

Institute on Beginning Reading

Chapter IV

Instruction of Big Ideas in Beginning Reading Part 4: Putting it All Together



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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 Institutes for Research

An Educator's Guide to Schoolwide Reform

See supplemental pages - Appendix B.

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

Models of Reading Program Implementation Grade 1

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

Models of Reading Program Implementation Grade 2/3

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