Reading Programs
Reading Programs Committee

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Reading Programs

- Historical Background
- Defining Characteristics of Scientifically Based Reading Programs
- Procedures for Selecting K-3 Reading Programs
Historical Background

- Types of Reading Programs
- 1980’s
- 1990’s
Types of Reading Programs

Historically, different types of reading programs have been used in American schools. These include:

- comprehensive basal reading programs
- literature-based reading programs
- supplemental reading programs
- intervention reading programs
Historical Background: 1980’s

In the 1980’s, comprehensive basal reading programs were available in almost every elementary classroom.

Chall and Squire noted that these programs were used in more than 95% of school districts.

Comprehensive Basal Reading Programs

Program Features:

- commercially-developed
- teacher-directed lessons
- small group instruction
- skills instruction
Comprehensive Basal Reading Programs

Program Components:

- teacher manuals
- student readers
- student workbooks
- assessment packages
Comprehensive Basal Reading Programs

Many of the comprehensive basal reading programs of the 1980’s did not include features that current research tells us are important.

For example, the programs encouraged students to memorize words rather than teaching them explicit phonics strategies.
A Competing Theory:

“Individuals become literate not from the formal instruction they receive, but from what they read and write about and who they read and write with.”

Historical Background: 1990’s

1980

Basal Reading Programs

READING FAILURE FOR MANY STUDENTS

1990

Literature-based Instruction
Literature-based Instruction

Literature-based instruction is characterized by the use of authentic, engaging literature with limited systematic instruction, especially related to word reading.
Literature-based Instruction

Program Features:

- teacher- or commercially-developed
- student-initiated activities
- whole class instruction
- mini-phonics lessons
- emphasis on context and picture clues
- emphasis on silent reading
- leveled books
Literature-based Instruction

Program Features (continued):

- guided reading
- guided writing
- shared reading
- shared writing
- interactive reading
- interactive writing
- uninterrupted reading
- uninterrupted writing
Literature-based Instruction

Program Components:

- big books; trade books
- journals
- portfolio assessment
- independent reading centers
National Assessment of Educational Progress (NAEP)

NAEP 1999

Since 1980, there has been little change in reading test scores.

NAEP 2000

“...68 percent of fourth grade students in the United States are reading below the proficient level.”
Scientifically Based Perspective: 2002

- Basal Reading Programs
- Literature-based Instruction
- Scientifically Based Reading Programs
SEC. 1201. PURPOSES.

(1) To provide assistance to State educational agencies and local educational agencies in establishing reading programs for students in kindergarten through grade 3 that are based on scientifically based reading research…

(4) …in selecting or developing effective instructional materials (including classroom-based materials to assist teachers in implementing the essential components of reading instruction)…
Defining Characteristics of Scientifically Based Reading Programs

- Instructional Content
- Instructional Design
Instructional Content

Core elements of scientifically based programs include:

- phonemic awareness instruction
- systematic, explicit phonics instruction
- fluency instruction
- vocabulary instruction
- text comprehension instruction
Phonemic Awareness Instruction

“Phonemic awareness is the ability to hear, identify, and manipulate individual sounds in spoken words.”

“Phonemic awareness instruction helps children learn to read.”

*Put Reading First, pp. 10, 6*
examples of phonemic awareness activities go here
“Systematic and explicit phonics instruction is more effective than non-systematic or no phonics instruction.”

“Systematic and explicit phonics instruction significantly improves children’s reading comprehension.”

*Put Reading First, pp. 13, 14*
example of explicit phonics instruction goes here
“Reading fluency is the ability to read a text accurately and quickly.”

“Repeated and monitored oral reading improves reading fluency and overall reading achievement.”

*Put Reading First*, pp. 21, 24
example of fluency exercise goes here
“Although a great deal of vocabulary is learned indirectly, some vocabulary should be taught directly.”

*Put Reading First, p. 36*
example of vocabulary instruction goes here
“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
example of text comprehension instruction goes here
Instructional Design

Features of well-designed programs include:

- explicit instructional strategies
- coordinated instructional sequences
- ample practice opportunities
- aligned student materials
example of explicit instruction strategy goes here
Instructional Design

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Instructional Design

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- explicit instructional strategies
- coordinated instructional sequences
- ample practice opportunities
- aligned student materials
Research suggests that:

“… a high proportion of the words in the earliest selections children read should conform to the phonics they have already been taught. Otherwise they will not have enough opportunity to practice, extend, and refine their knowledge of letter-sound relationships.”

example of aligned student materials goes here
example of
decodable text
goes here
Procedures for Selecting Reading Programs

- Reading Program Classification
- Reading Program Evaluation
- Reading Program Examples
If the present reading program in a district is not successful with a large number of students, that district needs to consider either:

- selecting a new comprehensive reading program
- modifying its existing program
Reading Program Evaluation

Reading program evaluation may include:

- classifying K-3 reading programs
- evaluating K-3 comprehensive reading programs
- evaluating supplemental/intervention programs
Reading Program Evaluation

Reading program evaluation should help educators assess:

- **program appropriateness:**
  
  *the extent to which different programs are used for their intended purposes*

- **program quality:**
  
  *the extent to which reading programs are grounded in scientific research*
A classification process for K-3 reading programs should classify programs as:

- comprehensive reading programs
- supplemental reading programs
- intervention reading programs
Comprehensive Reading Programs

Purpose: to provide complete instruction in the core components of reading
Supplemental Reading Programs

Purpose: to provide additional instruction in one or more areas of reading

Examples:

- phonemic awareness programs
- fluency building programs
- comprehension strategy programs
Intervention Reading Programs

Purpose: to provide additional instruction to students performing below grade level

Examples:

- *stand-alone* intervention programs
- *in-program* intervention programs
Classification Process

Screen for Evaluation
Are both present?
1. Specific teacher instructions
2. Explicit student practice examples

Identify Core Program Components
Are all five present?
1. Phonemic awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension

Classify as Comprehensive Program

Not Evaluated

Classify Other Programs
What is the purpose of the program?
1. Comprehensive (incomplete)
2. Supplemental
3. Intervention

Supplemental

Comprehensive (incomplete)

Intervention Reading Program Evaluation

Supplemental Reading Program Evaluation

Comprehensive Reading Program Evaluation

Not Evaluated

Comprehensive Reading Program Evaluation
Classification Process

A

Screen for Evaluation
Are both present?
1. Specific teacher instructions
2. Explicit student practice examples

No
Not Evaluated

Yes
Classification Process

Identify Core Program Components
Are all five present?

1. Phonemic awareness
2. Phonics
3. Fluency
4. Vocabulary
5. Comprehension

Yes

Classify as Comprehensive Program

Comprehensive Reading Program Evaluation

No
Classification Process

Classify Other Programs
What is the purpose of the program?
1. Comprehensive (incomplete)
2. Supplemental
3. Intervention

Comprehensive (incomplete)
Comprehensive Reading Program Evaluation

Supplemental
Supplemental Reading Program Evaluation

Intervention
Intervention Reading Program Evaluation
Evaluating K-3 Comprehensive Reading Programs

An evaluation of K-3 comprehensive reading programs must assess the degree to which the core content and instructional design are scientifically based.
Evaluating K-3 Comprehensive Reading Programs

The following examples illustrate how an evaluation process might assess the extent to which reading programs contain:

- systematic, explicit phonics instruction
- aligned student materials
- fluency instruction
Systematic, Explicit Phonics Instruction

Systematic, Explicit

sounding out

example

goes here

Not Systematic or Explicit

context and picture clues

example

goes here
Conclusion: Reading Programs PLUS
Reading Programs PLUS

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

Reading programs work best when implementation of the reading program is linked to:

- effective instruction
- assessment
- professional development
- instructional leadership
Effective Instruction:

The reading program should provide explicit directions to teachers about how best to teach reading according to scientifically based research.

Assessment:

Districts should help teachers implement ongoing and frequent monitoring of student progress in the reading program to ensure student success.
Professional Development:

Districts should provide substantive and frequent support for the implementation of the reading program using information from the assessment to inform staff development.
Reading Programs PLUS

Reading programs contain *numerous* activities:

<table>
<thead>
<tr>
<th>Weekly Count for First Grade Reading Programs</th>
<th>Program A</th>
<th>Program B</th>
<th>Program C</th>
<th>Program D</th>
<th>Program E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Activities</td>
<td>179</td>
<td>227</td>
<td>165</td>
<td>190</td>
<td>165</td>
</tr>
</tbody>
</table>

Professional development should help teachers choose those activities essential for effective reading instruction.
Instructional Leadership:

District leadership should provide coordination between the implementation of the reading program and support for teachers.
Reading Programs PLUS

LEADERSHIP

EFFECTIVE INSTRUCTION

ASSESSMENT

PROFESSIONAL DEVELOPMENT

SCIENTIFICALLY BASED READING PROGRAMS