Selecting Research Based Reading Programs

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Goals for Today

1. Learn important factors to consider when selecting reading programs that help accelerate learning for students who are struggling with reading.

2. Learn about the purpose, content, and process, for reviews of instructional materials conducted at FCRR.

3. Learn how to access FCRR’s web-based Reports and related resources.
Why be concerned with selecting reading programs?

• We have evidence that curriculum matters.
  – Instruction that’s guided by a systematic and explicit curriculum is more effective, particularly with at-risk learners, than instruction that does not have these features.

• Need excellent materials

• Teachers do not have time to develop materials
Role of Reading Programs

• A *scaffold* to work with students who have difficulty
  – Provides support in terms of modeling and ample practice with corrective feedback and error correction
  – Instructional routines provide explicit language that illustrates guided support
What to Look for When Selecting Reading Programs: An Overview
Reading Program Characteristics That Support Instruction

- “Road Map” of the program
- Assessment/Student placement
- Grouping and Classroom Organization
- Instructional Routines
- Cumulative review
- Focus on mastery
- References for teachers (e.g., sound pronunciation guide, syllable types, research rationale)
Scientifically Based Reading Programs (SBRR) Characteristics

Instructional Content

Instructional Design

Empirical Evidence
Instructional Content = Ingredients
Instructional Content

• Core elements of effective reading programs include explicit and systematic instruction in the following:
  – phonics
  – fluency
  – vocabulary
  – comprehension strategies

(the following slides will briefly: define, provide research rationale, and instructional examples for each component)
Phonics

An understanding of the alphabetic principle—the relationship between phonemes (sounds) and graphemes (letters).
Phonics Research

• “Systematic and explicit phonics instruction is more effective than non-systematic or no phonics instruction” (Put Reading First, p. 13).

• “Systematic and explicit phonics instruction significantly improves children’s reading comprehension” (Put Reading First, p. 14).
Phonics Instruction

• Systematic
  – pre-specified sequence of letter–sound correspondences taught in a logical order (e.g., most common 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)
Phonics Instructional Example

- Why: Provide practice in pattern recognition of morphemes (i.e., prefixes, suffixes, and roots).
- How: circle the prefix, underline the root, box the suffix
  1. returnable
  2. re<red> turn</red> able
  3. returnable
Phonics Instructional Example

• Instructional routine to teach the sound combination for ai
  1. Introduce the sound combination in isolation
  2. Students identify the combination in a word and then read the word
  3. Students read words containing the sound combination (w/o first identifying the sound)
Phonics Instructional Example
(sound combination for ai)

1. Teacher teaches sound for ai explicitly.

2. sailed
   painting
   pail
   strain
   chain

3. bailing
   remain
   sailor
   nails
   wait
Fluency

• The ability to read text
  – quickly,
  – accurately,
  – and with proper expression

(NRP 2000).
Fluency Research & Instruction

• “Repeated and monitored oral reading improves reading fluency and overall reading achievement”
  
  (Put Reading First, p. 24).

• Articulate the importance & provide modeling

• Reading Levels

• Monitor fluency progress

• Oral reading with feedback

• Variety of research based strategies
  – Repeated Readings, Timed, Partner
Fluency Instructional Example
(timed reading)

1. Students read text at their level for 1 minute.
2. Record the number of words read correctly (WRC).
3. Review the errors.
4. Read same text for 1 minute with the goal of increasing WRC and decreasing errors.
5. Repeat #4
   • Variety of settings: pairs, individual, small group, etc.
Fluency Instructional Example
(partner reading)

- Pair Students
- Students take turns orally reading a passage
  - By paragraph
  - By page
  - By time (e.g., 5 minutes)
Fluency Instructional Example
(partner reading)

1. Each student is paired with a peer
2. Student 1 (the higher level reader) reads first while reader 2 (the lower level reader) follows along
3. Students switch roles after reading a section and read the same section again
4. Reader 1 asks reader 2 to retell the important ideas
Vocabulary

- The knowledge of the meanings and pronunciation of words that are used in oral and written language.
Vocabulary: What Do Students Need to Learn?

• Nagy and Anderson (1984) estimated that there are 88,700 word families in text up to 12th grade.
• 107 words account for 50% of the words in running text.
• 5,000 more words account for an additional 45% of the words in running text.
• Infrequent words (5% of total) carry the most unique meaning in a passage. (So, students need to be able to decode these infrequent, but important words)
Vocabulary Research & Instruction

• Can be developed
  – directly (teach important, difficult, and useful words)
  – indirectly

• Teach word learning strategies
  – How to use dictionaries and reference aids
  – How to use word parts to determine meaning of words
  – How to use context clues to determine meaning

• Provide multiple exposures to words

• Read aloud to students

• Encourage independent wide reading

• Graphic organizers to show relationships
Vocabulary Instructional Example

- Synonyms
- Antonyms
- Analogies

target word
Comprehension

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

• “Text comprehension can be improved by instruction that helps readers use specific comprehension strategies.”

• “Effective comprehension strategy instruction is explicit, or direct.”

*Put Reading First*, pp. 49, 53
Comprehension Instruction

• Monitoring comprehension (promoting metacognition)
• Using graphic and semantic organizers
• Main Idea
• Summarizing
• Text Structure
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Text Structures – Narrative and Expository

Students’ comprehension can improve when they know...

- the difference between narrative and expository text
- the organizational patterns typical to each
- how to recognize the different patterns, and
- the kinds of questions each pattern answers.
Expository Text Patterns

- Chronological Sequence

- Comparison & Contrast

- Concept Definition

- Process/cause-effect
GIST – Generating Interactions between Students and Text (Cunningham, 1982)

- Use a short passage of 3-5 paragraphs.
- Students summarize the main idea of each paragraph in 20 or fewer words.
- Students continue until GISTS have been created for entire selection.
- May be used for Learning Log entries.
Reciprocal Teaching  (Palincsar and Brown, 1985)

Model the following techniques for students

• **Questioning** – develop questions about what you don’t know, what you need to know about the subject

• **Clarifying** – make sense of confusing text and potential barriers to comprehension, e.g., vocabulary, concepts

• **Summarizing** – identify and condense important ideas

• **Predicting** – use background knowledge, text, text structure, to formulate a guess about what is going to happen

*Note: This is a before, during, and after reading strategy.*
Instructional Content = Ingredients
Instructional Design = Recipe
Instructional Design

• Features of well-designed programs include:
  – explicit instructional strategies
  – coordinated instructional sequences
  – ample practice opportunities
  – aligned student materials
Explicit Instruction

1. Teacher **Models** and **Explains**
2. Teacher provides **Guided Practice**
   - Students practice what the teacher modeled and the teacher provides prompts and feedback
3. Teacher provides **Supported Application**
   - Students apply the skill as the teacher scaffolds instruction
4. **Independent Practice**
Coordinated Instructional Sequences

- Phonics
- Fluency
- Vocabulary
- Comprehension Strategies
Coordinated Instructional Sequences

• Phonics:
  – Students learn to connect /a/ with the vowel diagraph ai

• Fluency & Comprehension:
  – reading word lists that include words that have /a/ (spelled ai) and other previously learned letter combination sounds and syllable patterns
  – reading decodable passages (using repeated readings)

• Spelling & Writing
  – spelling words that include /a/ spelled ai and other letter and letter combination sounds previously learned
Ample Practice Opportunities

- Ample practice opportunities are provided when students are asked to apply what they have been taught in order to accomplish specific reading tasks.
- Practice should follow in a logical relationship with what has just been taught in the program.
- Once skills are internalized, students are provided with opportunities, for example at student learning centers, to independently apply previously learned information.
Aligned Student Materials

• The content of student materials (texts, activities, homework, manipulatives, etc.) work coherently with classroom instruction to reinforce the acquisition of specific skills in reading. Student aligned materials include a rich selection of coordinated student materials at various readability levels to help build skills through practice.
Examples of Aligned Student Materials

– If students are taught specific letter-sound relationships, they should have the opportunity to practice applying that knowledge to decoding words in text. Instruction should support the kind of reading practice students are assigned.

– If students are taught specific vocabulary words, they should have the opportunity to read materials containing those words, or engage in writing activities that apply those words in sentences or paragraphs.
### Scientifically Based Reading Programs

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**Ingredients**

**Recipe**
Reading Programs PLUS

• Reading programs can make a valuable contribution to raising the reading achievement of at-risk students, however…
Reading Programs PLUS

LEADERSHIP

EFFECTIVE INSTRUCTION

ASSESSMENT

PROFESSIONAL DEVELOPMENT

SCIENTIFICALLY BASED READING PROGRAMS
Happy, independent, fluent readers!
What kind of materials should a good middle school reading program have?
How will a good reading program help develop higher order thinking skills?
Goals for Today

1. Learn important factors to consider when selecting reading programs that help accelerate learning for students who are struggling with reading.

2. Learn about the purpose, content, and process, for reviews of instructional materials conducted at FCRR.

3. Learn how to access FCRR’s web-based Reports and related resources.
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 *Reading First* guidelines and the degree to which they are consistent with current scientifically based reading research (SBRR)
Content of FCRR Reports

- Description
- Alignment with Reading First & current reading research
- Review of Research
- Strengths and Weaknesses
- Contact information of Florida districts that implement the program
- Link to the program’s website
- References
Content of FCRR Reports

• Description (section 1)
  – Type of program: who, what, where, why
  – Materials
  – Instructional Design
  – Lesson Format
  – Assessment
Content of FCRR Reports

• Alignment with Reading First & current reading research (section 2)
  – 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

- Review of Research (Section 3)
  - Empirical Research Summaries
- Strengths and Weaknesses (Section 4)
- Contact information of Florida districts that implement the program (Section 5)
- Link to the program’s website (Section 6)
- References
Content of FCRR Reports

• Is
  – Informational
  – factual

• Should not be construed as an
  – Advertisement
  – Endorsement
  – “Approved” product
Process for FCRR Reports

• Florida School districts request a review.
• A comprehensive review of teacher and student materials is conducted.
• A thorough literature review is conducted and all available research is gathered. This research is analyzed and succinctly summarized.
Process for FCRR Reports

- More information is gathered through
  - observations of the program in classrooms.
  - conference calls with principals and teachers who use the program.
  - meetings with the author/publisher.
  - the program’s website.
Curriculum Review Team Members

• Collaborative effort by a review team with one team member taking the lead for each program.
• Former classroom teachers with Doctoral or Master’s Degree in Elementary or Special Education.
• Experience teaching struggling readers, teaching reading methods courses at the university level, and developing reading curriculum.
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How to access FCRR Reports

1. Go to www.fcrr.org

2. Click on FCRR Reports
Florida Center for Reading Research

The Science of Reading Reporting Network
FCRR Reports
Assessment
About FCRR
For Parents
Resources

A Florida State University Center
The Florida Center for Reading Research (FCRR) has been asked to establish 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 (e.g., Initial Instruction and Technology Resources).

A Reader's Guide to FCRR Reports

This important one-page document describes the purpose and process of FCRR Reports.

Frequently Asked Questions About FCRR Reports

This section contains a list of frequently asked questions and answers concerning FCRR Reports.

Information About Methods for Reviewing Materials and Programs

This section contains important information for school districts to consider when making decisions about instructional materials and programs.
**Initial Instruction**
A Comprehensive Core Reading Program is intended to be the instructional tool used to guide high quality initial instruction in K-3 classrooms.

**Programs to provide interventions for children lagging behind**
These materials are intended for flexible use as part of differentiated instruction or as guides for additional interventions that meet student learning needs in specific areas of deficiency (phonemic awareness, phonics, fluency, comprehension, and vocabulary).

**Technology**
Programs that use technology to support instruction.

**Programs implemented by Tutors/Mentors**
These materials may be appropriate for Volunteers (Tutors or Mentors) to implement. It is important to note that training and supervision is a critical component for successful student outcomes.

**Pre-Kindergarten**
These materials are intended to support literacy instruction for children in Pre-K.

**Interventions/Remedial Programs for students in grades 4-12**
These materials can be used to guide interventions for students in grade 4-12 who are lagging behind in reading.

**Professional Development**
These materials and procedures focus mainly on professional development to improve the knowledge and skills of teachers and other school personnel in the area of reading instruction. Ongoing professional development is essential to the long term success of any reading program.
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Thank You

www.fcrr.org

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