Effective Reading Interventions: Characteristics, Resources, and Implications for SLPs

Elissa Arndt, M.S., CCC-SLP
Elizabeth Crawford, M.S., CCC-SLP
Florida Center for Reading Research

ASHA National Convention Miami, November, 2006
Agenda

• Introduction
• Effective Interventions: What do we know from research?
• Intervention practices from successful schools
• Additional sources of information about intervention programs
• What does this all mean for SLPs?
Introduction

• Who are we?
• Who are you?
Why is there so much attention on reading interventions?

Reading First - No Child Left Behind
January 8th, 2001
The Reading First Plan for Success

- Increase the quality, consistency, and reach of classroom instruction
- Administer timely and valid assessments to identify students lagging behind and monitor progress
- Provide intensive interventions for students who are lagging behind in development of critical reading skills
Why must we work at the school level to provide effective interventions?

• Children enter school with very diverse instructional needs

• Some children may require instruction that is 4 or 5 times more powerful than the rest of the students

• The classroom teacher, alone, may not be able to provide sufficiently powerful instruction to meet the needs of all students
What do we know about the characteristics of effective interventions?

- They always increase the intensity of instruction - they accelerate learning
- They always provide many more opportunities for re-teaching, review, and practice
- They are focused carefully on the most essential learning needs of the students.
Ways that instruction must be made more powerful for students “at-risk” for reading difficulties.

More powerful instruction involves:

- More instructional time
- Smaller instructional groups
- More precisely targeted at right level
- Clearer and more detailed explanations
- More systematic instructional sequences
- More extensive opportunities for guided practice
- More opportunities for error correction and feedback

resources

skill
Why should we be involved? How does it impact our speech and language kids?

Research identifies a large number of children diagnosed with oral language difficulties also have difficulty with written language.

(Catts, Fey, Zhang, & Tomblin, 2001; Johnson et al., 1999)

In fact, children with a history of oral language impairment are 4-5 times more likely to present with reading difficulties than their peers.

(Catts et al., 2001)
Let's take a closer look at Reading First schools in Florida that have demonstrated success with interventions
How were effective schools identified?

• We identified schools from 2004-2005 RF schools that had the highest index of effectiveness of intervention (EI)

• Once the schools with the highest EI percentiles were identified, **four criteria** were used to identify 10 schools for visits
  - an ECI index score above the 60th percentile
  - at least 50 students per grade level
  - percentage of minority students above the Florida state Reading First average of 66%
  - percentage of students qualifying for free and reduced lunch above the Florida state Reading First average of 74%
How was the information from schools collected?

- We visited and interviewed principals, teachers, and coaches at schools that were having the most success in providing effective interventions.

- We also visited schools that were having less success - in order to help identify more specifically some practices that were unique to the successful schools.
7 Common Traits Observed in Successful Schools

- Strong Leadership
- Positive Belief and Teacher Dedication
- Data Utilization and Analysis
- Effective Scheduling
- Professional Development
- Scientifically Based Intervention Programs
- Parent Involvement
Strong Leadership

- Characterized by extensive knowledge of:
  - Children
  - Reading programs
  - Data
  - Schedules
  - Teachers’ needs
- Involved in every aspect of their school’s reading program
- “Our leader not only has a mission for our school which is what we want to do, but she has a vision of how we are going to do it.”
Positive Belief and Teacher Dedication

• Despite... teachers at successful schools believed ALL their students could read
  - language barriers
  - limited support at home
  - low socioeconomic status

• Teachers raised the bar, not lowered it
  - “We speak success to them, we expect success from them and they rise to that.”

• Teachers committed to extra hours (planning, workshops, after school programs, etc.) to meet the needs of ALL of their students
In this short video clip, listen for challenges that are mentioned that could be addressed by the SLP
What were some of the challenges mentioned?

- Language acquisition
- Vocabulary
- Background knowledge
Data Utilization and Analysis

Key characteristics of Data meetings:

• Held on a regular basis (bi-weekly or monthly)
  - Either during teacher planning periods or during the day with substitutes hired
• Attendees were able to make school level decisions and could make changes - usually principal
• Systems/worksheets used for structure
• Intervention discussed
• Follow-up
• Data compiled from multiple sources
Effective Scheduling

- Teachers wanted, “More Time!”

An efficient schedule allows for:
- An uninterrupted period of time for reading instruction (90 minutes or more)
- Specific times when intensive reading interventions will be provided
- The most efficient use of support staff to help provide intensive interventions
- A common planning time to facilitate grade-level meetings
Examples of Effective Schedules

Reading Blocks

• All grades have reading at the same time
  • Interventions offered mostly outside the block
  • The principal uses “special area” teachers to assist during reading instruction.

• The reading blocks are staggered
  • The principal rotates his intervention teachers to provide interventions both in and outside the reading block
  • The reading coach is able to observe and model lessons in more classrooms during the reading block
Examples of Effective Schedules

Intensive Interventions

The 2 most popular ways of scheduling intensive interventions at the successful schools were:

1. A 90 minute reading block and then 30-45 minutes of time scheduled outside of that block to deliver the interventions. In almost all these cases, the interventions were provided by support personnel other than the regular classroom teacher.

2. An extended reading block of 105-120 minutes in which intensive intervention was included in the block of time designated for reading instruction. In these schedules, the interventions were sometimes provided by the regular classroom teacher, and sometimes by instructional support personnel.
## Example of Staggered Reading Blocks with “Walk and Read”

<table>
<thead>
<tr>
<th>Team</th>
<th>Reading</th>
<th>Writing</th>
<th>Math</th>
<th>Science/ SS</th>
<th>Special Area</th>
<th>Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>8:45-10:30</td>
<td>10:30-11:30</td>
<td>1:35-2:35</td>
<td>12:15-12:50</td>
<td>12:50-1:35</td>
<td>11:30-12:15</td>
</tr>
<tr>
<td>1</td>
<td>8:45-10:30</td>
<td>12-1</td>
<td>1-2</td>
<td>2-2:30</td>
<td>11:15-12</td>
<td>10:30-11:15</td>
</tr>
<tr>
<td>2</td>
<td>10:30-12:15</td>
<td>9:45-10:30</td>
<td>8:45-9:45</td>
<td>1:15-1:40</td>
<td>1:40-2:25</td>
<td>12:30-1:15</td>
</tr>
<tr>
<td>3</td>
<td>10:30-12:15</td>
<td>9:30-10:30</td>
<td>1-2</td>
<td>2-2:30</td>
<td>8:45-9:30</td>
<td>12:15-1</td>
</tr>
</tbody>
</table>
Professional Development

• It takes more knowledge and skill to teach students who struggle in learning to read than it does to for students who find it easier to learn.

• Considerations when developing a professional development plan:
  - A combination of personnel to deliver trainings
  - High teacher turn-over rate
  - Time consumption from Coaches
  - Training for 'Special Area' teachers
  - Differentiated Professional Development for teachers
  - Utilizing teachers observing each other
  - Follow up training
Scientifically Based Intervention Programs

- Published Intervention Programs
- Materials drawn from several sources
- Computer-based programs
Examples of Intervention Programs

Using published intervention programs

• Pros
  • having ready made materials
  • professional development in the implementation of the program
  • a predetermined scope and sequence
  • research to support the use of the program (in some cases)

• Cons
  • the cost
  • a single program may not meet every child’s needs - several different programs may be required
Examples of Intervention Programs

Using a variety of sources for intervention materials

• **Pros**
  • the ability to match the materials to the child

• **Cons**
  • takes a great deal of time to gather materials
  • teachers need to have a very solid understanding of what the data means at the student level
  • not one set scope and sequence
  • children may be taught the same skill in several different, conflicting ways
Examples of Computer Based Intervention Programs

• Programs used in schools targeted:
  - One reading component (i.e. fluency)
  - Multiple reading components (i.e. phonemic awareness and phonics)
  - ESOL population
• Were used during center rotation or throughout the day on a rotating basis
• Some programs generated reports daily or weekly
Parent Involvement

• Make the parents feel “welcome” at the school and feel that they are a vital part of their child’s education
  – Can be challenging when parents speak limited English
• Need to think “outside of the box” to plan a parent night
  – provide food and babysitting services
  – offer two meeting times - one during the day and one in the evening
  – bring the meeting to the communities
• “The first call you make to a parent should be regarding a positive behavior or action rather than a negative one.”
• “It is important to establish a relationship early in the school year.”
Obtain copy at:
http://www.fcrr.org/Interventions/pdf/teachingAllStudentsToReadComplete.pdf

Or,

Go to www.fcrr.org
Click on Interventions for struggling readers (in right column)
You will see the title of the document
Interventions for Struggling Readers

The Intervention Department provides intervention leadership and assistance to Reading First schools through the Director of Interventions. Support is provided in three main areas:

- Providing information and current research on effective intervention
- Developing materials and tools to help schools implement more effective intervention
- Preparing and making presentations to various groups about effective intervention

Newsletter: Intervention News Information and Ideas for the Support of Struggling Readers

Teaching All Students to Read: Practices from Reading First Schools With Strong Intervention Outcomes, Summary Document (PDF)

A Principal’s Guide to Intensive Reading Interventions for Struggling Readers in Reading First Schools (PDF)

Teaching All Students to Read: Practices from Reading First Schools With Strong Intervention Outcomes, Complete Document (PDF)

Webcast by Dr. Torgeson about Interventions for Struggling Readers
What role did the SLP play in the reading program at these successful schools?

It was unclear
Roles and Responsibilities

• Prevention
• Identification
• Assessment
• Intervention
• Other roles

Appropriate Roles of SLPs related to Literacy

• Planning team member
• Collaborative consultant
• Direct service provider
• Model
• Leader and professional developer
• Advocate and policy developer
• Researcher

SLP Intervention Skills include abilities to:

• Apply current research practice and knowledge when making decisions
• Use assessment data to make instructional decisions
• Use all components of language system to assist in reading and writing skills
• Teach reading and writing strategies
SLP Intervention Skills include abilities to:

• Make decisions about working on skills in isolation versus in context
• Plan individualized instruction for students with varied needs
• Collaborate with classroom teachers to include students with disabilities
• Use innovative technologies
• Document intervention outcomes

Use all components of language system to assist in reading and writing skills - how?
The 5 Components of Language

- Phonology
- Morphology
- Semantics
- Syntax
- Pragmatics

Owens, 1996
The 5 Components of Reading

- Phonological Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

National Reading Panel, 2000
But What Does This Mean for Me the SLP?

- We can be involved in the prevention and intervention of struggling readers because...
  - The most common cause of children’s early difficulties in acquiring accurate and fluent word recognition skills involves individual differences in their **phonological knowledge and skill** (Torgesen, 2002)
5 Components of Reading

- Phonological Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
What is Phonological Awareness?

Most commonly defined as one’s sensitivity to, or explicit awareness of, the phonological structure of words in one’s language (Torgesen, 1998).
Phonological Awareness

1. At the most basic level, phonological awareness involves the ability to identify the individual words within spoken sentences.

2. Next, children become aware of the syllable structure of words like “base-ball” or “fan-tas-tic”.

3. Then children begin to become aware of the individual sounds within syllables, starting first with awareness of the onset-rime structure of all syllables (i.e., c-at, m-an), and ending with awareness of the individual phonemes in words (i.e., c-a-t, m-a-n).
Phonological Awareness

Words
Syllables
Phonemes
(phonemic awareness)
Why is PA so critical?

- Enables students to use letter sound correspondences (phonics) to read and spell words
- Without PA, a child is unlikely to benefit from phonics instruction
- Poor readers who enter first grade w/ weak PA are most likely to be the poor readers in fourth grade
Why Teach PA?

The reading growth of all children may be accelerated by effective instruction in phonological awareness, and at least 20-30% of children may remain poor readers without it.
Phonological Humor in School

“My son is under the doctor’s care and should not take fizical ed. Please execute him.”

“Please excuse Ray Friday from school. He has very loose vowels.”

“Please excuse Dianne from being absent yesterday. She was in bed with gramps.”
## The Reading Block: Phonemic Awareness Instruction

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>

**Elkonin Box**
The Reading Block: Phonemic Awareness Instruction

|   |   |   |
The Reading Block: Phonemic Awareness Instruction
The Reading Block:
Phonemic Awareness Instruction
<table>
<thead>
<tr>
<th>Word Type:</th>
<th>Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>VC</td>
<td>am</td>
</tr>
<tr>
<td><strong>CVC-continuous</strong></td>
<td>mat</td>
</tr>
<tr>
<td><strong>CVCC-continuous</strong></td>
<td>mist</td>
</tr>
<tr>
<td><strong>CVC-stop</strong></td>
<td>cat</td>
</tr>
<tr>
<td><strong>CVCC-stop</strong></td>
<td>cats</td>
</tr>
<tr>
<td><strong>CCVC-continuous/blend</strong></td>
<td>snap, frog, slip</td>
</tr>
<tr>
<td><strong>CCVC-stop/blend</strong></td>
<td>club, grab</td>
</tr>
</tbody>
</table>
Becoming sensitive to phonemes is only part of the challenge when learning to read...
5 Components of Reading

• Phonological Awareness
• **Phonics**
• Fluency
• Vocabulary
• Comprehension
Phonics

An understanding of the alphabetic principle—the relationship between phonemes and graphemes.
The Connection Between Phonemic Awareness and Phonics

• English is an alphabetic language. Words are represented in print roughly at the phoneme level.

• Children need to be aware that words have sound segments that can be represented by individual letters.

• Without at least emergent levels of phonemic awareness, the rationale for learning individual letter sounds and “sounding out” words is not understandable.
The Connection Between Phonemic Awareness and Phonics

• If a child can “hear” four sounds in the word *clap*, it helps them to notice the way the **letters** correspond to the **sounds**.

• The ability to notice the correspondence between the **sounds** in a word and the way it is **spelled** reinforces children’s learning of letter-sound correspondences.

• Letters represent phonemes. PA is a pre-curser to phonics instruction.
The Connection Between Phonemic Awareness and Phonics

• In order to understand the way print represents words, students must understand that words are made up of phonemes.

• Many students acquire phonemic awareness from only a small amount of exposure to letters and word games. However, many other students require careful and explicit instruction in order to become aware of individual phonemes in words.
Phonics Instruction

m o p
The Reading Block: Phonics Instruction

m

o p
The Reading Block: Phonics Instruction

m o p
Phonics Instruction

m o p
The Reading Block:
Phonemic Awareness vs. Phonics Instruction

m o p
Phonics Instruction

Systematic

• pre-specified sequence of letter-sound correspondences taught in a logical order (e.g., high utility sounds taught first; progresses from simple to more complex; once a few letter sounds are learned, students are taught a decoding strategy; students apply recently learned phonics to reading connected text)

Explicit

• taught directly (teacher modeling, providing guided practice, and independent practice)
Is Phonological Awareness the same thing as Phonics?

**NO!**

**Phonological Awareness** is an oral language skill—

**Phonics** always involves the use of letters and letter-sound relationships.
5 Components of Reading

- Phonological Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
Fluency

• The ability to read text
  - quickly
  - accurately
  - with proper expression (prosody)
Fluency Instruction

• Repeated and monitored oral reading improves reading fluency and overall reading achievement.
• Oral reading with feedback
• Provide modeling
• Determine Reading Levels
• Monitor fluency progress
Fluency & Comprehension

- Emphasis should be placed on the meaning of what is being read from the very beginning of reading instruction.

- There is a positive correlation between fluency and comprehension.
Rawoha felf worze. Zhe ifcheb wore ahb zcrafcheb harber. Zhe zwalloweb offeh fo zee how her zore fhroaf waz cowihq alohq. Zhe peekeb bowh fhe heck of her blouze fo zee if zhe wighf have a razh ahb waz zurprizeb fhaf zhe bib hof. Zhe zhiffeb frow fiwe fo fiwe fo zee if zhe hab a ruhhy hoze. (TEA & CARS, 2002)
Who Felt Like This?
Ramona felt worse. She itched more and scratched harder. She swallowed often to see how her sore throat was coming along. She peeked down the neck of her blouse to see if she might have a rash and was surprised that she did not. She sniffed from time to time to see if she had a runny nose. (Ramona Forever, Harcourt, Inc., 2000, p. 343)
2 Components of Fluent Reading

(TEA & CARS, 2002; NRP, 2000)

Fluency

Automaticity
- Accuracy & Speed

Prosody
- Expression, Intonation, & Phrasing
5 Components of Reading

• Phonological Awareness
• Phonics
• Fluency
• Vocabulary
• Comprehension
Vocabulary

• The knowledge of the meanings of words that are used in oral and written language.
Vocabulary Instruction

• Selection of words to teach
  – Unknown, critical to understanding the text, likely to encounter in the future

• Teach word learning strategies
  – How to use word parts to determine meaning of words

• Provide multiple exposures to words

• Encourage independent wide reading
What words should be taught?

- Important words
- Useful words
- Difficult words
5 Components of Reading

- Phonological Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension
Comprehension

• The ability to make sense of text and monitor for understanding.
Comprehension Strategies

- Monitoring comprehension
- Using graphic and semantic organizers
- Answering questions
- Generating questions
- Recognizing story structure
- Summarizing

Armbruster, Lehr, & Osborn (2001)
Effective comprehension strategy instruction...

• Is explicit and direct
  - Direct explanation
  - Modeling
  - Guided practice
  - Application

• Can be taught through cooperative learning
• Helps readers use comprehension strategies flexibly and in combination
  - Reciprocal teaching - supported by research
  - Example of ‘tool box’

Armbruster, Lehr, & Osborn (2001)
Where in the school schedule will we most likely find these 5 components?

- The Reading Block
The Reading Block

Whole Group Instruction

Teacher-Led Instruction
  - Homogeneous
  - Flexible
  - Differentiated

Independent Student Centers
  - Differentiated
    (Cooperative, Independent, Pairs)
How can I meet the needs of my students if I can’t pull during the 90 minute reading block?

Join them!
Enhancing the power of instruction during the “small group time” by having some of the small group instruction provided by the SLP

- Classroom teacher and group of 7
- SLP and group of 4
- Independent Learning Activity (5)
- Independent Learning Activity (6)
Potential Roles of the SLP during Reading Instruction

- Response to Intervention (RTI) instruction and data collection
- Lead small group instruction targeting students on the caseload
- Create independent student centers to help address needs of speech and language children
But where do I get the materials to do this?

Look no further!
FCRR Resources

• FCRR Reports
• The Science of Reading
  - Articles
  - Presentations
• Assessment
• Instruction
• Intervention
• Student Center Activities

*All FREE to download
The Florida Center for Reading Research

For Teachers
For Coaches
For Administrators
For Parents
For Researchers
For FCRR Faculty and Staff

New

Newsletter: Intervention News
Information and Ideas for the Support of Struggling Readers

2007 Florida Reading Research Conference

Keeping Watch on Reading First, Center on Education Policy Report (PDF)

NIH Turns to FSU for Top Research On Learning Disabilities

FCRR Welcomes Internationally Renowned Literacy Researcher - Barbara Foorman (PDF)

Location & Hours
City Centre Building
227 N. Bronough Street
Suite 7250
Tallahassee, FL 32301
M-F, 8am-5pm
Map

Contact
send email
850.644.9352
Purpose of FCRR Reports

- To be a reliable resource for school districts as they make decisions about instructional materials

- To report the alignment of instructional materials to current reading research
Scientifically Based Reading Programs

- Instructional Content
  - Phonemic Awareness
  - Phonics
  - Fluency
  - Vocabulary
  - Comprehension

- Instructional Design
  - Explicit Instructional Strategies
  - Coordinated Instructional Sequences
  - Ample Practice Opportunities
  - Aligned Student Materials
Types of FCRR Reports

- Reading Programs
  - Core
  - Supplemental/Intervention
  - Middle and High School
  - Professional Development
Content of FCRR Reports

1. Description
2. Alignment with Current Research
3. Review of Empirical Research
4. Strengths and Weaknesses
5. Florida districts that implement the program
6. Program’s website link
7. References
Content of FCRR Reports

1. Description
   - Type of program: who, what, where, why
   - Materials
   - Instructional Design
   - Lesson Format
   - Assessment
Content of FCRR Reports

2. Alignment with Current Research
   - How each component is addressed
   - Explicit and Systematic
   - Ample practice opportunities
   - Professional development
   - Use this as a “teaching tool” for our readers
   - Describe specific weaknesses or concerns
Content of FCRR Reports

3. Review of Research
   - Empirical Research Summaries

4. Strengths and Weaknesses

5. Florida districts that implement the program

6. Program’s website link

7. References
Important note about FCRR Reports

• Should be viewed as
  - Informational

• Should **NOT** be construed as an
  - Advertisement
  - Endorsement
  - “Approved” product
FCRR Reports
The Florida Center for Reading Research (FCRR) has established a review process for analyzing reading curricula and materials available for use in Florida. Please read the reports carefully. We have organized them such that a single report may be located under more than one category. You may also view an Alphabetized Summary Table of FCRR Reports.

New Reports
- Critical Reading Series
- Reading Fluency
- Kindergarten Peer-Assisted Literacy Strategies (K-PALS)
- PDA-ESE Differentiating Reading Instruction for Students: Making It Explicit
- Phonics for Reading

Frequently Asked Questions About FCRR Reports
This section contains a list of frequently asked questions and answers concerning FCRR Reports.

Guidelines for Reviewing Reading and Professional Development Programs
This section contains important information for school districts to consider when making decisions about instructional and professional development programs. School districts are encouraged to conduct their own reviews to determine whether or not reading programs are aligned with current reading research. Here you will find FCRR Guidelines for reviewing Core Reading Programs, Intervention Programs, Grades 4-12 Programs, and Professional Development Programs.

Tier 3 Intervention Programs
Florida students who have been retained two times in third grade (Tier 3) are in need of instruction that is more intensive, more explicit, more systematic, and more motivating than instruction they have previously received. This section provides lists of programs that have been reviewed by FCRR and may be appropriate to be implemented with these students. There are other programs that may be appropriate for these students but not yet reviewed by FCRR.
FCRR Reports

Important Note

FCRR Reports are prepared in response to requests from Florida school districts for review of specific reading programs. The reports are intended to be a source of information about programs that will help teachers, principals, and district personnel in their choice of materials that can be used by skilled teachers to provide effective instruction. In addition to describing programs and their use, these reports provide information on the extent to which their content, organization, and instructional strategies are consistent with scientifically based research in reading. Whether or not a program has been reviewed does not constitute endorsement or lack of endorsement by FCRR. The programs for which reports are available do not constitute an “approved” or “required” list, since many potentially useful programs have not yet been reviewed.

Core Reading Programs

A Comprehensive Reading Program is intended to be the initial instructional tool used to guide high quality instruction in K-3 classrooms.

Supplemental and Intervention Programs

These materials are intended for flexible use as part of differentiated instruction or as interventions that meet student learning needs in specific areas (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Most students can benefit from the extra practice provided by Supplemental Programs. Other students will need an Intervention Program that guides more intensive instruction.

Technology-Based Programs

These core, supplemental, or intervention programs include the use of technology to support instruction.

Programs that may be Implemented by Tutors or Mentors

These materials may be appropriate for Volunteers (Tutors or Mentors) to implement. It is important to note that training and supervision are critical components for successful student outcomes.

Intervention and Remedial Programs for Students Above Third Grade

These materials can be used to guide instruction for students who are lagging behind in reading.

Pre-Kindergarten Programs

These materials are intended to support literacy instruction for children in Pre-K.
## Summary Table for FCRR Reports

### Supplemental and Intervention Programs

**Important Note:** FCRR Reports are prepared in response to requests from Florida school districts for review of specific reading programs. The reports are intended to be a source of information about programs that will help teachers, principals, and district personnel in their choice of materials that can be used by skilled teachers to provide effective instruction. In addition to describing programs and their use, these reports provide information on the extent to which their content, organization, and instructional strategies are consistent with scientifically based research in reading. Whether or not a program has been reviewed does not constitute endorsement or lack of endorsement by the FCRR. The programs for which reports are available do not constitute an “approved” or “required” list, since many potentially useful programs have not yet been reviewed.

Specific information can be found at the bottom of the table or by rolling the mouse over each category within the table.

<table>
<thead>
<tr>
<th>Program</th>
<th>Type of Program Reviewed</th>
<th>Grade Reviewed</th>
<th>Reading Component</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academy of Reading</td>
<td>2, 3, 5</td>
<td>3-12</td>
<td>++</td>
<td></td>
</tr>
<tr>
<td>Accelerated Literacy Learning (A.L.L.)</td>
<td>2</td>
<td>1</td>
<td>+++</td>
<td>a, b, d</td>
</tr>
<tr>
<td>Accelerated Reader</td>
<td>2, 3</td>
<td>K-12</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Classworks</td>
<td>2, 3, 5</td>
<td>K-8</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>Compass Learning Odyssey Reading</td>
<td>2, 3</td>
<td>K-2</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>Comprehension Plus</td>
<td>2, 5</td>
<td>1-6</td>
<td>n/a</td>
<td>a, b, c, d, k</td>
</tr>
<tr>
<td>Corrective Reading</td>
<td>2, 5</td>
<td>4-12</td>
<td>+++</td>
<td>a, b, c, d</td>
</tr>
<tr>
<td>Critical Reading Series</td>
<td>2</td>
<td>6-12</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Destination Reading</td>
<td>2, 3</td>
<td>K-3</td>
<td>+++</td>
<td>a, b, c, d</td>
</tr>
<tr>
<td>Discover Intensive Phonics for Yourself</td>
<td>2, 3, 5</td>
<td>K-12+</td>
<td>+</td>
<td>a, b, c, d, h</td>
</tr>
<tr>
<td>Early Success</td>
<td>2</td>
<td>1-2</td>
<td>++</td>
<td></td>
</tr>
<tr>
<td>Earobics</td>
<td>2, 3</td>
<td>K-3</td>
<td>+++</td>
<td>a, b, c, d</td>
</tr>
<tr>
<td>Elements of Reading, Comprehension</td>
<td>2</td>
<td>K-3</td>
<td>n/a</td>
<td>c, k</td>
</tr>
<tr>
<td>Elements of Reading, Fluency</td>
<td>2</td>
<td>1-3</td>
<td>n/a</td>
<td>a, b, c, d, i</td>
</tr>
<tr>
<td>Elements of Reading, Phonics and Phonemic Awareness</td>
<td>2</td>
<td>K-2</td>
<td>+++</td>
<td>a, b, c, d, g</td>
</tr>
<tr>
<td>Essential Learning Systems</td>
<td>2, 3</td>
<td>2-12+</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>Failure Free Reading</td>
<td>2, 3, 4, 5</td>
<td>1-12</td>
<td>n/a</td>
<td>c, d</td>
</tr>
<tr>
<td>Fast Forward Language</td>
<td>2, 3, 5</td>
<td>K-12</td>
<td>+++</td>
<td>f</td>
</tr>
</tbody>
</table>

**Key**

- **Type of Program**
  - 1 = Core Reading Program
  - 2 = Supplemental or Intervention Program
Student Center Activities, Grades K-1

Introduction
During the Spring 2004 Florida Reading First school site visits, staff from the Florida Center for Reading Research (FCRR) determined that teachers may benefit from classroom materials that would be immediately useful in implementing independent student center activities.

During 2004-2005, a team of teachers at FCRR collected ideas and created materials for use in kindergarten and first grade classrooms.

There are three books:
1. Phonological Awareness and Phonics Student Center Activities
2. Fluency, Vocabulary, and Comprehension Student Center Activities
3. Teacher Resource Guide

The first two books contain Activity Plans and Activity Masters that are ready for immediate use in classrooms. The third book is an informative guide offering important insight on differentiated instruction and how to use the student center materials. The Teacher Resource Guide and the two activity books have been distributed to all Reading First kindergarten and first grade teachers in Florida. In 2005-2006, similar materials for second and third grade classrooms will be developed.

In addition, there is an accompanying Professional Development DVD. The DVD explains how to prepare and implement student centers and provides specific details about the activities. Click here to access the Professional Development DVD.

When considering Florida’s formula, $5 + 3 + ii + iii = No Child Left Behind$, please note that each instructional component is covered in the student center activities books. In addition, the activities will directly support your efforts to provide effective initial instruction, because they will help you to provide differentiated instruction to meet the needs of every child.

Accessing Activities
The K-1 activities are posted below as PDF files. Some of the activity files have been divided into parts (i.e., Part 1 and Part 2) to make them easier to access. The individual Activity Plans, Masters, and Student Sheets can be printed by choosing the pages or page range desired. Activities can also be printed by reading component in their entirety. Please be aware that some of these files are quite large; for example, Phonics has 485 pages.

Activities will pop-up in a new browser window. Be aware that sometimes the activities will open behind your current browser or that some pop-up blockers will not allow access.
# Student Center Activities

## Phonological Awareness

**Part One**
- Rhyme
- Alliteration

**Part Three**
- Phonemes

**Part Two**
- Sentence Segmentation
- Syllables
- Onset and Rime

## Phonics

**Part One**
- Letter Recognition

**Part Three**
- Onset and Rime

**Part Five**
- Syllable Patterns
- Morpheme Structures

**Part Two**
- Letter-Sound Correspondence

**Part Four**
- Word Study

## Fluency

**All Parts**
- Letter Recognition
- Letter-Sound Correspondence

**All Parts**
- High Frequency Words
- Oral Reading

## Vocabulary

**All Parts**
- Word Identification/Words in Context
- Word Categorization/Word Knowledge

**All Parts**
- Words That Describe/Word Meaning
- Word Structure/Word Analysis
Student Center Activities

• Activity Plans and Activity Masters
  - Phonological Awareness & Phonics (Book 1)
  - Fluency, Vocabulary, and Comprehension (Book 2)

• Teacher Resource Guide (Book 3)

• Professional Development on a DVD
Objective
The student will match initial sounds in words.

Materials
- Set of matching initial sound picture cards (Activity Master PA.032.AM1a - PA.032.AM1e)
  - Cut all cards apart.
- S card (Activity Master PA.032.AM2)
  - Make two copies.
- Pocket chart
- Paper
- Crayons

Activity
Students place the S card over the picture that does not share the same initial sound.
1. Display the set of picture cards on the pocket chart in groups of three. (Each row will have two pictures with matching initial sounds and one odd.)
2. The student states the names of the pictures in a given row and determines each initial sound.
3. Places the S card over the picture that does not have the same initial sound as the other two cards.
4. Illustrates five pairs of the matching initial sound pictures.
5. Teacher evaluation

Extensions and Adaptations
- Use medial or final sounds (Activity Masters PLSC.M.1 - PLSC.M.13 and PLSC.R1 - PLSC.R16).
Objective
The student will segment syllables in words.

Materials
- Syllable Snake game board (Activity Master P031.AM1a - P031.AM1b)
- Word cards (Activity Master P031.AM2a - P031.AM2c)
  Write the number of syllables on the back of the word cards.
- Game pieces (e.g., counters)

Activity
Students count syllables in words by playing a game.
1. Place game board and stack of word cards face up on a flat surface.
2. Students place game pieces at START on the game board.
3. Taking turns, students pick the top card and read the word.
4. Say the word again segmenting it by syllables. Count and state the number of syllables.
5. Check the back of the card for the number of syllables. If correct, move game piece the same number of spaces on game board as the number of syllables in the word. If incorrect, leave game piece where it is and next student takes turn.
   Word cards are placed at the bottom of the stack to be used again.
6. Game continues until all students reach the end of the game board.
7. Peer evaluation

“Microwave, mi-cro-wave. That’s three syllables.”

Extensions and Adaptations
- Make other word cards to use in game.
Phonics

Syllable Snake

START
<table>
<thead>
<tr>
<th>straight</th>
<th>watch</th>
</tr>
</thead>
<tbody>
<tr>
<td>game</td>
<td>plus</td>
</tr>
<tr>
<td>pave</td>
<td>thought</td>
</tr>
<tr>
<td>extend</td>
<td>mistake</td>
</tr>
</tbody>
</table>
Fluency

Objective
The student will read with proper phrasing, intonation, and expression in chunked text.

Materials
- Chunked passage (Activity Master F.017.AM1)
  Make two copies and laminate.
- Original passage (Activity Master F.017.AM2)
  Make two copies and laminate.

Activity
Students read text which has been divided into meaningful chunks, then reread it fluently without the slash marks.
1. Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked low-performing student with the top ranked high-performing student. Continue pairing in that order.
2. Provide each student with a copy of the passage.
3. Working together, student one (higher performing student) reads the entire passage with intonation and expression while pausing briefly between chunks (or phrases) as denoted by slash marks.
4. Student two (lower performing student) then reads the passage with intonation and expression while pausing briefly between chunks (or phrases) as denoted by slash marks.
5. Student one reads the passage without the slash marks using proper phrasing, intonation, and expression.
6. Student two reads the passage without the slash marks using proper phrasing, intonation, and expression.
7. Peer evaluation

Extensions and Adaptations
- Chunk and read other passages according to instructional-independent reading level range.
- Repeat using a timer.
A Day at the Zoo

One day at the zoo, Pam and her mother bought a red balloon. Pam held onto the balloon by its string. She enjoyed watching it bounce in the wind. As Pam's mom paid for their hotdogs, Pam's balloon slipped out of her hand.

Pam ran after the balloon. The balloon kept floating higher and higher. Finally, Pam looked around and her mother was nowhere to be found. She yelled, "Mom, Mom!" But there was no answer.

Pam saw a police officer and told him what had happened. The police officer took Pam to the hotdog stand. She ran up and hugged her mom. Her mom told her never to run off like that again. Pam told her mother that she would tie the string of the balloon to her wrist next time.
**Objective**

The student will identify words to complete analogies.

**Materials**

- Analogy Basketball hoops (Activity Master V.028.AM1)  
  *Make two copies and laminate.*
- Analogy Basketball cards (Activity Master V.028.AM2a - V.028.AM2b)  
  *Answers are provided on the card with word underlined.*

**Activity**

Students complete analogies by playing a basketball game:

1. Place two basketball hoops at the center. Place analogy basketball cards face down in a stack.
2. Taking turns, student one draws the top card from the stack and reads the phrase and answer choices to student two (e.g., dog is to mammal as eagle is to __________, bird or book).
3. Student two chooses one of the words to fill in the blank and repeats the phrase with the answer (i.e., dog is to mammal as eagle is to bird).
4. If correct, student one gives the card to student two who places it on his hoop. If incorrect, the card is placed at the bottom of the stack.
5. Reverse roles.
6. Continue until all basketball analogies are completed.
7. Peer evaluation

**Extensions and Adaptations**

- Make other analogy basketball cards (Activity Master V.028.AM3).
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>night is to day</strong> <strong>as</strong></td>
<td><strong>minute is to hour</strong> <strong>as</strong></td>
</tr>
<tr>
<td><strong>on is to ____ ride or off</strong></td>
<td><strong>penny is to ____ dollar or month</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>dog is to mammal</strong> <strong>as</strong></td>
<td><strong>mat is to mate</strong> <strong>as</strong></td>
</tr>
<tr>
<td><strong>eagle is to ____ bird or book</strong></td>
<td><strong>rat is to ____ mouse or rate</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>refrigerator is to cold</strong></td>
<td><strong>tail is to cat</strong> <strong>as</strong></td>
</tr>
<tr>
<td><strong>as stove is to ____ hot or white</strong></td>
<td><strong>fin is to ____ fish or dog</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>milk is to cow</strong> <strong>as</strong></td>
<td><strong>December is to winter</strong> <strong>as</strong></td>
</tr>
<tr>
<td><strong>eggs are to ____ horses or chicken</strong></td>
<td><strong>July is to ____ summer or rain</strong></td>
</tr>
</tbody>
</table>
Comprehension

Objective
The student will answer questions to comprehend text.

Materials
- Narrative or expository text
  - Choose text within students’ instructional-independent reading level range.
- Question cube (Activity Master C.027.AM1)

Activity
Students discuss text by using a question cube.
1. Place text and question cube at the center. Provide each student with a student sheet.
2. Taking turns, the students read entire text aloud.
3. Roll the question cube, read the question, and answer it based on the text.
4. Discuss answer with partner.
5. Continue the activity until all the questions are answered at least once.
6. Peer evaluation

Extensions and Adaptations
- Record answers (Activity Master C.027.SS).
- Make other cubes with different questions (Activity Master C.027.AM2).
Comprehension
Read and Ask

Just read, what you
summarize

How does what you just
read relate to your own life?

Discuss any words that
you may not have known.

What do you think is going to happen
next?

Based on what you read, what
are you curious or interested in
knowing more about?

Did you understand what you just
read? Why or why not?

2004 The Florida Center for Reading Research
C.027.AMI
2.3 Shared Reading Activities: Comprehension
Concluding Thoughts

• Effective Interventions:
  - format, focus, frequency, size

• 7 traits from successful schools:
  - Leadership, belief, data, schedules, professional development, programs, parents

• FCRR reports and center activities

• SLPs have a meaningful role in reading intervention
  - Make connections between components of language and reading
Thank You

Questions/discussion

www.fcrr.org