

## Appendix C

The following tables represent the strengths and weaknesses of Core Reading Programs as described during teacher interviews at the *Reading First* schools visited during the spring of 2006. The numbers represent the numbers of schools responding in each category.

<b>Core Reading Program: <i>Harcourt</i>—Nine Schools</b>							
<b>Strengths</b>				<b>Weaknesses</b>			
<b>5 Components</b>	<b>#</b>	<b>Other</b>	<b>#</b>	<b>5 Components</b>	<b>#</b>	<b>Other</b>	<b>#</b>
Phonemic awareness	4	Structure/organization	2	Phonemic awareness		Weak, slow introducing letters	2
Fluency	2	Thematic units	2	Fluency	3	Leveled books too difficult for weak readers	3
Vocabulary	2	Reviews concepts	2	Vocabulary	2	Leveled books too easy for strong readers	3
Comprehension	4	Leveled books	4	Comprehension		Some readers/stories boring	2
Phonics	2	Big Books	2	Phonics	3		
		Supplemental materials	2				
		Interesting stories, etc.	2				
		Identifies important segments	2				

<b>Core Reading Program: <i>Reading Mastery Plus</i>—One School</b>							
<b>Strengths</b>				<b>Weaknesses</b>			
<b>5 Components</b>	<b>#</b>	<b>Other</b>	<b>#</b>	<b>5 Components</b>	<b>#</b>	<b>Other</b>	<b>#</b>
Phonemic awareness	1	Systematic, explicit instruction	1	Phonemic awareness	1		
Fluency	-	Stories fun, continuing	1	Fluency	-		
Vocabulary	-	Integrates science/social studies	1	Vocabulary	-		
Comprehension	1	Identifies important segments	1	Comprehension	1		
Phonics	1	Fosters working independently	1	Phonics	1		
		Visibly successful	1				

<b>Core Reading Program: <i>Voyager</i>—Two Schools</b>							
<b>Strengths</b>				<b>Weaknesses</b>			
<b>5 Components</b>	<b>#</b>	<b>Other</b>	<b>#</b>	<b>5 Components</b>	<b>#</b>	<b>Other</b>	<b>#</b>
Phonemic awareness	-	Addresses weak students	1	Phonemic awareness	-	Not creative	1
Fluency	2	Thematic units	1	Fluency	-	Interventions (iii) weak	2
Vocabulary	1	Word study book	1	Vocabulary	-	Not geared for students at different levels	1
Comprehension	-	Focus on needed skills	1	Comprehension	-	Activities not sequenced	1
Phonics	-	Writing/spelling connection	1	Phonics	-	No leveled readers	1
		Whole group instruction	1			No ability grouping for vocabulary/word games	1
		Integrates science/social studies	1			Lack of materials for all school levels	1
		Technology	1			Reading passages too long and dense	1
						Relies on non-existent student background knowledge	1

<b>Core Reading Program: <i>SFA</i>—Two Schools</b>							
<b>Strengths</b>				<b>Weaknesses</b>			
<b>5 Components</b>	<b>#</b>	<b>Other</b>	<b>#</b>	<b>5 Components</b>	<b>#</b>	<b>Other</b>	<b>#</b>
Phonemic awareness	-	Students grouped by ability	2	Phonemic awareness		Weak, too slow introducing letters	1
Fluency	-	Structure/organization	1	Fluency		Interventions (iii)	1
Vocabulary	-	Developmentally appropriate	1	Vocabulary		Cooperative learning groups difficult to implement	1
Comprehension	1	Engaging	1	Comprehension			
Phonics	-	Materials well-developed	1	Phonics	1		

<b>Core Reading Program: <i>Houghton Mifflin</i>—Six Schools</b>							
<b>Strengths</b>				<b>Weaknesses</b>			
<b>5 Components</b>	<b>#</b>	<b>Other</b>	<b>#</b>	<b>5 Components</b>	<b>#</b>	<b>Other</b>	<b>#</b>
Phonemic awareness	3	Structure/organization	3	Phonemic awareness	1	Weak, slow introducing letters	2
Fluency	1	Leveled books	2	Fluency	1	Reading selection too difficult for weak readers	2
Vocabulary	2	Big Books	1	Vocabulary	2	Too much material to cover	3
Comprehension	3	Integrates science/social studies	1	Comprehension	1	Little variety, too much repetition	2
Phonics	2	Aligned with FCAT	1	Phonics	1	Grammar: parts of speech	1
		Develops literary skills	1			Relies on non-existent student background knowledge	1
		Skill building/spiraling	1			Leveled books too difficult for weak readers	1
		Creative	1			Weak writing component	1
		Child-centered	1			Inflexible structure	1
						Workbooks not leveled	1
						Poor read-alouds	1

<b>Core Reading Program: <i>Scott Foresman with Links</i>—Four Schools</b>							
<b>Strengths</b>				<b>Weaknesses</b>			
<b>5 Components</b>	<b>#</b>	<b>Other</b>	<b>#</b>	<b>5 Components</b>	<b>#</b>	<b>Other</b>	<b>#</b>
Phonemic awareness	2	Leveled readers	4	Phonemic awareness	-	Limited copies of leveled readers	1
Fluency	1	Interesting reading material	2	Fluency	2	Stories too difficult for ESOL	1
Vocabulary	-	Resource rich	2	Vocabulary	1	Big Books	1
Comprehension	1	Levels within books	1	Comprehension	-	Does not include GLEs	1
Phonics	1	Stories on tape	1	Phonics	2	Scope, sequence too slow	1
		Each student has own book	1			Stories too easy	1
						Stories do not align with thematic units	1