



The Secondary Literacy Instruction and Intervention Guide

**Helping School Districts Transform into
Systems that Produce
Life-Changing Results for All Children**

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The Need for Guidance Regarding Secondary Literacy Instruction and Intervention Resources and Programs

The facts about secondary literacy are startling:

- Approximately two-thirds of eighth- and twelfth- grade students read at less than the “proficient” level as described by NAEP (National Institute for Literacy, 2006).
- Approximately 32 percent of high school graduates are not ready for college-level English composition courses (ACT, 2005).
- Over half of adults scoring at the lowest literacy levels are drop-outs and almost a quarter are high school graduates (NCES, 2005).
- Approximately 40 percent of high school graduates lack the literacy skills employers seek (Achieve, Inc., 2005).
- U.S. drop-outs’ literacy skills are lower than most industrialized nations, performing comparably only to Chile, Poland, Portugal and Slovenia (OECD, 2000).
- A full 70 percent of U.S. middle and high school students require differentiated instruction—that is, instruction targeted to their individual strengths and weaknesses (Alliance for Excellent Education for the Carnegie Corporation of New York).

The Secondary Literacy Instruction Intervention Guide speaks to the critical need for a clear, coherent and replicable district-level model incorporating evidence-based and research-validated literacy resources to meet the differentiated needs of struggling adolescents. These tools and guide are designed around the context of the University of Kansas’ Content Literacy Continuum (CLC) model.

The Secondary Literacy Instruction and Intervention Guide

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I.

Purpose of the Secondary Literacy Instruction and Intervention Guide

Background and Purpose of the Secondary Literacy Instruction and Intervention Guide

Based on our clinical literacy work in major urban districts and in reviewing related research, the Stupski Foundation has identified the equity-based, Content Literacy Continuum (CLC) model, developed by the University of Kansas Center for Research on Learning (CRL) as an effective secondary literacy framework and model. This model offers a comprehensive literacy system to address districts' need for research-based, robust content literacy application. The nationally recognized solution set is very limited, and the CLC is one of very few nationally-recognized comprehensive secondary literacy models in the country. With over 25 years of research and proven classroom and school-wide results, the work of the CRL is to determine and validate academic system-wide interventions and supports for adolescent readers, writers and learners. The focus is on ways to close the large "achievement gap" and reduce the escalating drop-out rate for struggling adolescent learners while providing powerful delivery and learning strategies for teachers and students in core academic subjects.

The model's framework is centered on CLC's five distinct levels that comprise a continuum of literacy instruction and differentiated services. These five levels closely correlate with the Three Tiered Intervention Model commonly used throughout the nation as well as with the nationally recognized Response to Intervention (RTI) tiers.

Content Literacy Continuum (CLC)	Three Tier Model	RTI-Response to Intervention
Level I: Enhanced content instruction - instructional approaches that build proficiency in critical content for all students, regardless of literacy levels, that equip them with competitive, high-end skills that ensure successful post-graduate options	Tier 1	Tier 1
Level II: Embedded strategy instruction – instructional strategies within and across classes for all students using large group instructional methods that allow optimal access to rigorous college-ready curriculum	Tier 1	Tier 1
Level III: Intensive strategy instruction - instructional approaches that build mastery of specific strategies for students needing short-term, strategic instruction on strategies embedded throughout classroom instruction	Tier 2	Tier 2
Level IV: Intensive basic skill instruction - instructional approaches that build mastery of entry level literacy skills for students needing intensive, accelerated literacy intervention	Tier 3	Tier 3
Level V: Therapeutic intervention - instructional approaches that build mastery of language underpinnings related to the curriculum content and learning strategies occurring throughout classroom instruction for language-disabled students	Tier 3	Tier 3

Scope and Parameters of the Secondary Literacy Instruction and Intervention Guide

Within the context of the Content Literacy Continuum, we sought to identify and categorize evidence-based strategies (Level I - III) and research-validated programs (Level III - V).

All intervention programs included in the Level III - V guide had to meet the following criteria:

- Address two or more of the five main components of reading as identified by the National Reading Panel
- Target students in middle and high school grades (Grades 5-12)
- Have independent, third-party research
- Have research that is scientifically-based (randomized control groups) or meets the criteria for quasi-experimental research

Secondary Literacy Interventions in the Context of Response to Intervention (RTI)

RTI refers to a comprehensive student-centered assessment and intervention model. RTI models focus on applying a problem-solving framework to identify and address individual student's difficulties using effective, efficient instruction that leads to improved, accelerated achievement.

The core characteristics of RTI include:

- Students receive high-quality instruction in their general education setting
- Evidence-based general education instruction
- General education instructors and staff assume an active role in students' assessment in that curriculum
- Universal screening of academics
- Continuous progress monitoring of student performance
- Progress monitoring data to determine effectiveness of interventions and to make any modifications
- Continuous progress monitoring to pinpoint students' difficulties
- Research-validated interventions to address the student's difficulties
- Systematic assessment of the fidelity and integrity with which core instruction and specific interventions are implemented
- Multiple tiers of increasingly intense student-focused interventions
- Varied duration, frequency, and time of interventions

The CLC incorporates these core characteristics by building off powerful instructional delivery within the core academic subjects, while at the same time providing for a continuum of research-validated, increased intensive intervention options through the use of on-going assessment and monitoring.

Levels of instructional intensity (core, strategic, intensive) reflect increased intensity of instructional intervention:

Core Instruction

often referred to as Tier I or standards-based instruction - Level I and II of CLC

Instruction that deals with what we provide for all students. Part of the core instruction is usually provided to the class as a whole and part is provided during the small group, differentiated instruction period. Although instruction is differentiated by student need during the small group period, materials and lesson procedures from the core program can frequently be used to provide reteaching, or additional teaching, to students according to their needs.

Strategic Instruction

often referred to as Tier II or strategic support - Level III of CLC

Instruction that goes beyond the comprehensive core program to provide explicit instruction and/or guided practice in targeted, key areas to meet the needs of struggling readers. This level of instruction is done in a small group either within the classroom through the use of additional instructional time or through a specific reading class or supplemental/extended-day program.

Intensive Intervention

often referred to as Tier III or tertiary instruction - Level IV and V of CLC

Instruction provided to students who are significantly behind their classmates in the development of critical reading skills. This instruction will usually be guided by a specific intervention program that focuses on two or more of the key foundational areas of reading development. This type of instruction is usually needed by only a relatively small percentage of students in a class. In some cases, secondary students may be so far below grade-level of reading skills that very little content from the grade level core program is suitable for them. In these cases, students may need to receive instruction guided by a comprehensive intervention program that is specifically designed to meet their specific needs while at the same time accelerating their growth toward grade-level reading ability.

Source: National Research Center on Learning Disabilities:
<http://www.nrld.org/research/rti/RTIinfo.pdf>

Specifically, the CLC model provides a comprehensive design that reflects the RTI principles and the three tiered model. CLC includes rigorous standards-based instruction, instructional delivery, assessment/data, differentiated instructional supports and interventions with ongoing, embedded professional development and guidance. This comprehensive approach is needed to assure that all students acquire high-end, college-ready skills that are internationally competitive within an aligned instructional system.

II.

A System's Approach for the Use of the Secondary Literacy Instruction and Intervention Guide within a Comprehensive Aligned Instructional System (CAIS)

“Ensuring adequate ongoing literacy development for all students in the middle and high school years is a more challenging task than ensuring excellent reading education in the primary grades for two reasons: first, secondary school literacy skills are more complex, more embedded in subject matters and more multiple-determined; second, adolescents are not as universally motivated to read better or as interested in school-based reading as younger children.”

“...enough is already known about adolescent literacy - both the nature of the problems of struggling readers and the type of interventions and approaches to address these needs - in order to act immediately on a broad scale.”

Biancarosa, G., and Snow, C. E. (2004.) *Reading Next—A Vision for Action and Research in Middle and High School Literacy: A Report to Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education.

While any adequate continuum addressing instruction and curriculum will include both strategic supports and intensive intervention, the grade-level, core instructional program has a critical and fundamental responsibility to scaffold students to ensure maximum access to increasingly complex and challenging text and information.

We know, for instance, that the **common characteristics of struggling readers in middle and high school grades** include:

- they are almost always less fluent readers - many have some multi-syllabic needs and their sight word vocabularies are thousands of words smaller than the grade-level reader
- they are usually less familiar with the meanings of words
- struggling readers usually have less conceptual and content knowledge
- less skilled readers have fewer and less-developed strategies to enhance comprehension or repair it when it breaks down
- they typically do not enjoy reading or choose to read for pleasure

Building off of the five fundamental areas found in elementary reading development (phoneme awareness, decoding, fluency, vocabulary and comprehension), the major areas of reading emphasis in middle and high school include:

- expanded 'sight vocabulary' to unfamiliar words in increasingly challenging text
- expanded vocabulary development to thousands of unfamiliar terms in increasingly challenging text
- increasingly detailed knowledge of text structures and genres
- acquisition of expanded content knowledge in many domains
- increased thinking and reasoning skill development
- increased need to build positive and relevant connections regarding reading as a vital skill for current and future opportunities in learning and adult life (including that of leisure)

Additionally, the system must provide instructional supports and a variety of interventions differentiated enough to 'close the gap' for strategic and intensive struggling readers. Intensity is manipulated by instructional grouping of identified needs, size of group, explicitness of instruction and material, length of instruction and frequency of assessment, and instructional adjustments based on such data. Such engineering must include:

- explicit and systematic instruction to build vocabulary
- instruction to enhance active use of efficient comprehension strategies
- instruction and orchestrated practice to build reading fluency
- intensive instruction in basic word reading strategies, including phonics

A significant amount of current educational research is centered around codifying best practices in urban school districts. Best practices are explained as a coherent system of practices that can be easily observed, described and replicated, and are tied to the characteristics of effective, high-performing school districts.

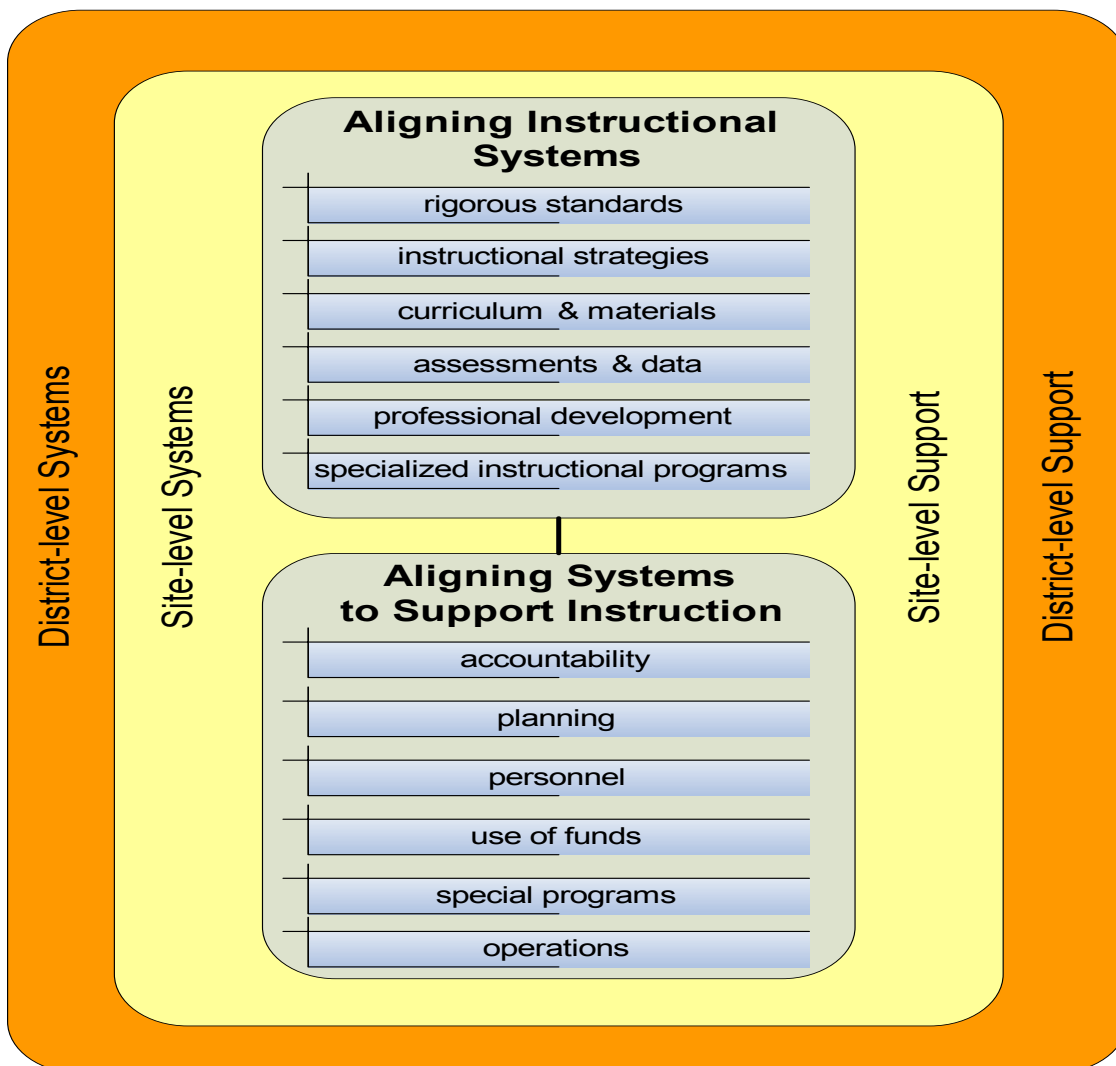
The Stupski Foundation elaborates on this notion by attempting to explicitly outline the relationship that must exist from district to site to classroom. In order to establish an aligned instructional system, the Foundation believes that there must be a strong degree of alignment between state/district academic standards, district curriculum, agreed-upon instructional strategies and system-wide, differentiated intervention opportunities.

Teachers must possess strong content knowledge as well as pedagogical knowledge that appropriately addresses rigor and cultural relevance. They must also understand the appropriate instructional sequences and forms of differentiated instruction necessary for teaching varied populations.

Districts must provide teachers with access to rich, scientifically-based materials and resources, the results of ongoing standards-based assessments, ongoing intervention support and ongoing standards-based and evidence-based professional development. Districts also need to strategically align resources and human capital in order to support this system.

By developing a CAIS, a 'comprehensive accountability system' is put into place that allows for close monitoring and support on an ongoing basis, and strengthens the link between the fidelity of implementation and the impact on student achievement.

A Comprehensive Aligned Instructional System

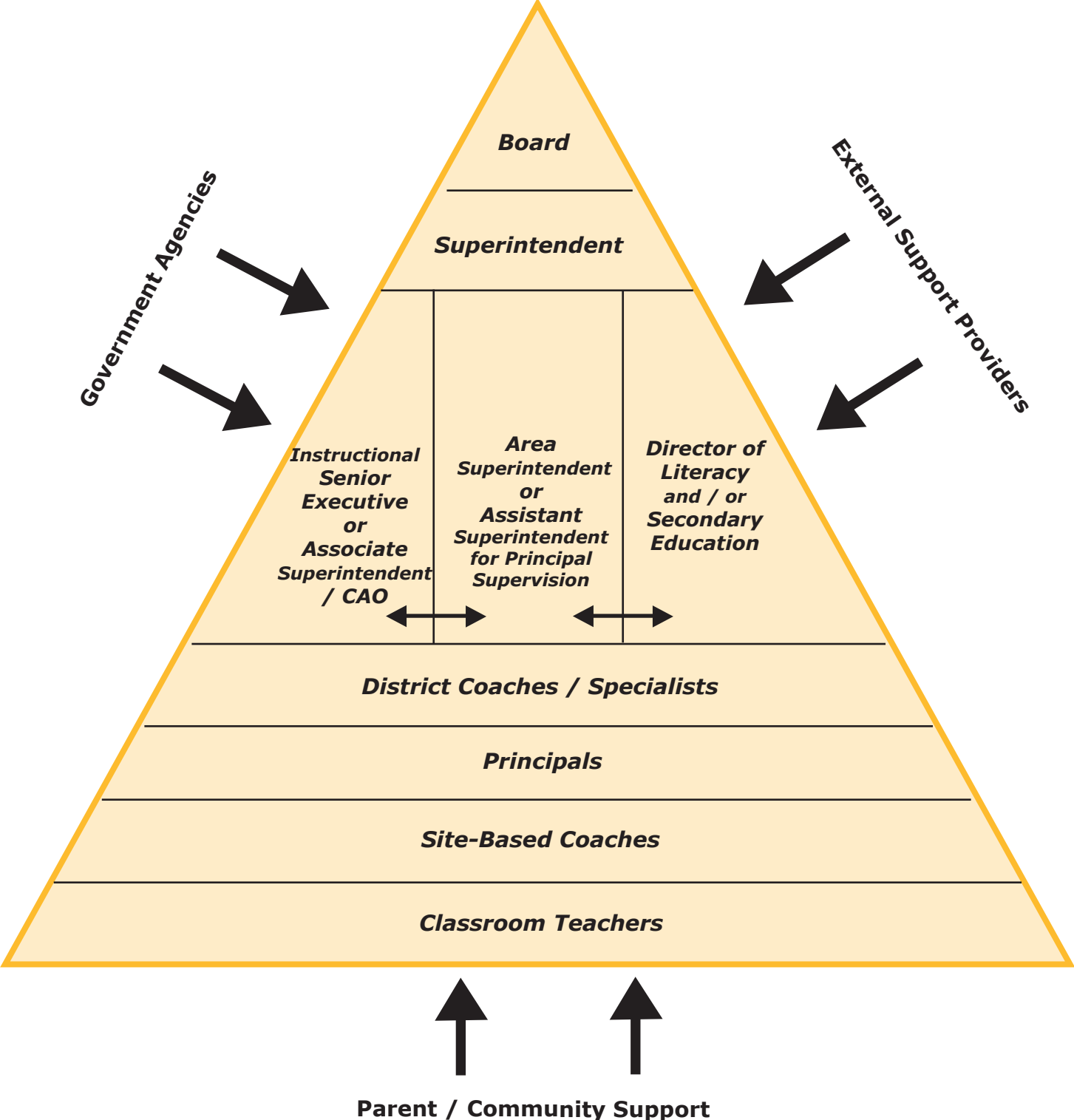


CAIS Drilldown

Literacy Roles & Responsibilities

Many districts function within departments that are isolated from one another. As a result, many educational reform initiatives are piecemeal, approaching the business of improvement from a narrow perspective.

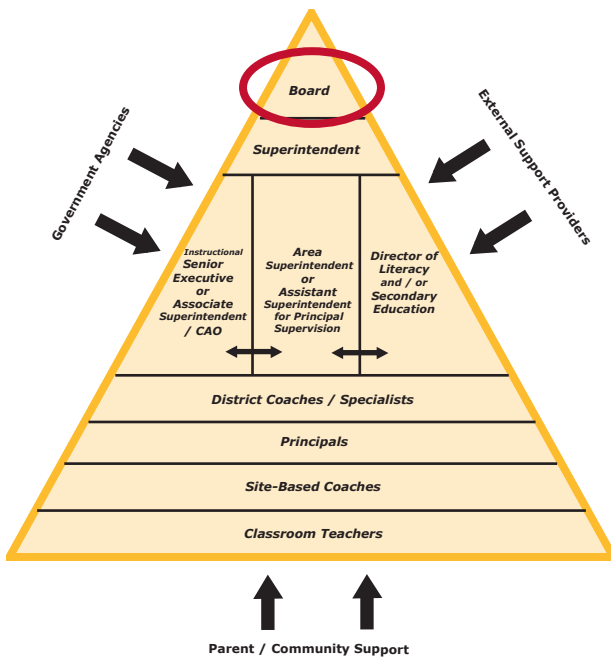
Comprehensive, aligned support from the district and school site provide teachers the needed resources and infrastructures to allow them to focus on delivering high quality instruction that meets the needs of all students.



While the Secondary Literacy Instruction and Intervention Guide does not explore a comprehensive, aligned instructional system (CAIS) in depth, these resources are designed with CAIS principles in mind. This is particularly evident in section III of the Program Guide where system-wide implementation issues are fully illuminated and mapped out over a three-year, sample action plan.

THE ROLE OF THE SCHOOL BOARD

IN A COMPREHENSIVE ALIGNED INSTRUCTIONAL SYSTEM (CAIS)



Program Design

- Ensures a rigorous, evidence-based, comprehensive program design and district-wide system of delivery and supports for addressing the differentiated literacy needs of all students within the district.
- Provides needed materials and support within an equity-based design that ensures high probability of accelerated growth within a well-defined fidelity model.

Embedded Professional Development and Support

- Provides funding for differentiated, initial and on-going professional development for teachers, support staff, coaches and administrators that supports the district's literacy program and system of delivery and supports.
- Ensures equity-based funding and infrastructure needed to provide adequate, on-going, collaborative professional learning opportunities for teachers, support staff, coaches and administrators.
- Allocates equity-based funding and support of well-trained/experienced site and district literacy coaches and specialists.

Monitoring and Accountability

- Participates in collaborative, on-going program monitoring reviews which should include but not be limited to classroom observations, site visitations, data and assessment review, and data-decision making action plans based on these reviews.
- Ensures process in place for on-going follow-up in a comprehensive, inclusive process for collecting, analyzing and acting on feedback, data and assessment information, resulting in periodic adjustments and modifications for the purpose of continued improvement.

Program Evaluation

- Ensures a comprehensive and valid process for evaluating the effectiveness of the district's literacy system. Considers the use of a yearly third-party program evaluation process.

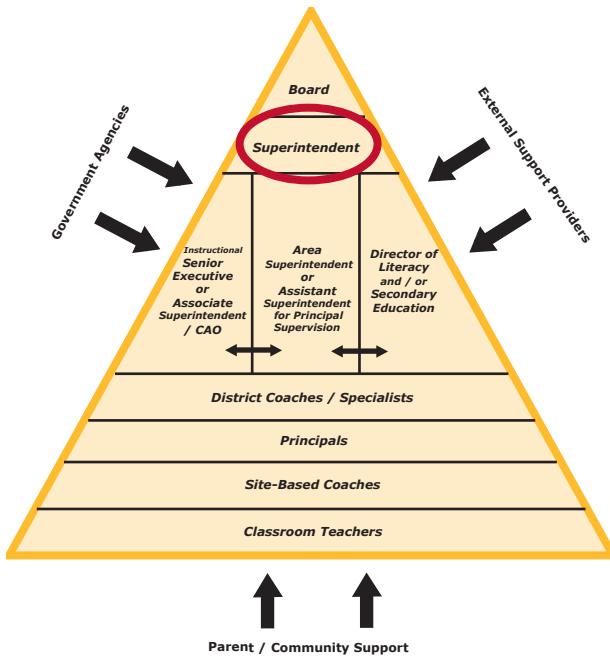
Communication

- Supports inclusive, on-going efforts in a variety of formats for communicating the district's literacy program and its impact to parents and the broader community.
- Assures communication efforts that are customer-friendly and done in a language that parents can access and understand.

Community Engagement

- Provides and participates in numerous and varied opportunities for parents and the broader community to interact with the educational services offered within the district and at local school sites.

THE ROLE OF THE **SUPERINTENDENT** IN A COMPREHENSIVE ALIGNED INSTRUCTIONAL SYSTEM (CAIS)



Program Design

- Ensures a comprehensive, inclusive process for selecting evidence-based, standards-aligned, instructional materials and research-validated interventions that address the differentiated needs of all students.
- Provides equity-based support mechanisms and procedures for getting needed materials and assistance to school sites with the intensity and frequency needed to ensure accelerated growth and improvement.

Embedded Professional Development and Support

- Commits to initial and on-going differentiated professional development opportunities for teachers, support staff, coaches and administrators.

- Provides and participates in on-going, collaborative professional learning opportunities for teachers, support staff, coaches and administrators.
- Utilizes well-trained and experienced literacy coaches in providing instructional staff with on-going, embedded professional development training and support.

Monitoring and Accountability

- Identifies and participates in an on-going process of timely review for the purpose of program monitoring, support and informed instruction which should include but not be limited to classroom observations, site visitations, data and assessment review, and data-decision making action plans based on these reviews.
- Provides the mechanisms and support to ensure immediate follow-up with the district's progress monitoring activities, resulting in findings and targeted action plans. Data for action planning must be disaggregated district subgroups, as well as school by school.

Program Evaluation

- Assures a comprehensive and valid process for evaluating the effectiveness of the district's literacy system. Consider the use of a yearly third-party program evaluation process.
- Ensures and participates in a comprehensive, inclusive process of data and assessment collection and analysis, resulting in on-going adjustments and modifications for the purpose of continuous improvement.
- Establishes incentives for identified 'best practices' and finds ways to CELEBRATE.

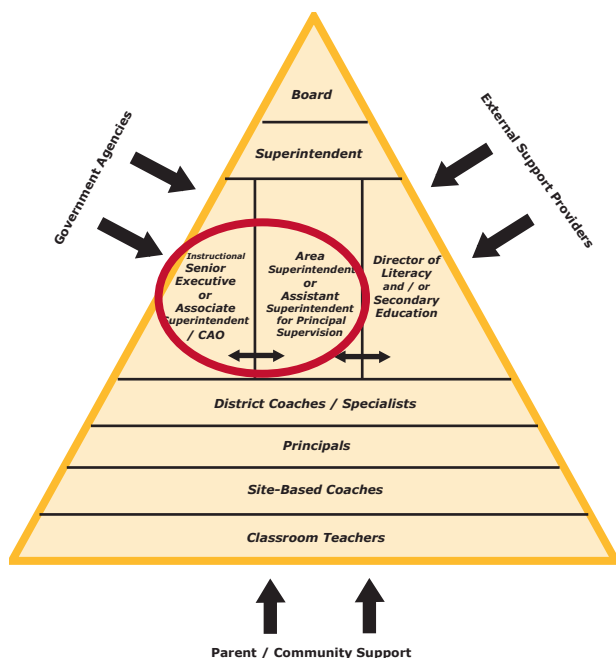
Communication

- Supports and utilizes a timeline for on-going media efforts that communicate the district's literacy program and its impact to parents and the broader community. Assures communication efforts that are customer-friendly and done in a language that parents can access and understand.

Community Engagement

- Promotes and participates in numerous and varied opportunities for the Board, parents and the broader community to interact with the educational services offered within the district and at local school sites.

THE ROLE OF THE CAO / ASSOCIATE SUPERINTENDENT IN A COMPREHENSIVE ALIGNED INSTRUCTIONAL SYSTEM (CAIS)



Program Design

- Designs a comprehensive, inclusive process for selecting research-validated, standards-based instructional materials and interventions that address the differentiated needs of all students.
- Develops a district-wide calendar of instructional time, pacing and aligned curriculum-embedded assessments.
- Creates a well-designed, coherent and aligned tiered/ leveled continuum of literacy support that addresses the needs of all students.

Embedded Professional Development and Support

- Develops and participates in on-going differentiated professional development for teachers, support staff, coaches and administrators that addresses both role function and individual needs.

- Establishes infrastructure and mechanisms for on-going, collaborative professional learning opportunities for teachers, support staff, coaches and administrators.
- Supports well-trained and experienced literacy coaches in providing instructional staff with on-going, embedded professional development training and support.

Monitoring and Accountability

- Develops and participates in a process of cyclical review for the purpose of program monitoring and support which should include - but not be limited to - classroom observations, site visitations, data and assessment reviews and data-decision making action plans based on these reviews.
- Establishes a timeline for on-going board, community and staff reporting of the district's progress monitoring activities, findings and follow-up action plans both in terms of disaggregated district trends, as well as school by school.
- Oversees the establishment of, and on-going involvement with, comprehensive, inclusive processes for data and assessment collections, and immediate disaggregated feedback, resulting in analytical review and periodic adjustments and modifications for the purpose of continuous improvement.
- Aligns all department and cabinet meetings with the cyclical review process and timeline for on-going communication and continuous improvement efforts.

Program Evaluation

- Develops and participates in a comprehensive and valid process for evaluating the effectiveness of the district's literacy system. Consider the use of a yearly third-party program evaluation process.

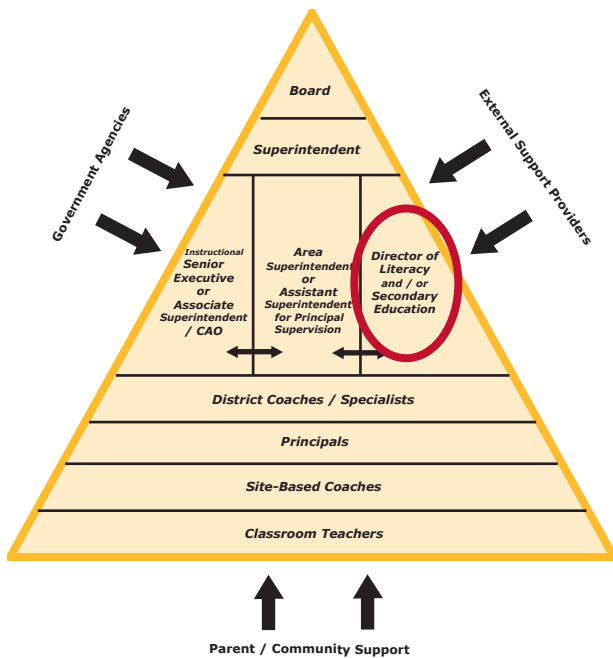
Communication

- Identifies a timeline for on-going efforts in various media to communicate the district's literacy program and its impact to parents and the broader community.
- Builds in procedures to ensure communication efforts are customer-friendly and are done in a language that parents can access and understand.

Community Engagement

- Develops and participates in numerous and varied opportunities for the Board, parents and the broader community to interact and participate in the educational services offered within the district and at local school sites.

THE ROLE OF THE DIRECTOR OF LITERACY OR SECONDARY EDUCATION IN A COMPREHENSIVE ALIGNED INSTRUCTIONAL SYSTEM (CAIS)



Program Design

- Selects evidence-based, standards-aligned, instructional materials and research-validated interventions that address the differentiated needs of all students.
- Guides the inclusive, comprehensive process of selecting research-validated, standards-based instructional materials that address the differentiated needs of all students.

Embedded Professional Development and Support

- Provides leadership and participation in the implementation of on-going differentiated professional development for teachers, support staff, coaches and administrators that addresses both role function and individual needs.
- Oversees and participates in the on-going, collaborative professional learning opportunities for teachers, support staff, coaches and administrators in the area of literacy.
- Coordinates the training and consistent use of skillful literacy coaches through on-going, embedded professional development and support.

Monitoring and Accountability

- Oversees and participates in a process of cyclical review for the purpose of program monitoring and support which should include but not be limited to classroom observations, site visitations, data and assessment reviews and data-decision making action plans based on these reviews.
- Develops and shares with the board, community and staff literacy reports and updates regarding the district's progress monitoring activities, findings and follow-up action plans both in terms of disaggregated district trends, as well as school by school information, utilizing the district's established timeline.
- Aligns all department and committee meetings with the cyclical review process and timeline for on-going communication and continuous improvement efforts.
- Oversees and participates in a comprehensive, inclusive process of data and assessment collection and analysis, resulting in on-going adjustments and modifications for the purpose of continuous improvement.

Program Evaluation

- Oversees a comprehensive and valid process for evaluating the effectiveness of the district's literacy system, using third-party program evaluation when feasible.

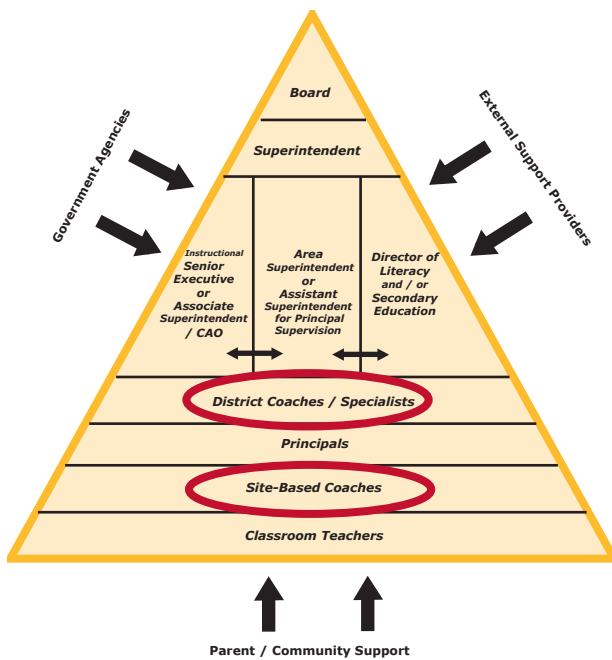
Communication

- Utilizes the district's timeline for providing information and reports to parents and the broader community regarding the district's literacy program and its impact.
- Assures communication efforts that are customer-friendly and done in a language that parents can access and understand. Establishes and monitors efforts to encourage and receive feedback and input from parents and community members.

Community Engagement

- Guides and participates in numerous and varied opportunities for the Board, parents and the broader community to interact and participate in the literacy efforts within the district.

THE ROLE OF
**SITE-BASED AND DISTRICT
 LITERACY COACHES**
 IN A COMPREHENSIVE ALIGNED
 INSTRUCTIONAL SYSTEM (CAIS)



Program Design

- Supports and participates (when appropriate) in the selection process of the district’s research-validated, standards- based instructional materials.

Embedded Professional Development and Support

- Supports and participates in on-going professional development for teachers, support staff, coaches and administrators.
- Provides assistance and follow-up to district and site-based professional development efforts.

- Provides site-based leadership in the district-defined role for site literacy coaches that includes but is not limited to trainings, professional learning community efforts, classroom demonstrations, classroom observation and feedback, side-by-side instructional coaching, and guidance in the use of data-driven instructional planning and delivery decisions.
- Actively participates in all district professional development and support efforts provided for literacy coaches.

Monitoring and Accountability

- Participates in a cyclical review process for the purpose of program monitoring.
- Aligns coach-based literacy responsibilities with the district’s and site’s cyclical review process and timeline for on-going communication and continuous improvement efforts.
- Provides guidance, as described within the district’s role for site coaches, to the comprehensive data and assessment collection and analysis, resulting in documented, on-going adjustments and modifications for the purpose of continuous improvement.

Program Evaluation

- Supports and provides requested input and participation to the district’s process for evaluating the effectiveness of the district’s literacy system.

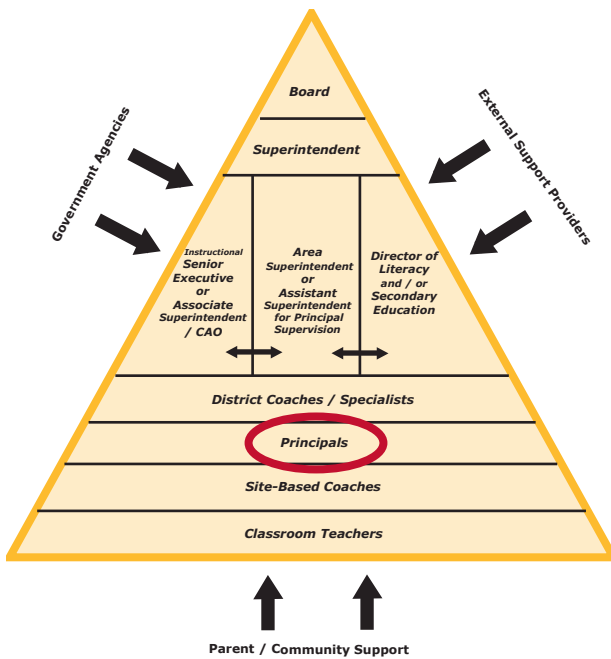
Communication

- Participates in site-based efforts to keep staff, students, parents and community informed regarding district and site-specific literacy efforts and their impact on student achievement.
- Provides for periodic feedback and input from instructional staff regarding coaching services.

Community Engagement

- Supports and participates in various opportunities for the Board, parents and the broader community to interact and participate in site-based literacy efforts.

THE ROLE OF THE **SITE PRINCIPAL** IN A COMPREHENSIVE ALIGNED INSTRUCTIONAL SYSTEM (CAIS)



Program Design

- Supports and provides representatives to the selection process of the district's research-validated, standards-based instructional materials.

Embedded Professional Development and Support

- Ensures active involvement with on-going professional development for teachers, support staff, coaches and administrators.
- Provides participatory leadership in the on-going, collaborative professional learning opportunities for teachers, support staff, coaches and administrators in the area of literacy.
- Supports and assures the consistent district-wide role of literacy coaches at the school site.

Monitoring and Accountability

- Supervises and participates in a cyclical review process for the purpose of program monitoring that includes - but is not limited to - classroom observations, site visitations, data and assessment reviews and data-decision making action plans based on these reviews.
- Submits site-based information to be used in updating the board, community and staff regarding the district's progress monitoring activities, findings and follow-up action plans that includes disaggregated information, utilizing the district's established timeline.
- Aligns all department and committee meetings with the cyclical review process and timeline for on-going communication and continuous improvement efforts.
- Provides active leadership to the comprehensive data and assessment collection and analysis, resulting in documented, on-going adjustments and modifications for the purpose of continuous improvement.
- Develops incentives for identified 'best practices' and finds ways to celebrate.

Program Evaluation

- Supports and provides requested input and participation to the district's process for evaluating the effectiveness of the district's literacy system.

Communication

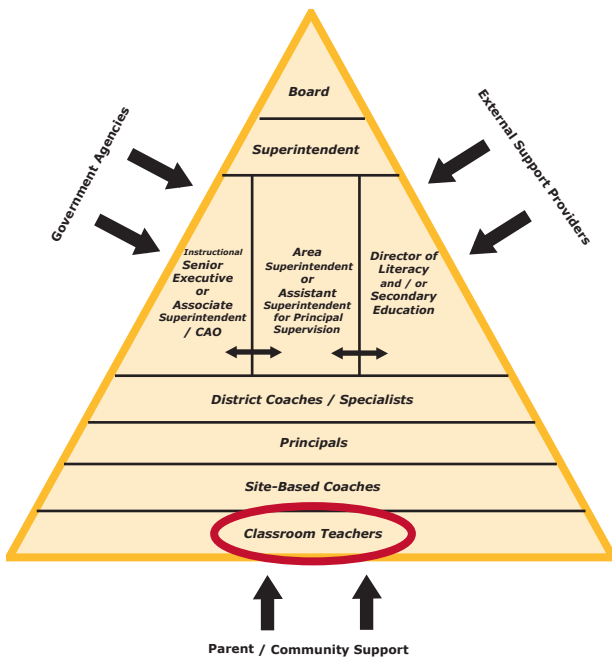
- Utilizes the district's timeline for providing information and reports to parents and the broader community regarding site-based literacy efforts and their impact.
- Ensures that site-based communications are customer-friendly and done in a language that parents can access and understand.
- Establishes and monitors efforts that provide for periodic feedback and input from parents and community members.

Community Engagement

- Oversees and participates in various opportunities for the Board, parents and the broader community to interact and participate in site-based literacy efforts.

THE ROLE OF **TEACHERS**

IN A COMPREHENSIVE ALIGNED INSTRUCTIONAL SYSTEM (CAIS)



Program Design

- Support the selection process and use of the district's research-validated, standards-based instructional materials.

Embedded Professional Development and Support

- Actively participate in on-going professional development opportunities at both the district and site level.
- Embed new knowledge and skills into everyday classroom practice.
- Fully utilize the services offered by site-based coaches to inform and improve one's own instructional planning and delivery.
- Actively participate and provide peer leadership in professional learning opportunities and on-going department / data team collaborative efforts.

Monitoring and Accountability

- Support the program monitoring cyclical review process, which will include but not be limited to on-going classroom observations, program fidelity review and walkthroughs.
- Actively participate in site and district continuous improvement efforts, using lessons learned from the data and assessment analysis to embed on-going instructional adjustments and modifications.

Program Evaluation

- Provide requested input and participation in the district's process for evaluating the effectiveness of the district's literacy system that will include - but not be limited to - data and assessment collections.

Communication

- Participate in site-based efforts to keep staff, students, parents and community informed and updated regarding site-specific literacy efforts.
- Submit periodic feedback and input as requested by district and/or site leadership.

Community Engagement

- Support and participate in various opportunities for the Board, parents and the broader community to interact and participate in site-based literacy efforts.

III.

Operationalizing the Use of the Secondary Literacy Intervention and Instruction Guide

Instructional programming is most effective when it meets the guidelines of research-validated and when the program matches the given context for which it will be used. **In deciding which materials and resources to access, districts/schools must consider the following:**

Feasibility/Match of Implementation

cost, amount of training required, access to training and support, philosophical and instructional coherence at site and/or district

Program/Student Match

matching student needs to the appropriate level of instructional intensity

Initial & Ongoing Needs Assessment

use of screening, placement and diagnostic assessment tools to determine initial student needs and the critical role of progress monitoring to drive individual and group instructional adjustments

Adult User Engagement

- the use of special education teachers, language arts and content teachers
- the role of interested/willing instructional staff
- levels of needed teacher training and support to ensure fidelity of implementation
- the demands on the teacher in terms of needed knowledge base to ensure effective instructional planning, delivery and ongoing monitoring
- adjusting the role of on-going professional development and embedded classroom support and school/district professional learning opportunities

Instructional Scheduling

the use of double instructional blocks, extended day opportunities, the practice of interventions in lieu of electives and the alignment of services with supplemental and categorical services (Title One, special education, etc.)

Maximizing academic performance for all students within a continuum of differentiated support is greatly enhanced by ensuring fidelity of implementation with appropriate levels of support, monitoring and accountability. While simple in concept, pacing and syncopation help to capitalize on the synergy needed to build coherence and momentum, resulting in strategically-focused instruction and accelerated performance gains.

What follows next is a SAMPLE three-year, district-wide 'roadmap' for implementing the secondary Content Literacy Continuum (CLC). While it appears linear in design, it is not. Rather than individual, siloed efforts, this roadmap outlines the actions happening within the role, the required level of expertise, internal and external advisement and guidance to the district all acting simultaneously.

Special thanks is extended to George Perry of Perry and Associates for the co-development of this section of the document.

Leveraging District / Site Supports and Resources to Implement the Secondary Content Literacy Continuum in an Aligned Instructional System

EXPLORATION PHASE

three months

GOALS

- District administrative team studies the preconditions for CLC as the center of an aligned instructional system including: the importance of improving adolescent literacy to increase college readiness, district and state literacy policies and frameworks, how instruction related to improved adolescent literacy will impact secondary schools, the components of the CLC, the cost of a literacy-centered district reform effort, the multi-year timeline required to create critical systems, and the process for assessing the literacy capacity of individual schools to determine how CLC professional development will be individualized, structured, and initiated for targeted groups of administrators and teachers.
- The district decides to adopt the CLC as a framework for secondary literacy in all content areas.
- Superintendent and school board make a public commitment to a multi-year secondary literacy initiative to raise the achievement of all students, close achievement gaps and build positive relationship among teachers and students.

District Role	Site Role	Provider Role
<ul style="list-style-type: none"> • Engages all secondary school principals as a leadership group in determining need-based on student data and making the case for a secondary literacy initiative and CLC • Determines district’s adolescent literacy initiative and commitment to CLC implementation • Sets 3-5 year performance targets and short-term process targets • Identifies preliminary sources of funding to be diverted to secondary literacy • Selects screening and diagnostic performance measures • Convenes district and site Secondary Literacy and Instruction Teams 	<ul style="list-style-type: none"> • Provides periodic updates to staff on exploration phase • Convenes site Secondary Literacy and Instruction Teams 	<ul style="list-style-type: none"> • Provides strategic facilitation to coordinate district-level exploration process • Provides expertise in secondary literacy and CLC • Provides research and learnings from the experiences of other districts to inform decisions • Provides start-up funding to stimulate exploration phase • Assures critical conditions are met before moving to the implementation phase

Critical Questions / Issues to be Addressed During This Phase

1. Does the district have a clear and compelling rationale for a district-wide secondary literacy initiative to prepare all students for post-secondary learning (i.e., one that is connected to district data and NCLB)?
2. Does the district leadership (including school board) define and commit to a secondary literacy initiative across core content areas using the CLC model?
3. Are principals, and those who supervise them, prepared for the amount of time, energy and effort necessary to implement an adaptive instructional change model?
4. Is the district willing to commit resources (people, positions, funding) to a multi-year (3-5 years) secondary literacy initiative?

Considerations Needed to Adequately Address This Phase

1. Is there adequate understanding and ‘buy in’ from unions and teachers for a focus on secondary literacy?
2. Can the district assure enough funds to adequately ‘phase in’ the CLC model district-wide while maintaining fidelity to the model?
3. What are the expectations for district site-based funding?
4. Are there any district situations/barriers that require resolution before adequate focus is provided to assure successful implementation (e.g., superintendent vacancy, behavioral issues, competing initiatives)?

Common Barriers Associated With This Phase

1. District’s expectations and commitment to implementation are not explicit or conflict with other instructional programs, efforts, and pressures.
2. Connections between the CLC and state accountability systems are not clear, compelling and understood.
3. District leaders are not explicit about using a distributive leadership approach that emphasizes principal and site instructional leadership.

PLANNING PHASE

six months

GOALS

- District administrators collaborate with building administrators and school literacy instructional teams to: create district-wide and school-based structures to support literacy-centered reform efforts and college readiness of all students, work with faculty to endorse a vision of literacy-centered school redesign, ensure that all personnel understand the CLC, understand how learning and change will occur, ensure that the majority of instructional staff are committed to the vision and using the CLC to improve literacy, and obtain a significant teacher-level endorsement.
- District and each school develop and reach agreement on a three-to-five year road map and a one year action plan to guide implementation of a secondary literacy initiative that raises the achievement of all students, closes achievement gaps and builds positive relationships among teachers and students.
- Each school prepares to execute specific actions and strategies across all five CLC levels.

District Role	Site Role	Provider Role
<ul style="list-style-type: none"> ● Leads a district Secondary Literacy and Instruction Team ● Recommends to school teams Level 1 and 2 strategies to be implemented district-wide in each year ● Identifies Level 3 interventions and criteria for level 3 support personnel ● Determines district Level 4 and 5 interventions ● Begins selection and training of teachers to conduct Level 3 sessions and Level 4 and 5 interventions ● Determines the data to be collected to monitor progress and establishes baselines ● Develops district-wide 5-year action plan that includes scope of implementation ● Clarifies the district curriculum office's role in leading the secondary literacy initiative including the review and selection of high-quality materials ● Establishes a system for gathering site-specific, disaggregated data ● Identifies and utilizes additional external providers/ partners for technical assistance ● Approves school- level action plan explaining year one expectations for serving students in each CLC Level ● Uses information from school action plans to plan district professional development (PD) ● Integrates planning and PD for the literacy initiative into existing district structures/meetings ● Develops district communication plan that makes superintendent's commitment visible to all ● Integrates literacy budget into district's budget cycle to identify sources of funding to be diverted to secondary literacy ● Assigns all schools to cohorts to facilitate collegial learning ● Develops criteria for effective PD ● Reviews job descriptions ● Develops and implements teacher recruitment plan 	<ul style="list-style-type: none"> ● Site representative attends and participates in district's Secondary Literacy and Instruction Team ● Administers agreed-upon diagnostic assessments to identified students ● Projects needs for intervention and support classes ● Convenes School Instructional Leadership Team ● Reviews achievement data ● Develops school-wide and department literacy action plans ● Participates in district professional learning and replicates learning opportunities for administrators and teachers at the site ● Identifies potential Level 3 support teachers ● Uses faculty meetings for two-way conversations about secondary literacy ● Begins aligning supervision and accountability ● Develops internal communication process ● Assesses school literacy capacity ● Conducts climate audits, readiness surveys and student surveys ● Conducts parent and community forums 	<p>Provides Strategic Facilitators to:</p> <ul style="list-style-type: none"> ● Coordinate district- and school-level planning exploration process ● Conduct regular (monthly) sessions which "make space" for district-wide work in secondary literacy ● Provide TA in developing a CLC action plan for district implementation ● Provide TA/facilitation in developing school leadership teams ● Assist in designing multi-year change strategy ● Assure that critical conditions are met before moving to the implementation phases ● Provide trainers with experience and expertise in secondary literacy and CLC ● Provide planning funds and assist district in reallocating district/site implementation funds ● Identify and co-fund a project manager/key staff in order to demonstrate importance of this initiative ● Network district with other districts for shared learning

**Critical Questions / Issues
to be Addressed During
This Phase**

1. What is the district curriculum office's capacity to lead the secondary literacy initiative?
2. What is the schools' capacity to support a comprehensive literacy initiative?
3. Is the 'phase in' grade-specific (i.e., begin with 9th grade)?
4. Are there adequate numbers of speech and language specialists for all identified students in need of Level 5 interventions?

**Considerations Needed
to Adequately Address
This Phase**

1. Is there adequate understanding and 'buy in' from unions and teachers for needed changes to schedule, PD, collaborative planning and instructional delivery?
2. Can the district assure enough funds to adequately 'phase in' the CLC model district-wide while maintaining fidelity to the model?
3. Does the district fund full- or part-time literacy site-based professional developers? What is their role in contributing to the district literacy plan and school-level implementation?
4. Is the cadre of administrators and teachers engaged in the exploration phase large enough to sustain the work in light of significant (i.e., 30%) turnover?

**Common Barriers Associated
With This Phase**

1. Some high schools choose to participate in name only, thereby undermining the district-wide consistency and reinforcing silos and perceptions that CLC is a project for targeted schools or students.
2. District's expectations and commitment to implementation are not explicit or conflict with other instructional programs, efforts and pressures.
3. Insufficient attention is given to aligning systems and resources to district-wide initiatives.
4. There is insufficient site/organizational representation in advisory process.
5. Inadequate time is given to the exploration phase to assure deep understanding and sufficient planning for early implementation phase.
6. Design and implementation does not follow a clear, multi-year change strategy.
7. The literacy initiative and CLC framework are viewed as being within the purview of English/Language Arts only and is not embraced by district curriculum leaders and teachers as adding value to increasing student achievement in all content areas.
8. Schools view Level 3 as a stand-alone intervention not connected to the literacy and instructional strategies to be integrated in all classes.

EARLY IMPLEMENTATION PHASE

one year

GOALS

- CLC implementation in all five levels and all content areas is a priority for all schools.
- District leaders develop and align infrastructure and system learning supports around an instructional core focused on improved outcomes.
- All schools continue refinement and execution of plans that identify actions and strategies across all five levels.
- Teachers are using content mastery and embedded strategy instruction with varying degrees of success. (Level 1-2)
- Explicit strategy instruction is offered to students. (Level 3)
- Intensive skill development and intensive clinical intervention are provided to students diagnosed in need of intensive services. (Level 4-5)

District Role	Site Role	Provider Role
<ul style="list-style-type: none"> ● Reaffirms a 3-5 year implementation of CLC as district secondary literacy model ● Provides regular public updates by district leadership on CLC implementation ● Provides budget support adequate for Implementation ● Continues district Secondary Literacy and Instruction Team to monitor and revise implementation of Level 1-3 strategies, Level 4 and 5 interventions, and effective PD ● Provides 4 days of district-wide PD for Level 1, 2, 3, 4, 5 teachers ● Provides 5 days of on-site PD for Level 1, 2 and 3 teachers ● Provides monthly district-wide PD for site-based professional developers ● Schedules district-wide time for school-based PD and planning ● Provides assessment training ● Designs and executes data collection and accountability system ● Aligns performance management system to secondary literacy expectations ● Aligns orientation and credentialing programs to meet secondary literacy expectations ● Implements strategic communication plan 	<ul style="list-style-type: none"> ● Identifies teachers using Level 1 and 2 strategies ● Assigns struggling students to Level 3 support classes ● Provides Level 4 and 5 interventions to identified students ● Monitors the school and department improvement plans through monthly supervisory meetings and collegial walkthroughs ● Communicates internally about the progress of the secondary literacy initiative ● Participates in district-wide PD 4 days in summer and monthly ● Monitors data on student progress ● Uses school-based PD to support continuous progress ● Uses administrative team meetings to problem-solve ● Clarifies responsibilities of teacher leaders ● Conducts administrative walkthroughs weekly to assess progress and identify issues ● Conducts counseling meetings with parents of students receiving level 4 and 5 interventions ● Provides PD for teachers in the use of in-class formative assessment ● Establishes a student advisory group 	<ul style="list-style-type: none"> ● Experienced trainers provide PD in CLC Level 1, 2 and 3 to site-based staff 4 days in summer and 5 days during school year for each school ● Experienced trainers provide PD in Levels 4 and 5 interventions ● Strategic facilitators support district-level implementation and assess progress ● Assistance in designing a district-wide data collection and storage and accountability system ● Assistance in designing and using classroom formative assessments ● Provide modeling and tools (i.e., videotapes, notebooks) to introduce and share district experiences in implementing strategies ● Provide enough funding to stimulate early implementation needs (e.g., district coaching, tools for assessment systems) but not enough to enable the district to continue conflicting initiatives ● Network district with other districts for shared learning

Critical Questions / Issues to be Addressed During This Phase

1. Does the district have a way to communicate a clear and consistent roll-out of the district-wide secondary literacy initiative?
2. Are teachers and administrators observing evidence of success in student learning?
3. Are all schools engaged in the literacy initiative?
4. Do the various stakeholders remain firmly committed to implementing the literacy initiative?
5. Are values, beliefs and practices known to be obstacles to the success of all students identified and confronted?

Considerations Needed to Adequately Address This Phase

1. Are teachers and administrator leaders identified to lead the secondary initiative? Are they receiving adequate support to develop deep understanding of the strategies and programs?
2. Is a “critical mass” of teachers using the level 1 and 2 strategies so that the strategies can be seen in action in each school and across content?
3. Is there a system of recognition and rewards that stimulates participation and verifies the initiative’s importance?
4. Are existing complementary initiatives integrated into the CLC framework? Have conflicting initiatives been extinguished?

Common Barriers Associated With This Phase

1. Turnover among teachers and administrators trained in strategies is not anticipated. Leadership gaps emerge in schools and across the district.
2. Administrators, teachers and staff (at all levels) are not comfortable asking questions and/or challenging assumptions.
3. Administrators and teachers consider level 1 and 2 strategies as “add-ons” or supplemental activities rather than essential to helping students learn core content.
4. Issues related to deep and meaningful implementation are not identified, addressed or embraced, resulting in superficial and potentially ineffective instruction.
5. Resistance to the use of level 1 and 2 strategies becomes more vocal as a critical mass of teachers use the strategies and administrators push to include all teachers.

FULL IMPLEMENTATION PHASE

two years

GOALS

- CLC implementation in all five levels is a priority for all schools in all content areas.
- Most teachers are using multiple instructional strategies with varying degrees of success.
- Explicit strategy instruction, intensive skill development and intensive clinical intervention are provided to students diagnosed in need of intensive services.
- Student achievement is celebrated and gaps or lack of progress are reviewed to redesign implementation.
- Using the CLC to guide program and intervention services is part of the district’s and each school’s culture. Most district and site-level structures established in the planning and early implementation phases continue.
- Implementation efforts shift from identifying and putting the program pieces in place to changing values, beliefs and practices that lead to evidence of consistent practices within and across schools.

District Role	Site Role	Provider Role
<ul style="list-style-type: none"> • Sets targets for increasing percentages of teachers using Level 1 and 2 strategies each year until 100% is achieved • Recommends a sequence of Level 1 and 2 strategies for teacher mastery • Oversees the implementation of Level 3 supports and predicts acceptable ratios of support personnel per school • Monitors assignment of teachers experienced in strategies and interventions to assure highly qualified staff are assigned to neediest schools • Operates a district-wide data collection and accountability system linked to Levels • Determines assessment of student progress in reading • Selects on-line training tools for training new administrators and teachers • Implements performance management system • Identifies and develops ways to align values, beliefs and practices • Selects new school administrators based on their knowledge of the CLC 	<ul style="list-style-type: none"> • Assures that all teachers are using some Level 1 and 2 strategies • Uses the CLC framework to identify, place and support students as part of the way each school “works” • Uses assessment data to confirm and monitor accuracy of placement in Level 3 supports and Level 4 and 5 interventions • Determine ways to rotate or replace professional developers • Plans transition from external service providers by identifying staff who will assume responsibility for training • Conducts counseling meetings with parents of students receiving Level 3, 4 and 5 interventions 	<ul style="list-style-type: none"> • Experienced trainers provide PD in CLC Level 1 and 2 strategies to teachers and site-based professional developers – 4 days in summer and 5 days during school year for each school • Experienced trainers provide PD in Level 3 supports and Level 4 and 5 interventions • Strategic facilitators support district-level implementation and assess progress • Network district with other districts for shared learning

Critical Questions / Issues to be Addressed During This Phase

1. Does the district have the systems and discipline in place to fully implement the initiative?
2. Is there evidence that the district is embracing the beliefs, values and practices necessary to support secondary literacy?
3. Are “young” leaders of the secondary literacy initiative emerging?
4. Are opportunities to reduce cost and expand services identified and considered?

Considerations Needed to Adequately Address This Phase

1. Emphasis is placed on a district-wide rather than school-based success. Competition is not fostered. Processes are established to reduce interschool personnel “raids.”
2. Is the placement of students in level 3 supports and level 4 and 5 interventions accurate? What is the process for moving students among intervention levels?
3. Mobility of teachers and administrators is tracked and anticipated.

Common Barriers Associated With This Phase

1. Formal and informal incentives are not aligned with secondary literacy initiative.
2. Lack of stamina and focus to deepen and institutionalize the literacy initiative.
3. Board members and others necessary to continue support and growth of the initiative are not kept informed of progress. Administrators and teachers have a false sense of support for their work.
4. Inconsistency in understanding among teachers and administrators become evident. If not addressed, it undermines fidelity.

SUSTAINABLE SYSTEMS

ongoing

GOALS

- CLC implementation is a priority for all schools in all content areas, and all schools are on the path to an aligned instructional system which implements all five levels of the CLC framework.
- All students are impacted by two levels of CLC. There are continuous and significant increases in student achievement, progress in eliminating achievement gaps and tangible evidence of positive relationships among teachers and students.
- All teachers are using some instructional strategies and most teachers are using multiple instructional strategies with varying degrees of success. Explicit strategy instruction, intensive skill development and intensive clinical intervention are provided to all students diagnosed in need of intensive services.
- The CLC framework and core components remain in place in spite of changes in district and site-level leadership.
- District and site-level structures necessary to maintain visibility on secondary literacy remain. Other functions are assumed by central office departments and site-level positions.

District Role	Site Role	Provider Role
<ul style="list-style-type: none"> • Works on succession planning so that CLC framework and core components remain in place in spite of leadership changes • Documents and celebrates progress in raising student achievement and closing achievement gaps • Transfers responsibility for monitoring Level 1, 2 and 3 strategies to schools • Continues to monitor the implementation of Level 4 and 5 interventions • Formulates strategies to align values, beliefs and practices to superintendent’s vision • Identifies and maintains a cadre of site-based professional developers who can be reassigned to schools • Differentiates classroom assessments of reading comprehension • Collaborates with teacher preparation institutions to integrate teaching Level 1 and 2 strategies into required courses 	<ul style="list-style-type: none"> • Assures all students are impacted by at least two levels of the CLC • Supports and monitors teachers in using multiple level 1 and 2 instructional strategies • Communicates regularly with parents about options and opportunities 	<ul style="list-style-type: none"> • Provides opportunities for district / school trainers to hone their knowledge and skills • Strategic facilitators periodically visit to support district-level implementation and assess progress • Network district with other districts for shared learning

Critical Questions / Issues to be Addressed During This Phase

1. Are existing structures being utilized whenever possible to support the literacy initiative?
2. Are the level 4 and 5 interventions meeting the needs of changing student populations?
3. Are we able to identify factors contributing to low performance and achievement gaps accurately?
4. Are we able to capture learnings from secondary literacy implementation and refine and replicate implementation of other content initiatives?

Considerations Needed to Adequately Address This Phase

1. Assuring a “deep bench” of qualified leaders to step in as leaders in the first stages move on to other positions.
2. Additional supports and initiatives are integrated into the secondary literacy initiative based on solid knowledge of student performance data.

Common Barriers Associated With This Phase

1. Departure of external providers often signals the “end” of the initiative, or results in the redirection of funds and/or attention onto other initiatives.
2. Succession planning is “easier said than done.” New boards and superintendents wish to “leave their mark,” which can mean diminishing the importance of existing programs.

IV.

Appendixes

Appendix A: Secondary Literacy Instruction and Intervention Guide for Level I - II

Appendix B: Secondary Literacy Intervention Program Guide for Level III - V

Appendix C: Screening and Diagnostic Tests for Secondary Literacy Students

Appendix D: Sample Instructional Schedule

Appendix E: Resource Guide - Expert Reviewer Bios

Appendix A:

Secondary Literacy Instruction and Intervention Guide for Level I - III

Based on our clinical literacy work in major urban districts and in reviewing related research, the Stupski Foundation has identified the equity-based, Content Literacy Continuum (CLC) model, developed by the University of Kansas Center for Research on Learning (CRL), as an effective secondary literacy framework and model. This model offers a comprehensive literacy system to address districts' need for research-based, robust content literacy application. With over 25 years of research and proven classroom and school-wide results, the work of the CRL is to determine and validate academic system-wide interventions and supports for adolescent readers, writers and learners. Their focus is on ways to close the large "achievement gap" and reduce the escalating drop-out rate for struggling adolescent learners by providing powerful delivery and learning strategies for teachers and students in core academic subjects.

The model's framework is centered on CLC's five distinct levels that comprises a continuum of literacy instruction and differentiated services:

Content Literacy Continuum (CLC)

Level I: Enhanced content instruction - instructional approaches that build proficiency in critical content for all students, regardless of literacy levels, that equip them with competitive, high-end skills that ensure successful post-graduate options
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Level II: Embedded strategy instruction – instructional strategies within and across classes for all students using large group instructional methods that allow optimal access to rigorous college-ready curriculum

Level III: Intensive strategy instruction - instructional approaches that build mastery of specific strategies for students needing short-term, strategic instruction on strategies embedded throughout classroom instruction
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Level IV: Intensive basic skill instruction - instructional approaches that build mastery of entry-level literacy skills for students needing intensive, accelerated literacy intervention

Level V: Therapeutic intervention - instructional approaches that build mastery of language underpinnings related to the curriculum content and learning strategies occurring throughout classroom instruction for language-disabled students
--

Although not exhaustive, we have provided explanation and examples for Levels I-III of the Content Literacy Continuum within the attachment entitled *THE SECONDARY LITERACY INSTRUCTION AND INTERVENTION GUIDE* Level I-III. These levels represent the need for powerful instructional planning and delivery within the core academic subjects.

It should be noted that an additional tool, *THE SECONDARY LITERACY INTERVENTION PROGRAM GUIDE* Level III-V is also available. This document is a matrix of research-validated interventions programs across a continuum of increased intensity. It is designed to support students who, through the use of on-going assessment and monitoring, are identified as needing additional supports beyond that which is provided in Levels I and II.

INTRODUCTION TO THE CONTENT LITERACY CONTINUUM (CLC)

While any adequate continuum addressing instruction and curriculum will include both strategic supports and intensive intervention, the grade-level, core instructional program has a critical and fundamental responsibility to scaffold students to ensure maximum access to increasingly complex and challenging text and information.

The critical aspect of strategy instruction is that teachers must provide sufficient support to ensure that the needs of all students within the classroom are being effectively met. That means while some strategy instruction is done whole class, it is also offered in differentiated, small group settings. Not only will the strategies vary within and across a continuum of differentiated support, but so will the intensity of their use, along with their frequency and duration.

This guide and literacy resource tool is built around the framework of the University of Kansas' Content Literacy Continuum (CLC) model. Researchers from the University of Kansas have been deeply involved in researching learning strategies since the 1970s and have done much to define and educate the nation on the evidence-based benefits of strategy instruction. This work has resulted in one of the few, and certainly the most well-researched, models for teaching students to use learning strategies.

This long-standing model, Strategic Instructional Model (SIMS) has merged into the Content Literacy Continuum (CLC), a five-level continuum that ensures a comprehensive, literacy system with coherent, evidence-based teaching and learning at the core.

Content Literacy Continuum (CLC)
Level I: Enhanced content instruction - instructional approaches that build instructional accommodations designed to ensure proficiency in critical content for all students, regardless of literacy levels, equipping them with competitive, high end skills for successful post graduate options
Level II: Embedded strategy instruction – instructional strategies within and across classes for all students using large group and small group instructional methods that allow optimal access to rigorous grade-level curriculum
Level III: Concentrated strategy instruction - instructional approaches that build mastery of specific strategies for students needing short-term, targeted instruction on strategies embedded throughout classroom instruction
Level IV: Intensive basic skill instruction - instructional approaches that build mastery of entry-level literacy skills for students needing intensive, accelerated literacy intervention
Level V: Therapeutic intervention – instructional approaches that build customized instruction in areas of basic skill instruction, as well as mastery of language underpinnings related to the curriculum content and learning strategies occurring throughout classroom instruction for students for which level four has not been sufficient or appropriate

UNIVERSAL INSTRUCTIONAL DESIGN PRINCIPLES

Effective instruction at all five CLC levels leverages the principles of universal design within explicit teaching routines to ensure high levels of proficiency for all students. The nationally recognized report from the Carnegie Corporation of New York, *READING NEXT*, speaks to these universal instructional design principles:

Direct Instruction

Instruction that explicitly and systematically addresses the learning that students are expected to acquire with sufficient clarity and guidance to ensure proficiency for most students.

Teacher Modeling

Instruction that has the teacher explicitly share her/his own use of strategies, practices and thinking so they are apparent to her/his students. This is for the purpose of helping students to become aware of the thinking and questioning that happens behind the act of reading so that they begin to connect with their 'inner thoughts and voice' around the strategies and approaches they use to assist them with their own learning.

Scaffolded Instruction

Instruction where the teacher gives an appropriate level of support to students practicing new and challenging skills and then, as appropriate, slowly decreases that support in order to increase self-sufficiency, ownership and mastery.

Metacognition Instruction

Instruction that teaches students how to become aware of what and how they understand while they read.

Engagement Approaches

Instruction which involves high levels of student engagement in content-centered learning relationships such as project-based learning, the apprenticeship model, and instructional approaches that include student choice and self-regulating opportunities. Such engagement promotes oral language development and content-area skills by giving the students concrete and relevant problems and issues to discuss and solve.

THE SYNERGISTIC POWER AND COHERENCE OF THE CONTENT LITERACY CONTINUUM

Literacy instruction in the middle and high school grades must include mechanisms for ensuring that all students receive effective and differentiated strategy development for dealing with a wide range of texts and reading challenges. Students' use of strategies is not automatic and it must move beyond strictly procedural to a fluent repertoire that can be used before, during and after reading for various purposes and situations. Within the reading process, fluidity of making meaning can be greatly enhanced by equipping teachers and students with evidence-based strategies.

Early research shows that, indeed, good learners take very specific and systematic actions that less effective learners typically do not. Strategy instruction supplies students with the same tools and techniques that efficient learners use to access, acquire, understand and apply new knowledge and skills. With explicit instruction, guided assistance with gradual release, and ample opportunities for practice and application, students learn to integrate new information and skills with what they already know in a way that makes sense. Such scaffolding makes it easier and more likely that they utilize them at a later time, across various environments.

It is critical to understand that the power behind an effective strategy is not simply additive. When multiple strategies are used within an aligned and coherent system, the various strategies and instructional efforts interact synergistically. This is particularly true not only within a particular level but across levels as well. For instance, the strategies identified in Level II for whole class and targeted, small group instruction should directly support and build off of what the teacher is doing in Level I. Thus the improvements resulting from the work done at both levels is more than the sum of the effects from each of the levels separately.

There are three strands of strategy instruction that are constantly interacting with one another. They include:

- (1) strategies used by the teacher to organize the instructional content, resources and materials to be shared with students.
- (2) strategies used by the teacher to deliver the targeted content in powerfully efficient and engaging ways.
- (3) strategies taught to students so they in turn are equipped, motivated and empowered to maximize their own learning and performance.

THE SMARTER PLANNING PROCESS

Decisions made relative to strategy instruction are addressed within a continuous-improvement instructional process called the Smarter Planning Process. Using this Process, collaborative groups of teachers within the same discipline / grade:

Shape critical questions – What it is you want all students to know and understand?

Map critical content - What it is you want all students to know and be able to do?

Analyze difficulties - What are the challenges and complexities that this targeted content represents?

Reach Enhancement Decisions - How best can teachers provide accommodations to the content and what strategies best equip students with the skills needed to access, understand and apply the targeted content?

Teach Strategically - What instructional routines and activities are best offered within large and small group settings to efficiently and effectively teach so that all students master the critical learnings?

Evaluate Mastery - How will student understanding and mastery be measured?

Re-evaluate Critical Questions -

How effective was the selection and use of the instructional delivery and learning strategies?

How efficient was the use of selected instructional routines and activities?

How strong a correlation was there between identified 'critical content and questions' and indicators of mastery?

LEVEL I

OF THE CONTENT LITERACY CONTINUUM

Teachers face many challenges as they attempt to meet their students' needs. First the volume of information that teachers are expected to teach is expanding dramatically while the amount of instructional time remains constant. At the same time, expectations for improved student performance is at an all time high.

Additionally, at the secondary level, much of the information needed by students is extremely complex, abstract and often of little interest to students. Meeting the diverse needs of students while fulfilling the demands related to content coverage and student performance poses an enormous challenge for teachers across the nation and one that Level I is designed to address.

Level I strategies are accommodations used by the teacher to effectively and efficiently plan and deliver rigorous, grade-level content to diverse groups of students, regardless of their reading level. It involves making decisions about critical content, manipulating and translating that content into easy-to-understand formats, and presenting it in effective and meaningful ways.

This level deals with teachers:

- 1) thinking deeply about what students need to know
- 2) selecting the central concepts that make the details and facts hang together
- 3) identifying relationships among the concepts
- 4) selecting and constructing 'organizers' or instructional aides to assist students in making sense of information in ways that enhance their ability to learn it, store it and use it
- 5) presenting the information in ways that actively involve and engage students

Level I strategies are accommodations by the teacher to enhance the planning and delivery of instruction to students, providing them the essential vocabulary, critical background knowledge, the "big ideas" and critical concepts, key questions and literacy skills needed to maximize the probability that all students will learn the key content required in the core curriculum. In addition to facilitating focus on important aspects of the learning, Level I strategies often deal with establishing a purpose for the reading or activity and often access and build off prior knowledge.

Common Level I strategies:

Helping Students See the "Big Picture"

- Course Map
- Unit Organizer

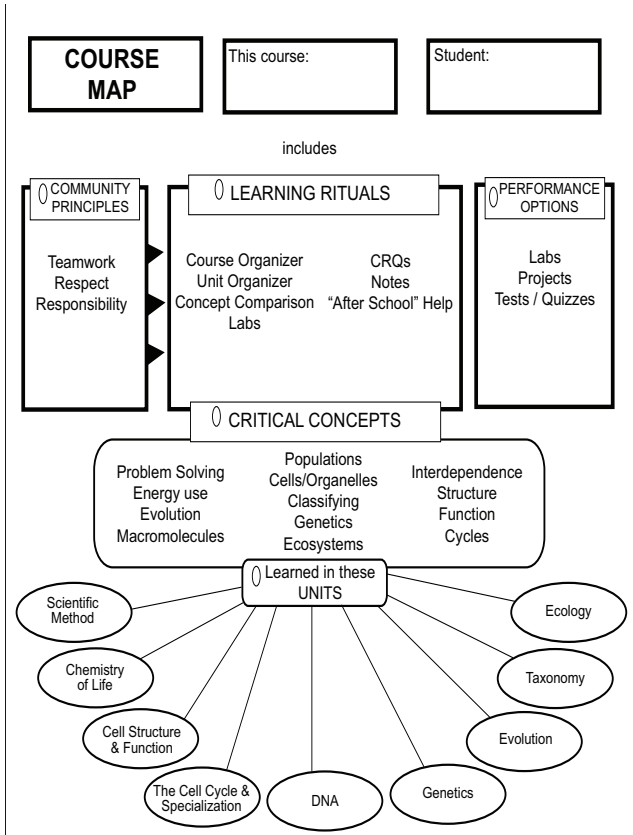
Understanding Difficult Concepts

- Compare and Contrast
- Concept Diagram

Remembering & Recalling Important Information

- Interactive Study Guides
- FRAME Routine

EXAMPLES OF LEVEL I STRATEGIES



Teacher(s):

The Course Organizer

Student:

Time:

Course Dates:

THIS COURSE:

is about

COURSE QUESTIONS:

COURSE STANDARDS:

What? How? Value?

CONTENT:

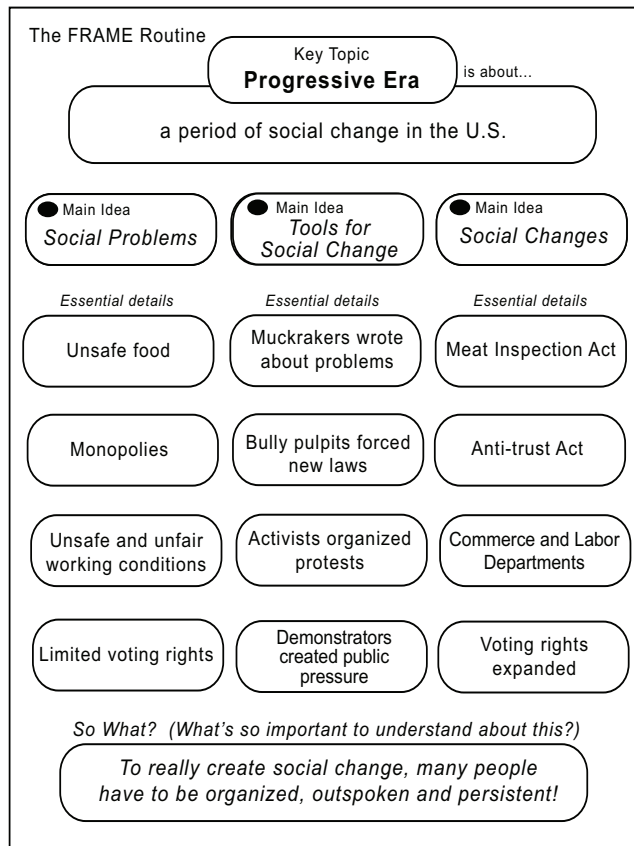
PROCESS:

COURSE PROGRESS GRAPH

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University of Kansas Center for Research on Learning 7/99

CR Overhead #1



EXAMPLES OF LEVEL I STRATEGIES

continued...

(4) - BIGGER PICTURE -

Name: _____
Date: _____

The Unit Organizer

The roots and consequences of civil unrest

(2) LAST UNIT /Experience

Growth of the Nation

(1) CURRENT UNIT

The Causes of the Civil War

(3) NEXT UNIT /Experience

The Civil War

(5) UNIT SCHEDULE

1/22	Cooperative groups - over pp.201-210
1/28	Quiz
1/29	Cooperative groups - over pp.210-225
1/30	Quiz
2/2	Cooperative groups - over pp.228-234
2/6	Review for test
2/7	Review for test
2/8	Test

(6) UNIT MAP

is about...

UNIT SELF-TEST QUESTIONS	What was sectionalism as it existed in the U.S. of 1860?	descriptive	(6) UNIT RELATIONSHIPS
	How did the differences in the sections of the U.S. in 1860 contribute to the start of the Civil War?	compare / contrast	
	What examples of sectionalism exist in the world today?	cause / effect	

CONCEPT DIAGRAM

(1) CONVEY CONCEPT

(2) OFFER OVERALL CONCEPT

(3) NOTE KEY WORDS

(4) CLASSIFY CHARACTERISTICS

Democracy

a form of government

Always Present	Sometimes Present	Never Present
leaders accountable by elections	direct representation	rule by king
citizens have equal voting rights	indirect representation	rule by dictator
individuals can oppose government	centralized power	censorship of press
all views are tolerated	decentralized power	hereditary transfer of power
statement of civil & political rights	separation of power	
	unified power	

Examples:

- United States
- England in 1993
- Athens (500 B.C.)
- Russia 1993

Nonexamples:

- China in 1993
- England under Henry VIII
- Macedonia (under Alexander)

(4) PRACTICE WITH NEW EXAMPLE

TIE DOWN A DEFINITION

A democracy is a form of government in which leaders are accountable to the people through elections, citizens have equal voting rights, individuals can oppose the government, all views are...

As with all the strategies within Level I, their use meets both group and individual needs while maintaining the integrity of the content. That is, through application of sound instructional principles, all students' learning is enriched without sacrificing large amounts of content. Instead, critical features of the content are selected and transformed in a manner that promotes student learning and instruction is carried out in a partnership with students. Inherent in Level I is the teacher's intentional action to organize and be transparent about the expected critical learnings.

LEVEL II

OF THE CONTENT LITERACY CONTINUUM

Level II strategies are a small set of powerful district-, site- or department identified learning strategies for students that match the specific demands needed to learn the critical content in their core curriculum courses. Teachers explicitly teach these strategies and students then are provided ample practice and application opportunities in content-rich settings.

Common Level II strategies:

ACQUISITION

- DISSECT - Word Identification Strategy
- Visual Imagery
- Reciprocal Instruction
- QAR-Question / Answer Relationship
- The Clarifying Routine
- CSR-Collaborative Strategic Reading
- Skim and Scan

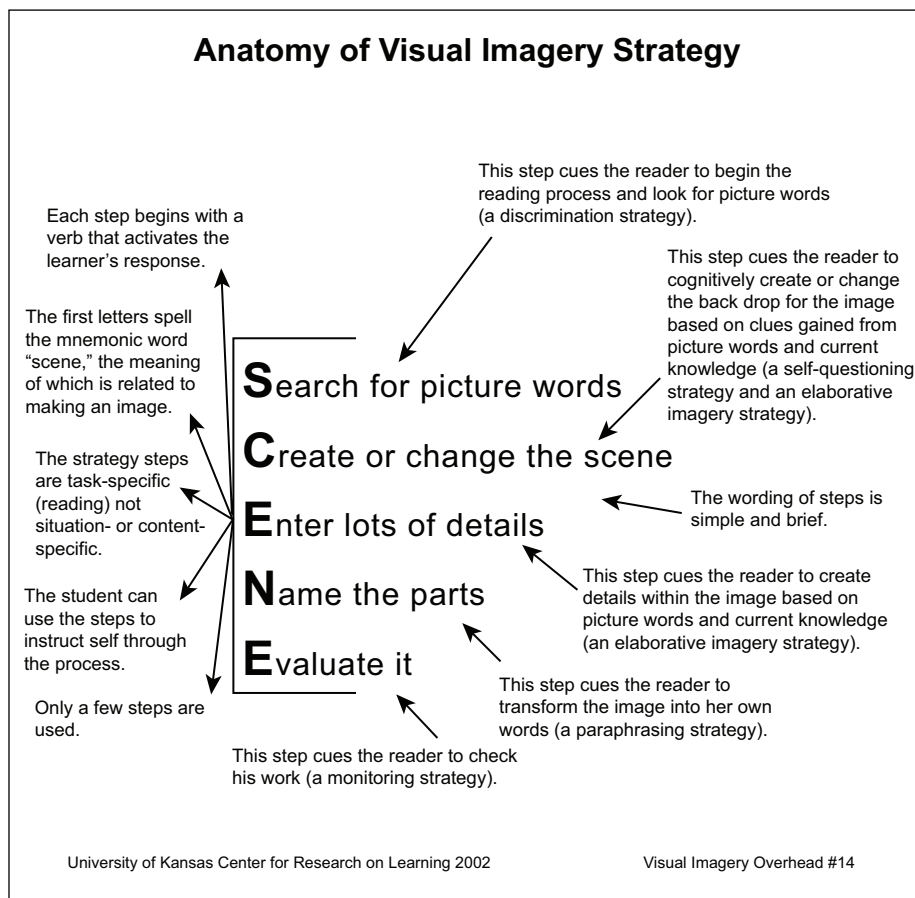
STORAGE

- Use of mnemonics
- LINC'S Vocabulary
- Note-taking
- Graphic Mapping

EXPRESSION OF COMPETENCE

- Reading Response Journals
- Test Taking Strategies
- Paraphrasing / Summarizing

EXAMPLES OF LEVEL II STRATEGIES



Reciprocal Instruction

1. Distribute copies of selected story or passage to students and read the first part aloud to the students.
2. Pause and ask students the following questions that illustrate the Reciprocal Teaching strategies:

Clarifying:

What does _____ mean?
 What is a _____ ?

Visualizing:

What image comes to your mind as you hear this passage being read? (Note: You may want to have the students read and highlight the first time, and then close their eyes and try to visualize as you read them the second time.) Ask the students to tell which words or phrases helped them "see" the passage.

Questioning:

Who or what is this lesson about?
 What do we know about _____ ?
 What are the clues that tell us _____ ?

Summarizing:

What is the main idea of this passage?
 What is it mostly about?
 What information in this passage tells you that?

Predicting:

What do you think the next part will be about?

3. Read the next part of the story or passage aloud. Pause and repeat the above procedure. Continue until the students understand the Reciprocal Teaching process.

4. After reading several passages, move the process of Reciprocal Teaching from teacher-directed to student-directed.
5. Choose five students to be the Teacher / Leaders for the next level of Reciprocal Teaching. Divide the remaining story or passage into five logical parts. Give each Teacher / Leader a script and let each read over his / her part of the lesson before beginning to "teach" the class.
6. Pass out the Student Task Cards to the others in the class. Number each task card to correspond to the teacher-leader numbers.
7. Remind the students that they may consult their bookmarks at any time for the Reciprocal Teaching strategies or question stems.
8. Read the title of the passage to the students. Ask the student with Predicting Card #1 to predict what the passage will be about.
9. Call on Teacher / Leader #1 to begin the lesson following Student Script for Teacher / Leader #1. Each Teacher / Leader will read his / her part of the text and the students with the corresponding cards will respond to the question.

Clarifying Routine- DEFINES

The Clarifying Routine focuses on helping students identify, explore, and organize information that supports the comprehension of factual information.

- D**esignate the term
- E**xplore the clarifiers
- F**igure out the core idea
- I**dentify knowledge connections
- N**ote its usage or concept
- E**xplain what it's not
- S**et up an example sentence

The Word Identification Strategy- DISSECT

- D**iscover the context
- I**solate the beginning
- S**eparate the ending
- S**ay the stem
- E**xamine the stem
- C**heck with someone
- T**ry the dictionary

Collaborative Strategic Reading Learning Log

Name: _____	Date: _____
Brainstorm: What do you already know about this topic?	Predict: What do you think you will learn by reading this passage?
Clunks: Please list your Clunks.	
The Gist (main idea): Write the Gist of the section you read.	
Make questions: Make questions about the main ideas.	Review: Write something important you've learned.

SQ3R- Survey, Question, Read, Recite and Review

SQ3R is a five-step study plan to help students construct meaning while reading. It uses the elements of questioning, predicting, setting a purpose for reading, and monitoring for confusion. SQ3R includes the following steps:

1. Survey

- Think about the title: "What do I know?" "What do I want to know?"
- Glance over headings and first sentences in paragraphs.
- Look at illustrations and graphic aids.
- Read the first paragraph.
- Read the last paragraph or summary.

2. Question

- Turn the title into a question.
- Write down any questions that come to mind during the survey.
- Turn headings into questions.
- Turn subheadings, illustrations, and graphic aids into questions.
- Write down unfamiliar vocabulary words and determine their meaning.

3. Read Actively

- Read to search for answers to questions.
- Respond to questions and use context clues for unfamiliar words.
- React to unclear passages, confusing terms, and questionable statements by generating additional questions.

4. Recite

- Look away from the answers and the book to recall what was read.
- Recite answers to questions aloud or in writing.
- Reread text for unanswered questions.

5. Review

- Answer the major purpose question.
- Look over answers and all parts of the chapter to organize information.
- Summarize the information learned by drawing flow charts, writing a summary, participating in a group discussion, or by studying for a test.



**LEVEL
III**

**OF THE
CONTENT
LITERACY
CONTINUUM**

While the introduction of research-validated intervention programs are introduced beginning at Level III, strategic instruction still remains prominent at this level. Reading courses, strategic tutoring and extended-day opportunities provide additional explicit instruction, practice and feedback in targeted learning strategies for those students for whom in-class strategy instruction has not yielded the impact desired. In addition, guidance and resources provided to the teacher are usually more explicit and directed at Level III and *may* actually contain some scripted support as well.



**LEVELS
III
THROUGH
V**

**OF THE
CONTENT
LITERACY
CONTINUUM**

We have sought to identify and categorize research-validated programs at levels III-V and place them within a matrix for easy reference (*please refer to the tool entitled: Secondary Literacy Intervention Program Matrix Level III-V*). While there are numerous literacy intervention lists available for viewing, few are as comprehensive or rigorous as this one. In addition to providing direct links for additional research and publisher information, we have provided you information regarding cost, implementation considerations, professional development needs and much more. Most importantly, while not exhaustive, we have made every attempt to include as many research-validated intervention programs as possible. In order to qualify for the intervention program matrix, the program must have external, third-party research and the research must be scientifically-validated (randomized control groups) or have met the criteria for a quasi-experimental. Programs that contain only internal research, pre/post measures and/or are research design narrative case studies were not considered.

Appendix B:

Secondary Literacy Intervention Program Guide for Level III - V

Based on our clinical literacy work in major urban districts and in reviewing related research, the Stupski Foundation has identified the equity-based, Content Literacy Continuum (CLC) model, developed by the University of Kansas Center for Research on Learning (CRL) as an effective secondary literacy framework and model. This model offers a comprehensive literacy system to address districts' need for research-based, robust content literacy application. With over 25 years of research and proven classroom and school-wide results, the work of the CRL is to determine and validate academic system-wide interventions and supports for adolescent readers, writers and learners. Their focus is on ways to close the large "achievement gap" and reduce the escalating drop-out rate for struggling adolescent learners by providing powerful delivery and learning strategies for teachers and students in core academic subjects.

The model's framework is centered on CLC's five distinct levels that comprise a continuum of literacy instruction and differentiated services:

Content Literacy Continuum (CLC)

Level I: Enhanced content instruction - proficiency in critical content for all students, regardless of literacy levels, that equip them with competitive, high-end skills that ensure successful post-graduate options
Level II: Embedded strategy instruction – instructional strategies within and across classes for all students using large group instructional methods that allow optimal access to rigorous college-ready curriculum
Level III: Intensive strategy instruction - mastery of specific strategies for students needing short-term, strategic instruction on strategies embedded throughout classroom instruction
Level IV: Intensive basic skill instruction - mastery of entry-level literacy skills for students needing intensive, accelerated literacy intervention
Level V: Therapeutic intervention - mastery of language underpinnings related to the curriculum content and learning strategies occurring throughout classroom instruction for language-disabled students

The CLC model builds off powerful instructional planning and delivery within the core academic subjects (Level I and II) while at the same time providing for a continuum of research-validated, increased intensive intervention options through the use of on-going assessment and monitoring.

Within the context of the Content Literacy Continuum, we have sought to identify and categorize research-validated intervention programs appropriate for Levels III, IV and V. Although not exhaustive, the attached Appendix B – THE SECONDARY LITERACY INTERVENTION PROGRAM GUIDE Levels III-V is our attempt at comprehensively identifying language arts intervention programs that meet the following criteria:

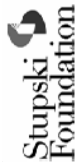
- address two or more of the five main components of reading as identified by the National Reading Panel
- designed for students needing instructional supports found at Levels III, IV or V of the CLC
- target students in middle and high school grades (grades 5-12)
- have independent, third-party research that is scientifically-based (randomize control groups) or meets the criteria for quasi-experimental

It should be noted that an additional tool, Appendix A - THE SECONDARY LITERACY INSTRUCTION AND INTERVENTION GUIDE Level I and III, is also available. This guide provides clarity around the instructional planning and delivery needed at Levels I and III within the CLC model.



WORK IN PROGRESS: NATIONAL SECONDARY LITERACY INTERVENTION PROGRAM INVENTORY*

Defining Features	Target Population	Implementation Requirements	Impact/Location/ Duration of Successful Implementation	Additional Information
<p>CORRECTIVE READING Levels: 4-5</p>				
<p>Program Goal: Designed for students who misidentify, reverse, or omit words, who have little recall and limited attention span and who read without understanding.</p> <p>Content Attributes: Comprehensive intervention program- its instructional design incorporates explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, and aligned student materials for teaching remedial students decoding and comprehension skills; teacher scripted.</p> <p>Design Features: This program allows students to work in a decoding program, a comprehension program, or both. Tightly sequenced lessons providing the structure and practice struggling readers need to master high-priority skills and strategies; briskly paced, teacher-directed instruction and special presentation techniques to engage reluctant learners; ongoing assessment enabling teacher to adjust pacing, provide immediate feedback, and offer reinforcement; built-in management rewards to show students how much they have improved</p> <p>Sources of Information: <i>Florida Center for Reading Research. Entire March 2004 Program Review available at: www.fcrr.org/FCRRReports/PDF/corrective_reading_final.pdf</i> <i>"Resource Literacy Guide for Adolescent Literacy", page 7. Prepared by the National Literacy Project for the Gates Foundation and available at: www.maupinhouse.com/pdf/ResourceGuide.pdf#search=%22%22a%20resources%20guide%20for%20adolescent%20literacy%22%22</i></p>	<p>Grades 4-12 students who are reading two or more years below grade level. Is not appropriate for students who have mastered decoding and basic fluency.</p>	<p>Class Requirements:</p> <p>Main Components:</p> <ul style="list-style-type: none"> Decoding and comprehension workbooks Decoding and comprehension of student books Decoding and comprehension of teacher presentation books Teacher guides Black-line masters Mastery test packages Series guide <p>Duration: 45 minutes, 4 to 5 times per week</p> <p>Built-in management system. Program is tightly sequenced and teacher scripted</p> <p>Professional Development Required: Required Training Time: teachers, coaches, and administrators are trained. A coach has to have taught the reading program for at least one year. Administrators go through awareness training. Program provides for in-class coaching.</p> <p>Progress Monitoring: placement tests for decoding and comprehension. Mastery tests A, B, and C for both decoding and comprehension. Ongoing monthly project monitoring. Goal is student mastery and if student does not reach mastery, intervention takes place based on school team</p> <p>Supports Provided: Consultants available via email and telephone</p> <p>Program Costs: Per level: \$200 teacher materials, mastery test package for 15 students \$45, enrichment blackline masters \$50-\$75</p>	<p>External Research: Per FCRR, program has been widely implemented in US and used in England. A comprehensive booklet of the research base which cites empirical studies using the program is provided. Instructional content and design of <i>Corrective Reading</i> is consistent with scientifically based reading research. Basic problem cited with the research base is that most studies do not involve random assignment to instructional conditions. Current research focuses almost solely on the decoding components of <i>Corrective Reading</i>. Per FCRR the comprehension components have yet to be adequately researched.</p> <p><i>Independent studies include:</i> A study conducted in a K-6 elementary school (large urban school district in the Southwest of the United States) in 1993 with 26 students (Viale, Medland, Romance, & Weaver, 1993). <i>SRA Corrective Reading</i> was implemented in two randomly assigned, Chapter 1 classrooms (grades 4-6).</p> <p>Another study, that did not use random assignment, was implemented in two remedial reading classes in England in 1982 (Gregory, Hackney, & Gregory, 1982).</p> <p>One relevant meta-analysis of Direct Instruction programs (including versions of <i>Corrective Reading</i>) found support for this instructional method (Borman, Hewes, Overman, & Brown, 2002)</p> <p>Summary of the research support available at: www.fcrr.org/FCRRReports/PDF/corrective_reading_final.pdf</p> <p>Corrective Reading is one of four intervention programs for struggling readers that was determined to have sufficient preliminary evidence of effectiveness to be included in a large scale, randomized control trial of reading interventions for older students. The trial involves the study of interventions for 3rd and 5th grade students and is funded by the Institute for Education Sciences. An executive summary of that study can be found at http://www.ed.gov/rschstat/eval/disadv/interimreportexecsum.pdf</p> <p>Sample Implementation Sites: Implementation in schools in: Gainesville, Jacksonville, and Orlando, Florida; Quitman and McDonough, Georgia; Millington, Tennessee.</p>	<ul style="list-style-type: none"> Built-in management system. Continual coaching is provided by consultants (e.g., classroom seating design, classroom/ materials procedure, motivation activities). Practical training sessions are available throughout the year as "refresher" courses. Consultants are accessible via e-mail and telephone. Teacher's manual is well organized with an "easy to follow" lesson plan. Minimal teacher preparation is required. Repetitious routines eliminate student choice and interaction. Fluency goals for the program are minimal. Some teachers may find it difficult to adapt to the repetitive style of instruction. Has little integration of writing. <p>Program developed by McGraw-Hill Education in collaboration with the Council of Chief State School Officers and the Association for Supervision and Curriculum Development</p>



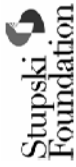
WORK IN PROGRESS: NATIONAL SECONDARY LITERACY INTERVENTION PROGRAM INVENTORY*

Defining Features	Target Population	Implementation Requirements	Impact/Location/ Duration of Successful Implementation	Additional Information
<p><i>Learning Point Associates- entire program evaluation available on page 32 at: www.learningpoint.org/literacy/adolescent/intervention.pdf#search=%22%22adfol%20literacy%20intervention%20programs%22%22</i></p> <p><i>Publisher Contact Information:</i> Science Research Associates (SRA)/McGraw-Hill 220 East Danieldale Road Desoto, TX 75115-2490 (888) 772-4543 http://www.sra-4kids.com/index.php/home/curriculum/solutions/di/correctivereading/102</p>			<p>Sacramento, South Lake Tahoe, and San Diego, California. Districts include: Clay County School District, Wake County Public School System, San Juan Unified School District</p>	
<p>FAILURE FREE READING Levels: 3, 4</p>				
<p>Program Goal: Intervention/remedial program. Goal is to improve sight vocabulary, fluency, and comprehension skills.</p> <p>Content Attributes: Fluency, comprehension, sight vocabulary</p> <p>Design Features: A strategic, 5-step instructional program with an independent reading component. Program has two parts: the instructional component contains a series of sequential instructional presentations delivered through a 5-step process that involves a priest, an oral guided lesson, computer guided instruction, print-based activities, and a post-test/ comprehension test. The independent component includes age-appropriate, decodable text delivered via the Joseph's Readers Talking Software</p> <p>Sources of information: <i>Florida Center for Reading Research. Entire June 2004 Program Review available at: www.fcrr.org/FCRRReports/PDF/failure_free_reading.pdf</i></p>	<p>Designed for struggling readers needing support with site vocabulary, fluency and comprehension including LEP students</p>	<p>Class Requirements: Can be taught by certified and non-certified individuals.</p> <p>Main Components:</p> <ul style="list-style-type: none"> It lends itself to use in a regular classroom, extended day program, resource room, pull-out program, or lab setting Lessons can be taught in a one-to-one or small group format Although part of the program is implemented by the teacher, a large portion requires technology that utilizes talking software lessons and print reinforcement activities <p>Professional Development Required: PD: On-site workshops (2-3 hour teacher sessions) available for additional cost with additional one hour session for administrators. In addition, training tapes, CD-ROM and web-based training offered</p> <p>Supports Provided: Provides web-based product updates</p> <p>Program Costs: No online pricing information available. Please contact directly</p>	<p>External Research: Per FCRR, instructional content and design is consistent with many findings from current research. However, it does depart from current research and theory in reading in that it does not attempt to teach phonemic decoding skills to students who are struggling with reading accuracy and fluency. Existing empirical research, however, provides at least a moderate level of support for the program as an intervention program to increase reading fluency and comprehension.</p> <p><i>Independent studies include:</i> One study, using <i>Failure Free Reading</i> to supplement instruction, was conducted in two suburban schools with 58 third and fourth graders (Lockavitch & Algözine, 1998). Students received instruction in the program with a teacher trained in the <i>Failure Free Reading</i> program. Students were randomly assigned to the <i>Failure Free Reading</i> or to a control group that did not receive the <i>Failure Free</i> instruction. Another study was conducted at 27 (18 elementary, six intermediate, three high schools) suburban schools in the southwest (Rankhorn, England, Collins, Lockavitch and Algözine, 1998). It examined the effects of teaching word recognition and comprehension skills using <i>Failure Free Reading</i> to 39 students with severe reading problems. Students were randomly selected from the lowest reading groups (two or more years below grade level). A control or comparison group was not used in this study.</p>	<ul style="list-style-type: none"> Modeling and progress monitoring are utilized throughout the program. Immediate corrective feedback is given to students. Repetition and cumulative review are consistent throughout the program. Spanish directions and definitions are provided to help ELL students. Typically, students are independently engaged for 45 to 50 minutes of the 60 minute instructional period, freeing the instructor to monitor and guide as needed. Minimal teacher preparation is required, enabling teachers, assistants, or tutors to implement the lessons. Comprehension strategies not explicitly taught. When students answer comprehension questions in correctly, scaffolding (in terms of providing a cue to help them determine the correct answer on their own) is not provided. This program transitions at the 5th grade reading level. The lack of direct support for improving alphabetic reading skills (phonemic decoding) is a serious weakness in a program that is purportedly designed to improve general reading skills in students below the 15th percentile. <p>Teamed up with Teaching Gear (online educational content) to deliver <i>Failure Free</i> thru web delivered talking software lessons</p>



WORK IN PROGRESS: NATIONAL SECONDARY LITERACY INTERVENTION PROGRAM INVENTORY*

Defining Features	Target Population	Implementation Requirements	Impact/Location/ Duration of Successful Implementation	Additional Information
<p>Publisher Contact Information: Failure Free Writing 140 West Cabarnus Ave. Concord, NC 28025 (800) 542-2170 www.failurefreeonline.com</p>			<p>Summary of the research support available at: www.fcrr.org/FCRRReports/PDF/failure_free_reading.pdf</p> <p>Failure Free Reading is one of four intervention programs for struggling readers that was determined to have sufficient preliminary evidence of effectiveness to be included in a large scale, randomized control trial of reading interventions for older students. The trial involves the study of interventions for 3rd and 5th grade students and is funded by the Institute for Education Sciences. An executive summary of that study can be found at http://www.ed.gov/irschis/eav/isaadv/interimreport/exesum.pdf</p> <p>The publisher also provides a listing of independent research results on its website in a research summary titled "Failure Free Reading's Continuum of Effectiveness- Research Summary." See page 27 of the report at: www.failurefree.com/downloads/FFR_White_Paper.PDF</p> <p>Sample Implementation Sites:</p> <ul style="list-style-type: none"> Sites are included in Springfield Local School District in Holland, Ohio; Coronado High School in El Paso, and Klein ISD, Texas; Clay County, Greenwood, and Hally Middle School, Mississippi; Lincoln and Catawba Counties, North Carolina; Dublin City, Georgia, Alabama, Helen Edwards, Louisiana, and California. 	
<p>FAST TRACK READING Levels: 4, 5</p>				
<p>Program Goal: Program is designed to accelerate delayed readers to grade level proficiency and standards as quickly as possible by helping the teacher accurately assess student needs and then deliver intensive, targeted instruction.</p> <p>Content Features: Is an intensive intervention program that addresses the core linguistic deficits underlying reading failure. The instruction is comprehensive, continuous, and inclusive of all the major components of reading: phonemic awareness,</p>	<p>Intervention program for struggling readers in grades 4-8</p>	<p>Class Requirements:</p> <p>Main Components:</p> <ul style="list-style-type: none"> Word Work Strand includes the Word Work Assessment Guide, the Word Study Teacher Guide, the MatchWord software program, 12 decodable books, 12 plays based on the decodable books, and the Phonics Teacher Guide with 21 phonics transparencies Comprehension Strand begins with the Teacher Guide Level 1, a read-aloud anthology with built-in teacher support. This strand is designed for nonreaders and includes directions for explicit teacher support for magazine anthologies Fluency Strand includes twelve Fluency Cards and a CD for each instructional level <p>Professional Development Required: Full day PD training offered upon implementation.</p>	<p>External Research: Per FCRR, The instructional content of <i>Fast Track Reading</i> is consistent with current research on reading comprehension and fluency. In 2001 a field test of the <i>Fast Track Reading</i> program was conducted in six states with 66 students in grades 4-8. No control groups were included and students were not selected randomly, but chosen based on their need for reading intervention. Although the data appeared to show progress, the design of the study (no control group) makes it impossible to attribute the reading improvements to use of <i>Fast Track</i>.</p> <p><i>Independent studies include:</i> In 2001, a field test of the <i>Fast Track Reading</i> program was conducted in six states with 66 students</p>	<ul style="list-style-type: none"> Fluency practice is explicitly structured and ample practice opportunities are provided. Magazine anthologies (high interest/low reading level) and decodable Chapter Books are engaging. Pre-skills of reading, such as knowing the names and sounds of individual letters and digraphs, are not a component of this program. Phonics instruction is not sufficient for students with severe reading difficulties. Practice opportunities in the phonics strand are limited and systematic review of previous phonics skills is not included. <p>Source: <i>Florida Center for Reading Research</i> Program is an approved supplemental educational services provider in 43 states.</p>



WORK IN PROGRESS: NATIONAL SECONDARY LITERACY INTERVENTION PROGRAM INVENTORY*

Defining Features	Target Population	Implementation Requirements	Impact/Location/ Duration of Successful Implementation	Additional Information
<p>phonemic decoding skills, word- and passage-reading fluency, vocabulary, comprehension, spelling, composition, and related language skills.</p> <p>Design Features: Scripted lessons focusing on word work, fluency and comprehension. It is intended to be used in addition to a school's core reading program. Program includes the Comprehension Strand, the Word Work Strand, and the Fluency Strand. All lessons are scripted with the direct and explicit instructional strategies of "demonstrate, coach, apply, and assess."</p> <p>Sources of Information: <i>Florida Center for Reading Research</i>, Entire April 2005 Program Review is available at: www.fcrr.org/FCRRReports/PDF/FastTrack6Final.pdf</p> <p>Publisher Contact Information: Wright Group/McGraw Hill 220 East Danieldale Road DeSoto, TX 75115 (800) 648-2970 www.wrightgroup.com</p>	<p>Supports Provided: Follow-up support visits are flexible</p> <p>Program Costs: Materials for Complete Level 1-2 Set: \$850. Complete Level 3-7 Set: each level \$800. Fluency Strand Set: \$1,600. Word Work Strand Set: \$1,445</p>	<p>in grades 4-8. No control groups were included and students were not selected randomly, but chosen based on their need for reading intervention.</p> <p>Summary of the research support available at: www.fcrr.org/FCRRReports/PDF/FastTrack6Final.pdf</p> <p>According to the publisher, 7 peer-reviewed studies have been published. Research sites were first selected in 12 schools in California in 2001. Field test sites were then set up in six schools in five districts across the U.S. in the spring of 2002. Educational Consulting Services, a third party, conducted all pre- and post- assessments. The results are available on the publisher's website at: www.wrightgroup.com/index.php/home/literacy/fasttrackreading/nationalwidereadsearch/264</p> <p>Sample Implementation Sites: Central United STEP and Kastner Intermediate in Fresno, Mountain View Middle in Moreno Valley, Lemon Grove Middle in Lemon Grove, and Prairie Vista Middle in Hawthorne, California; East Middle School in Waukegan, Illinois; Grover Washington, Jr. Middle School in Philadelphia; Harford Avenue School in Milwaukee, Wisconsin; Puckett Attendance Center in Puckett, Mississippi; Robinson Middle School in Little Rock, AR;</p>	<p>Program was a finalist in the Annual CODIE awards for the best education instructional solution for special needs students in 2004.</p>	
GREAT LEAPS READING Levels: 3				
<p>Program Goal: Targeted supplemental fluency program is designed to be used in conjunction with the curriculum currently being implemented. Its primary emphasis is on fluency, with the assumption that comprehension will improve if the child becomes a more fluent reader.</p> <p>Content Attributes: A fluency-building program, not a complete reading program.</p> <p>Design Features: Divided into three major areas: phonics, sight, phrases, and reading</p>	<p>K-12 students who have not mastered automaticity and need practice in fluency</p>	<p>Class Requirements: Materials consist of an instructor's manual and student practice pages. Included in the instructor's manual are assessment guidelines to determine student placement in <i>Great Leaps</i>. Teachers, paraprofessionals, or volunteers administer the lessons in a one-to-one fashion in 5-7 minute daily practice sessions.</p> <p>Professional Development Required: A typical training session is three hours long. Most users find the instructions that come with the program adequate to begin implementation without training.</p> <p>Supports Provided: Training videos and further assistance available through direct contact with authors via phone or electronic mail</p>	<p>External Research: Per FCRR, it is consistent with current research knowledge in both its instructional design and content. There is encouraging research support confirming the efficacy of <i>Great Leaps</i> in improving reading fluency for middle school students. At this point, the research is targeted at the middle school level; however, because the instructional design and principles are consistent throughout every grade level for <i>Great Leaps</i>, it is likely that similar outcomes at the other levels could be expected.</p> <p>Summary of the research support available at: www.fcrr.org/FCRRReports/PDF/Great_Leaps_Report.pdf</p> <p>Per FCRR, in a formal study conducted in 2000, the</p>	<ul style="list-style-type: none"> Requires only 5-10 minutes of intervention per day per student. It is easy to implement and can be used successfully by a wide variety of professionals, paraprofessionals, and volunteers. Student progress is monitored, charted, and rewarded, thus increasing student motivation. Can be overused- students need to be released from program when adequate progress has been made. <p>Sources: <i>Florida Center for Reading Research and National Literacy Project prepared for Gates Foundation</i></p>



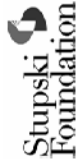
WORK IN PROGRESS: NATIONAL SECONDARY LITERACY INTERVENTION PROGRAM INVENTORY*

Defining Features	Target Population	Implementation Requirements	Impact/Location/ Duration of Successful Implementation	Additional Information
<p>fluency.</p> <p>Sources of Information: <i>Florida Center for Reading Research</i> Entire, January 2003 Program Review is available at: www.fcrr.org/FCRRReports/PDF/GreatLeaps_Report.pdf <i>"Resource Literacy Guide for Adolescent Literacy,"</i> page 19, Prepared by the National Literacy Project for the Gates Foundation and available at: www.maupinhouse.com/pdf/ResourceGuide.pdf#search=%22%22a%20resource%20guide%20for%20Adolescent%20Literacy%22%22 Publisher Contact Information: Diarmuid, Inc. P.O. Box 357580 Gainesville, FL 32635 (877) (475-3277) www.greatleaps.com</p>	<p>Program Costs: Middle or High School Program Package (Instructor manual and student edition) \$175. General Stories Collection (Supplementary Stories for all Readers- \$55</p>	<p>Program Costs: Middle or High School Program Package (Instructor manual and student edition) \$175. General Stories Collection (Supplementary Stories for all Readers- \$55</p>	<p>researchers found that the Great Leaps treatment produced statistically significant gains in reading level (fluency) for all three groups of students participating in the study. This study did not employ a comparison or control group, however. Mercer, Cecil D., Campbell, Kenneth U., Miller, W.David, Mercer, Kenneth D., and Lane, Holly B. <i>Effects of a Reading Fluency Intervention for Middle Schoolers with Specific Learning Disabilities: Learning Disabilities Research and Practice</i>, 15(4), 179-189, 2000.</p> <p>Sample Implementation Sites: Schools in New York City, Ocala and Gainesville, Florida; Somerset and Lexington, Kentucky; Seattle, Washington, North Carolina, Utah, and Maine</p>	
<p>HOSTSLINK IN LANGUAGE ARTS- HELP ONE STUDENT TO SUCCEED Levels: 3</p>				
<p>Program Goal: A technology-based structured mentoring program designed to supplement a school's core reading curriculum. The main goals include improving academic achievement in reading and writing, building problem-solving skills, and improving behavior, attitudes and self-esteem.</p> <p>Content Attributes: A strategic and structured mentoring program</p> <p>Design Features: The three major components of the HOSTS mentoring program are professional development, individualized lesson plans, and mentoring.</p> <p>Sources of Information: <i>Florida Center for Reading Research.</i></p>	<p>Grades K-8 including the general school population and low achieving or at-risk students, and for older struggling readers, Grades 9-12 HOSTSlink for ELL Students</p>	<p>Class Requirements: Trained volunteers from the community provide students with one-on-one tutoring sessions using lesson plans that have been specifically tailored to the individual needs of each student.</p> <p>Main Components:</p> <ul style="list-style-type: none"> Resources cross-referenced and aligned with school's curriculum and standards Nationwide database offering access to software, teacher resource books, literature, games, kits, manipulatives, videos, and worksheets from a vast quantity of commercial publishers <p>Professional Development Required: Paramount to the success of the HOSTS program is each school's facilitating teacher (or HOSTS teacher) who is a certified teacher, preferably a reading specialist or a teacher with a strong reading background. Teacher/facilitator is given two days of extensive training which includes reading assessment strategies, instructional strategies, mentor recruitment and training, and software training. These two days are followed by two or more days of on-site implementation.</p> <p>HOSTS training incorporates the National Staff Development Council's standards of context, process, and content.</p>	<p>External Research: Per FCRR, when HOSTS is implemented as intended, it addresses the components research has found to be essential to the success of tutoring programs for reading. There is a beginning level of research to support the use of <i>HOSTSlink Language Arts</i> as an effective mentoring program.</p> <p>Summary of the research support available at: www.fcrr.org/FCRRReports/PDF/HOSTS_Report.pdf</p> <p>A study conducted by the Michigan Center for Assessment and Educational Data for the 2002-03 school year of over 1,500 students concluded that results showed significant gains in student reading skills: www.hosts.com/research/downloads/CMLJ_statewide_data_research=%22%22Michigan%20Center%20for%20Assessment%20and%20Educational%20Data%22</p> <p>Another independent evaluation reporting significant results was completed by Bowling Green State</p>	<ul style="list-style-type: none"> Structured mentoring sessions optimize academic learning time. A facilitating teacher monitors mentoring sessions, ensuring that the individual learning plans of students are addressed. One-on-one mentoring provides encouragement and support to students who are most in need of such reinforcement. The database is multipurpose, providing access to resources, student prescriptions, alignment with state and local standards, and progress monitoring management. Students' progress is continually monitored and assessed by the HOSTS facilitating teacher. Schools that employ the <i>HOSTSlink Language Arts</i> program report that, as a result of the one-on-one attention provided by the mentors, students' self-esteem and school attendance improve. Dependent on facilitating teacher for monitoring. Expensive. The database might offer suggestions that are not consistent with the current research. Therefore, it is



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<p>Entire November 2002 Program Review is available at: www.fcrr.org/FCRRReports/PDF/HOSTS_Report.pdf</p> <p>"<i>Resource Literacy Guide for Adolescent Literacy</i>," page 21, Prepared by the <i>National Literacy Project for the Gates Foundation</i> and available at: www.maupinhouse.com/pdf/Resource_Guide.pdf#search=%22%22a%20ressource%20guide%20for%20Adolescent%20Literacy%22%22</p> <p><i>Publisher Contact Information:</i> HOSTS Learning 222 NE Park Plaza Drive, Suite 230 Vancouver, WA 98684 800-833-4678 www.hosts.com</p>	<p>Students performing two or more years behind grade-level who have not mastered phonemic awareness, phonics and basic fluency. Designed specifically for students who benefit from explicit instruction in a structured language curriculum, whether they are in the general ELL, or special education program.</p>	<p>Supports Provided: Unlimited technical assistance during the school year.</p> <p>Program Costs: No pricing available online. Directly contact publisher</p>	<p>University in 2001-2002 entitled "Northwest Ohio Special Ed Consortium Project." www.hosts.com/research/downloads/BCSU.pdf#search=%22%22northwest%20ohio%20special%20educa tion%20consortium%20project%22%22</p> <p>Sample Implementation Sites: Flint, Michigan; Carawba County, North Carolina; 18 schools and 4 Educational Service Centers in Ohio (see study notes above); 68 schools in Michigan (see study notes above); districts in Buffalo, Cleveland, Columbus, Dallas, Detroit, and Los Angeles</p>	<p>important that schools clearly identify their adopted research based reading curriculum as the HOSTSLink system is personalized for their school. HOSTSLink for English Language Development meets USDOE standards for effective ELD or ELL programs.</p>
<p>LANGUAGE! Levels: 4, 5</p> <p>Program Goal: Comprehensive reading program. Direct explicit comprehension instruction: text-based collaborative learning. Addresses all five areas of reading instruction identified by Reading First.</p> <p>Content Attributes: Phonemic awareness and phonics. Integrates reading, spelling, writing, and other critical language arts strands.</p> <p>Design Features: Program is highly individualized, with students placed at an instructional level on the basis of an entry assessment, and continuing on that level until mastery of concepts and skills is attained. Flexible, small instructional groups are formed within the whole class according to mastery performance.</p> <p>Sources of Information: <i>Florida Center for Reading Research.</i></p>	<p>Program Requirements: Classroom teacher delivers sequenced, systematic, cumulative and explicit instruction in two daily sessions that total 90 minutes. Curriculum is comprised of three levels with the recommendation that one year be devoted to each level</p> <p>Main Components:</p> <ul style="list-style-type: none"> • Instructional resource kit for teachers • Teacher edition • Student text • Interactive text • Assessment materials • Technology tools: online assessment; planning; word database; e-reader; sortagories <p>Progress Monitoring: Placement based on Degrees of Reading Power (DRP) test comprehension, test of silent word reading fluency, spelling inventory. Progress monitoring thru content mastery and fluency tasks, summative tests, progress indicators. Online assessment system organizes and analyzes student data</p> <p>Professional Development Required: Initial training with course credit at accredited universities, 3-day training, advanced training for administrators and reading coaches, half- or full-day follow up training, site visits</p> <p>Program Costs: \$600 Middle/High School Teacher Training Kit, \$1,800 classroom set (\$450 small group set), \$80 Instructional Resource Guide for Teachers</p>	<p>External Research: Most recent studies were conducted in Baldwin County, Idaho Falls and Sacramento City but no control groups were used. So it is not possible to determine whether or not the gains seen in these two studies were attributable solely to implementation of the LANGUAGE! curriculum, or whether other factors might have been involved. Overall, improvements in student performance and the resultant indications of the efficacy of the LANGUAGE! program are very encouraging.</p> <p><i>Independent studies include:</i> A study using a research design that included a control group was undertaken with 45 middle and high school juvenile offenders (Greene, 1996).</p> <p>Summary of the research support available at: www.fcrr.org/FCRRReports/PDF/Language.pdf</p> <p>Summary research results for Elk Grove and Sacramento City, CA are available at: www.nrlf.gov/partnership/reading/adolescent/summaryfile.html</p> <p>Sample Implementation Sites: The internal research summary above cites results for LANGUAGE! in Twin Falls, ID; Los Angeles USD.</p>	<p>Highly structured and individualized, offering each student a step-by-step progression through the curriculum at an individual pace</p> <p>Is an extremely thorough presentation of numerous reading, writing, and language arts strands, taught systematically in parallel fashion to children of all ages with delays in reading, writing, and/or language.</p> <p>Instructor's manual and resource guide offer many materials to assist in teaching the content of the program, as well as substantial background information about the knowledge required to effectively teach the content.</p> <p>Detailed Lesson Plans for each unit tie together the many materials, sources, and activities in the program that are needed for instruction.</p> <p>Dependent on teacher's ability to organize the class.</p> <p>90 minute requirement may cause scheduling problems.</p>	<p>important that schools clearly identify their adopted research based reading curriculum as the HOSTSLink system is personalized for their school. HOSTSLink for English Language Development meets USDOE standards for effective ELD or ELL programs.</p>



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<p>Entire November 2002 Program Review is available at: www.fcrr.org/FCRRReports/PDF/Lang%20Literacy%22%22.pdf</p> <p>"Resource Literacy Guide for Adolescent Literacy," page 9, Prepared by the National Literacy Project for the Gates Foundation and available at: www.maupinhouse.com/pdf/Resource Guide.pdf#search=%22%22a%20resource%20Literacy%22%22</p> <p>Publisher Contact Information: Sopris West 4093 Specialty Place Longmont, CO 80504 (800) 547-6747 www.sopriswest.com</p>		<p>Source: <i>Learning Point Associates-entire program evaluation available on page 42 at:</i> www.learningpoint.org/literacy/adolescent/intervention.pdf#search=%22%22a%20Literacy%20Intervention%20Programs%22%22</p>	<p>80 Middle Schools and 60 High Schools; Elk Grove and Sacramento City, California; Utica Community Schools, Michigan; Roaring Fork School District, Colorado; Rochester Public School District, Minnesota</p>	
<p>LIPS- LINDAMOOD PHONEME SEQUENCING PROGRAM FOR READING, SPELLING, AND SPEECH Levels: 4, 5</p>				
<p>Program Goal: Goal is to develop fluent readers and competent spellers.</p> <p>Content Attributes: is a multisensory supplemental/intervention program designed to instruct and improve phonemic awareness, phonemic decoding, orthographic processing, sight word knowledge and spelling.</p> <p>Design Features: Intervention is very intensive and requires extensive time on the part of the teacher and students. Skills developed through an oral-motor, visual, and an auditory feedback system.</p> <p>Sources of Information: <i>Florida Center for Reading Research.</i> Entire April 2006 Program Review is available at: www.fcrr.org/FCRRReports/PDF/LIPs.pdf</p> <p>Publisher Contact Information:</p>	<p>Enables individuals of all ages, including special education and ELL students, to identify, to sequence and map letters to phonemes.</p>	<p>Class Requirements: Classroom teachers, specialists, speech-language pathologists, tutors, and paraprofessionals could provide instruction using this program. Main Component: "hands on" materials and PC version <i>LIPS</i> can be utilized in whole group, small group or individual settings as a preventive tool or intensive intervention. When used as an intensive intervention it is recommended individuals receive instruction two to four hours a day, five days a week for eight-twelve weeks. Professional Development Required: Non-mandatory 1-12 day workshops offered- customized and on-site if desired. Conferences and PD videos also available. Supports Provided: Video conference workshops are offered in smaller segments over longer periods of time, giving you professionals the opportunity to practice what they have learned between sessions and return with questions. Program Costs: Classroom kit \$480; trainer's manual \$98; CD with manual, \$100; set of 4 PD videos \$240.</p>	<p>External Research: Per FCRR, aligns with current reading research in its explicit and systematic presentation of phonemic awareness and phonics instruction. NRP research studies incorporating the <i>LIPS</i> program cited as well designed, high quality research highlighting effectiveness of direct instruction in phonemic awareness and phonics. Instructional content and design of <i>LIPS</i> and the research base supporting its efficacy is strong. Independently gathered research studies evaluating its use have employed control groups and standardized measures of reading. Kennedy & Backman (1993) conducted a study at a nonprofit residential school for students with severe learning disabilities. The authors compared the ADD (<i>LIPS</i>) program with the regular reading and spelling curriculum of the school. In this quasi-experimental study, students were matched on pretest according to age (1-17 years old), gender, and scores on the WISC-R the LAC, SORT and SAT-Sp. Summary of the research support available at: www.fcrr.org/FCRRReports/PDF/LIPs.pdf Sadovski and Willson (2006) conducted a six year study in Pueblo School District 60 in Colorado where with each passing year additional schools gradually implemented the three Lindamood-Bell Learning</p>	<ul style="list-style-type: none"> • Systematic and explicit instruction. • Organization of the vowel circle to assist in sound discrimination among vowels is helpful. • Sessions designed to build skills to mastery. • Comprehensive teacher's manual. • Discovery Dialogues in each section of the teacher's manual facilitate accurate implementation by the teacher. • Training may not be offered at a convenient location, and training requirements for the <i>LIPS</i> program are relatively intense. <p><i>LIPS</i> is one of three products offered by Lindamood Bell Learning Processes; other two are Seeing Stars and Visualizing and Verbalizing (see below).</p>



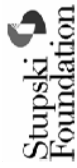
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<p>Lindamood Bell 416 Higuera Street San Luis Obispo, CA 93401 (805) 541-3836 www.lindamoodbell.com/programs/</p>			<p>Processes (LBLP) programs. The study began in one school and by the end of the six years 31 schools were included. An abstract of the report is available on the publisher's website at www.lblp.com/research/sadoski-abstract.html. The report is also available in the <i>American Educational Research Journal</i>, Spring 2006, Volume 43, No. 1, pp. 137-154.</p> <p>Sample Implementation Sites: Has Learning Centers in Mobile Alabama; numerous locations in California; Denver, Colorado; Miami, Tampa, and Weston, Florida; Atlanta and Gwinnett County, Georgia; Indianapolis, Indiana, New York City and Long Island, New York; Philadelphia; Seattle; Washington, D.C.; Darien, Connecticut; Chicago, Illinois; Boston; Birmingham, Michigan; Morristown, New Jersey; Charlotte, NC; Memphis, Dallas</p>	
<p>PHONO-GRAPHIX Levels: 4, 5</p>				
<p>Program Goal: Program's goals are fluent and accurate reading and spelling with an emphasis on strategy instruction rather than rule memorization.</p> <p>Can be used as a supplement to a school's core reading curriculum. Is strong enough, however, to be used as the main method to get students up and going with beginning reading skills in phonemic awareness and phonics.</p> <p>Content Attributes: Based on phonemic awareness and alphabetic code knowledge.</p> <p>Design Features: Is a structured, systematic, multi-sensory reading and spelling program</p> <p>Sources of Information: <i>Florida Center for Reading Research</i>, Entire November 2002 Program Review is available at: www.fcrr.org/FCRRReports/PDF/Phono_Graphix_Report.pdf</p> <p><i>Publisher Contact Information:</i></p>	<p>Designed for struggling readers, and for students who have been diagnosed with a reading disability.</p>	<p>Class Requirements: A classroom teacher, reading specialist or mentor volunteer can teach <i>Phono-Graphix</i> in a variety of instructional settings. 1-on-1 or small group presentation of instruction is encouraged but the program can also be used for a larger group.</p> <p>Main Components: Materials included in the classroom kit are a teacher's manual with scope and sequence, lesson plans, reproducible worksheets, a white board for error correction, and a diagnostic kit with other accessories.</p> <p>Professional Development Required: Training provided on their online certification course or at a nearby training event.</p> <p>Supports Provided: A web based support system for teaching Phono-Graphix at home, or in a clinic or classroom. Training also qualifies individual to be a member of their international organization of literacy professionals.</p> <p>Program Costs: Word Work Kit: \$175 Internship Course for 5 teachers: \$1,350</p>	<p>External Research: Per FCRR, instructional content and design of <i>Phono-Graphix</i> is based on research in that it utilizes a very systematic method to teach reading and includes the critical elements of beginning reading. This method of instruction has been effective in improving word reading skills in a short amount of time for students diagnosed with learning disabilities as well as those who are struggling to learn to read.</p> <p>Original clinical research on the program was conducted at the Read America clinic in Orlando, Florida. The results of this study were published in the <i>Annals of Dyslexia</i>, the research journal of the International Dyslexia Society (McGuinness, McGuinness, & McGuinness, 1996). This peer-reviewed journal article used a quasi-experimental design with pre-lesposi-test comparisons and no control group. Other studies reported by schools reflecting similar positive results are reported on the Read America website: http://www.readamerica.net/.</p> <p>Summary of the research support available at: www.fcrr.org/FCRRReports/PDF/Phono_Graphix_Report.pdf</p> <p>The publisher also provides links to third party field research results on its website at: www.readamerica.net/research.asp and clinical research at:</p>	<ul style="list-style-type: none"> Program is highly adaptable and can be implemented in a variety of settings. Can be taught by professionals and/or mentor volunteers due to the clarity and conciseness of language. Teachers learn the subskills underlying the reading process. Students learn the subskills of <i>Phono-Graphix</i> by reinforcement through sentence and text reading rather than rote memorization of rules and isolated drill exercises. Repetition and error correction with appropriate scaffolding are built into the program ensuring mastery. Multisensory approach to <i>Phono-Graphix</i> can be a powerful tool since students are actively engaged: they hear, see, say, move sound pictures and write sound pictures in a left-to-right sequence. Because the program emphasizes positive, specific feedback, the effort of the student is always validated.



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<p>Read America P. O. Box 1246 Mount Dora, FL 32756 www.readamerica.net</p>			<p>www.readamerica.net/PageA1Link.asp Sample Implementation Sites: Sites in the research results include Orlando, FL; Gainsville, FL, and Phillipsburg, NJ</p>	
<p>REACH SYSTEM Levels: 4, 5</p>				
<p>Program Goal: For students to accelerate in reading and language arts in order to successfully read on grade level. Content Attributes: Is a comprehensive reading, writing, and oral language intervention program. Design Features: <i>REACH</i> is a compilation of programs published by SRA that include: Corrective Reading (see review above), Reasoning and Writing, Spelling Through Morphographs, and High Noon Chapter Books. The System Guide integrates these programs to present the essential components of reading instruction and also provides supplemental materials. Sources of Information: <i>Florida Center for Reading Research</i>, Entire December 2004 Program Review is available at: www.fcrr.org/FCRRReports/PDF/REACH7.pdf Publisher Contact Information: Science Research Associates (SRA)/McGraw-Hill 220 East Danieldele Road Desoto, TX 75115-2490 888.772.4543 www.sraonline.com</p>	<p>For students in grades 4 through 8 who are reading below grade level. It is also appropriate for high school students who are functioning below the 8th grade level in reading.</p>	<p>Class Requirements: The classroom teacher delivers whole class instruction in a four period block of time, or a minimum of 2 1/2 to 3 hours, though this schedule can be customized as needed for shorter periods of time. Main Components: Teacher materials include a Scheduling Section, which contains daily lesson plan charts to guide the teacher in setting goals for students for each semester and details how to use the components on a daily basis. Professional Development Required: Initial training involves a 2-day program. Additional support provided through a set of 6 videotapes. Supports Provided: Ongoing support is customized depending on the needs of each particular situation and at the request of the district or building level administrators Program Costs: Starter set Grades 4-6: \$2,334. Starter set Grades 6-12: \$2,199</p>	<p>External Research: Per FCRR, the instructional content and design of the <i>REACH System</i> is consistent with scientifically based reading research. However, whereas the elements of the system have produced student reading growth in reading and spelling in previous studies, in the absence of control groups it is unclear whether this growth can be ascribed to the components of the <i>REACH System</i>. While a reasonable level of empirical support for several of the components with the <i>REACH</i> system exists, there is no external research to date on the comprehensive system itself. One of its major components, Corrective Reading, is reviewed above. Summary of research support available at: www.fcrr.org/FCRRReports/PDF/REACH7.pdf Sample Implementation Sites: Buffalo Public Schools, New York, California schools in San Francisco, Palm Springs, Sacramento, Fort Huememe, Stockton, Lake Tahoe., Cheyenne, Wyoming</p>	<ul style="list-style-type: none"> • Lessons are explicit and systematic. • Scaffolding and cumulative review are prominent. • The System Guide provides a clear plan for integrating instruction across the program's four components. • Teacher resources and training are readily available to help the teacher understand the rationale for the instructional approach. • Spelling, writing, oral language, motivation, and listening comprehension are addressed. • Students are repeatedly exposed to vocabulary in many contexts. • Opportunities for generating questions to improve engagement with text are not evident.



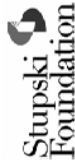
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<p>READ 180 Level: 3</p> <p>Program Goal: Program goals are to increase the students' decoding, fluency, and comprehension skills.</p> <p>Content Attributes: Direct explicit comprehension instruction. Phonics, fluency, vocabulary, and comprehension are incorporated, in varying degrees.</p> <p>Design Features: Technology driven. Program uses guided oral reading procedures to improve word recognition, fluency, and comprehension. Multimedia program on CDs with full motion video to provide schematic/mental set. Text-based collaborative learning, strategic tutoring. Classroom-based with a technology component- Contains several types of assessment.</p> <p>Sources of Information: <i>Florida Center for Reading Research</i>, Entire October 2004 Program Review is available at: www.fcrr.org/FCRRReports/PDF/READ180Final.pdf "Resource Literacy Guide for Adolescent Literacy," page 23, Prepared by the National Literacy Project for the Gates Foundation and available at: www.maupinhouse.com/pdf/ResourceGuide.pdf#search=%22%22a%20resource%20guide%20for%20adolescent%20literacy%22%22</p> <p>Publisher Contact Information: Scholastic 557 Broadway New York, New York, 10012 (800) 724-6527 www.scholastic.com</p>	<p>A comprehensive reading intervention program for struggling readers in grades four through twelve. Program is available for Spanish language readers.</p> <p>Class Requirements: Technology-based daily/ lesson, yearlong. Dependent on facilitating teacher for monitoring. The program involves interactive text reading adjusted to students' assessed reading level, spelling and word study, assessment and record keeping, paperback books leveled to match students, audio cassettes for each book with comprehension prompts, all set up in a 90 rotation in groups of 5 students (5 on the computer, 5 silently reading, 5 in teacher led instruction). Daily lesson consists of: <ul style="list-style-type: none"> • Whole group instruction • Small group direct instruction • READ 180 Software • Reading and Writing Skills Practice • Whole group direct instruction <p>Main Components: <ul style="list-style-type: none"> o Software that addresses specific reading problems o Teacher-directed instructional materials for instruction in comprehension, vocabulary, word study, and writing o Audio books for modeled reading o Paperbacks for independent reading o Assessment system <p>Progress Monitoring: Scholastic Reading Inventory (SRI) used for placement and progress monitoring using Lexile framework. Assessments also embedded in a software program that makes instructional decisions on the basis of assessment data</p> <p>Professional Development Required: One-day leadership training, 2 days of in-service training at implementation, online course, 8 half-day seminars, reading courses. Administrator training in how to support teachers also available. PD can be customized to meet the needs of its participants.</p> <p>Supports Provided: Ongoing assistance and coaching is available for teachers at an extra cost.</p> <p>Program Costs: \$40,000 for 60 students for materials and training</p> <p>Source: Learning Point Associates-entire program evaluation available on page 57 at: www.learningpoint.org/literacy/adolescent/intervention.pdf#search=%22%22adole scent%20literacy%20intervention%20programs%22%22</p> </p></p>	<p>External Research: Per FCRR, the instructional content and design of READ 180 is consistent with current reading research. There is a beginning level of research support for the use of READ 180 as an intervention to teach intermediate students necessary comprehension skills. However, future random assignment studies are needed to better support the efficacy of this curriculum. One large study, conducted by Interactive, Incorporated in 2002, examined the effects of READ 180 on reading achievement of low performing students in middle schools within seven member districts of the Council of Great City Schools. Data are available for the following districts: Boston MA, Columbus OH; Dallas TX; and Houston TX. Although the study intended to include random assignment, several sites reported using quasi-experimental control groups instead. Another study was conducted in eighth grade classrooms in the Los Angeles Unified School District. These results provide preliminary support for the efficacy of Read 180, although the lack of random assignment means that some classroom and school-based variations may be partly responsible for the findings. Summary of the research support available at: www.fcrr.org/FCRRReports/PDF/READ180Final.pdf Policy Studies Associates, under contract from the publisher, conducted research in Phoenix Union HS District in 2003-2005 and documented out performance with READ 180. This study and other third party research results are available on publisher's web: http://teacher.scholastic.com/products/research/intervention.htm.</p> <p>Sample Implementation Sites: Schools/districts highlighted in the efficacy studies include NYC District 23, Des Moines, Los Angeles and Anaheim Unified School Districts, Phoenix and Glendale Union High School Districts; Clark County, Nevada; Boston; Columbus; Dallas; Houston; Austin, and Socorro ISDs in Texas; Des Moines; Iowa; St. Paul; New York City Public Schools; Holyoke and Brockton, MA; New Orleans; Sussex County, DE; Iredell County, NC; Santa Rosa County and Miami Dade, Florida; Fairfax, Virginia; Kirkwood, MO</p>	<ul style="list-style-type: none"> • One-on-one mentoring provides encouragement and support to students most in need of such reinforcement. • Research-based comprehension instructional techniques are used. • Repetition of and multiple exposures to vocabulary and immediate corrective feedback are provided. • Scaffolding is consistently provided throughout the program. • Universal accessibility features (adjustable font size, keyboard navigation, text captioning) are included. • Classroom management is key since students must be engaged in learning while at each station in order to benefit from instruction. • Dependent on facilitating teacher for monitoring. • Expensive 	



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<p>READ NATURALLY Levels: 3</p> <p>Program Goal: Provide students with a tool to develop reading fluency. Motivated by research indicating that comprehension and fluency are highly correlated.</p> <p>Content Attributes: A supplemental fluency program designed to develop in readers the skills necessary for fluent and effortless reading: speed, accuracy and proper expression.</p> <p>Design Features: Three strategies that figure prominently in the program are reading along with a fluent model, individual repeated readings of the same passage at the student's reading level, and progress monitoring. The five critical components of reading instruction may be found in varying degrees within the <i>Read Naturally</i> program.</p> <p>Sources of Information: <i>Florida Center for Reading Research</i>, Entire October 2003 Program Review is available at: www.fcrr.org/FCRRReports/PDF/read_naturally_final.pdf</p> <p><i>"Resource Literacy Guide for Adolescent Literacy," page 21, Prepared by the National Literacy Project for the Gates Foundation and available at:</i> www.maupinhouse.com/pdf/ResourceGuide.pdf#search=%22%22a%20resources%20guide%20for%20adolescent%20literacy%22%22</p> <p><i>Publisher Contact Information:</i> Read Naturally, Inc. 750 S. Plaza Drive #100 Saint Paul, MN 55120 (800) 788-4085 www.readnaturally.com</p>	<p>Students of any age may use this program, from beginning readers able to read approximately 50 words, to adult readers experiencing difficulty with fluency. May be used flexibly as a supplement to provide extra practice for young readers, for students learning the English language, and as an intervention for struggling readers.</p>	<p>Class Requirements: Lends itself to use in a variety of settings: the general classroom, resource room, media center, computer lab, a multi-level classroom, or an Extended Day Program. Although the program may be supervised by a teacher, an instructional assistant, or a parent volunteer, ultimately the teacher must oversee its use to ensure proper implementation and to become familiar with students' progress.</p> <p>Intended to be implemented for a minimum of three, 30-minute sessions each week.</p> <p>Main Components: Teacher's Manual is clear and comprehensive and provides detailed descriptions for each step of the program with helpful suggestions for various adaptations.</p> <p>Professional Development Required: Free information and advice as well as technical assistance are available and encouraged by calling the company. Full day training seminars available for a fee. Full training also available via videotape</p> <p>Supports Provided: Free information and advice as well as technical assistance are available and encouraged by calling the company.</p> <p>Program Costs: Sold by the unit from .8 to 7.0 grade/reading levels each with pre-recorded tapes to go with the reading selections. Assessment \$105 Audio CDs per level (23 levels), \$100 cassettes per level. Assessment package for single user license up to 75 students is \$600</p>	<p>External Research: Per F-CRR, the repeated reading strategies used by <i>Read Naturally</i> have been validated through research as being effective for increasing a student's reading speed and accuracy.</p> <p>In an urban Minnesota school, data was collected over a six year period on low performing second and third graders receiving instruction using the <i>Read Naturally</i> program, although no control group was used. (Hasbrouck, Ihnot, & Rogers, 1999)</p> <p>A study in Michigan evaluated the effects of the <i>Read Naturally</i> program with Special Education students in grades 3-8. The results indicated that special education students using <i>Read Naturally</i> made greater gains than general education students who did not receive instruction with <i>Read Naturally</i>. Although the gains were encouraging, students were not equivalent at pretesting, and without an experimental design including random assignment.</p> <p>One additional study that included 156 students from four schools in Minnesota during the 2003-2004 school year compared the effects of students using the <i>Read Naturally</i> program to another group of students not using the program. This study gives beginning levels of evidence that the <i>Read Naturally</i> program was effective in improving students' reading fluency.</p> <p>Summary of the research support available at: www.fcrr.org/FCRRReports/PDF/read_naturally_final.pdf</p> <p>Sample Implementation Sites: Schools/districts include: Huron Co. MI; Minneapolis, MN; San Antonio, TX; Upper Lake, CA; Mathews County, VA</p>	<ul style="list-style-type: none"> • Strong built-in comprehension component. • Teacher's manual is well organized providing clear objectives that link research evidence with practice. It also offers explicit, detailed information for proper implementation and effective use of the program. • Students receive explanations of why they perform various aspects of the strategy. • Progress monitoring drives instructional practice, helps in making instructional decisions and alerts teachers to reading problems. • Comprehension questions and written retell are part of every story, reminding students that their ultimate goal is to achieve understanding of the reading. • Students are instructionally engaged in the act of reading and their time on-task is high. • Activities are structured such that students work in a self-directed manner, freeing the teacher to work with other students. • Teacher assistance is required in only one step of the process. • Timed readings and graphing the wcpm can be very motivating for students.



WORK IN PROGRESS: NATIONAL SECONDARY LITERACY INTERVENTION PROGRAM INVENTORY*

Defining Features	Target Population	Implementation Requirements	Impact/Location/ Duration of Successful Implementation	Additional Information
<p>READABOUT Levels: 3</p> <p>Program Goal: An adaptive reading technology program designed to supplement a school's core reading program for students in grades 3-6. The goal of the program is to enhance comprehension and vocabulary understanding of nonfiction text in the broad content areas of science, social studies, and contemporary issues.</p> <p>Content Attributes: Comprehension, content vocabulary</p> <p>Design Features: Lesson formats within the <i>ReadAbout</i> program consist of a before, during, and after reading framework. <i>ReadAbout</i> strives to reach a wide variety of readers through leveled text with instruction that adapts according to student response, thus offering differentiated instruction for struggling readers and English Language learners (ELL), and enrichment for more advanced readers.</p> <p>Sources of Information: <i>Florida Center for Reading Research</i>, Entire June 2006 Program Review is available at: www.fcrr.org/FCRRReports/PDF/ReadAboutFinal.pdf</p> <p>Publisher Contact Information: Scholastic 557 Broadway New York, New York 10012 (212) 343-6100 www.scholastic.com</p>	<p>Supplemental program for students in grades 3-6, and for students in grades 7-8 reading at or 1-2 years below grade level. Also adapts for ELL student needs</p>	<p>Class Requirements: Use of computer application for a minimum of 20 minutes, at least 2 times a week, and use the supplemental print materials for a minimum of 20 minutes at least once per week. When implemented with this frequency, it takes approximately 2-3 weeks to complete one topic. Software individualizes instruction based on continuous assessment</p> <p>Main Components: <i>ReadAbout</i> lends itself to flexible use in the classroom and in a computer lab setting. Students work individually at a computer with minimal supervision as well as supplemental print materials</p> <p>*Scholastic Achievement Manager (SAM) generates real-time electronic reports that educators can use for progress monitoring, instructional planning, and management purposes</p> <p>Professional Development Required: If a school purchases the basic <i>ReadAbout</i> package, there are two professional development trainings offered. One is a 7-hour training that introduces teachers to the program. A second follow up training is given 6-8 weeks after implementation of the program for extra support.</p> <p>Supports Provided: Additional trainings are available for a fee. Telephone and online support also available</p> <p>Program Costs: No pricing available online</p>	<p>External Research: Per FCRR, the instructional content and design of the <i>ReadAbout</i> program are derived from a strong research base. The nonfiction topics with their related passages are aligned with the national standards for English language/arts, science, and social studies.</p> <p>Summary of the research support available at: www.fcrr.org/FCRRReports/PDF/ReadAboutFinal.pdf</p> <p>During the 2005-2006 school year, Scholastic hired an independent third-party to conduct a study of <i>ReadAbout</i> in fifth-grade classrooms at a suburban middle school in Long Island, New York.</p> <p>The primary purposes of this study were to evaluate the implementation and usage of <i>ReadAbout</i> and to gather preliminary findings with regard to the programs effectiveness with standardized measures of vocabulary and reading comprehension. Observational data and results from the Gates-MacGinitie Reading Test were gathered for all 216 participants. Observations revealed high levels of interest in the <i>ReadAbout</i> content and approach by students and teachers. Observations also revealed strong nonfiction reading comprehension strategies instruction within the control group classrooms and test results revealed significant growth for both groups. Performance trends on the vocabulary portion of the Gates-MacGinitie Reading Test were in favor of the <i>ReadAbout</i> group. Further research is ongoing to better understand the effectiveness of <i>ReadAbout</i> with more specialized non-fiction reading comprehension and vocabulary assessments. Please note the <i>ReadAbout</i> program was selected for evaluation</p> <p>Please note that the <i>ReadAbout</i> program it currently involved with an evaluation by the U.S. Department of Education's Institute of Education Sciences to participate in a two-year national research study. This study evaluates the effectiveness of various reading approaches and programs that are designed to improve reading comprehension with expository text. During the 2006-2007 school year, 17 schools and 1,396 students in 8 states received <i>ReadAbout</i> as their supplemental reading program for use in fifth grade classrooms. Mathematica Policy Research (an independent evaluator) is conducting the primary research for this study. For more information about the study, visit Mathematica Policy Research's Web</p>	<ul style="list-style-type: none"> A range of 70 topics in the content areas of science, social studies, and contemporary issues can be found within the <i>ReadAbout</i> texts, all of which are aligned to ELA standards. <i>ReadAbout</i>'s wide range of topics and related reading passages offer the possibility of high interest, motivating reading experiences. Other motivators include student choice of topic and reading activities within a highly interactive context. Students work at their own pace and at their own reading level. The program generates a variety of reports that enable teachers to further differentiate instruction in the classroom. The comprehension skill lesson plans found in the differentiated instruction guide serve as an excellent resource for teachers.



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Defining Features	Target Population	Implementation Requirements	Impact/Location/ Duration of Successful Implementation	Additional Information
<p>Program Goal: Designed to be an intense, short-term reading intervention program.</p> <p>Content Attributes: Focuses on fluency-building- not a complete reading program.</p> <p>Design Features: Flexible strategies for decoding multi-syllabic words in order to build reading accuracy and fluency. This is accomplished by teaching a strategy to segment a word into parts, read the word part by part, and then read the word independently. Students learn that they can be flexible in dividing the word into parts as long as they can ultimately make the word into a real word.</p> <p>Sources for Additional Information: <i>Florida Center for Reading Research</i>, Entire February 2004 Program Review is available at: www.fcrr.org/FCRRReports/PDF/rewards_report.pdf</p> <p>Publisher Contact Information: Sopris West 4093 Speciality Place Longmont, CO 80504 (800) 547-6747 www.sopriswest.com</p>	<p>Specifically designed for students in 4th through 12th grades who have mastered skills associated with first- and second-grade reading but have difficulty reading long words and/or who read slowly (i.e., 60 to 120 correct words per minute). Does not address students who read below a mid-2nd-grade reading level.</p>	<p>Class Requirements: Each lesson includes a description of the activity and a detailed lesson plan. Program consists of 20 lessons lasting 40 to 50 minutes each and is administered by teachers or paraprofessionals in a whole class setting. Lessons are explicit, yet flexible, with a high level of teacher/student interaction.</p> <p>Progress Monitoring: Teacher is able to monitor and make instructional adjustments on an on-going basis</p> <p>Professional Development Required: Training accomplished in a one day format through independent contractors. Ultimately is a train the trainer model within the school/district</p> <p>Supports Provided: Question-and-answer sessions, follow-up trainings with both teachers and administrators, and site visits</p> <p>Program Costs: Intervention for Secondary Students: \$200 for 10 students, \$270 for 20 students. Teacher guide: \$75. 10 student books: \$80</p>	<p>site at http://readingcomp.mathematica-mpr.com/</p> <p>Sample Implementation Sites: Shelby County, Alabama; Sunnyside, Arizona; Chula Vista, California; Orange County, Florida; Augusta, Georgia; Kansas City; Madison, Kentucky; Montgomery, Maryland; East Orange, New Jersey; Clark County, Nevada; Mansfield, Ohio; Springfield, Oregon; Philadelphia, Pennsylvania; Virginia Beach, Virginia; Milwaukee, Wisconsin</p>	
<p>REWARDS: READING EXCELLENCE: WORD ATTACK AND RATE DEVELOPMENT STRATEGIES Levels: 3</p>				
<p>Program Goal: Designed to be an intense, short-term reading intervention program.</p> <p>Content Attributes: Focuses on fluency-building- not a complete reading program.</p> <p>Design Features: Flexible strategies for decoding multi-syllabic words in order to build reading accuracy and fluency. This is accomplished by teaching a strategy to segment a word into parts, read the word part by part, and then read the word independently. Students learn that they can be flexible in dividing the word into parts as long as they can ultimately make the word into a real word.</p> <p>Sources for Additional Information: <i>Florida Center for Reading Research</i>, Entire February 2004 Program Review is available at: www.fcrr.org/FCRRReports/PDF/rewards_report.pdf</p> <p>Publisher Contact Information: Sopris West 4093 Speciality Place Longmont, CO 80504 (800) 547-6747 www.sopriswest.com</p>	<p>Specifically designed for students in 4th through 12th grades who have mastered skills associated with first- and second-grade reading but have difficulty reading long words and/or who read slowly (i.e., 60 to 120 correct words per minute). Does not address students who read below a mid-2nd-grade reading level.</p>	<p>Class Requirements: Each lesson includes a description of the activity and a detailed lesson plan. Program consists of 20 lessons lasting 40 to 50 minutes each and is administered by teachers or paraprofessionals in a whole class setting. Lessons are explicit, yet flexible, with a high level of teacher/student interaction.</p> <p>Progress Monitoring: Teacher is able to monitor and make instructional adjustments on an on-going basis</p> <p>Professional Development Required: Training accomplished in a one day format through independent contractors. Ultimately is a train the trainer model within the school/district</p> <p>Supports Provided: Question-and-answer sessions, follow-up trainings with both teachers and administrators, and site visits</p> <p>Program Costs: Intervention for Secondary Students: \$200 for 10 students, \$270 for 20 students. Teacher guide: \$75. 10 student books: \$80</p>	<p>site at http://readingcomp.mathematica-mpr.com/</p> <p>Sample Implementation Sites: Shelby County, Alabama; Sunnyside, Arizona; Chula Vista, California; Orange County, Florida; Augusta, Georgia; Kansas City; Madison, Kentucky; Montgomery, Maryland; East Orange, New Jersey; Clark County, Nevada; Mansfield, Ohio; Springfield, Oregon; Philadelphia, Pennsylvania; Virginia Beach, Virginia; Milwaukee, Wisconsin</p>	<ul style="list-style-type: none"> It is easy to implement and can be used successfully by a wide variety of professionals, paraprofessionals, and volunteers. REWARDS is a short-term intervention that can be completed in four or five weeks. Student progress is easily monitored, charted, and rewarded, thus increasing motivation
<p>External Research: Per FCRR, there is research support for the use of REWARDS as an intervention to teach intermediate and secondary students necessary decoding and fluency building skills. Was developed based on research supporting the value of teaching intermediate students flexible decoding skills for multi-syllabic words using strategy that the most effective way to identify unknown words in text is to first "sound them out" and then to use passage context to find a word that matches both the sounds of the letters and the meaning of the passage. Research results are summarized by FCRR and is available at:</p> <p>Summary of the research support available at: www.fcrr.org/FCRRReports/PDF/rewards_report.pdf</p> <p>A comparison of two Direct Instruction reading programs (including REWARD) for urban middle school students was reported in <i>Remedial and Special Education, Volume 26, Number 3, May/June 2005, Pages 175-182</i>. The authors, Margaret Shippen, David Houchins, Candace Steventon, and Donya Sartor analyzed a group of struggling seventh graders in an urban middle school. Results indicated that after a 6-week reading intervention, the DI students made significant gains in reading.</p> <p>Sample Implementation Sites: Houston; Springfield, Oregon; Duval Co. and Jacksonville, Florida; Hollister, California; Boise, Idaho; Silverdale, Washington; DuBois, Pennsylvania</p>	<p>site at http://readingcomp.mathematica-mpr.com/</p> <p>Sample Implementation Sites: Shelby County, Alabama; Sunnyside, Arizona; Chula Vista, California; Orange County, Florida; Augusta, Georgia; Kansas City; Madison, Kentucky; Montgomery, Maryland; East Orange, New Jersey; Clark County, Nevada; Mansfield, Ohio; Springfield, Oregon; Philadelphia, Pennsylvania; Virginia Beach, Virginia; Milwaukee, Wisconsin</p>	<p>Class Requirements: Each lesson includes a description of the activity and a detailed lesson plan. Program consists of 20 lessons lasting 40 to 50 minutes each and is administered by teachers or paraprofessionals in a whole class setting. Lessons are explicit, yet flexible, with a high level of teacher/student interaction.</p> <p>Progress Monitoring: Teacher is able to monitor and make instructional adjustments on an on-going basis</p> <p>Professional Development Required: Training accomplished in a one day format through independent contractors. Ultimately is a train the trainer model within the school/district</p> <p>Supports Provided: Question-and-answer sessions, follow-up trainings with both teachers and administrators, and site visits</p> <p>Program Costs: Intervention for Secondary Students: \$200 for 10 students, \$270 for 20 students. Teacher guide: \$75. 10 student books: \$80</p>	<p>site at http://readingcomp.mathematica-mpr.com/</p> <p>Sample Implementation Sites: Shelby County, Alabama; Sunnyside, Arizona; Chula Vista, California; Orange County, Florida; Augusta, Georgia; Kansas City; Madison, Kentucky; Montgomery, Maryland; East Orange, New Jersey; Clark County, Nevada; Mansfield, Ohio; Springfield, Oregon; Philadelphia, Pennsylvania; Virginia Beach, Virginia; Milwaukee, Wisconsin</p>	<ul style="list-style-type: none"> It is easy to implement and can be used successfully by a wide variety of professionals, paraprofessionals, and volunteers. REWARDS is a short-term intervention that can be completed in four or five weeks. Student progress is easily monitored, charted, and rewarded, thus increasing motivation



WORK IN PROGRESS: NATIONAL SECONDARY LITERACY INTERVENTION PROGRAM INVENTORY*

Defining Features	Target Population	Implementation Requirements	Impact/Location/ Duration of Successful Implementation	Additional Information
<p>SEEING STARS: SYMBOL IMAGERY FOR PHONEMIC AWARENESS, SIGHT WORDS, AND SPELLING PROGRAM Levels: 4, 5</p>				
<p>Program Goal: Is designed to provide instruction for individuals with weakness in symbol imagery and the ability to visualize letters in words.</p> <p>Content Attributes: Is a supplemental/ intervention program designed to instruct and improve students' phonemic awareness, sight word knowledge and spelling through the development of symbol imagery.</p> <p>Design Features: Specific routines include setting the purpose for the lesson, instruction in the new skill, and practice with corrective feedback</p> <p>Sources of Information: <i>Florida Center for Reading Research.</i> The entire April 2006 Program Review is available at: www.fcrr.org/FCRRReports/PDF/SeeingStars.pdf</p> <p>Publisher Contact Information: Lindamood Bell 416 Higuera Street San Luis Obispo, CA 93401 (805) 541-3836 www.lindamoodbell.com/programs/</p>	<p>Is for students from kindergarten through adulthood</p>	<p>Class Requirements: Can be taught by classroom teachers, specialists, tutors, volunteers or parents. Program can be utilized in whole group, small group, or individualized instruction. Pacing is determined by student performance.</p> <p>Program kit comes in an organized, easy to use box and includes all materials necessary to provide instruction using this technique. Due to the cumulative nature and precise terminology used in this program, all students start at beginning.</p> <p>Professional Development Required: Non-mandatory 1-12 day workshops offered- customized and on-site if desired. Conferences and PD videos also available</p> <p>Supports Provided: Video conference workshops are offered in smaller segments over longer periods of time, giving you professionals the opportunity to practice what they have learned between sessions and return with questions.</p> <p>Program Costs: Kit: \$350; teacher's manual \$45; Decoding Workbook set of 5 \$18; CD set of 6- \$70</p>	<p>External Research: Per FCRR, although the instructional design of the Seeing Stars program has many features that are consistent with findings from current research in instruction and reading, they must conclude that empirical demonstration of its effectiveness as a complete program still awaits the design and execution of research that can be unambiguously interpreted as supporting its unique combination of content and instructional features.</p> <p>Summary of the research support available at: www.fcrr.org/FCRRReports/PDF/SeeingStars.pdf</p> <p>Sadoski and Willson (2006) conducted a six year study in Pueblo School District 60 in Colorado where with each passing year additional schools gradually implemented the three Lindamood-Bell Learning Processes (LBP) programs. The study began in one school and by the end of the six years 31 schools were included. An abstract of the report is available on the publisher's website at www.lblb.com/research/sadoskiabstract.html. The report is also available in the <i>American Educational Research Journal</i>, Spring 2006, Volume 43, No. 1, pp. 137-154.</p> <p>Sample Implementation Sites: Has Learning Centers in Mobile Alabama; numerous locations in California; Denver, Colorado; Miami, Tampa, and Weston, Florida; Atlanta and Gwinnett County, Georgia; Indianapolis, Indiana, New York City and Long Island, New York; Philadelphia; Seattle; Washington, D.C.; Darien, Connecticut; Chicago, Illinois; Boston; Birmingham, Michigan; Morrisstown, New Jersey; Charlotte, NC; Memphis, Dallas</p>	<ul style="list-style-type: none"> Systematic and explicit instruction. Clear detailed lesson examples at each step of instruction. Accompanying materials are well organized. Can be utilized in whole or small group format. Short vowels are initially introduced in an open syllable format when beginning simple syllable work with the syllable cards. <p><i>Seeing Stars</i> was created by Nanci Bell of Lindamood-Bell Learning Processes. <i>Seeing Stars</i> is one of three reading products developed and supported by Lindamood Bell Learning Processes.</p>
<p>SPELL READ P.A.T. (PHONOLOGICAL AUDITORY TRAINING) Levels: 4, 5</p>				
<p>Program Goal: So that students' comprehension is not sacrificed by reading that is labored and inefficient. Phonological automaticity is one of the program's fundamental goals and integrated into all activities.</p>	<p>Designed for students aged 5 to adult and targets a wide range of readers, writers and spellers who</p>	<p>Class Requirements: Teacher's manuals, instructional cards and activity books accompany each phase. May be taught by general or special education teachers, reading specialists, psychologists, speech-language pathologists or paraprofessionals. Instruction occurs daily for 60-90 minutes in small groups of 3-5 students</p>	<p>External Research: Per FCRR, the content and design of the <i>Spell Read P.A.T.</i> program are aligned with current scientifically based reading research. One study involving random assignment to intervention and control groups showed that the <i>Spell Read P.A.T.</i> program, when implemented properly, can produce significant and</p>	<ul style="list-style-type: none"> Multiple and varied phonemic awareness and phonics activities, often in an instructional game format, are a motivating and integral part of the program. The explicit, highly structured, step-by-step format, with frequent repetition and immediate feedback can be helpful for struggling readers.



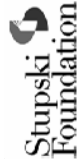
WORK IN PROGRESS: NATIONAL SECONDARY LITERACY INTERVENTION PROGRAM INVENTORY*

Defining Features	Target Population	Implementation Requirements	Impact/Location/ Duration of Successful Implementation	Additional Information
<p>Content Attributes: A reading intervention that offers instruction in phonemic awareness, phonemic decoding, spelling, reading fluency, reading comprehension, and writing. A basic underlying assumption of the <i>Spell/Read P.A.T.</i> intervention is that fluency in phonological skills will free a student's mental capacity permitting an unhindered focus on comprehension and vocabulary acquisition.</p> <p>Design Features: Entire program consists of 140 highly structured lessons divided into three specific phases.</p> <p>Sources of information: <i>Florida Center for Reading Research</i> The entire December 2003 Program Review is available at: www.fcrr.org/FCRRReports/PDF/spell_read_pat.pdf</p> <p>Publisher Contact Information: SpellRead Learning Systems, Inc. 2nd Floor, Confederation Court Mall 134 Kent Street, Charlottesville, VA C1A 8R8 Tel (902) 892-9645 (recently acquired by Kaplan, Inc.) www.spellread.com</p>	<p>struggle with the sound-symbol system or encounter difficulty with fluency and comprehension.</p>	<p>Professional Development Required: Successful delivery of the program is a high priority for the <i>Spell Read</i> company; therefore, instructors of the intervention are trained by the company and must have strong phonological skills, and high school level reading, spelling and writing. Instructors receive 8 days of training, in-class coaching for the first week or two, and on-going support.</p> <p>Program Costs: \$2,000 teacher materials (one time fee), \$120 student materials</p>	<p>substantial effects on reading skill for children ranging in age from grade one through grade six. Results from several clinical samples support the finding that the <i>Spell/Read P.A.T.</i> program can provide instruction that is sufficiently powerful to normalize most of the reading skills of struggling readers older than 12 years of age.</p> <p>Summary of the research support available at: www.fcrr.org/FCRRReports/PDF/spell_read_pat.pdf</p> <p>Spell Read is one of two intervention programs for struggling readers that was determined to have sufficient preliminary evidence of effectiveness to be included in a large scale, randomized control trial of reading interventions for older students. The trial involves the study of interventions for 3rd and 5th grade students and is funded by the Institute for Education Sciences. An executive summary of that study can be found at http://www.ed.gov/irsch/stat/eval/diseadv/title1interimreport/execssum.pdf</p> <p>Sample Implementation Sites: Newport News, Virginia; Walla Walla, Washington; Clarence Center School, New York; Lake City, South Carolina; Cedar Rapids, Iowa; Howard County Public School; Halifax, Nova Scotia</p>	<ul style="list-style-type: none"> A priority of the program is the intense focus on fluency contributing to eventual mastery of skills. Review begins each phase to ensure a firm foundation of the previous level's skills. The teacher's manual is clear and easy to follow. The type of consistent questioning during Share Reading can be effective in guiding the students' focus to the gist of the story. Written responses to writing clarify whether or not students understand what they have read. Research studies for this program have demonstrated substantial gains across grade levels and among students with differing ability levels.
<p>STRATEGIC INSTRUCTION MODEL (SIM): STRATEGIES FOR STUDENTS AND TEACHERS Levels: 3</p>				
<p>Program Goal: A comprehensive set of instruction and intervention procedures that, when combined, comprise an array of strategies and routines designed to improve the content literacy of students in grades 4-12.</p> <p>Content Attributes: Student reading strategies to be used across the content areas: phonics, vocabulary, comprehension. The instructional approach associated with the <i>SIM</i> is intended to offer students a key to unlocking text and nurturing</p>	<p>Struggling secondary readers-grades 4-12</p>	<p>Class Requirements: Once a school decides to use the <i>SIM</i> and <i>The Content Literacy Continuum</i> as its means of school improvement, it enters into a 3-4 year process. The <i>SIM</i> Implementation Team is an experienced group of professionals in school change who work with a school's teachers and administrators to orchestrate and integrate <i>SIM</i> across the entire curriculum. Is a year long program.</p> <p>The considerable scope of the <i>SIM</i> is organized into a system of delivery called <i>The Content Literacy Continuum (CLC)</i>. This system is designed to respond to the literacy needs of a particular school in a manner that is comprehensive and sustainable. Content literacy in this context refers to the listening, speaking, reading, and writing skills necessary for academic learning.</p> <p>Main Components: o. Comprehensive learning strategies curriculum</p>	<p>External Research: Per FCRR, the KU-CRL research has provided systematic replications of student acquisition and utilization of strategy steps across a wide range of different skills. The research by the KU-CRL group has demonstrated that students with learning disabilities and other low achieving students can learn to utilize the various strategies in the model. The research on how strategy acquisition and utilization impacts reading outcome measures is less highly developed, however. More evidence is needed to establish the efficacy of the <i>SIM</i> strategies for improving the myriad skills comprising reading comprehension.</p> <p>Summary of the research support available at:</p>	<ul style="list-style-type: none"> Strategies are structured, sequential, and adaptable to multiple situations. This is a comprehensive approach to improving literacy gains. Instruction is explicit, systematic, scaffolded, and provides modeling, guided practice, corrective feedback, and independent practice. The generalization of strategy use is integrated into the instructional stages associated with each strategy. Teachers use strategy instruction across the curriculum, therefore offering students consistency and multiple opportunities to practice, which in turn reinforces strategy use.



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Defining Features	Target Population	Implementation Requirements	Impact/Location/ Duration of Successful Implementation	Additional Information
<p>understanding.</p> <p>Design Features: Among the essential components of the SIM is a set of routines called the teacher-focused interventions, or, the Content Enhancement Routines. These instructional routines were designed with the intent to foster effective teaching by helping teachers "think about, adapt, and present their critical content" so that they might respond more adequately to the diverse needs of students who are at-risk academically.</p> <p>Another major component is the Learning Strategies Curriculum, designed to provide skills and strategies students need to learn the content so that they may become independent learners and use these skills in a variety of settings.</p> <p>Sources of Information: <i>Florida Center for Reading Research</i> The entire January 2006 Program Review is available at: www.fcrr.org/FCRRreports/PDF/SIMR.pdf</p> <p><i>"Resource Literacy Guide for Adolescent Literacy," page 23</i> Prepared by the National Literacy Project for the Gates Foundation and available at: www.mauphinhouse.com/pdf/ResourceGuide.pdf#search=%22a%20resource%20guide%20for%20adolescent%20literacy%22%22</p> <p><i>Learning Point Associates- entire program evaluation available on page 78 at:</i> www.learningpt.org/literacy/adolescent/intervention.pdf#search=%22adolescent%20literacy%20intervention%20programs%22%22</p> <p>Publisher Contact Information: The University of Kansas Center for Research on Learning Joseph R. Pearson Hall 1122 West Campus Road, Room 521</p>		<ul style="list-style-type: none"> o Comprehensive content enhancement teaching routine o Separate teacher's manual or guidebook for each strategy <p>Professional Development Required: Initial training by a certified SIM trainer- there are a variety of teacher development opportunities through the SIM Learning Strategies Institute. PD varies according to level of support teachers and specialists are involved with on the Content Literacy Continuum.</p> <p>Supports Provided: Conferences and Institutes</p> <p>Program Costs: Schools pay an annual curriculum development and implementation support fee of \$18,000 which program development and senior staff support. Other fees charged for PD and curriculum materials</p>	<p>www.fcrr.org/FCRRreports/PDF/SIMR.pdf</p> <p>Independent third party research results also available from the University of Kansas at: http://kucrfi.org/featured/adolits.shtml</p> <p>Sample Implementation Sites: Summary evaluation information is available based on implementation in Tuskegon, Michigan; various districts in California, Little Rock, Arkansas; and Topeka, Kansas http://www.nfl.gov/partnershipforreading/adolescent/simmaryna.html</p>	<ul style="list-style-type: none"> • Teachers learn several strategies, which allow them more flexibility when responding to the varying needs of their students. • Instructional manuals are organized, clear, and highly detailed. • This program is designed specifically for adolescents. • Designed for special education students.



WORK IN PROGRESS: NATIONAL SECONDARY LITERACY INTERVENTION PROGRAM INVENTORY*

Defining Features	Target Population	Implementation Requirements	Impact/Location/ Duration of Successful Implementation	Additional Information
<p>Lawrence, KS, 66045- (785) 864-4780 www.ku-gf.org</p>				
<p>THINKING READER Levels: 3</p>				
<p>Program Goal: A supplemental software program. Goal of <i>Thinking Reader</i> is to increase students' reading comprehension by training them to read strategically.</p> <p>Content Attributes: Throughout each novel, <i>Thinking Reader</i> provides 7 comprehension strategies with a support system of prompts, hints, models, and feedback.</p> <p>Design Features: <i>Thinking Reader</i> includes five different levels of support so that teachers can adjust the program to challenge individual students as their skills improve. Instruction in each strategy is scaffolded with support being gradually withdrawn as students progress through the levels. Text version of the novel is presented onscreen and words are highlighted as they are read to the student.</p> <p>Sources of Information: <i>Florida Center for Reading Research.</i> The entire January 2005 review is available at: www.fcrr.org/FCRRReports/PDF/ThinkingReaderFinal.pdf <i>Publisher Contact Information:</i> Tom Snyder Productions 100 Talcott Avenue Waterford, MA 02472 (800) 342-0236 www.tomsnnyder.com</p>	<p>Designed for struggling readers and special needs students at the middle school level. Also supports ELL students</p>	<p>Class Requirements: Uses a CD-ROM to present 9 award-winning, grade-level literature books in audio format, using human voice narration. Can be used in a variety of ways: struggling readers utilize computer version of a text while other classmates read the same text in book form independently, direct an entire class to use the program in a computer lab setting, etc. Time spent using <i>Thinking Reader</i> is at the discretion of the teacher. Progress Monitoring: The <i>Thinking Reader</i> CD also contains quizzes and six reports track specific student performance and general class progress. Professional Development Required: Provided in a one-day workshop. Emphasis is placed on understanding the research behind the strategies used within the program and helping teacher use the program to fit the diverse needs of their students. Supports Provided: Offer advanced follow-up workshops and multi-day training series for more in-depth learning. Program Costs: \$250 per title. Additional pricing information not available online</p>	<p>External Research: According to FCRR, although one available study is suggestive of positive impact for <i>Thinking Reader</i> there is not yet causally informative research. The instructional content of <i>Thinking Reader</i> is consistent with current research on reading comprehension. Future studies with sound experimental designs including control groups may determine the efficacy of <i>Thinking Reader</i> in the classroom. In 2002, Dalton et. al reported the results of using <i>Thinking Reader</i> with middle school students in which 102 students performing at or below the 25th percentile on the Gates-MacGinitie participated. Four schools and fourteen teachers were involved in this quasi-experimental study. Summary of the research support available at: www.fcrr.org/FCRRReports/PDF/ThinkingReaderFinal.pdf Sample Implementation Sites: Grand Rapids, Michigan; Lexington, Kentucky; Atlanta, Georgia; Richmond, Indiana; Keller, Texas; Oswego County, New York; Eastmont Middle School, Utah</p>	<ul style="list-style-type: none"> The scaffolded reading environment encourages struggling readers to build metacognitive skills and comprehension strategies. The program assists English Language Learners with its built-in reading supports. The Universal Design for Learning (UDL-based) software includes adjustable font size, keyboard navigation, text captioning, and screen reader compatibility. At this time <i>Thinking Reader</i> is limited to nine book titles.
	<p>Class Requirements: Main component is computer program. The manual includes specific objectives for each lesson with sample dialogue between the creator Nanci Bell and a student.</p>	<p>External Research: FCRR cites several studies of results conducted in Long Beach, CA and other sites, but it was difficult to distinguish between teacher and program effects.</p>	<p>External Research: Systematic and explicit instruction. Clear detailed lesson examples at each step of instruction. Accompanying materials are well organized. Can be utilized in whole or small group format</p>	
<p>VISUALIZING AND VERBALIZING FOR LANGUAGE COMPREHENSION AND THINKING (VV) Levels: 3, 4</p>				
<p>Program Goal: A supplemental/intervention set of</p>	<p>Students in K-12+ with weak concept imagery</p>			<p>Questions? Send to: literacy@stupski.org</p>



WORK IN PROGRESS: NATIONAL SECONDARY LITERACY INTERVENTION PROGRAM INVENTORY*

Defining Features	Target Population	Implementation Requirements	Impact/Location/ Duration of Successful Implementation	Additional Information
<p>strategies designed to instruct and improve reading comprehension, oral language comprehension and expression, written language expression, and critical thinking skills through the development of concept imagery.</p> <p>Design Features: It is meant to complement 2 other reading products developed and supported by Lindamood-Bell Learning Processes: they are LIPS and Seeing Stars (see descriptions elsewhere in this matrix).</p> <p>Sources of Information: <i>Florida Center for Reading Research</i> The entire April 2006 Program Review is available at: www.fcrr.org/FCRRReports/PDF/VisualizingVerbalizing.pdf</p> <p>Publisher Contact Information: Lindamood Bell 416 Higuera Street San Luis Obispo, CA 93401 (805) 541-3836 www.lindamoodbell.com/programs/</p>		<p>Duration: The frequency and duration of lessons is dependent upon the instructional environment but whole class and small group instruction is recommended 3-5 times a week with 30 minute lessons for 8-12 weeks. Daily 60 minute sessions for 8-12 weeks are recommended for students requiring one on one intervention.</p> <p>Professional Development Required: Non-mandatory 1-12 day workshops offered- customized and on-site if desired. Conferences and PD videos also available</p> <p>Supports Provided: Video conference workshops are offered in smaller segments over longer periods of time, giving you professionals the opportunity to practice what they have learned between sessions and return with questions.</p> <p>Program Costs: Pricing information not available online. 2 day training course per person: \$479</p>	<p>Per FCRR, while it is consistent with the fact that the program can be used effectively to help "close the gap" in reading skills for struggling readers, it is difficult to know which of several aspects of the total school intervention program were responsible for the improved performance of the students.</p> <p>Summary of the research support available at: www.fcrr.org/FCRRReports/PDF/VisualizingVerbalizing.pdf</p> <p>Sadoski and Wilson (2006) conducted a six year study in Pueblo School District 60 in Colorado where with each passing year additional schools gradually implemented the three Lindamood-Bell Learning Processes (LBLP) programs. The study began in one school and by the end of the six years 31 schools were included. An abstract of the report is available on the publisher's website at www.lbb.com/research/sadoski-abstract.html. The report is also available in the <i>American Educational Research Journal</i>, Spring 2006, Volume 43, No. 1, pp. 137-154.</p> <p>Sample Implementation Sites: Has Learning Centers in Mobile Alabama; numerous locations in California; Denver, Colorado; Miami, Tampa, and Weston, Florida; Atlanta and Gwinnett County, Georgia; Indianapolis, Indiana, New York City and Long Island, New York; Philadelphia; Seattle; Washington, D.C.; Danien, Connecticut; Chicago, Illinois; Boston; Birmingham, Michigan; Morristown, New Jersey; Charlotte, NC; Memphis, Dallas</p>	<ul style="list-style-type: none"> • May be difficult to know when to move to the next step with students.
WILSON READING SYSTEM (WRS)				
<p>Program Goal: Serves as an intervention and helps struggling readers learn the structure of words and language by directly instructing students to decode and encode (spell) fluently.</p> <p>Content Attributes: Highly structured intervention reading and writing program: phonics, fluency, comprehension.</p> <p>Design Features: The program was originally developed for students who have dyslexia but has been expanded to target the</p>	<p>Struggling secondary readers with decoding problems who are reading at 2nd grade level and above</p>	<p>Class Requirements: Requires a skilled teacher to adapt to all struggling readers. There are two models of implementation: the intervention model incorporates the use of small group instruction taught by either a remedial reading teacher or regular classroom teacher for four or five days each week during the regular school day. The intensive model provides those students who have been diagnosed with a language learning disability with tutoring or small group instruction provided by a Wilson certified instructor.</p> <p>Main Components:</p> <ul style="list-style-type: none"> • Instructor's manual and rules notebook • Dictation books, cards, video series • Student readers and workbooks <p>Progress Monitoring: Wilson Reading Test</p>	<p>External Research: Per FCRR, research available consistent with the idea that the program can be used effectively to help "close the gap" in reading skills for struggling readers. However, the research designs in these studies were very weak, so this support must be regarded as tentative at present. The <i>Wilson Reading System</i> is one of four intervention programs for struggling readers that was determined to have sufficient preliminary evidence of effectiveness to be included in a large scale, randomized control trial of reading interventions for older students. Although present empirical support for the <i>Wilson Reading System</i> is limited, the content and instructional design of the program is aligned with current reading research.</p>	<ul style="list-style-type: none"> • Strong built-in comprehension component. • The instructional design is explicit and systematic. • The scope and sequence is detailed and logical. • Each lesson is planned carefully with a timed guideline to follow. • The lessons are fast paced with multisensory instruction. • The strong professional development component aims to ensure fidelity of delivery. • Designed for special education students and requires a skilled teacher to adapt to all struggling readers.



WORK IN PROGRESS: NATIONAL SECONDARY LITERACY INTERVENTION PROGRAM INVENTORY*

Defining Features	Target Population	Implementation Requirements	Impact/Location/ Duration of Successful Implementation	Additional Information
<p>needs of students who are below grade level in reading. Level A uses age appropriate reading material for younger or ESL students, while Level B uses age appropriate reading material for older students. The lessons are fast-paced with continuous interaction between teacher and student. Based on the Orton-Gillingham multisensory philosophy and principles.</p> <p>Sources of Information: <i>Florida Center for Reading Research</i> The entire June 2004 Program Review is available at: www.fcrr.org/FCRRReports/PDF/wilson%20L.pdf</p> <p><i>"Resource Literacy Guide for Adolescent Literacy," page 27. Prepared by the National Literacy Project for the Gates Foundation and available at:</i> www.mauphinhouse.com/pdf/Resource Guide.pdf#search=%22a%20resource%20guide%20for%20adolescent%20literacy%22%22</p> <p><i>Learning Point Associates- entire program evaluation available on page 90 at:</i> www.learningpt.org/literacy/adolescent/intervention.pdf#search=%22%22adolescent%20literacy%20intervention%20programs%22%22</p> <p>Publisher Contact Information: Wilson Language Training 47 Old Webster Road, Oxford, MA 01540 (508-368-2399) www.wilsonlanguage.com</p>	<p>Professional Development Required: Wilson Language Training provides several levels of professional development. A two or three-day overview workshop is designed to introduce participants to the program. After completing this workshop, individuals are able to use the program but are not considered "trained" as a Wilson certified tutor. The two-day overview is a prerequisite to the Wilson Academy online community membership which provides resources, animated demonstrations of key concepts and procedures, threaded discussions and live chats with a Wilson trainer. A comprehensive online course worth 6 graduate credits is also available.</p> <p>Supports Provided: Follow-up site visits can be arranged for both intervention and intensive models of implementation. Wilson recommends that school districts develop in-district Wilson trainers. These individuals receive ongoing support and training material from Wilson. There is also an online support system and resource center - Wilson Academy.</p> <p>Program Costs: \$460 for deluxe set per classroom. Teacher workshops are an additional amount.</p>	<p>Summary of the research support available at: www.fcrr.org/FCRRReports/PDF/wilson.pdf</p> <p>The <i>Wilson Reading System</i> is one of four intervention programs for struggling readers that was determined to have sufficient preliminary evidence of effectiveness to be included in a large scale, randomized control trial of reading interventions for older students. The trial involves the study of interventions for 3rd and 5th grade students and is funded by the Institute for Education Sciences. An executive summary of that study can be found at http://www.ed.gov/ischol/eval/disadv/title1interimreport/execsum.pdf</p> <p>Sample Implementation Sites: Broward County and Duval County, Florida; New York City; Rochester, New York; Woodbury, New Jersey; Warwick, Rhode Island</p>	<p>Summary of the research support available at: www.fcrr.org/FCRRReports/PDF/wilson.pdf</p> <p>The <i>Wilson Reading System</i> is one of four intervention programs for struggling readers that was determined to have sufficient preliminary evidence of effectiveness to be included in a large scale, randomized control trial of reading interventions for older students. The trial involves the study of interventions for 3rd and 5th grade students and is funded by the Institute for Education Sciences. An executive summary of that study can be found at http://www.ed.gov/ischol/eval/disadv/title1interimreport/execsum.pdf</p> <p>Sample Implementation Sites: Broward County and Duval County, Florida; New York City; Rochester, New York; Woodbury, New Jersey; Warwick, Rhode Island</p>	<p>*Source of Information: (1) National Literacy Project- "A Resource Guide for Adolescent Literacy." Prepared by Judith L. Invin for the Gates Foundation; (2) Florida Center for Reading Research website: www.fcrr.org (3) "Building Reading Proficiency at the Secondary Level: A Guide to Resources" by Southwest Educational Development Laboratory, 2000. ((4) Learning Point Associates (NGREL) 2005 publication "Adolescent Literacy Intervention Programs: Chart and Program Review Guide," and (5) company/publisher websites as noted</p>

Appendix C:

Screening and Diagnostic Tests for Secondary Literacy Students

Assessment tools provide a valuable measure of a student's needs that help to ensure appropriate placement and instruction. Assessments go hand-in-hand with standards and objectives, and measure to what extent the student has acquired that knowledge and ability and to what extent the instructional processes employed can be considered successful.

Types of Assessment:

The following definitions provide guidance on the use of the various assessment tools listed in the Inventory:

- **Screening** – a quick determination of which students are experiencing difficulties and will need further assessment
- **Diagnostic** – assessments used to provide specific information about possible causes of individual student reading challenges

The attached Inventory contains key information on literacy screening and diagnostic assessment tests for secondary intervention students. The Inventory is not meant to be a comprehensive listing of all available assessment tools but rather a compilation of the tools most often cited for secondary literacy students.

The Inventory includes information on:

- Test name
- Test type
- Applicable ages/grades
- Targeted literacy components
- Testing Format (individual versus group or both)
- Time/Administration requirements
- Publisher and cost information

SCREENING AND DIAGNOSTIC TESTS FOR SECONDARY LITERACY STUDENTS

Name of Test	Type of Test: Screening(Sc), Diagnostic(D)		Age/Grades	Areas Assessed	Testing Format: Individual (In), Group (Grp)		Time/Administration	Publisher /Author/Cost
	Sc	D			In	Grp		
Analytical Reading Inventory with Readers Passages, 8/E	✓		Grades K-12	Listening and reading comprehension, decoding, phonics, fluency	✓		Un-timed -time varies depending on passages read Audio training CD provided to guide teachers thru assessment and score interpretation 3 forms of assessment to monitor growth.	Prentice Hall 2006. Mary Lynn Woods and Alden J. Moe \$46 includes Readers' Passages booklet, ready to copy Study Sheets, Record sheets, and two training CDs www.prenhall.com 800-947-7700
Basic Reading Inventory- 9 th Edition	✓		Grades K and higher	Decoding, phoneme awareness, letter knowledge, concepts about print, phonology	✓		Time varies depending on subtests given Computer CD access for reproducible record booklets Guides provided to help teachers determine each child's different reading levels	Kendall/Hunt Publishing Company, 2005. Jerry L. Johns \$47 for each book and CD-ROM (which includes reproducible record booklets) www.kendallhunt.com then search online catalog 800-247-3458
Comprehensive Test of Phonological Processing (CTOPP)	✓	✓	Grades K-16	Phoneme awareness, phonological awareness, letter knowledge	✓		30 minutes Optional: Computer CD access for Pronunciation Guide	ProEd Publishing, 1999. Richard Wagner, Joe Torgesen, Carol Rashotte \$254 for classroom kit including Examiner's manual, 25 record booklets, picture book and CD-ROM www.proedinc.com 800-897-7633
Degrees of Reading Power (DRP)	✓	✓	Grades 1-12	Reading level, comprehension	✓	✓	45 minutes/untimed Scoring and reporting DRP, online testing. Web-based version made available June 2005	Touchstone Applied Science Associations, Inc. (TASA) 2002 www.tasaliteracy.com/index.html 800-800-2598 \$175 per classroom set, \$83 for 25 test booklets, \$21 for 25 answer sheets

SCREENING AND DIAGNOSTIC TESTS FOR SECONDARY LITERACY STUDENTS

Name of Test	Type of Test: Screening(Sc), Diagnostic(D)		Age/Grades	Areas Assessed	Testing Format: Individual (In), Group (Grp)		Time/Administration	Publisher /Author/Cost
	Sc	D			In	Grp		
Developmental Reading Assessment 4-8 (DRA)	✓		Grades 4-8	Fluency, comprehension, phonics	✓		5-20 minutes Training and online management system	Pearson Learning Group, 2004. Joetta Beaver and Mark Carter. \$230 for complete package including teacher guide, 20 benchmark books (2 copies each), blackline masters and reporting forms www.pearsonlearning.com/dra/ 800-526-9907
Diagnostic Assessments of Reading, 2 nd Edition (DAR)	✓		Ages 5 to adult	Reading comprehension, decoding, phoneme awareness, letter knowledge, concepts about print, semantics (vocabulary and morphology), phonological awareness	✓		Up to 40 minutes depending on number of subtests given (no time constraint is prescribed) Optional online scoring Has complementary reading program	Riverside Publishing Company (division of Houghton Mifflin) 2005. Florence Roswell, Jeanne Chall, Mary Curtis, Gail Kearns \$230 (manual, student book and 2 packages of 15 of the response record). Each student booklet is \$67. Online scoring software extra \$110 www.riversidepublishing.com 800-323-9540
Ekwall/Shanker Reading Inventory 4 th Edition (ESRI-4)	✓	✓	Grades 1 and higher	Reading and language comprehension, decoding, cipher knowledge, phoneme and phonological awareness, letter knowledge, concepts about print	✓		20-30 minutes or more depending on assessment given	Pearson- Allyn and Bacon 2000. James Shanker and Eldon Ekwall. \$71 for book including tests, assessment strategies, test summary sheets www.ablongman.com 617-848-6000
Expressive Vocabulary Test-2 (EVT-2)	✓		Grades K and up	Oral vocabulary and word retrieval	✓		15 minutes Technology options for faster administration, scoring and reporting	Pearson Education Inc. Kathleen Williams \$379 for complete kit www.pearsonassessments.com 800-627-7271

SCREENING AND DIAGNOSTIC TESTS FOR SECONDARY LITERACY STUDENTS

Name of Test	Type of Test: Screening(Sc), Diagnostic(D)		Age/Grades	Areas Assessed	Testing Format: Individual (In), Group (Grp)		Time/Administration	Publisher /Author/Cost
	Sc	D			In	Grp		
Gray Diagnostic Reading Tests- 2 nd Edition (GDRT-2)	✓		Ages 6-14	Reading comprehension, decoding, letter knowledge, concepts about print, semantics (vocabulary and morphology), phonological awareness	✓		45-60 minutes An online/software scoring and report system is available 2 forms of test are available for test-retest applications.	ProEd Publishing Co. 2004. Brian and Diane Bryant, J. Lee Wiederholt \$250 for complete kit including examiner's manual, storybooks (A and B), 25 record forms for each form of test www.proedinc.com 800-897-3202
Gray Oral Reading Test, 4 th Edition (GORT-IV)	✓	✓	Ages 6-18	Reading comprehension, decoding, oral reading fluency	✓	✓	15-45 minutes Two forms of the test are available for test-retest applications	Pro-Ed Publishing Co. 2001. J. Lee Wiederholt and Brian Bryant. \$242 for complete kit including examiner's manual, student book, 25 examiner record forms for each form of test www.proedinc.com 800-897-3202
Gray Silent Reading Tests (GSRT)			Ages 7-25	Silent reading comprehension	✓	✓	15-30 minutes Alternative forms of test for repeated testing	ProEd Publishing Co. 2000. J. Lee Wiederholt and Ginger Blalock \$160 for a complete kit including manual 25 profile/response forms, and 10 each of Reading Book Forms A and B www.proedinc.com 800-897-3202
Group Reading Assessment and Diagnostic Evaluation (GRADE)	✓		Grades Pre-K and higher	Reading and language comprehension, vocabulary (at secondary level)	✓	✓	45-60 minutes (Group- 60-90 minutes) Online scoring, reporting, and management system software options Multiple scoring options available from publisher	Pearson Learning Group, 2001. Kathleen Williams \$313 for levels 4-6, M, H, A Includes 30 student booklets, teacher's administration manual and scoring and interpretation manual www.pearsonlearning.com 800-526-9907

SCREENING AND DIAGNOSTIC TESTS FOR SECONDARY LITERACY STUDENTS

Name of Test	Type of Test: Screening(Sc), Diagnostic(D)		Age/Grades	Areas Assessed	Testing Format: Individual (In), Group (Grp)		Time/Administration	Publisher /Author/Cost
	Sc	D			In	Grp		
Lexia Comprehensive Reading Test (C.R.T.)	✓	✓	Grades K-12	Decoding and phonics, fluency, word recognition, reading comprehension, rate	✓	Grp	20-30 minutes Computer-based. Computer can produce classroom, school and district level reports Additional assessments of 5-10 minutes for progress monitoring	Lexia Learning Systems, Inc. \$159 for strategies for older students for older students (for 3 students ages 9 to adult). \$3,200 per classroom www.lexialearning.com 800-435-3942
MAZE	✓		Grades K-8	Reading fluency via Graded connected text	✓		3 minutes	AIMSweb Reading-CBM measures are provided via download in PDF format: Reading-CBM Benchmark Set: Grades 1- 8 Standard Reading Fluency Assessment Passages for establishing fall, winter, and spring benchmarks. Includes 3 graded and equivalent passages per level and Instruction manual. 24 total passages http://www.aimsweb.com/products/cbm/r-cbm/descriptionphp
Nelson Denny Reading Test (NDRT), Forms G and H	✓		Grades 9-16, adult	Vocabulary, comprehension, fluency	✓		Standard administration: 35 minutes; extended-time: 56 minutes (for ELL students, etc.) Available on CD-ROM. Machine scorable option	Edformation Inc: 1-888-944-1882 Riverside Publishing Co. (a division of Houghton Mifflin), 1993, James Brown, Vivian Fishco, Gerald Hanna Approximately \$190 for basic and support materials for 25 students (items are individually priced). Assumes self- scorable answer sheets (machine avail.) www.riverpub.com 800-323-9540

SCREENING AND DIAGNOSTIC TESTS FOR SECONDARY LITERACY STUDENTS

Name of Test	Type of Test: Screening(Sc), Diagnostic(D)		Age/Grades	Areas Assessed	Testing Format: Individual (In), Group (Grp)		Time/Administration	Publisher /Author/Cost
	Sc	D			In	Grp		
Reading Inventory for the Classroom (RIC) and Tutorial Audiotope Package- 5 th Edition	✓	✓	Grades Pre-K-12	Reading comprehension, language comprehension, decoding	✓		Tutorial audiotope	Pearson Education- Prentice Hall, 2004. Sutton Flynt and Robert Cooter \$45 for book (and all needed materials) and tutorial audiotope www.prenhall.com 800-848-9500
Scholastic Reading Inventory (SRI)	✓	✓	Grades 1-12 Spanish version available	Reading level, comprehension, vocabulary, fluency	✓	✓	40-60 minutes Computerized individual assessment or manual individual-whole group test format Administration, technical support services, machine scannable option Two forms are available for pre- and post-testing	Scholastic Inc. \$2,950 license for 200 students or \$80 for each level packet serving 30 students (includes student copies of test, teacher's guide, take-home book list http://teacher.scholastic.com 877-268-6871
Standardized Reading Inventory, 2 nd Edition (SRI-2)	✓	✓	Grades Pre-K and higher	Reading comprehension, decoding, semantics (vocabulary and morphology)	✓	✓	15-45 minutes Two forms of test are available for test-retest applications	ProEd Publishing Co. 1999. Phyllis Newcomer \$268 for classroom kit including examiner's manual, story book, 25 each of Form A and B vocabulary sheets, record booklets and profile scoring forms www.proedinc.com 800-897-3202
Stanford Achievement Test, 10 th Edition (SAT-10)	✓	✓	Grades K -12	Reading comprehension, language comprehension, decoding, cipher knowledge, semantics (vocabulary and morphology)	✓	✓	Varies depending on level and subtests given Machine scorable version of test available 2 equivalent forms available for pre and post testing	Harcourt Assessment, Inc. 2004. \$45 per exam kit- either Form A (Traditional Language subtest), or Form B (Comprehensive Language subtest.) Directions for administering \$17. Reusable 10 test packs \$62 www.harcourtassessment.com 800-232-1223

SCREENING AND DIAGNOSTIC TESTS FOR SECONDARY LITERACY STUDENTS

Name of Test	Type of Test: Screening(Sc), Diagnostic(D)		Age/Grades	Areas Assessed	Testing Format: Individual (In), Group (Grp)		Time/Administration	Publisher /Author/Cost
	Sc	D			In	Grp		
Stanford Diagnostic Reading Test, 4th Edition, (SDRT 4)	✓		Grades K-13	Language comprehension, vocabulary (at secondary level)		✓	85 minutes for secondary level tests Can score by hand or scored by publisher's scoring and reporting services	Harcourt, Inc. 2005. Bjorn Karlisen and Eric Gardner. \$45 per each level kit. Included test booklet, directions for administering, answer document, class record form, reading strategies, story retelling. www.harcourtassessment.com 800-232-1223
Stieglitz Informal Reading Inventory: Assessing Reading Behaviors from Emergent to Advanced Levels- 3 rd Edition	✓	✓	Grades 1 and higher	Reading and language comprehension, decoding, phoneme awareness	✓		Scoring SDRT 4 online 20-30 minutes	Pearson- Allyn and Bacon 2002. Ezra Stieglitz \$43 for book containing procedures, test materials, record forms www.ablongman.com 617-848-6000
Test of Phonological Awareness Skills (TOPAS)	✓	✓	Ages 5-10	Phoneme awareness, phonological awareness	✓		15-30 minutes typical-untimed Cassette provided to help administer Sound Sequencing subtest	ProEd Publishing Co., 2003. Phyllis Newcomer and Edna Barenbaum. \$110 for kit including audio cassette, block kit, 25 examiner record booklets, and examiner's manual www.proedinc.com 800-897-3202
Test of Reading Comprehension (TORC-3)	✓		Ages 7-17	Comprehension, vocabulary. Measures content area vocabulary in Math, Social Studies, and Science	✓	✓	30-90 minutes	ProEd Publishing Co., 1995. Virginia Brown, Donald Hammill, J. Lee Wiederholt. \$189 for classroom kit including examiner's manual, 50 answer sheet and subtest forms, 50 examiner record forms, and 10 student booklets www.proedinc.com 800-897-3202

SCREENING AND DIAGNOSTIC TESTS FOR SECONDARY LITERACY STUDENTS

Name of Test	Type of Test: Screening(Sc), Diagnostic(D)		Age/Grades	Areas Assessed	Testing Format: Individual (In), Group (Grp)		Time/Administration	Publisher /Author/Cost
	Sc	D			In	Grp		
Test of Silent Word Reading Fluency (TOSWRF)	✓		Ages 6-17	Decoding, silent word fluency	✓	✓	3 minutes single form, 10 minutes both forms Alternative forms of the test allows for repeated testing	ProEd Publishing Co., 2004. Nancy Mather, Donald Hammill, Elizabeth Allen, Rhia Roberts. \$135 for kit including examiner's manual, 50 student record forms for A and B each. www.proedinc.com 800-897-3202
Test of Word Knowledge (TOWK)	✓		Ages 5-17	Vocabulary knowledge- receptive and expressive	✓		Core battery 40 minutes; supplementary test 25 minutes	Harcourt Assessment, 1992. Elisabeth Wiig and Wayne Secord. \$199 for kit including examiner's manual, stimulus manual, and 12 record forms www.harcourtassessment.com 800-211-8378
The Critical Reading Inventory	✓		Grades Pre K - 12	Reading comprehension, decoding	✓		Varies depending on passages read Designed for repeated administration throughout school year Audio CD	Pearson Education- Prentice Hall. 2003. Mary and Anthony Applegate, Kathleen Quinn \$45 book includes audio CD www.prenhall.com 800-947-770 Note: new edition 6/12/07

Sources of Information:

- Florida Center for Reading Research website- "Diagnostic Tools": www.fcrr.org
- National Association of Secondary School Principals, "Creating a Culture of Literacy: A Guide for Middle and High School Principals," 2005. Available online at www.principals.org
- National Literacy Project- "A Resource Guide for Adolescent Literacy," Prepared by Judith L. Irvin for the Gates Foundation. Available online at: www.nationalliteracyproject.org
- Southwest Educational Development Laboratory, "Reading Assessment Database." Available online at www.sedl.org/reading/rad/chart.html
- Company/publisher websites

Appendix D:

Sample Secondary Literacy Level I - V Instructional Schedule

	Grades 4-5	Grades 6-8	Grades 9-10	Grades 11-12
ELA- Level I and II Advanced (Above Grade Level)	2-2.5 hours Core materials with fidelity (with enhancements)	1-2 periods Core materials with fidelity (with enhancements)	1-2 periods Core materials with fidelity (with enhancements)	1-2 periods Core materials with fidelity (with enhancements)
LA- Level I and II Benchmark PROFICIENT (Grade level)	2-2.5 hours Core materials with fidelity	1-2 periods Core materials with fidelity	1-2 periods Core materials with fidelity	1-2 periods Core materials with fidelity
ELA- Level III Strategic BASIC BELOW BASIC APPROACHING BASIC	An additional 30-45 minutes Core materials with universal access companions w/ or w/o targeted intervention program	An additional 1 period or modified 2 nd period within block Core materials with universal access companions w/ or w/o differentiated intervention program	An additional 1 period or modified 2 nd period within block Core materials with universal access companions w/ or w/o differentiated intervention program	An additional 1 period or modified 2 nd period within block Core materials with universal access companions w/ or w/o differentiated intervention program
ELA- Level IV or V Intensive FAR BELOW BASIC UNSATISFACTORY	2-2.5 hr. in lieu of core ELA or 1-1.5 hr. 'in addition to core' District-approved, evidence-based intervention	2 periods in lieu of core ELA or 'in addition' District-approved, evidence-based intervention	2 periods in lieu of core ELA or 'in addition' District-approved, evidence-based intervention	2 periods in lieu of core ELA or 'in addition' District-approved, evidence-based intervention
ELL Proficient (Language Levels 4-5)	30 – 45 minutes Leveled ELD instruction daily using appropriate, district-approved ELD materials <i>plus</i> ELA core	Daily ELD instruction in core class with differentiated instruction	Daily ELD instruction in core class with differentiated instruction	Daily ELD instruction in core class with differentiated instruction
ELL Proficient (Language Levels 1-3)	30-45 minutes Leveled ELD instruction using appropriate, district-approved ELD materials <i>plus</i> ELA core	1 period ELD instruction daily using state-adopted ELD materials Note: May be inclusive of ELA intervention support <i>plus</i> ELA core	1 period ELD instruction daily using state-adopted ELD materials Note: May be inclusive of ELA intervention support <i>plus</i> ELA core	1 period ELD instruction daily using state-adopted ELD materials Note: May be inclusive of ELA intervention support <i>plus</i> ELA core

Appendix E:

Resource Guide Expert Reviewer Bios

Dr. Joseph Torgeson, Director, Florida Center for Reading Research

Joseph Torgeson is currently appointed as the Robert M. Gagne Professor of Psychology and Education at Florida State University, and he also serves as the Director of the Florida Center for Reading Research. He has been conducting research with children who have learning problems for 25 years, and is the author of over 160 articles, book chapters, books and tests related to reading and learning disabilities. For the last 15 years, he has been part of the effort supported by the National Institute of Child Health and Human Development to learn more about the nature of reading disabilities and ways to prevent and remediate reading problems in children. In his new role as Director of the Florida Center for Reading Research, he is working to help disseminate research-based information about reading throughout Florida, and is also helping to provide leadership to the Reading First initiative in Florida.

Sharon Vaughn, H.E.Hartfelder Southland Corp Regents Chair, Professor, University of Texas

Sharon Vaughn, a UT-Austin professor who directed the Vaughn Gross Center at the University of Texas, is published frequently and, at any given time, has numerous research grants in the works. She and her graduate students are working with the school districts to improve student performance. She has published more than 10 books and over 100 research articles, many linking research to practice. Recent awards include the University of Texas Dean's Award for Research and SIG Outstanding Researcher Award. Sharon has served on various Advisor Boards including: The Board of Advisors, University of Texas System, Institute for Public School Initiatives and the Board of Advisors, Hispanic Family Literacy Center.

Donald Deshler, Director of the Center for Research on Learning, University of Kansas

Don provides leadership for research, product development and professional development opportunities at the Center for Research on Learning (CRL). He is the author of numerous textbooks dealing with the teaching of learning-disabled adolescents, strategic instructional methods for teaching content instruction to all students, and evidence-based instructional practices for secondary schools. He is currently on the editorial boards of six varied journals dealing with learning disabilities and special education. Don is a frequent recipient of awards and specialized grants, including the J.E. Wallace Wallin award from the Council for Exceptional Children and the Learning Disabilities Association award from the Learning Disabilities Association of America for outstanding research and service for at-risk populations.

Dr. Mark Shinn is a national assessment expert who provided valuable feedback and review to the Secondary Literacy Intervention Assessment Matrix.

Dr. Mark Shinn, Chief Scientist, EdFormation Inc., is a Professor of School Psychology at National Louis University and was a faculty member in School Psychology and Special Education at the University of Oregon for almost 20 years. He is a nationally recognized consultant in the area of Response-to-Intervention (RTI). Mark is a member of the national Technical Review Panel for the Office of Special Education Programs (OSEP) progress-monitoring National Technical Assistance Center. He has edited two books on Curriculum-Based Measurement (CBM) and has published more than 75 journal articles and book chapters on the topic of progress monitoring.