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

Colorado Reading First 
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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.
• 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
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
• **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)
• 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.
• 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
• 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
• 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
• **Grade 1 students:**
  – Are at benchmark

• **Grade 2 students:**
  – Are at benchmark
  – Need strategic intervention

• **Grade 3 students:**
  – Need strategic intervention
  – Need intensive intervention
• 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*
• Is this a core program or a supplemental program or BOTH?
  – It is a supplemental program.
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
• 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
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
• How to implement with existing core?
  – 30-40 minutes in addition to core
• Is this a core program or a supplemental program or BOTH?
  – This is a supplemental program.
• What is the focus of the program?
  – Phonemic awareness, phonics, fluency, vocabulary, and comprehension

• Designed for small group instruction (3-5 students)
Who will benefit from the program?

– Grades K-2 students:
  • Have not learned to read
  • Poorly developed decoding skills
• 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
Key features (skills focus) of Level A:

- Phonemic awareness
- Beginning decoding skills
- Basic comprehension skills
- Reading vocabulary of about 700 words
• 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
• 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.
• What is the focus of the program?
  – Phonemic awareness, phonics, fluency, and vocabulary

• Small group instruction
• 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)
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
• How to implement with existing core?
  – 30 minutes in addition to core
• Is this a core program or a supplemental program or BOTH?
  – It is a supplemental program.
What is the focus of the program?
- Phonemic awareness, phonics, fluency, vocabulary, and comprehension
  - Emphasis on deep meaning and content

Small group instruction
• Who will benefit from the program?
  – Students in grades 1-5:
    • Need intensive intervention
• 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
• How to implement with existing core?
  – 30-45 minutes in addition to core
• 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.
Who will benefit from the program?

– Students in grades K-3:
  • At benchmark (grade K)
  • Need strategic intervention
  • Need intensive intervention
• 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
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
• 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
• How to implement with existing core?
  – As a core program
  – As an supplemental program with small groups
• 30-40 minutes in addition to core
• 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
• 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
• Key features of *First Level*
  -- 30 teacher-directed lessons

  -- Skills targeted:
    • Short vowels
    • Consonants
    • Consonant blends
    • Diagraphs
• Key features of Second Level
  – 32 teacher-directed lessons

  – Skills targeted:
    • Vowel combinations
    • r-controlled vowel sounds
    • Common endings
    • CVCe words
• 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
• 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
• Is this a core program or a supplemental program or BOTH?
  – It is a supplemental program.
• What is the focus of the program?
  — Fluency

• Peer partners are used.
• 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)
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
• 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)

- 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
• 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
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
• 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
• 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
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
• How to implement with existing core?
  – 30 minutes in addition to core
• 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.
Who will benefit from the program?

- Students in grades K-3
  - Also 4th and 5th grade materials
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
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.
• How to implement with existing core?
  – 20 minutes in addition to core
See...

Program Matrix