............. 3

Encouraging flexible decoding
strategies in real text .............................. 2

**Overall Rating ..................................... 2.5**

## Fluency

Developmentally appropriate ..................... 2

Built upon a solid pedagogical model .......... 3

Systematic ........................................... 3

Motivating and participatory ..................... 2

Connected to children's experience
and to the literacy curriculum ................... 1

Opportunities to read (independent
and instructional level text) ...................... 1

**Overall Rating ....................................... 2**

## Professional Development

Appropriate in scope ............................... 2

Designed to expand the
knowledge base ..................................... 3

Providing for extended opportunities .......... 3

Ensures program fidelity .......................... 2

Affordability ......................................... 1

**Overall Rating ..................................... 2.5**

## Vocabulary

Developmentally appropriate ............... 3

Built upon a solid pedagogical model ..... 3

Systematic ........................................ 3

Motivating and participatory ................. 1

Connected to children's experience
and to the literacy curriculum .............. 1

Building word knowledge through
definitions and context ....................... 1

Striving for deep understandings .......... 1

**Overall Rating ................................. 1**

## Comprehension

Developmentally appropriate ............... 3

Built upon a solid pedagogical model ..... 1

Systematic ........................................ 3

Motivating and participatory ................. 2

Connected to children's experience
and to the literacy curriculum .............. 1

Designed to implement before, during
and after reading ............................... 2

Building flexible strategy knowledge ...... 2

**Overall Rating ................................. 2**

## Meeting Individual Needs

Providing for a mix of grouping
configurations .................................... 2

Frequent monitoring of student progress
on curriculum-based measures ............. 3

Flexible deployment of
resource personnel ............................ 1

Providing for the needs of English
Language Learners ............................. 2

Attention to cultural diversity ............... 1

Facilitating home-school connections ...... 1

**Overall Rating ............................... 2.5**

## Evidence of Effectiveness

Theoretical foundation ........................ 2

Evaluation ........................................ 3

Implementation ................................. 3

Replicability ..................................... 2

**Overall Rating ............................... 2.5**

The Ohio Resource Center for Mathematics, Science, and Reading (ORC) provides this consumers' guide for reading as a service to Ohio's educators. The inclusion of the consumers' guide for reading on the ORC website does not constitute an endorsement of its content. ORC makes no claims regarding the effectiveness or reliability of the reading programs reviewed.

All program reviews for Choosing a Reading Program: A Consumer's Guide are complete. No additional programs will be added to this document.

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