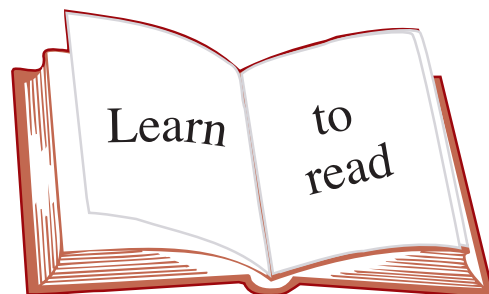


Institute on Beginning Reading



Chapter IV

Instruction of Big Ideas in Beginning Reading

Part 4: Putting it All Together

Institute for the Development of
Educational Achievement
College of Education
University of Oregon

Making Program Decisions

- Base educational decisions on evidence, not ideology (Learning First Alliance, 1998)
- Promote adoption of programs based on what works.
- If there is little evidence about a particular program, rely on the evidence regarding the approach to instruction.

Relying on Evidence

- The American Federation of Teachers in their publication, Building on the Best, Learning from What Works, identified a small number of “promising reading programs.”
- AFT identified programs that when properly implemented show promise for raising student achievement significantly.

AFT's List of Core Comprehensive Programs for K-2

- Open Court Collection for Young Scholars
- Success for All
- Reading Mastery

American Institute's for Research

An Educator's Guide to Schoolwide Reform

See attached supplemental pages.

AFT's List of Programs That Use Existing Materials

- Junior Great Books
- Comprehensive Integrated Reading and Comprehension (CIRC)
- Exemplary Center for Reading Instruction (ECRI)
- Multicultural Reading and Thinking

A School's Continuum of Programs and Materials

- Core: Programs and materials designed to enable 80% or more of students to reach benchmark.
- Acceleration: Programs and materials designed to increase students' learning essential learning skills (sometimes referred to as remedial programs).
- Reinforcement/Supplemental: Programs and materials designed to address specific skill areas such as phonemic awareness or reading fluency.

Putting It All Together - Critical Questions

- What core reading programs with validated efficacy are available?
- What validated “acceleration” programs are available?
- What research-based supplemental programs are available?
- What combinations of these programs make sense?

Models of Reading Program Implementation Kindergarten

A Core Programs	B Specialized Programs	C Time/Grouping Conditions
Systematic, synthetic phonics-based programs	Ladders to Literacy	30-45 minutes small group teacher directed instruction
Reading Mastery	Phonological Awareness Training (Torgesen & Bryant)	Supplement of 15-30 minutes prioritized reading instruction
Success for All	Project Optimize (K)	Small groups (3-5)
Open Court	Road to the Code	Highly trained and skilled teachers
Other Basal Reading Programs	Phonemic Awareness in Young Children	Preteach or reteach difficult skills

Models of Reading Program Implementation Grade 1

A Core Programs	B Specialized Programs	C Time/Grouping Conditions
Open Court	Read Well	30-45 minutes small group teacher directed instruction
Reading Mastery	Reading Mastery	Supplement of 20-30 minutes prioritized reading instruction
Success for All	Other code based	Small groups (4-5)
Other Basal Reading Programs	Preteach/reteach specific priority skills	Highly trained and skilled teachers
	Peer-Assisted Learning Strategies	
	Read Naturally	

Models of Reading Program Implementation

Grade 2/3

A Core Programs	B Specialized Programs	C Time/Grouping Conditions
Open Court	Read Naturally	30-45 minutes small group teacher directed instruction
Reading Mastery	Reading Mastery	Supplement of 30 minutes prioritized reading instruction
Success for All	Repeated Reading Fluency Building	Small groups (4-5) or individualized tutoring
Other Basal Reading Programs	Peer-Assisted Learning Strategies	Highly trained teachers with high quality implementation