

Effective Core and
Supplemental Reading
Programs:
So Many Choices...

Colorado Reading First
Summer Conference
July 2007

Angela M. Przychodzin, M.Ed.

aprychodzin@comcast.net

(509) 468-1771

11 Programs Highlighted

- Read Well (Levels K & 1)
- Language for Learning
- Horizons
- My Sidewalks on Scott Foresman Street: Early Reading Intervention & Intensive Reading Intervention
- SIPPS
- Phonics for Reading
- Six-Minute Solution
- Read Naturally
- Elements of Reading (Vocabulary)

Topics Include:

- Core vs. supplemental or both
- Focus of Program
 - Which of the Big 5 elements are addressed?
- Who will benefit from the program
- Key features of program
- How to implement with existing core program
- The Matrix (really!)

Reading Programs

What is your focus?

- Comprehensive/Core Interventions:
 - Focused instruction on both *learning to read* and *reading to learn* strategies and techniques.
- *Learning to Read* Interventions:
 - Phonemic awareness.
 - Phonics (word attack).
 - Fluency.
- *Reading to Learn* Interventions:
 - Vocabulary.
 - Text comprehension.

Read Well K

www.sopriswest.com

- Is this a core program or a supplemental program or **BOTH**?
 - Is considered a core program with clear guidelines for differentiating instruction.
 - It **CAN** be used as a supplemental program.

Read Well K

www.sopriswest.com

- What is the focus of the program?
 - Phonemic awareness
 - Phonics/alphabetic principle
 - “Smooth and Bumpy Blending”
 - Fluency pre-skills
 - Vocabulary
 - Comprehension
 - Oral language development
- Designed for whole group and/or small group
 - Independent work

Read Well K

www.sopriswest.com

- Who will benefit from the program?
 - Grade K students:
 - Are at benchmark
 - Need strategic intervention
 - Need intensive intervention
 - Grade 1 students:
 - Need strategic intervention
 - Need intensive intervention

Read Well K

www.sopriswest.com

- Key features of the program:
 - Placement & end-of-unit tests
 - Multiple entry points
 - Theme-based units
 - Explicit
 - Systematic, mastery-based
 - Decodable text
 - Ample practice opportunities provided
 - Clear guidelines for differentiating instruction
 - Popular children's literature
 - Multisensory activities
 - Handwriting practice

Read Well K

www.sopriswest.com

- How to implement with existing core?
 - As a core program
 - 75 minute lessons
 - As an supplemental program with small groups or individuals needing strategic intervention
 - 30 minutes beyond core program (focus on phonemic awareness, phonics, fluency, and comprehension)

Read Well 1

www.sopriswest.com

- Is this a core program or a supplemental program or **BOTH**?
 - Is considered a core program with clear guidelines for differentiating instruction.
 - It **CAN** be used as a supplemental program.

Read Well 1

www.sopriswest.com

- What is the focus of the program?
 - Phonemic awareness
 - Phonics
 - Fluency
 - Vocabulary
 - Comprehension
- Focus shifts from whole class activities to small group and individualized instruction

Read Well 1

www.sopriswest.com

- Who will benefit from the program?
 - Grade 1 students:
 - Are at benchmark
 - Need strategic intervention
 - Need intensive intervention
 - Grade 2 students:
 - Need strategic intervention
 - Need intensive intervention
 - Grade 3 students:
 - Need intensive intervention

Read Well 1

www.sopriswest.com

- Key features of the program:
 - Placement & end-of-unit tests
 - Multiple entry points
 - 38 Theme-based units
 - Explicit
 - Systematic, mastery-based
 - Duet stories and solo stories
 - Ample practice opportunities provided
 - Clear guidelines for differentiating instruction
 - Writing activities

Read Well 1

www.sopriswest.com

- How to implement with existing core?
 - As a core program
 - 75-90 minute lessons
 - As an supplemental program with small groups or individuals needing strategic intervention
 - 30 minutes using small group and individual work components

Additional *Read Well* Components

www.sopriswest.com

- *Write Well Spelling*
 - 15-20 minute activities
 - Daily dictation to help connect spoken to written English
 - Conventions of sentence writing
- *Read Well Activity Centers:*
Appropriate Independent Practice
 - Independent activities to provide additional practice

Read Well Plus

www.sopriswest.com

- Grade 1 students:
 - Are at benchmark
- Grade 2 students:
 - Are at benchmark
 - Need strategic intervention
- Grade 3 students:
 - Need strategic intervention
 - Need intensive intervention

Read Well Plus

www.sopriswest.com

- 12 small group units for students who have mastered Read Well 1
- Program focus:
 - Remaining letter-sound combinations
 - Fluency building
 - Story mapping
 - Note-taking
 - Writing a basic report
 - Entirely decodable fiction & nonfiction
 - Instruction for *Nate the Great* and *Frog and Toad Together*

Language for Learning

www.SRAonline.com

- Is this a core program or a **supplemental** program or BOTH?
 - It is a supplemental program.

Language for Learning

www.SRAonline.com

- What is the focus of the program?
 - Language development, academic vocabulary, build background knowledge, answering questions, following directions
- Small group instruction

Language for Learning

www.SRAonline.com

- Who will benefit from the program?
 - Preschool & kindergarten students
 - K & 1st graders with less than adequate language knowledge & skills for their ages
 - Primary age students in bilingual & ESL programs
 - Primary age students in Title 1 or SPED
 - Children with language/speech difficulties

Language for Learning

www.SRAonline.com

- Key features of the program:
 - Skills are taught directly through modeling
 - Daily lessons (approx. 25-30 min. & 5-10 min. for workbook activities)
 - Placement test and progress monitoring
 - Scripted for consistency
 - Consistent error correction procedures
 - Unison responding
 - Continuous review of skills & concepts

Language for Learning

www.SRAonline.com

- Key features of the program:
 - Immediate application of new concepts & skills
 - Lesson extensions to stories, poems, games, etc.
 - Listening skills practice
 - Workbook has built-in review & application
 - “Fast cycle” available for students who can progress more quickly

Language for Learning

www.SRAonline.com

- How to implement with existing core?
 - 30-40 minutes in addition to core

Horizons

www.SRAonline.com

- Is this a core program or a **supplemental** program or BOTH?
 - This is a supplemental program.

Horizons

www.SRAonline.com

- What is the focus of the program?
 - Phonemic awareness, phonics, fluency, vocabulary, and comprehension
- Designed for small group instruction (3-5 students)

Horizons

www.SRAonline.com

- Who will benefit from the program?
 - Grades K-2 students:
 - Have not learned to read
 - Poorly developed decoding skills

Horizons

www.SRAonline.com

- Key features of the program:
 - Scaffolded learning
 - Careful sequencing & step-by-step instruction of new skills
 - Guided and independent practice to mastery
 - On-going assessment
 - Allowing for frequent progress monitoring used to base instructional decisions

Horizons

www.SRAonline.com

- Key features (skills focus) of *Level A*:
 - Phonemic awareness
 - Beginning decoding skills
 - Basic comprehension skills
 - Reading vocabulary of about 700 words

Horizons

www.SRAonline.com

- Key features (skills focus) of *Level B*:
 - Advanced word recognition skills
 - Fluency and automaticity
 - Comprehension strategies
 - Reading vocabulary of about 2,000 words
 - By the end, students will be independent, strategic readers

Horizons

www.SRAonline.com

- How to implement with existing core?
 - 30 minutes per day in addition to core program.

My Sidewalks
on Scott Foresman Reading Street:
Early Reading Intervention

www.scottforesman.com

- Is this a core program or a **supplemental** program or BOTH?
 - It is a supplemental program.

My Sidewalks
on Scott Foresman Reading Street:
Early Reading Intervention
www.scottforesman.com

- What is the focus of the program?
 - Phonemic awareness, phonics, fluency, and vocabulary
- Small group instruction

My Sidewalks
on Scott Foresman Reading Street:
Early Reading Intervention
www.scottforesman.com

- Who will benefit from the program?
 - Students in grade K (or grade 1) who are in the bottom 25% of students based on a formal screening instrument (e.g., DIBELS)

My Sidewalks
on Scott Foresman Reading Street:
Early Reading Intervention
www.scottforesman.com

- Key features of the program:
 - 30 weeks of instruction for 30 minutes per day
 - 7 activities (3-5 minutes per activity)
 - Explicit and systematic
 - Placement test and progress monitoring
 - Skills targeted:
 - First 15 min. focused on phonological awareness and alphabetic understanding
 - Next 15 minutes focused on writing and spelling

My Sidewalks
on Scott Foresman Reading Street:
Early Reading Intervention

www.scottforesman.com

- How to implement with existing core?
 - 30 minutes in addition to core

My Sidewalks
on Scott Foresman Reading Street:
Intensive Reading Intervention

www.scottforesman.com

- Is this a core program or a **supplemental** program or BOTH?
 - It is a supplemental program.

My Sidewalks
on Scott Foresman Reading Street:
Intensive Reading Intervention

www.scottforesman.com

- What is the focus of the program?
 - Phonemic awareness, phonics, fluency, vocabulary, and comprehension
 - Emphasis on deep meaning and content
- Small group instruction

My Sidewalks
on Scott Foresman Reading Street:
Intensive Reading Intervention

www.scottforesman.com

- Who will benefit from the program?
 - Students in grades 1-5:
 - Need intensive intervention

My Sidewalks
on Scott Foresman Reading Street:
Intensive Reading Intervention

www.scottforesman.com

- Key features of the program:
 - 30 weeks for 30-45 minutes per day
 - Placement test and progress monitoring
 - Accelerates reading development through explicit and systematic instruction

My Sidewalks
on Scott Foresman Reading Street:
Intensive Reading Intervention

www.scottforesman.com

- How to implement with existing core?
 - 30-45 minutes in addition to core

SIPPS

www.devstu.org

- Is this a core program or a supplemental program or **BOTH**?
 - This is considered to be both a core and supplemental program.

SIPPS

www.devstu.org

- What is the focus of the program?
 - **Phonemic awareness, phonics, fluency, and vocabulary**
- Small group instruction for 3-6 students.

SIPPS

www.devstu.org

- Who will benefit from the program?
 - Students in grades K-3:
 - At benchmark (grade K)
 - Need strategic intervention
 - Need intensive intervention

SIPPS

www.devstu.org

- Key features of *Beginning Level* (Kindergarten):
 - 55 lessons (can be taught in a two-day format=110 lessons)
 - Concepts of print
 - Phonemic awareness
 - Blending & segmentation
 - Initial phonics
 - Consonants, consonant digraphs, and short vowels
 - High-frequency sight words (73)
 - Regular & irregular

SIPPS

www.devstu.org

- Key features of *Extension Level*:
 - 40 lessons
 - Placement and mastery tests
 - Phonemic awareness
 - Blending & segmentation
 - Phonics
 - Consonant blends, final *e*, vowel digraphs, *r*-controlled vowels, generalizations for *c* and *y*.
 - High-frequency irregular sight words (over 150)
 - Simple trade books and chapter books

SIPPS

www.devstu.org

- Also note:
 - *SIPPS Plus* (Grades 4-12)
 - Alphabetic principal
 - Spelling patterns
 - *Challenge Level* (grades 4-12)
 - Polysyllabic words
 - Morphemic roots
 - Affixes
 - High-frequency academic vocabulary
 - Sight syllables and their meanings

SIPPS

www.devstu.org

- How to implement with existing core?
 - As a core program
 - As an supplemental program with small groups
 - 30-40 minutes in addition to core

Phonics for Reading

www.curriculumassociates.com

- Is this a core program or a **supplemental** program or BOTH?
 - It is a supplemental program.

Phonics for Reading

www.curriculumassociates.com

- What is the focus of the program?
 - Phonics
 - Word recognition instruction
 - Story reading
 - Spelling instruction
 - Independent activities
- Can be implemented by a tutor

Phonics for Reading

www.curriculumassociates.com

- Who will benefit from the program?
 - Students in grades 1-3:
 - Need strategic intervention
 - Need intensive intervention
 - Students above grade 3:
 - Need intensive or remedial instruction
 - Age-neutral content and format appropriate for remedial students in higher grades and adult learners

Phonics for Reading

www.curriculumassociates.com

- Key features of *First Level*
 - 30 teacher-directed lessons
 - Skills targeted:
 - Short vowels
 - Consonants
 - Consonant blends
 - Diagraphs

Phonics for Reading

www.curriculumassociates.com

- Key features of *Second Level*
 - 32 teacher-directed lessons
 - Skills targeted:
 - Vowel combinations
 - r-controlled vowel sounds
 - Common endings
 - CVCe words

Phonics for Reading

www.curriculumassociates.com

- Key features of *Third Level*
 - 36 teacher-directed lessons
 - Skills targeted:
 - Vowel/letter combinations
 - Common prefixes and suffixes,
 - Minor consonant sounds for *c* and *g*
 - Minor vowel sound combinations

Phonics for Reading

www.curriculumassociates.com

- How to implement with existing core?
 - One lesson per day requires 40-50 minutes in addition to core
 - Can teach one lesson across 2 days requiring 20-25 minutes in addition to core

The Six-Minute Solution: A Reading Fluency Program

www.sopriswest.com

- Is this a core program or a **supplemental** program or BOTH?
 - It is a supplemental program.

*The Six-Minute Solution: A Reading
Fluency Program*

www.sopriswest.com

- What is the focus of the program?
 - Fluency
- Peer partners are used.

The Six-Minute Solution: A Reading Fluency Program

www.sopriswest.com

- Key features of program
 - Initial Assessments for placement
 - Phonetic Elements Assessment
 - Automatic Words Assessment
 - Passage Reading Assessment
 - Oral reading fluency
 - Instructional reading level (not based on current grade level placement)
 - *San Diego Quick Assessment of Reading Ability*
 - Determine approximate grade level
 - Progress Monitoring three times a year (fall, winter, spring)

The Six-Minute Solution: A Reading Fluency Program

www.sopriswest.com

- Key features of program
 - Recommendations for students who are not making adequate progress for two or more weeks
 - *Activity* procedure and *scripted* procedure for teaching each activity and fluency graphing
 - Recommended instructional groupings
 - Comprehension and Writing Strategies
 - Summarize, paraphrase, retell, describe, sequence, compare, problem-solve, and determine cause and effect (graphic organizers)
 - Guidelines for establishing and maintaining appropriate partner behavior

The Six-Minute Solution: A Reading Fluency Program (Primary)

www.sopriswest.com

- Who will benefit from the program?
 - Students in grades K-2:
 - At benchmark
 - Need strategic intervention
 - Need intensive intervention

The Six-Minute Solution: A Reading Fluency Program (Primary)

www.sopriswest.com

- Key features of *Primary Level*
 - 25 social studies and science passages at each grade level (1-3) = 75 passages
 - Letter-sound fluency building
 - 11 skills sheets
 - Phonetic elements fluency building (e.g., cvc pattern)
 - 113 skills sheets
 - Automatic word recognition & fluency (250 most frequently used words: *The American Heritage Word Frequency Book*)
 - 25 lists

The Six-Minute Solution: A Reading Fluency Program (Intermediate)

www.sopriswest.com

- Who will benefit from the program?
 - Students in grades 3-6:
 - At benchmark
 - Need strategic intervention
 - Need intensive intervention

The Six-Minute Solution: A Reading Fluency Program (Intermediate)

www.sopriswest.com

- Key features of *Intermediate Level*
 - 25 nonfiction passages at each grade level (1-6) = 150 passages
 - Vowels and vowel combinations fluency building (8 skill sheets)
 - Prefixes (10 skill sheets) and suffixes (12 skill sheets) fluency building
 - Automatic word recognition & fluency
 - 25 lists

The Six-Minute Solution: A Reading Fluency Program (Secondary)

www.sopriswest.com

- Who will benefit from the program?
 - Students in grades 6-12:
 - At benchmark
 - Need strategic intervention
 - Need intensive intervention

The Six-Minute Solution: A Reading Fluency Program (Secondary)

www.sopriswest.com

- Key features of *Secondary Level*
 - 25 nonfiction passages at each grade level (4-9) = 150 passages
 - Vowels and vowel combinations fluency building (8 skill sheets)
 - Prefixes (10 skill sheets) and suffixes (12 skill sheets) fluency building
 - Automatic word recognition & fluency
 - 25 lists

The Six-Minute Solution: A Reading Fluency Program

www.sopriswest.com

- How to implement with existing core?
 - 6 minutes of fluency practice outside of the core reading program
 - 20-30 minutes in addition to core by adding the additional comprehension and/or summary writing activities

Read Naturally

www.readnaturally.com

- Is this a core program or a **supplemental** program or BOTH?
 - It is a supplemental program.

Read Naturally

www.readnaturally.com

- What is the focus of the program?
 - Fluency
 - Speed, accuracy, and proper expression
- Individualized practice

Read Naturally

www.readnaturally.com

- Who will benefit from the program?
 - Supplemental program for students in grades 1 – 12 and beyond
 - Students scoring significantly below the 50th percentile in fluency
 - Average score from two unpracticed grade-level passages

Read Naturally
www.readnaturally.com

- Key features of the program:
 - Minimum of three 30-minute weekly sessions
 - Technology-based program (audiotape and/or software)
 - May be implemented by a tutor
 - Must be overseen by teacher
 - 24 non-fiction passages in each of 13 levels

Read Naturally

www.readnaturally.com

- Key features of the program:
 - Step 1
 - Student chooses passage from appropriate level & makes a prediction
 - Cold timing & graphing
 - Fluent model of passage
 - Step 2
 - Student listens to model while whisper reading and tracking
 - Three consecutive models at increased speeds
 - Step 3
 - Independent, timed repeated readings until goal is met
 - Student answers questions
 - Step 4
 - Hot timing with teacher and graphing

Read Naturally

www.readnaturally.com

- How to implement with existing core?
 - 30 minutes in addition to core

Elements of Reading: Vocabulary

www.harcourt.com

- Is this a core program or a **supplemental** program or BOTH?
 - It is a supplemental program.

Elements of Reading: Vocabulary

www.harcourt.com

- What is the focus of the program?
 - Vocabulary, oral vocabulary
- Designed for whole group instruction, but can also be used with small groups.

Elements of Reading: Vocabulary

www.harcourt.com

- Who will benefit from the program?
 - Students in grades K-3
 - Also 4th and 5th grade materials

Elements of Reading: Vocabulary

www.harcourt.com

- Key features of the program:
 - Daily 20-minute lessons
 - Explicit and systematic instruction across several days
 - Cumulative review
 - Repeated exposure to- and use of vocabulary words in a variety of contexts
 - Photo cards to clearly illustrate concepts
 - Read-aloud anthology used to provide words in context to stimulate discussion

Elements of Reading: Vocabulary

www.harcourt.com

- Key features of the program:
 - Daily assessment
 - Oral review
 - Written assessment in workbook (standardized test practice)
 - Overall goal:
 - To go beyond defining words to providing rich experiences using words in a variety of contexts.

Elements of Reading: Vocabulary

www.harcourt.com

- How to implement with existing core?
 - 20 minutes in addition to core

See...

Program Matrix