The Secondary Literacy Instruction and Intervention Guide

Helping School Districts Transform into Systems that Produce Life-Changing Results for All Children

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A heartfelt thanks to all the many staff members at the Stupski Foundation, Strategic Learning Center, University of Kansas Center for Research on Learning and GATES who made this guide possible.
The facts about secondary literacy are startling:

• Approximately two-thirds of eighth- and twelfth-grade students read at less than the “proficient” level as described by NAEP (National Institute for Literacy, 2006).

• Approximately 32 percent of high school graduates are not ready for college-level English composition courses (ACT, 2005).

• Over half of adults scoring at the lowest literacy levels are drop-outs and almost a quarter are high school graduates (NCES, 2005).

• Approximately 40 percent of high school graduates lack the literacy skills employers seek (Achieve, Inc., 2005).

• U.S. drop-outs’ literacy skills are lower than most industrialized nations, performing comparably only to Chile, Poland, Portugal and Slovenia (OECD, 2000).

• A full 70 percent of U.S. middle and high school students require differentiated instruction—that is, instruction targeted to their individual strengths and weaknesses (Alliance for Excellent Education for the Carnegie Corporation of New York).

The Secondary Literacy Instruction Intervention Guide speaks to the critical need for a clear, coherent and replicable district-level model incorporating evidence-based and research-validated literacy resources to meet the differentiated needs of struggling adolescents. These tools and guide are designed around the context of the University of Kansas’ Content Literacy Continuum (CLC) model.
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Purpose of the Secondary Literacy Instruction and Intervention Guide

Background and Purpose of the Secondary Literacy Instruction and Intervention Guide

Based on our clinical literacy work in major urban districts and in reviewing related research, the Stupski Foundation has identified the equity-based, Content Literacy Continuum (CLC) model, developed by the University of Kansas Center for Research on Learning (CRL) as an effective secondary literacy framework and model. This model offers a comprehensive literacy system to address districts’ need for research-based, robust content literacy application. The nationally recognized solution set is very limited, and the CLC is one of very few nationally-recognized comprehensive secondary literacy models in the country. With over 25 years of research and proven classroom and school-wide results, the work of the CRL is to determine and validate academic system-wide interventions and supports for adolescent readers, writers and learners. The focus is on ways to close the large “achievement gap” and reduce the escalating drop-out rate for struggling adolescent learners while providing powerful delivery and learning strategies for teachers and students in core academic subjects.

The model’s framework is centered on CLC’s five distinct levels that comprise a continuum of literacy instruction and differentiated services. These five levels closely correlate with the Three Tiered Intervention Model commonly used throughout the nation as well as with the nationally recognized Response to Intervention (RTI) tiers.

<table>
<thead>
<tr>
<th>Content Literacy Continuum (CLC)</th>
<th>Three Tier Model</th>
<th>RTI-Response to Intervention</th>
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</thead>
<tbody>
<tr>
<td><strong>Level I: Enhanced content instruction</strong> - instructional approaches that build proficiency in critical content for all students, regardless of literacy levels, that equip them with competitive, high-end skills that ensure successful post-graduate options</td>
<td>Tier 1</td>
<td>Tier 1</td>
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<tr>
<td><strong>Level II: Embedded strategy instruction</strong> – instructional strategies within and across classes for all students using large group instructional methods that allow optimal access to rigorous college-ready curriculum</td>
<td>Tier 1</td>
<td>Tier 1</td>
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<tr>
<td><strong>Level III: Intensive strategy instruction</strong> - instructional approaches that build mastery of specific strategies for students needing short-term, strategic instruction on strategies embedded throughout classroom instruction</td>
<td>Tier 2</td>
<td>Tier 2</td>
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<tr>
<td><strong>Level IV: Intensive basic skill instruction</strong> - instructional approaches that build mastery of entry level literacy skills for students needing intensive, accelerated literacy intervention</td>
<td>Tier 3</td>
<td>Tier 3</td>
</tr>
<tr>
<td><strong>Level V: Therapeutic intervention</strong> - instructional approaches that build mastery of language underpinnings related to the curriculum content and learning strategies occurring throughout classroom instruction for language-disabled students</td>
<td>Tier 3</td>
<td>Tier 3</td>
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</table>
Within the context of the Content Literacy Continuum, we sought to identify and categorize evidence-based strategies (Level I - III) and research-validated programs (Level III - V).

All intervention programs included in the Level III - V guide had to meet the following criteria:

- Address two or more of the five main components of reading as identified by the National Reading Panel
- Target students in middle and high school grades (Grades 5-12)
- Have independent, third-party research
- Have research that is scientifically-based (randomized control groups) or meets the criteria for quasi-experimental research

The CLC incorporates these core characteristics by building off powerful instructional delivery within the core academic subjects, while at the same time providing for a continuum of research-validated, increased intensive intervention options through the use of on-going assessment and monitoring.
Levels of instructional intensity (core, strategic, intensive) reflect increased intensity of instructional intervention:

**Core Instruction**

often referred to as Tier I or standards-based instruction - Level I and II of CLC

Instruction that deals with what we provide for all students. Part of the core instruction is usually provided to the class as a whole and part is provided during the small group, differentiated instruction period. Although instruction is differentiated by student need during the small group period, materials and lesson procedures from the core program can frequently be used to provide reteaching, or additional teaching, to students according to their needs.

**Strategic Instruction**

often referred to as Tier II or strategic support - Level III of CLC

Instruction that goes beyond the comprehensive core program to provide explicit instruction and/or guided practice in targeted, key areas to meet the needs of struggling readers. This level of instruction is done in a small group either within the classroom through the use of additional instructional time or through a specific reading class or supplemental/extended-day program.

**Intensive Intervention**

often referred to as Tier III or tertiary instruction - Level IV and V of CLC

Instruction provided to students who are significantly behind their classmates in the development of critical reading skills. This type of instruction is usually needed by only a relatively small percentage of students in a class. In some cases, secondary students may be so far below grade-level of reading skills that very little content from the grade level core program is suitable for them. In these cases, students may need to receive instruction guided by a comprehensive intervention program that is specifically designed to meet their specific needs while at the same time accelerating their growth toward grade-level reading ability.

Source: National Research Center on Learning Disabilities:

Specifically, the CLC model provides a comprehensive design that reflects the RTI principles and the three tiered model. CLC includes rigorous standards-based instruction, instructional delivery, assessment/data, differentiated instructional supports and interventions with ongoing, embedded professional development and guidance. This comprehensive approach is needed to assure that all students acquire high-end, college-ready skills that are internationally competitive within an aligned instructional system.
II.

A System’s Approach for the Use of the Secondary Literacy Instruction and Intervention Guide within a Comprehensive Aligned Instructional System (CAIS)

While any adequate continuum addressing instruction and curriculum will include both strategic supports and intensive intervention, the grade-level, core instructional program has a critical and fundamental responsibility to scaffold students to ensure maximum access to increasingly complex and challenging text and information.

We know, for instance, that the common characteristics of struggling readers in middle and high school grades include:

- they are almost always less fluent readers - many have some multi-syllabic needs and their sight word vocabularies are thousands of words smaller than the grade-level reader
- they are usually less familiar with the meanings of words
- struggling readers usually have less conceptual and content knowledge
- less skilled readers have fewer and less-developed strategies to enhance comprehension or repair it when it breaks down
- they typically do not enjoy reading or choose to read for pleasure

Building off of the five fundamental areas found in elementary reading development (phoneme awareness, decoding, fluency, vocabulary and comprehension), the major areas of reading emphasis in middle and high school include:

- expanded ‘sight vocabulary’ to unfamiliar words in increasingly challenging text
- expanded vocabulary development to thousands of unfamiliar terms in increasingly challenging text
- increasingly detailed knowledge of text structures and genres
- acquisition of expanded content knowledge in many domains
- increased thinking and reasoning skill development
- increased need to build positive and relevant connections regarding reading as a vital skill for current and future opportunities in learning and adult life (including that of leisure)

Additionally, the system must provide instructional supports and a variety of interventions differentiated enough to ‘close the gap’ for strategic and intensive struggling readers. Intensity is manipulated by instructional grouping of identified needs, size of group, explicitness of instruction and material, length of instruction and frequency of assessment, and instructional adjustments based on such data. Such engineering must include:

- explicit and systematic instruction to build vocabulary
- instruction to enhance active use of efficient comprehension strategies
- instruction and orchestrated practice to build reading fluency
- intensive instruction in basic word reading strategies, including phonics
A significant amount of current educational research is centered around codifying best practices in urban school districts. Best practices are explained as a coherent system of practices that can be easily observed, described and replicated, and are tied to the characteristics of effective, high-performing school districts.

The Stupski Foundation elaborates on this notion by attempting to explicitly outline the relationship that must exist from district to site to classroom. In order to establish an aligned instructional system, the Foundation believes that there must be a strong degree of alignment between state/district academic standards, district curriculum, agreed-upon instructional strategies and system-wide, differentiated intervention opportunities.

Teachers must possess strong content knowledge as well as pedagogical knowledge that appropriately addresses rigor and cultural relevance. They must also understand the appropriate instructional sequences and forms of differentiated instruction necessary for teaching varied populations.

Districts must provide teachers with access to rich, scientifically-based materials and resources, the results of ongoing standards-based assessments, ongoing intervention support and ongoing standards-based and evidence-based professional development. Districts also need to strategically align resources and human capital in order to support this system.

By developing a CAIS, a ‘comprehensive accountability system’ is put into place that allows for close monitoring and support on an ongoing basis, and strengthens the link between the fidelity of implementation and the impact on student achievement.
While the Secondary Literacy Instruction and Intervention Guide does not explore a comprehensive, aligned instructional system (CAIS) in depth, these resources are designed with CAIS principles in mind. This is particularly evident in section III of the Program Guide where system-wide implementation issues are fully illuminated and mapped out over a three-year, sample action plan.

CAIS Drilldown
Literacy Roles & Responsibilities

Many districts function within departments that are isolated from one another. As a result, many educational reform initiatives are piecemeal, approaching the business of improvement from a narrow perspective.

Comprehensive, aligned support from the district and school site provide teachers the needed resources and infrastructures to allow them to focus on delivering high quality instruction that meets the needs of all students.

While the Secondary Literacy Instruction and Intervention Guide does not explore a comprehensive, aligned instructional system (CAIS) in depth, these resources are designed with CAIS principles in mind. This is particularly evident in section III of the Program Guide where system-wide implementation issues are fully illuminated and mapped out over a three-year, sample action plan.
Program Design
- Ensures a rigorous, evidence-based, comprehensive program design and district-wide system of delivery and supports for addressing the differentiated literacy needs of all students within the district.
- Provides needed materials and support within an equity-based design that ensures high probability of accelerated growth within a well-defined fidelity model.

Embedded Professional Development and Support
- Provides funding for differentiated, initial and on-going professional development for teachers, support staff, coaches and administrators that supports the district’s literacy program and system of delivery and supports.
- Ensures equity-based funding and infrastructure needed to provide adequate, on-going, collaborative professional learning opportunities for teachers, support staff, coaches and administrators.
- Allocates equity-based funding and support of well-trained/experienced site and district literacy coaches and specialists.

Monitoring and Accountability
- Participates in collaborative, on-going program monitoring reviews which should include but not be limited to classroom observations, site visitations, data and assessment review, and data-decision making action plans based on these reviews.
- Ensures process in place for on-going follow-up in a comprehensive, inclusive process for collecting, analyzing and acting on feedback, data and assessment information, resulting in periodic adjustments and modifications for the purpose of continued improvement.

Program Evaluation
- Ensures a comprehensive and valid process for evaluating the effectiveness of the district’s literacy system. Considers the use of a yearly third-party program evaluation process.

Communication
- Supports inclusive, on-going efforts in a variety of formats for communicating the district’s literacy program and its impact to parents and the broader community.
- Assures communication efforts that are customer-friendly and done in a language that parents can access and understand.

Community Engagement
- Provides and participates in numerous and varied opportunities for parents and the broader community to interact with the educational services offered within the district and at local school sites.
Program Design
- Ensures a comprehensive, inclusive process for selecting evidence-based, standards-aligned, instructional materials and research-validated interventions that address the differentiated needs of all students.
- Provides equity-based support mechanisms and procedures for getting needed materials and assistance to school sites with the intensity and frequency needed to ensure accelerated growth and improvement.

Embedded Professional Development and Support
- Commits to initial and on-going differentiated professional development opportunities for teachers, support staff, coaches and administrators.
- Provides and participates in on-going, collaborative professional learning opportunities for teachers, support staff, coaches and administrators.
- Utilizes well-trained and experienced literacy coaches in providing instructional staff with on-going, embedded professional development training and support.

Monitoring and Accountability
- Identifies and participates in an on-going process of timely review for the purpose of program monitoring, support and informed instruction which should include but not be limited to classroom observations, site visitations, data and assessment review, and data-decision making action plans based on these reviews.
- Provides the mechanisms and support to ensure immediate follow-up with the district’s progress monitoring activities, resulting in findings and targeted action plans. Data for action planning must be disaggregated district subgroups, as well as school by school.

Program Evaluation
- Assures a comprehensive and valid process for evaluating the effectiveness of the district’s literacy system. Consider the use of a yearly third-party program evaluation process.
- Ensures and participates in a comprehensive, inclusive process of data and assessment collection and analysis, resulting in on-going adjustments and modifications for the purpose of continuous improvement.
- Establishes incentives for identified ‘best practices’ and finds ways to CELEBRATE.

Communication
- Supports and utilizes a timeline for on-going media efforts that communicate the district’s literacy program and its impact to parents and the broader community. Assures communication efforts that are customer-friendly and done in a language that parents can access and understand.

Community Engagement
- Promotes and participates in numerous and varied opportunities for the Board, parents and the broader community to interact with the educational services offered within the district and at local school sites.
THE ROLE OF THE CAO / ASSOCIATE SUPERINTENDENT IN A COMPREHENSIVE ALIGNED INSTRUCTIONAL SYSTEM (CAIS)

Program Design
- Designs a comprehensive, inclusive process for selecting research-validated, standards-based instructional materials and interventions that address the differentiated needs of all students.
- Develops a district-wide calendar of instructional time, pacing and aligned curriculum-embedded assessments.
- Creates a well-designed, coherent and aligned tiered/leveled continuum of literacy support that addresses the needs of all students.

Embedded Professional Development and Support
- Develops and participates in on-going differentiated professional development for teachers, support staff, coaches and administrators that addresses both role function and individual needs.
- Establishes infrastructure and mechanisms for on-going, collaborative professional learning opportunities for teachers, support staff, coaches and administrators.
- Supports well-trained and experienced literacy coaches in providing instructional staff with on-going, embedded professional development training and support.

Monitoring and Accountability
- Develops and participates in a process of cyclical review for the purpose of program monitoring and support which should include - but not be limited to - classroom observations, site visitations, data and assessment reviews and data-decision making action plans based on these reviews.
- Establishes a timeline for on-going board, community and staff reporting of the district’s progress monitoring activities, findings and follow-up action plans both in terms of disaggregated district trends, as well as school by school.
- Oversees the establishment of, and on-going involvement with, comprehensive, inclusive processes for data and assessment collections, and immediate disaggregated feedback, resulting in analytical review and periodic adjustments and modifications for the purpose of continuous improvement.
- Aligns all department and cabinet meetings with the cyclical review process and timeline for on-going communication and continuous improvement efforts.

Program Evaluation
- Develops and participates in a comprehensive and valid process for evaluating the effectiveness of the district’s literacy system. Consider the use of a yearly third-party program evaluation process.

Communication
- Identifies a timeline for on-going efforts in various media to communicate the district’s literacy program and its impact to parents and the broader community.
- Builds in procedures to ensure communication efforts are customer-friendly and are done in a language that parents can access and understand.

Community Engagement
- Develops and participates in numerous and varied opportunities for the Board, parents and the broader community to interact and participate in the educational services offered within the district and at local school sites.
THE ROLE OF THE DIRECTOR OF LITERACY OR SECONDARY EDUCATION IN A COMPREHENSIVE ALIGNED INSTRUCTIONAL SYSTEM (CAIS)

Program Design
- Selects evidence-based, standards-aligned, instructional materials and research-validated interventions that address the differentiated needs of all students.
- Guides the inclusive, comprehensive process of selecting research-validated, standards-based instructional materials that address the differentiated needs of all students.

Embedded Professional Development and Support
- Provides leadership and participation in the implementation of on-going differentiated professional development for teachers, support staff, coaches and administrators that addresses both role function and individual needs.
- Oversees and participates in the on-going, collaborative professional learning opportunities for teachers, support staff, coaches and administrators in the area of literacy.
- Coordinates the training and consistent use of skillful literacy coaches through on-going, embedded professional development and support.

Monitoring and Accountability
- Oversees and participates in a process of cyclical review for the purpose of program monitoring and support which should include but not be limited to classroom observations, site visitations, data and assessment reviews and data-decision making action plans based on these reviews.
- Develops and shares with the board, community and staff literacy reports and updates regarding the district’s progress monitoring activities, findings and follow-up action plans both in terms of disaggregated district trends, as well as school by school information, utilizing the district’s established timeline.
- Aligns all department and committee meetings with the cyclical review process and timeline for on-going communication and continuous improvement efforts.
- Oversees and participates in a comprehensive, inclusive process of data and assessment collection and analysis, resulting in on-going adjustments and modifications for the purpose of continuous improvement.

Program Evaluation
- Oversees a comprehensive and valid process for evaluating the effectiveness of the district’s literacy system, using third-party program evaluation when feasible.

Communication
- Utilizes the district’s timeline for providing information and reports to parents and the broader community regarding the district’s literacy program and its impact.
- Assures communication efforts that are customer-friendly and done in a language that parents can access and understand. Establishes and monitors efforts to encourage and receive feedback and input from parents and community members.

Community Engagement
- Guides and participates in numerous and varied opportunities for the Board, parents and the broader community to interact and participate in the literacy efforts within the district.
THE ROLE OF SITE-BASED AND DISTRICT LITERACY COACHES IN A COMPREHENSIVE ALIGNED INSTRUCTIONAL SYSTEM (CAIS)

Program Design
- Supports and participates (when appropriate) in the selection process of the district’s research-validated, standards-based instructional materials.

Embedded Professional Development and Support
- Supports and participates in on-going professional development for teachers, support staff, coaches and administrators.
- Provides assistance and follow-up to district and site-based professional development efforts.

Monitoring and Accountability
- Provides site-based leadership in the district-defined role for site literacy coaches that includes but is not limited to trainings, professional learning community efforts, classroom demonstrations, classroom observation and feedback, side-by-side instructional coaching, and guidance in the use of data-driven instructional planning and delivery decisions.
- Actively participates in all district professional development and support efforts provided for literacy coaches.

Program Evaluation
- Supports and provides requested input and participation to the district’s process for evaluating the effectiveness of the district’s literacy system.

Communication
- Participates in site-based efforts to keep staff, students, parents and community informed regarding district and site-specific literacy efforts and their impact on student achievement.
- Provides for periodic feedback and input from instructional staff regarding coaching services.

Community Engagement
- Supports and participates in various opportunities for the Board, parents and the broader community to interact and participate in site-based literacy efforts.
Program Design
• Supports and provides representatives to the selection process of the district’s research-validated, standards-based instructional materials.

Embedded Professional Development and Support
• Ensures active involvement with on-going professional development for teachers, support staff, coaches and administrators.
• Provides participatory leadership in the on-going, collaborative professional learning opportunities for teachers, support staff, coaches and administrators in the area of literacy.
• Supports and assures the consistent district-wide role of literacy coaches at the school site.

Monitoring and Accountability
• Supervises and participates in a cyclical review process for the purpose of program monitoring that includes - but is not limited to - classroom observations, site visitations, data and assessment reviews and data-decision making action plans based on these reviews.
• Submits site-based information to be used in updating the board, community and staff regarding the district’s progress monitoring activities, findings and follow-up action plans that includes disaggregated information, utilizing the district’s established timeline.
• Aligns all department and committee meetings with the cyclical review process and timeline for on-going communication and continuous improvement efforts.
• Provides active leadership to the comprehensive data and assessment collection and analysis, resulting in documented, on-going adjustments and modifications for the purpose of continuous improvement.
• Develops incentives for identified ‘best practices’ and finds ways to celebrate.

Program Evaluation
• Supports and provides requested input and participation to the district’s process for evaluating the effectiveness of the district’s literacy system.

Communication
• Utilizes the district’s timeline for providing information and reports to parents and the broader community regarding site-based literacy efforts and their impact.
• Ensures that site-based communications are customer-friendly and done in a language that parents can access and understand.
• Establishes and monitors efforts that provide for periodic feedback and input from parents and community members.

Community Engagement
• Oversees and participates in various opportunities for the Board, parents and the broader community to interact and participate in site-based literacy efforts.
THE ROLE OF TEACHERS
IN A COMPREHENSIVE ALIGNED INSTRUCTIONAL SYSTEM (CAIS)

Program Design
- Support the selection process and use of the district’s research-validated, standards-based instructional materials.

Embedded Professional Development and Support
- Actively participate in on-going professional development opportunities at both the district and site level.
- Embed new knowledge and skills into everyday classroom practice.
- Fully utilize the services offered by site-based coaches to inform and improve one’s own instructional planning and delivery.
- Actively participate and provide peer leadership in professional learning opportunities and on-going department / data team collaborative efforts.

Monitoring and Accountability
- Support the program monitoring cyclical review process, which will include but not be limited to on-going classroom observations, program fidelity review and walkthroughs.
- Actively participate in site and district continuous improvement efforts, using lessons learned from the data and assessment analysis to embed on-going instructional adjustments and modifications.

Program Evaluation
- Provide requested input and participation in the district’s process for evaluating the effectiveness of the district’s literacy system that will include - but not be limited to - data and assessment collections.

Communication
- Participate in site-based efforts to keep staff, students, parents and community informed and updated regarding site-specific literacy efforts.
- Submit periodic feedback and input as requested by district and/or site leadership.

Community Engagement
- Support and participate in various opportunities for the Board, parents and the broader community to interact and participate in site-based literacy efforts.
Instructional programing is most effective when it meets the guidelines of research-validated and when the program matches the given context for which it will be used. **In deciding which materials and resources to access, districts/schools must consider the following:**

<table>
<thead>
<tr>
<th>Feasibility/Match of Implementation</th>
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<tr>
<td>cost, amount of training required, access to training and support, philosophical and instructional coherence at site and/or district</td>
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<tr>
<th>Program/Student Match</th>
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<tr>
<td>matching student needs to the appropriate level of instructional intensity</td>
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<tr>
<th>Initial &amp; Ongoing Needs Assessment</th>
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<td>use of screening, placement and diagnostic assessment tools to determine initial student needs and the critical role of progress monitoring to drive individual and group instructional adjustments</td>
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<th>Adult User Engagement</th>
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<tr>
<td>• the use of special education teachers, language arts and content teachers</td>
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<td>• the role of interested/willing instructional staff</td>
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<tr>
<td>• levels of needed teacher training and support to ensure fidelity of implementation</td>
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<tr>
<td>• the demands on the teacher in terms of needed knowledge base to ensure effective instructional planning, delivery and ongoing monitoring</td>
</tr>
<tr>
<td>• adjusting the role of on-going professional development and embedded classroom support and school/district professional learning opportunities</td>
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<th>Instructional Scheduling</th>
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<tr>
<td>the use of double instructional blocks, extended day opportunities, the practice of interventions in lieu of electives and the alignment of services with supplemental and categorical services (Title One, special education, etc.)</td>
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Maximizing academic performance for all students within a continuum of differentiated support is greatly enhanced by ensuring fidelity of implementation with appropriate levels of support, monitoring and accountability. While simple in concept, pacing and syncopation help to capitalize on the synergy needed to build coherence and momentum, resulting in strategically-focused instruction and accelerated performance gains.
What follows next is a SAMPLE three-year, district-wide ‘roadmap’ for implementing the secondary Content Literacy Continuum (CLC). While it appears linear in design, it is not. Rather than individual, siloed efforts, this roadmap outlines the actions happening within the role, the required level of expertise, internal and external advisement and guidance to the district all acting simultaneously.

Special thanks is extended to George Perry of Perry and Associates for the co-development of this section of the document.
EXPLORATION PHASE
three months

GOALS

- District administrative team studies the preconditions for CLC as the center of an aligned instructional system including: the importance of improving adolescent literacy to increase college readiness, district and state literacy policies and frameworks, how instruction related to improved adolescent literacy will impact secondary schools, the components of the CLC, the cost of a literacy-centered district reform effort, the multi-year timeline required to create critical systems, and the process for assessing the literacy capacity of individual schools to determine how CLC professional development will be individualized, structured, and initiated for targeted groups of administrators and teachers.

- The district decides to adopt the CLC as a framework for secondary literacy in all content areas.

- Superintendent and school board make a public commitment to a multi-year secondary literacy initiative to raise the achievement of all students, close achievement gaps and build positive relationship among teachers and students.

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<tr>
<th>District Role</th>
<th>Site Role</th>
<th>Provider Role</th>
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<tbody>
<tr>
<td>• Engages all secondary school principals as a leadership group in determining need-based on student data and making the case for a secondary literacy initiative and CLC</td>
<td>• Provides periodic updates to staff on exploration phase</td>
<td>• Provides strategic facilitation to coordinate district-level exploration process</td>
</tr>
<tr>
<td>• Determines district’s adolescent literacy initiative and commitment to CLC implementation</td>
<td>• Convenes site Secondary Literacy and Instruction Teams</td>
<td>• Provides expertise in secondary literacy and CLC</td>
</tr>
<tr>
<td>• Sets 3-5 year performance targets and short-term process targets</td>
<td></td>
<td>• Provides research and learnings from the experiences of other districts to inform decisions</td>
</tr>
<tr>
<td>• Identifies preliminary sources of funding to be diverted to secondary literacy</td>
<td></td>
<td>• Provides start-up funding to stimulate exploration phase</td>
</tr>
<tr>
<td>• Selects screening and diagnostic performance measures</td>
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<td>• Assures critical conditions are met before moving to the implementation phase</td>
</tr>
<tr>
<td>• Convenes district and site Secondary Literacy and Instruction Teams</td>
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Critical Questions / Issues to be Addressed During This Phase

1. Does the district have a clear and compelling rationale for a district-wide secondary literacy initiative to prepare all students for post-secondary learning (i.e., one that is connected to district data and NCLB)?

2. Does the district leadership (including school board) define and commit to a secondary literacy initiative across core content areas using the CLC model?

3. Are principals, and those who supervise them, prepared for the amount of time, energy and effort necessary to implement an adaptive instructional change model?

4. Is the district willing to commit resources (people, positions, funding) to a multi-year (3-5 years) secondary literacy initiative?

Considerations Needed to Adequately Address This Phase

1. Is there adequate understanding and ‘buy in’ from unions and teachers for a focus on secondary literacy?

2. Can the district assure enough funds to adequately ‘phase in’ the CLC model district-wide while maintaining fidelity to the model?

3. What are the expectations for district site-based funding?

4. Are there any district situations/barriers that require resolution before adequate focus is provided to assure successful implementation (e.g., superintendent vacancy, behavioral issues, competing initiatives)?

Common Barriers Associated With This Phase

1. District’s expectations and commitment to implementation are not explicit or conflict with other instructional programs, efforts, and pressures.

2. Connections between the CLC and state accountability systems are not clear, compelling and understood.

3. District leaders are not explicit about using a distributive leadership approach that emphasizes principal and site instructional leadership.
PLANNING PHASE

six months

GOALS

- District administrators collaborate with building administrators and school literacy instructional teams to: create district-wide and school-based structures to support literacy-centered reform efforts and college readiness of all students, work with faculty to endorse a vision of literacy-centered school redesign, ensure that all personnel understand the CLC, understand how learning and change will occur, ensure that the majority of instructional staff are committed to the vision and using the CLC to improve literacy, and obtain a significant teacher-level endorsement.

- District and each school develop and reach agreement on a three-to-five year road map and a one year action plan to guide implementation of a secondary literacy initiative that raises the achievement of all students, closes achievement gaps and builds positive relationships among teachers and students.

- Each school prepares to execute specific actions and strategies across all five CLC levels.

<table>
<thead>
<tr>
<th>District Role</th>
<th>Site Role</th>
<th>Provider Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads a district Secondary Literacy and Instruction Team</td>
<td>Site representative attends and participates in district’s Secondary Literacy and Instruction Team</td>
<td>Provides Strategic Facilitators to:</td>
</tr>
<tr>
<td>Recommends to school teams Level 1 and 2 strategies to be implemented district-wide in each year</td>
<td>Administers agreed-upon diagnostic assessments to identified students</td>
<td>• Coordinate district- and school-level planning exploration process</td>
</tr>
<tr>
<td>Identifies Level 3 interventions and criteria for level 3 support personnel</td>
<td>Projects needs for intervention and support classes</td>
<td>• Conduct regular (monthly) sessions which “make space” for district-wide work in secondary literacy</td>
</tr>
<tr>
<td>Determines district Level 4 and 5 interventions</td>
<td>Convenes School Instructional Leadership Team</td>
<td>• Provide TA in developing a CLC action plan for district implementation</td>
</tr>
<tr>
<td>Begins selection and training of teachers to conduct Level 3 sessions and Level 4 and 5 interventions</td>
<td>Reviews achievement data</td>
<td>• Provide TA/facilitation in developing school leadership teams</td>
</tr>
<tr>
<td>Determines the data to be collected to monitor progress and establishes baselines</td>
<td>Develops school-wide and department literacy action plans</td>
<td>• Assist in designing multi-year change strategy</td>
</tr>
<tr>
<td>Develops district-wide 5-year action plan that includes scope of implementation</td>
<td>Participates in district professional learning and replicates learning opportunities for administrators and teachers at the site</td>
<td>• Ensure that critical conditions are met before moving to the implementation phases</td>
</tr>
<tr>
<td>Clarifies the district curriculum office’s role in leading the secondary literacy initiative including the review and selection of high-quality materials</td>
<td>Identifies potential Level 3 support teachers</td>
<td>• Provide trainers with experience and expertise in secondary literacy and CLC</td>
</tr>
<tr>
<td>Establishes a system for gathering site-specific, disaggregated data</td>
<td>Uses faculty meetings for two-way conversations about secondary literacy</td>
<td>• Provide planning funds and assist district in reallocating district/site implementation funds</td>
</tr>
<tr>
<td>Identifies and utilizes additional external providers/partners for technical assistance</td>
<td>Begins aligning supervision and accountability</td>
<td>• Identify and co-fund a project manager/key staff in order to demonstrate importance of this initiative</td>
</tr>
<tr>
<td>Approves school-level action plan explaining year one expectations for serving students in each CLC Level</td>
<td>Develops internal communication process</td>
<td>• Network district with other districts for shared learning</td>
</tr>
<tr>
<td>Uses information from school action plans to plan district professional development (PD)</td>
<td>Assesses school literacy capacity</td>
<td>-</td>
</tr>
<tr>
<td>Integrates planning and PD for the literacy initiative into existing district structures/meetings</td>
<td>Conducts climate audits, readiness surveys and student surveys</td>
<td>-</td>
</tr>
<tr>
<td>Develops district communication plan that makes superintendent’s commitment visible to all</td>
<td>Conducts parent and community forums</td>
<td>-</td>
</tr>
<tr>
<td>Integrates literacy budget into district’s budget cycle to identify sources of funding to be diverted to secondary literacy</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Assigns all schools to cohorts to facilitate collegial learning</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Develops criteria for effective PD</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Reviews job descriptions</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Develops and implements teacher recruitment plan</td>
<td></td>
<td>-</td>
</tr>
</tbody>
</table>
### Critical Questions / Issues to be Addressed During This Phase

1. What is the district curriculum office’s capacity to lead the secondary literacy initiative?
2. What is the schools’ capacity to support a comprehensive literacy initiative?
3. Is the ‘phase in’ grade-specific (i.e., begin with 9th grade)?
4. Are there adequate numbers of speech and language specialists for all identified students in need of Level 5 interventions?

### Considerations Needed to Adequately Address This Phase

1. Is there adequate understanding and ‘buy in’ from unions and teachers for needed changes to schedule, PD, collaborative planning and instructional delivery?
2. Can the district assure enough funds to adequately ‘phase in’ the CLC model district-wide while maintaining fidelity to the model?
3. Does the district fund full- or part-time literacy site-based professional developers? What is their role in contributing to the district literacy plan and school-level implementation?
4. Is the cadre of administrators and teachers engaged in the exploration phase large enough to sustain the work in light of significant (i.e., 30%) turnover?

### Common Barriers Associated With This Phase

1. Some high schools choose to participate in name only, thereby undermining the district-wide consistency and reinforcing silos and perceptions that CLC is a project for targeted schools or students.
2. District’s expectations and commitment to implementation are not explicit or conflict with other instructional programs, efforts and pressures.
3. Insufficient attention is given to aligning systems and resources to district-wide initiatives.
4. There is insufficient site/organizational representation in advisory process.
5. Inadequate time is given to the exploration phase to assure deep understanding and sufficient planning for early implementation phase.
6. Design and implementation does not follow a clear, multi-year change strategy.
7. The literacy initiative and CLC framework are viewed as being within the purview of English/Language Arts only and is not embraced by district curriculum leaders and teachers as adding value to increasing student achievement in all content areas.
8. Schools view Level 3 as a stand-alone intervention not connected to the literacy and instructional strategies to be integrated in all classes.
# EARLY IMPLEMENTATION PHASE

one year

## GOALS

- CLC implementation in all five levels and all content areas is a priority for all schools.
- District leaders develop and align infrastructure and system learning supports around an instructional core focused on improved outcomes.
- All schools continue refinement and execution of plans that identify actions and strategies across all five levels.
- Teachers are using content mastery and embedded strategy instruction with varying degrees of success. (Level 1-2)
- Explicit strategy instruction is offered to students. (Level 3)
- Intensive skill development and intensive clinical intervention are provided to students diagnosed in need of intensive services. (Level 4-5)

<table>
<thead>
<tr>
<th>District Role</th>
<th>Site Role</th>
<th>Provider Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reaffirms a 3-5 year implementation of CLC as district secondary literacy model</td>
<td>• Identifies teachers using Level 1 and 2 strategies</td>
<td>• Experienced trainers provide PD in CLC Level 1, 2 and 3 to site-based staff 4 days in summer and 5 days during school year for each school</td>
</tr>
<tr>
<td>• Provides regular public updates by district leadership on CLC implementation</td>
<td>• Assigns struggling students to Level 3 support classes</td>
<td>• Experienced trainers provide PD in Levels 4 and 5 interventions</td>
</tr>
<tr>
<td>• Provides budget support adequate for Implementation</td>
<td>• Provides Level 4 and 5 interventions to identified students</td>
<td>• Strategic facilitators support district-level implementation and assess progress</td>
</tr>
<tr>
<td>• Continues district Secondary Literacy and Instruction Team to monitor and revise implementation of Level 1-3 strategies, Level 4 and 5 interventions, and effective PD</td>
<td>• Monitors the school and department improvement plans through monthly supervisory meetings and collegial walkthroughs</td>
<td>• Assistance in designing a district-wide data collection and storage and accountability system</td>
</tr>
<tr>
<td>• Provides 4 days of district-wide PD for Level 1, 2, 3, 4, 5 teachers</td>
<td>• Communicates internally about the progress of the secondary literacy initiative</td>
<td>• Assistance in designing and using classroom formative assessments</td>
</tr>
<tr>
<td>• Provides 5 days of on-site PD for Level 1, 2 and 3 teachers</td>
<td>• Participates in district-wide PD 4 days in summer and monthly</td>
<td>• Provide modeling and tools (i.e., videotapes, notebooks) to introduce and share district experiences in implementing strategies</td>
</tr>
<tr>
<td>• Provides monthly district-wide PD for site-based professional developers</td>
<td>• Monitors data on student progress</td>
<td>• Provide enough funding to stimulate early implementation needs (e.g., district coaching, tools for assessment systems) but not enough to enable the district to continue conflicting initiatives</td>
</tr>
<tr>
<td>• Schedules district-wide time for school-based PD and planning</td>
<td>• Uses school-based PD to support continuous progress</td>
<td>• Network district with other districts for shared learning</td>
</tr>
<tr>
<td>• Provides assessment training</td>
<td>• Uses administrative team meetings to problem-solve</td>
<td>• Designs and executes data collection and accountability system</td>
</tr>
<tr>
<td>• Designs and executes data collection and accountability system</td>
<td>• Clarifies responsibilities of teacher leaders</td>
<td>• Aligns performance management system to secondary literacy expectations</td>
</tr>
<tr>
<td>• Aligns performance management system to secondary literacy expectations</td>
<td>• Conducts administrative walkthroughs weekly to assess progress and identify issues</td>
<td>• Aligns orientation and credentialing programs to meet secondary literacy expectations</td>
</tr>
<tr>
<td>• Implements strategic communication plan</td>
<td>• Conducts counseling meetings with parents of students receiving level 4 and 5 interventions</td>
<td>• Provides PD for teachers in the use of in-class formative assessment</td>
</tr>
<tr>
<td></td>
<td>• Establishes a student advisory group</td>
<td>• Establishes a student advisory group</td>
</tr>
</tbody>
</table>
Critical Questions / Issues to be Addressed During This Phase

1. Does the district have a way to communicate a clear and consistent roll-out of the district-wide secondary literacy initiative?

2. Are teachers and administrators observing evidence of success in student learning?

3. Are all schools engaged in the literacy initiative?

4. Do the various stakeholders remain firmly committed to implementing the literacy initiative?

5. Are values, beliefs and practices known to be obstacles to the success of all students identified and confronted?

Considerations Needed to Adequately Address This Phase

1. Are teachers and administrator leaders identified to lead the secondary initiative? Are they receiving adequate support to develop deep understanding of the strategies and programs?

2. Is a "critical mass" of teachers using the level 1 and 2 strategies so that the strategies can be seen in action in each school and across content?

3. Is there a system of recognition and rewards that stimulates participation and verifies the initiative's importance?

4. Are existing complementary initiatives integrated into the CLC framework? Have conflicting initiatives been extinguished?

Common Barriers Associated With This Phase

1. Turnover among teachers and administrators trained in strategies is not anticipated. Leadership gaps emerge in schools and across the district.

2. Administrators, teachers and staff (at all levels) are not comfortable asking questions and/or challenging assumptions.

3. Administrators and teachers consider level 1 and 2 strategies as "addons" or supplemental activities rather than essential to helping students learn core content.

4. Issues related to deep and meaningful implementation are not identified, addressed or embraced, resulting in superficial and potentially ineffective instruction.

5. Resistance to the use of level 1 and 2 strategies becomes more vocal as a critical mass of teachers use the strategies and administrators push to include all teachers.
## FULL IMPLEMENTATION PHASE

**GOALS**

- CLC implementation in all five levels is a priority for all schools in all content areas.
- Most teachers are using multiple instructional strategies with varying degrees of success.
- Explicit strategy instruction, intensive skill development and intensive clinical intervention are provided to students diagnosed in need of intensive services.
- Student achievement is celebrated and gaps or lack of progress are reviewed to redesign implementation.
- Using the CLC to guide program and intervention services is part of the district’s and each school’s culture. Most district and site-level structures established in the planning and early implementation phases continue.
- Implementation efforts shift from identifying and putting the program pieces in place to changing values, beliefs and practices that lead to evidence of consistent practices within and across schools.

<table>
<thead>
<tr>
<th>District Role</th>
<th>Site Role</th>
<th>Provider Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sets targets for increasing percentages of teachers using Level 1 and 2 strategies each year until 100% is achieved</td>
<td>• Assures that all teachers are using some Level 1 and 2 strategies</td>
<td>• Experienced trainers provide PD in CLC Level 1 and 2 strategies to teachers and site-based professional developers – 4 days in summer and 5 days during school year for each school</td>
</tr>
<tr>
<td>• Recommends a sequence of Level 1 and 2 strategies for teacher mastery</td>
<td>• Uses the CLC framework to identify, place and support students as part of the way each school “works”</td>
<td>• Experienced trainers provide PD in Level 3 supports and Level 4 and 5 interventions</td>
</tr>
<tr>
<td>• Oversees the implementation of Level 3 supports and predicts acceptable ratios of support personnel per school</td>
<td>• Uses assessment data to confirm and monitor accuracy of placement in Level 3 supports and Level 4 and 5 interventions</td>
<td>• Strategic facilitators support district-level implementation and assess progress</td>
</tr>
<tr>
<td>• Monitors assignment of teachers experienced in strategies and interventions to assure highly qualified staff are assigned to neediest schools</td>
<td>• Determine ways to rotate or replace professional developers</td>
<td>• Network district with other districts for shared learning</td>
</tr>
<tr>
<td>• Operates a district-wide data collection and accountability system linked to Levels</td>
<td>• Plans transition from external service providers by identifying staff who will assume responsibility for training</td>
<td></td>
</tr>
<tr>
<td>• Determines assessment of student progress in reading</td>
<td>• Conducts counseling meetings with parents of students receiving Level 3, 4 and 5 interventions</td>
<td></td>
</tr>
<tr>
<td>• Selects on-line training tools for training new administrators and teachers</td>
<td>• Emphasis is placed on a district-wide rather than school-based success. Competition is not fostered. Processes are established to reduce interschool personnel “raids.”</td>
<td></td>
</tr>
<tr>
<td>• Implements performance management system</td>
<td>• Is the placement of students in level 3 supports and level 4 and 5 interventions accurate? What is the process for moving students among intervention levels?</td>
<td></td>
</tr>
<tr>
<td>• Identifies and develops ways to align values, beliefs and practices</td>
<td>• Is there evidence that the district is embracing the beliefs, values and practices necessary to support secondary literacy?</td>
<td></td>
</tr>
<tr>
<td>• Selects new school administrators based on their knowledge of the CLC</td>
<td>• Are “young” leaders of the secondary literacy initiative emerging?</td>
<td></td>
</tr>
</tbody>
</table>

### Critical Questions / Issues to be Addressed During This Phase

1. Does the district have the systems and discipline in place to fully implement the initiative?
2. Is there evidence that the district is embracing the beliefs, values and practices necessary to support secondary literacy?
3. Are “young” leaders of the secondary literacy initiative emerging?
4. Are opportunities to reduce cost and expand services identified and considered?

### Considerations Needed to Adequately Address This Phase

1. Formal and informal incentives are not aligned with secondary literacy initiative.
2. Lack of stamina and focus to deepen and institutionalize the literacy initiative.
3. Board members and others necessary to continue support and growth of the initiative are not kept informed of progress. Administrators and teachers have a false sense of support for their work.
4. Inconsistency in understanding among teachers and administrators become evident. If not addressed, it undermines fidelity.

### Common Barriers Associated With This Phase

1. Emphasis is placed on a district-wide rather than school-based success. Competition is not fostered. Processes are established to reduce interschool personnel “raids.”
2. Is the placement of students in level 3 supports and level 4 and 5 interventions accurate? What is the process for moving students among intervention levels?
3. Mobility of teachers and administrators is tracked and anticipated.
SUSTAINABLE SYSTEMS
ongoing

GOALS

- CLC implementation is a priority for all schools in all content areas, and all schools are on the path to an aligned instructional system which implements all five levels of the CLC framework.

- All students are impacted by two levels of CLC. There are continuous and significant increases in student achievement, progress in eliminating achievement gaps and tangible evidence of positive relationships among teachers and students.

- All teachers are using some instructional strategies and most teachers are using multiple instructional strategies with varying degrees of success. Explicit strategy instruction, intensive skill development and intensive clinical intervention are provided to all students diagnosed in need of intensive services.

- The CLC framework and core components remain in place in spite of changes in district and site-level leadership.

- District and site-level structures necessary to maintain visibility on secondary literacy remain. Other functions are assumed by central office departments and site-level positions.

### District Role

- Works on succession planning so that CLC framework and core components remain in place in spite of leadership changes
- Documents and celebrates progress in raising student achievement and closing achievement gaps
- Transfers responsibility for monitoring Level 1, 2 and 3 strategies to schools
- Continues to monitor the implementation of Level 4 and 5 interventions
- Formulates strategies to align values, beliefs and practices to superintendent’s vision
- Identifies and maintains a cadre of site-based professional developers who can be reassigned to schools
- Differentiates classroom assessments of reading comprehension
- Collaborates with teacher preparation institutions to integrate teaching Level 1 and 2 strategies into required courses

### Site Role

- Assures all students are impacted by at least two levels of the CLC
- Supports and monitors teachers in using multiple level 1 and 2 instructional strategies
- Communicates regularly with parents about options and opportunities

### Provider Role

- Provides opportunities for district / school trainers to hone their knowledge and skills
- Strategic facilitators periodically visit to support district-level implementation and assess progress
- Network district with other districts for shared learning

### Critical Questions / Issues to be Addressed During This Phase

1. Are existing structures being utilized whenever possible to support the literacy initiative?

2. Are the level 4 and 5 interventions meeting the needs of changing student populations?

3. Are we able to identify factors contributing to low performance and achievement gaps accurately?

4. Are we able to capture learnings from secondary literacy implementation and refine and replicate implementation of other content initiatives?

### Considerations Needed to Adequately Address This Phase

1. Assuring a “deep bench” of qualified leaders to step in as leaders in the first stages move on to other positions.

2. Additional supports and initiatives are integrated into the secondary literacy initiative based on solid knowledge of student performance data.

### Common Barriers Associated With This Phase

1. Departure of external providers often signals the “end” of the initiative, or results in the redirection of funds and/or attention onto other initiatives.

2. Succession planning is “easier said than done.” New boards and superintendents wish to “leave their mark,” which can mean diminishing the importance of existing programs.
IV. Appendixes

Appendix A: Secondary Literacy Instruction and Intervention Guide for Level I - II

Appendix B: Secondary Literacy Intervention Program Guide for Level III - V

Appendix C: Screening and Diagnostic Tests for Secondary Literacy Students

Appendix D: Sample Instructional Schedule

Appendix E: Resource Guide - Expert Reviewer Bios
Appendix A:

Secondary Literacy Instruction and Intervention Guide for Level I - III

Based on our clinical literacy work in major urban districts and in reviewing related research, the Stupski Foundation has identified the equity-based, Content Literacy Continuum (CLC) model, developed by the University of Kansas Center for Research on Learning (CRL), as an effective secondary literacy framework and model. This model offers a comprehensive literacy system to address districts’ need for research-based, robust content literacy application. With over 25 years of research and proven classroom and school-wide results, the work of the CRL is to determine and validate academic system-wide interventions and supports for adolescent readers, writers and learners. Their focus is on ways to close the large “achievement gap” and reduce the escalating drop-out rate for struggling adolescent learners by providing powerful delivery and learning strategies for teachers and students in core academic subjects.

The model’s framework is centered on CLC’s five distinct levels that comprises a continuum of literacy instruction and differentiated services:

<table>
<thead>
<tr>
<th>Content Literacy Continuum (CLC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level I: Enhanced content instruction</strong> - instructional approaches that build proficiency in critical content for all students, regardless of literacy levels, that equip them with competitive, high-end skills that ensure successful post-graduate options</td>
</tr>
<tr>
<td><strong>Level II: Embedded strategy instruction</strong> – instructional strategies within and across classes for all students using large group instructional methods that allow optimal access to rigorous college-ready curriculum</td>
</tr>
<tr>
<td><strong>Level III: Intensive strategy instruction</strong> - instructional approaches that build mastery of specific strategies for students needing short-term, strategic instruction on strategies embedded throughout classroom instruction</td>
</tr>
<tr>
<td><strong>Level IV: Intensive basic skill instruction</strong> - instructional approaches that build mastery of entry-level literacy skills for students needing intensive, accelerated literacy intervention</td>
</tr>
<tr>
<td><strong>Level V: Therapeutic intervention</strong> - instructional approaches that build mastery of language underpinnings related to the curriculum content and learning strategies occurring throughout classroom instruction for language-disabled students</td>
</tr>
</tbody>
</table>

Although not exhaustive, we have provided explanation and examples for Levels I-III of the Content Literacy Continuum within the attachment entitled THE SECONDARY LITERACY INSTRUCTION AND INTERVENTION GUIDE Level I-III. These levels represent the need for powerful instructional planning and delivery within the core academic subjects.

It should be noted that an additional tool, THE SECONDARY LITERACY INTERVENTION PROGRAM GUIDE Level III-V is also available. This document is a matrix of research-validated interventions programs across a continuum of increased intensity. It is designed to support students who, through the use of on-going assessment and monitoring, are identified as needing additional supports beyond that which is provided in Levels I and II.
While any adequate continuum addressing instruction and curriculum will include both strategic supports and intensive intervention, the grade-level, core instructional program has a critical and fundamental responsibility to scaffold students to ensure maximum access to increasingly complex and challenging text and information.

The critical aspect of strategy instruction is that teachers must provide sufficient support to ensure that the needs of all students within the classroom are being effectively met. That means while some strategy instruction is done whole class, it is also offered in differentiated, small group settings. Not only will the strategies vary within and across a continuum of differentiated support, but so will the intensity of their use, along with their frequency and duration.

This guide and literacy resource tool is built around the framework of the University of Kansas’ Content Literacy Continuum (CLC) model. Researchers from the University of Kansas have been deeply involved in researching learning strategies since the 1970s and have done much to define and educate the nation on the evidence-based benefits of strategy instruction. This work has resulted in one of the few, and certainly the most well-researched, models for teaching students to use learning strategies.

This long-standing model, Strategic Instructional Model (SIMS) has merged into the Content Literacy Continuum (CLC), a five-level continuum that ensures a comprehensive, literacy system with coherent, evidence-based teaching and learning at the core.

### Content Literacy Continuum (CLC)

**Level I: Enhanced content instruction** - instructional approaches that build instructional accommodations designed to ensure proficiency in critical content for all students, regardless of literacy levels, equipping them with competitive, high end skills for successful post graduate options

**Level II: Embedded strategy instruction** – instructional strategies within and across classes for all students using large group and small group instructional methods that allow optimal access to rigorous grade-level curriculum

**Level III: Concentrated strategy instruction** - instructional approaches that build mastery of specific strategies for students needing short-term, targeted instruction on strategies embedded throughout classroom instruction

**Level IV: Intensive basic skill instruction** - instructional approaches that build mastery of entry-level literacy skills for students needing intensive, accelerated literacy intervention

**Level V: Therapeutic intervention** – instructional approaches that build customized instruction in areas of basic skill instruction, as well as mastery of language underpinnings related to the curriculum content and learning strategies occurring throughout classroom instruction for students for which level four has not been sufficient or appropriate
Effective instruction at all five CLC levels leverages the principles of universal design within explicit teaching routines to ensure high levels of proficiency for all students. The nationally recognized report from the Carnegie Corporation of New York, READING NEXT, speaks to these universal instructional design principles:

**UNIVERSAL INSTRUCTIONAL DESIGN PRINCIPLES**

Instruction which involves high levels of student engagement in content-centered learning relationships such as project-based learning, the apprenticeship model, and instructional approaches that include student choice and self-regulating opportunities. Such engagement promotes oral language development and content-area skills by giving the students concrete and relevant problems and issues to discuss and solve.

**Direct Instruction**

Instruction that explicitly and systematically addresses the learning that students are expected to acquire with sufficient clarity and guidance to ensure proficiency for most students.

**Teacher Modeling**

Instruction that has the teacher explicitly share her/his own use of strategies, practices and thinking so they are apparent to her/his students. This is for the purpose of helping students to become aware of the thinking and questioning that happens behind the act of reading so that they begin to connect with their ‘inner thoughts and voice’ around the strategies and approaches they use to assist them with their own learning.

**Scaffolded Instruction**

Instruction where the teacher gives an appropriate level of support to students practicing new and challenging skills and then, as appropriate, slowly decreases that support in order to increase self-sufficiency, ownership and mastery.

**Metacognition Instruction**

Instruction that teaches students how to become aware of what and how they understand while they read.

**Engagement Approaches**

Instruction which involves high levels of student engagement in content-centered learning relationships such as project-based learning, the apprenticeship model, and instructional approaches that include student choice and self-regulating opportunities. Such engagement promotes oral language development and content-area skills by giving the students concrete and relevant problems and issues to discuss and solve.
THE SYNERGISTIC POWER AND COHERENCE OF THE CONTENT LITERACY CONTINUUM

Literacy instruction in the middle and high school grades must include mechanisms for ensuring that all students receive effective and differentiated strategy development for dealing with a wide range of texts and reading challenges. Students’ use of strategies is not automatic and it must move beyond strictly procedural to a fluent repertoire that can be used before, during and after reading for various purposes and situations. Within the reading process, fluidity of making meaning can be greatly enhanced by equipping teachers and students with evidence-based strategies.

Early research shows that, indeed, good learners take very specific and systematic actions that less effective learners typically do not. Strategy instruction supplies students with the same tools and techniques that efficient learners use to access, acquire, understand and apply new knowledge and skills. With explicit instruction, guided assistance with gradual release, and ample opportunities for practice and application, students learn to integrate new information and skills with what they already know in a way that makes sense. Such scaffolding makes it easier and more likely that they utilize them at a later time, across various environments.

It is critical to understand that the power behind an effective strategy is not simply additive. When multiple strategies are used within an aligned and coherent system, the various strategies and instructional efforts interact synergistically. This is particularly true not only within a particular level but across levels as well. For instance, the strategies identified in Level II for whole class and targeted, small group instruction should directly support and build off of what the teacher is doing in Level I. Thus the improvements resulting from the work done at both levels is more than the sum of the effects from each of the levels separately.

There are three strands of strategy instruction that are constantly interacting with one another. They include:

1. Strategies used by the teacher to organize the instructional content, resources and materials to be shared with students.
2. Strategies used by the teacher to deliver the targeted content in powerfully efficient and engaging ways.
3. Strategies taught to students so they in turn are equipped, motivated and empowered to maximize their own learning and performance.

THE SMARTER PLANNING PROCESS

Decisions made relative to strategy instruction are addressed within a continuous-improvement instructional process called the Smarter Planning Process. Using this Process, collaborative groups of teachers within the same discipline / grade:

S - Shape critical questions – What is it you want all students to know and understand?
M - Map critical content - What is it you want all students to know and be able to do?
A - Analyze difficulties - What are the challenges and complexities that this targeted content represents?
R - Reach Enhancement Decisions - How best can teachers provide accommodations to the content and what strategies best equip students with the skills needed to access, understand and apply the targeted content?
T - Teach Strategically - What instructional routines and activities are best offered within large and small group settings to efficiently and effectively teach so that all students master the critical learnings?
E - Evaluate Mastery - How will student understanding and mastery be measured?
R - Re-evaluate Critical Questions -
   How effective was the selection and use of the instructional delivery and learning strategies?
   How efficient was the use of selected instructional routines and activities?
   How strong a correlation was there between identified ‘critical content and questions’ and indicators of mastery?

University of Kansas, Center for Research on Learning
Teachers face many challenges as they attempt to meet their students’ needs. First the volume of information that teachers are expected to teach is expanding dramatically while the amount of instructional time remains constant. At the same time, expectations for improved student performance is at an all time high.

Additionally, at the secondary level, much of the information needed by students is extremely complex, abstract and often of little interest to students. Meeting the diverse needs of students while fulfilling the demands related to content coverage and student performance poses an enormous challenge for teachers across the nation and one that Level I is designed to address.

**Level I strategies are accommodations used by the teacher** to effectively and efficiently plan and deliver rigorous, grade-level content to diverse groups of students, regardless of their reading level. It involves making decisions about critical content, manipulating and translating that content into easy-to-understand formats, and presenting it in effective and meaningful ways.

This level deals with teachers:

1) thinking deeply about what students need to know

2) selecting the central concepts that make the details and facts hang together

3) identifying relationships among the concepts

4) selecting and constructing ‘organizers’ or instructional aides to assist students in making sense of information in ways that enhance their ability to learn it, store it and use it

5) presenting the information in ways that actively involve and engage students

Level I strategies are accommodations by the teacher to enhance the planning and delivery of instruction to students, providing them the essential vocabulary, critical background knowledge, the “big ideas” and critical concepts, key questions and literacy skills needed to maximize the probability that all students will learn the key content required in the core curriculum. In addition to facilitating focus on important aspects of the learning, Level I strategies often deal with establishing a purpose for the reading or activity and often access and build off prior knowledge.

**Common Level I strategies:**

- **Helping Students See the “Big Picture”**
  - Course Map
  - Unit Organizer

- **Understanding Difficult Concepts**
  - Compare and Contrast
  - Concept Diagram

- **Remembering & Recalling Important Information**
  - Interactive Study Guides
  - FRAME Routine
So What? (What’s so important to understand about this?)

To really create social change, many people have to be organized, outspoken and persistent!

University of Kansas Center for Research on Learning 7/99  CR Overhead #1
A democracy is a form of government in which leaders are accountable to the people through elections, citizens have equal voting rights, individuals can oppose the government, all views are tolerated, and there is a statement of civil and political rights. Examples: United States, England in 1993, Athens (500 B.C.). Nonexamples: Russia in 1993, China in 1993, England under Henry VIII, Macedonia (under Alexander). A democracy is a form of government in which leaders are accountable to the people through elections, citizens have equal voting rights, individuals can oppose the government, all views are tolerated, and there is a statement of civil and political rights. Examples: United States, England in 1993, Athens (500 B.C.). Nonexamples: Russia in 1993, China in 1993, England under Henry VIII, Macedonia (under Alexander).
Level II strategies are a small set of powerful district-, site- or department identified learning strategies for students that match the specific demands needed to learn the critical content in their core curriculum courses. Teachers explicitly teach these strategies and students then are provided ample practice and application opportunities in content-rich settings.

Common Level II strategies:

**ACQUISITION**
- DISSECT - Word Identification Strategy
- Visual Imagery
- Reciprocal Instruction
- QAR-Question / Answer Relationship
- The Clarifying Routine
- CSR-Collaborative Strategic Reading
- Skim and Scan

**STORAGE**
- Use of mnemonics
- LINCS Vocabulary
- Note-taking
- Graphic Mapping

**EXPRESSION OF COMPETENCE**
- Reading Response Journals
- Test Taking Strategies
- Paraphrasing / Summarizing

**EXAMPLES OF LEVEL II STRATEGIES**

Anatomy of Visual Imagery Strategy

- Search for picture words
- Create or change the scene
- Enter lots of details
- Name the parts
- Evaluate it

Each step begins with a verb that activates the learner’s response. The first letters spell the mnemonic word “scene,” the meaning of which is related to making an image.

The strategy steps are task-specific (reading) not situation- or content-specific. The student can use the steps to instruct self through the process. Only a few steps are used.

This step cues the reader to begin the reading process and look for picture words (a discrimination strategy).

This step cues the reader to cognitively create or change the background for the image based on clues gained from picture words and current knowledge (a self-questioning strategy and an elaborative imagery strategy).

The wording of steps is simple and brief.

This step cues the reader to create details within the image based on picture words and current knowledge (an elaborative imagery strategy).

This step cues the reader to transform the image into her own words (a paraphrasing strategy).

This step cues the reader to check his work (a monitoring strategy).
Reciprocal Instruction

1. Distribute copies of selected story or passage to students and read the first part aloud to the students.
2. Pause and ask students the following questions that illustrate the Reciprocal Teaching strategies:
   - **Clarifying:**
     - What does _________ mean?
     - What is a _________?
   - **Visualizing:**
     - What image comes to your mind as you hear this passage being read? (Note: You may want to have the students read and highlight the first time, and then close their eyes and try to visualize as you read them the second time.)
     - Ask the students to tell which words or phrases helped them “see” the passage.
   - **Questioning:**
     - Who or what is this lesson about?
     - What do we know about _________?
     - What are the clues that tell us _______?
   - **Summarizing:**
     - What is the main idea of this passage?
     - What is it mostly about?
     - What information in this passage tells you that?
   - **Predicting:**
     - What do you think the next part will be about?
3. Read the next part of the story or passage aloud.
   - Pause and repeat the above procedure. Continue until the students understand the Reciprocal Teaching process.
4. After reading several passages, move the process of Reciprocal Teaching from teacher-directed to student-directed.
5. Choose five students to be the Teacher / Leaders for the next level of Reciprocal Teaching. Divide the remaining story or passage into five logical parts. Give each Teacher / Leader a script and let each read over his / her part of the lesson before beginning to “teach” the class.
6. Pass out the Student Task Cards to the others in the class. Number each task card to correspond to the teacher-leader numbers.
7. Remind the students that they may consult their bookmarks at any time for the Reciprocal Teaching strategies or question stems.
8. Read the title of the passage to the students. Ask the student with Predicting Card #1 to predict what the passage will be about.
9. Call on Teacher / Leader #1 to begin the lesson following Student Script for Teacher / Leader #1. Each Teacher / Leader will read his / her part of the text and the students with the corresponding cards will respond to the question.

Clarifying Routine- DEFINES

The Clarifying Routine focuses on helping students identify, explore, and organize information that supports the comprehension of factual information.

- Designate the term
- Explore the clarifiers
- Figure out the core idea
- Identify knowledge connections
- Note its usage or concept
- Explain what it’s not
- Set up an example sentence

The Word Identification Strategy- DISSECT

- Discover the context
- Isolate the beginning
- Separate the ending
- Say the stem
- Examine the stem
- Check with someone
- Try the dictionary
Collaborative Strategic Reading Learning Log

Name: _______________________________  Date: _______________________________

**Brainstorm:** What do you already know about this topic?  **Predict:** What do you think you will learn by reading this passage?

**Clunks:** Please list your Clunks.

**The Gist (main idea):** Write the Gist of the section you read.

**Make questions:** Make questions about the main ideas.  **Review:** Write something important you’ve learned.

---

**SQ3R—Survey, Question, Read, Recite and Review**

SQ3R is a five-step study plan to help students construct meaning while reading. It uses the elements of questioning, predicting, setting a purpose for reading, and monitoring for confusion. SQ3R includes the following steps:

1. **Survey**
   - Think about the title: "What do I know?" "What do I want to know?"
   - Glance over headings and first sentences in paragraphs.
   - Look at illustrations and graphic aids.
   - Read the first paragraph.
   - Read the last paragraph or summary.

2. **Question**
   - Turn the title into a question.
   - Write down any questions that come to mind during the survey.
   - Turn headings into questions.
   - Turn subheadings, illustrations, and graphic aids into questions.
   - Write down unfamiliar vocabulary words and determine their meaning.

3. **Read Actively**
   - Read to search for answers to questions.
   - Respond to questions and use context clues for unfamiliar words.
   - React to unclear passages, confusing terms, and questionable statements by generating additional questions.

4. **Recite**
   - Look away from the answers and the book to recall what was read.
   - Recite answers to questions aloud or in writing.
   - Reread text for unanswered questions.

5. **Review**
   - Answer the major purpose question.
   - Look over answers and all parts of the chapter to organize information.
   - Summarize the information learned by drawing flow charts, writing a summary, participating in a group discussion, or by studying for a test.
While the introduction of research-validated intervention programs are introduced beginning at Level III, strategic instruction still remains prominent at this level. Reading courses, strategic tutoring and extended-day opportunities provide additional explicit instruction, practice and feedback in targeted learning strategies for those students for whom in-class strategy instruction has not yielded the impact desired. In addition, guidance and resources provided to the teacher are usually more explicit and directed at Level III and may actually contain some scripted support as well.

We have sought to identify and categorize research-validated programs at levels III-V and place them within a matrix for easy reference (please refer to the tool entitled: Secondary Literacy Intervention Program Matrix Level III-V). While there are numerous literacy intervention lists available for viewing, few are as comprehensive or rigorous as this one. In addition to providing direct links for additional research and publisher information, we have provided you information regarding cost, implementation considerations, professional development needs and much more. Most importantly, while not exhaustive, we have made every attempt to include as many research-validated intervention programs as possible. In order to qualify for the intervention program matrix, the program must have external, third-party research and the research must be scientifically-validated (randomized control groups) or have met the criteria for a quasi-experimental. Programs that contain only internal research, pre/post measures and/or are research design narrative case studies were not considered.
Secondary Literacy Intervention
Program Guide for Level III - V

Based on our clinical literacy work in major urban districts and in reviewing related research, the Stupski Foundation has identified the equity-based, Content Literacy Continuum (CLC) model, developed by the University of Kansas Center for Research on Learning (CRL) as an effective secondary literacy framework and model. This model offers a comprehensive literacy system to address districts’ need for research-based, robust content literacy application. With over 25 years of research and proven classroom and school-wide results, the work of the CRL is to determine and validate academic system-wide interventions and supports for adolescent readers, writers and learners. Their focus is on ways to close the large “achievement gap” and reduce the escalating drop-out rate for struggling adolescent learners by providing powerful delivery and learning strategies for teachers and students in core academic subjects.

The model’s framework is centered on CLC’s five distinct levels that comprise a continuum of literacy instruction and differentiated services:

<table>
<thead>
<tr>
<th>Content Literacy Continuum (CLC)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level I</strong>: Enhanced content instruction - proficiency in critical content for all students, regardless of literacy levels, that equip them with competitive, high-end skills that ensure successful post-graduate options</td>
</tr>
<tr>
<td><strong>Level II</strong>: Embedded strategy instruction – instructional strategies within and across classes for all students using large group instructional methods that allow optimal access to rigorous college-ready curriculum</td>
</tr>
<tr>
<td><strong>Level III</strong>: Intensive strategy instruction - mastery of specific strategies for students needing short-term, strategic instruction on strategies embedded throughout classroom instruction</td>
</tr>
<tr>
<td><strong>Level IV</strong>: Intensive basic skill instruction - mastery of entry-level literacy skills for students needing intensive, accelerated literacy intervention</td>
</tr>
<tr>
<td><strong>Level V</strong>: Therapeutic intervention - mastery of language underpinnings related to the curriculum content and learning strategies occurring throughout classroom instruction for language-disabled students</td>
</tr>
</tbody>
</table>

The CLC model builds off powerful instructional planning and delivery within the core academic subjects (Level I and II) while at the same time providing for a continuum of research-validated, increased intensive intervention options through the use of on-going assessment and monitoring.

Within the context of the Content Literacy Continuum, we have sought to identify and categorize research-validated intervention programs appropriate for Levels III, IV and V. Although not exhaustive, the attached Appendix B – THE SECONDARY LITERACY INTERVENTION PROGRAM GUIDE Levels III-V is our attempt at comprehensively identifying language arts intervention programs that meet the following criteria:

- address two or more of the five main components of reading as identified by the National Reading Panel
- designed for students needing instructional supports found at Levels III, IV or V of the CLC
- target students in middle and high school grades (grades 5-12)
- have independent, third-party research that is scientifically-based (randomize control groups) or meets the criteria for quasi-experimental

It should be noted that an additional tool, Appendix A - THE SECONDARY LITERACY INSTRUCTION AND INTERVENTION GUIDE Level I and III, is also available. This guide provides clarity around the instructional planning and delivery needed at Levels I and III within the CLC model.
Corrective Reading

Program Goal:
Designed for students who misidentify, reverse, or omit words, who have little recall and limited attention span and who read without understanding.

Content Attributes:
Comprehensive intervention programs that incorporate explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, and aligned materials for teaching remedial students decoding and comprehension skills. Teacher scripted.

Main Components:
- Decoding and comprehension workbooks
- Decoding and comprehension of teacher presentation books
- Teacher guides
- Black-line masters
- Mastery test packages
- Series guide

Duration: 45 minutes, 4 to 5 times per week.

Built-in management system. Program is tightly sequenced and teacher scripted.

External Research:
Per FCRR, program has been widely implemented in Grades 4-12, with a large urban school district in the Southwest of the United States in 1993 with 26 students (Vitale, Medland, Romance, & Weaver, 1993). SRA Corrective Reading was implemented in two randomly assigned, Chapter 1 classrooms (grades 4-6). Another study, that did not use random assignment, was implemented in two remedial reading classes in England in 1982 (Gregory, Hackney, & Gregory, 1982).

Professional Development Required:
Required Training Time: teachers, coaches, and administrators are trained. A coach has to have taught the reading program for at least one year. Administrators go through awareness training. Program provides for in-class coaching. Progress Monitoring: placement tests for decoding and comprehension. Mastery tests A, B, and C for both decoding and comprehension. Ongoing monthly project monitoring. Goal is student mastery and if student does not reach mastery, intervention takes place based on school team.

Practical training sessions are available throughout the year as “refresher” courses.

Consultants are accessible via e-mail and telephone.

Built-in management system.

Repetitive routines eliminate student choice and interaction.

Fluency goals for the program are minimal.

Some teachers may find it difficult to adapt to the repetitive style of instruction.

Has little integration of writing.

Summary of the research support available at:
www.fcrr.org/FCRRReports/PDF/corrective_reading.pdf

Corrective Reading is one of four intervention programs for struggling readers that was determined to have sufficient preliminary evidence of effectiveness to be included in a large scale, randomized control trial of reading interventions for older students. This trial involves the study of interventions for 3rd and 5th grade students and is funded by the Institute for Education Sciences. An executive summary of that study can be found at:

Program developed by McGraw-Hill Education in collaboration with the Council of Chief State School Officers and the Association for Supervision and Curriculum Development.
## WORK IN PROGRESS: NATIONAL SECONDARY LITERACY INTERVENTION PROGRAM INVENTORY

<table>
<thead>
<tr>
<th>Defining Features</th>
<th>Target Population</th>
<th>Implementation Requirements</th>
<th>Impact/Location/Duration of Successful Implementation</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Requirements: Can be taught by certified and non-certified individuals.</td>
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<tr>
<td>Main Components:</td>
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<tr>
<td>- It lends itself to use in a regular classroom, extended day program, resource room, pull-out program, or lab setting</td>
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<tr>
<td>- Lessons can be taught in a one-to-one or small group format</td>
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<td>- Although part of the program is implemented by the teacher, a large portion requires technology that utilizes talking software lessons and print reinforcement activities</td>
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<tr>
<td>Professional Development Required: PD: On-site workshops (2-3 hour teacher sessions) available for additional cost with additional one hour session for administrators. In addition, training tapes, CD-ROM and web-based training offered</td>
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<tr>
<td>Supports Provided: Provides web-based product updates</td>
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<tr>
<td>Program Costs: No online pricing information available. Please contact directly</td>
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</tr>
<tr>
<td>External Research: Per FCRR, instructional content and design is consistent with many findings from current research. However, it does depart from current research and theory in reading in that it does not attempt to teach phonemic decoding skills to students who are struggling with reading accuracy and fluency. Existing empirical research, however, provides at least a moderate level of support for the program as an intervention program to increase reading fluency and comprehension. Independent studies include: One study, using Failure Free Reading to supplement instruction, was conducted in two suburban schools with 58 third and fourth graders (Lockavitch &amp; Algozzine, 1998). Students received instruction in the program with a teacher trained in the Failure Free Reading program. Students were randomly assigned to the Failure Free Reading or to a control group that did not receive the Failure Free instruction. Another study was conducted at 27 (18 elementary, six intermediate, three high schools) suburban schools in the southwest (Rankhorn, England, Collins, Lockavitch and Algozzine, 1998). It examined the effects of teaching word recognition and comprehension skills using Failure Free Reading to 39 students with severe reading problems. Students were randomly selected from the lowest reading groups (two or more years below grade level). A control or comparison group was not used in this study.</td>
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<tr>
<td>Program Goal: Intervention/remedial program. Goal is to improve sight vocabulary, fluency, and comprehension skills.</td>
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<tr>
<td>Content Attributes: Fluency, comprehension, sight vocabulary</td>
<td></td>
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</tr>
<tr>
<td>Design Features: A strategic, 5-step instructional program with an independent reading component. Program has two parts: the instructional component contains a series of sequential instructional presentations delivered through a 5-step process that involves a protest, an oral guided lesson, computer guided instruction, print-based activities, and a post-test comprehension test. The independent component includes age-appropriate, decodable text delivered via the Joseph’s Readers Talking Software</td>
<td></td>
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<table>
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<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publisher Contact Information: Failure Free Writing 140 West Cabanus Ave. Concord, NC 28025 (800) 542-2170 <a href="http://www.failurefreeonline.com">www.failurefreeonline.com</a></td>
<td></td>
<td></td>
<td></td>
<td>Summary of the research support available at: <a href="http://www.fcrr.org/FCRRReports/PDF/failure_free_reading.pdf">www.fcrr.org/FCRRReports/PDF/failure_free_reading.pdf</a></td>
</tr>
<tr>
<td>FAST TRACK READING Levels: 4, 5</td>
<td></td>
<td></td>
<td></td>
<td>Failure Free Reading is one of four intervention programs for struggling readers that was determined to have sufficient preliminary evidence of effectiveness to be included in a large scale, randomized control trial of reading interventions for older students. The trial includes the study of interventions for 3rd and 5th grade students and is funded by the Institute for Education Sciences. An executive summary of that study can be found at <a href="http://www.ed.gov/rschstat/eval/disadv/title1interimreport/execsum.pdf">http://www.ed.gov/rschstat/eval/disadv/title1interimreport/execsum.pdf</a></td>
</tr>
<tr>
<td>Program Goal: Program is designed to accelerate delayed readers to grade level proficiency and standards as quickly as possible by helping the teacher accurately assess student needs and then deliver intensive, targeted instruction.</td>
<td>Intervention program for struggling readers in grades 4-8</td>
<td>Class Requirements: Main Components: Word Work Strand includes the Word Work Assessment Guide, the Word Study Teacher Guide, the MatchWord software program, 12 decodable books, 12 plays based on the decodable books, and the Phonics Teacher Guide with 21 phonics transparencies Comprehension Strand begins with the Teacher Guide Level 1, a read-aloud anthology with built-in teacher support. This strand is designed for nonreaders and includes directions for explicit teacher support for previewing, discussing, and reviewing text. Lessons 2-7 include 36 magazine anthologies Fluency Strand includes twelve Fluency Cards and a CD for each instructional level Professional Development Required: Full day PD training offered upon implementation.</td>
<td>External Research: Per FCRR, The instructional content of Fast Track Reading is consistent with current research on reading comprehension and fluency. In 2001 a field test of the Fast Track Reading program was conducted in six states with 66 students in grades 4-8. No control groups were included and students were not selected randomly, but chosen based on their need for reading intervention. Although the data appeared to show progress, the design of the study (no control group) makes it impossible to attribute the reading improvements to use of Fast Track. Independent studies include: In 2001, a field test of the Fast Track Reading program was conducted in six states with 66 students</td>
<td>Fluency practice is explicitly structured and ample practice opportunities are provided. Magazine anthologies (high interest/low reading level) and decodable Chapter Books are engaging. Pre-skills of reading, such as knowing the names and sounds of individual letters and digraphs, are not a component of this program. Phonics instruction is not sufficient for students with severe reading difficulties; Practice opportunities in the phonics strand are limited and systematic review of previous phonics skills is not included. Source: Florida Center for Reading Research Program is an approved supplemental educational services provider in 43 states.</td>
</tr>
</tbody>
</table>

Questions? Send to: literacy@stupski.org
**Great Leaps Reading**

<table>
<thead>
<tr>
<th>Program Goal:</th>
<th>Target Population</th>
<th>Implementation Requirements</th>
<th>Impact/Location/Duration of Successful Implementation</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K-12 students who have not mastered automaticity and need practice in fluency</strong></td>
<td><strong>Class Requirements:</strong> Materials consist of an instructor’s manual and student practice pages. Included in the instructor’s manual are assessment guidelines to determine student placement in Great Leaps. Teachers, paraprofessionals, or volunteers administer the lessons in a one-to-one fashion in 5-7 minute daily practice sessions. <strong>Professional Development Required:</strong> A typical training session is three hours long. Most users find the instructions that come with the program adequate to begin implementation without training. <strong>Supports Provided:</strong> Training videos and further assistance available through direct contact with authors via phone or electronic mail.</td>
<td><strong>External Research:</strong> Per FCRR, it is consistent with current research knowledge in both its instructional design and content. There is encouraging research support confirming the efficacy of Great Leaps in improving reading fluency for middle school students. At this point, the research is targeted at the middle school level; however, because the instructional design and principles are consistent throughout every grade level for Great Leaps, it is likely that similar outcomes at the other levels could be expected.</td>
<td></td>
<td>Program was a finalist in the Annual COOIE awards for the best education instructional solution for special needs students in 2004.</td>
</tr>
</tbody>
</table>

**Supports Provided:** Follow-up support visits are flexible. **Program Costs:** Materials for Complete Level 1-2 Set: $850. Complete Level 3-7 Set: each level $800. Fluency Strand Set: $1,600. Word Work Strand Set: $1,445 in grades 4-8. No control groups were included and students were not selected randomly, but chosen based on their need for reading intervention. Summary of the research support available at: [www.fcrr.org/FCRRReports/PDF/FastTrack6Final.pdf](http://www.fcrr.org/FCRRReports/PDF/FastTrack6Final.pdf) According to the publisher, 7 peer-reviewed studies have been published. Research sites were first selected in 12 schools in California in 2001. Field test sites were then set up in six schools in five districts across the U.S. in the spring of 2002. Educational Consulting Services, a third party, conducted all pre- and post-assessments. The results are available on the publisher’s website at: [www.wrightgroup.com/index.php/home/literacy/fasttrack/nationwideresearch/284](http://www.wrightgroup.com/index.php/home/literacy/fasttrack/nationwideresearch/284) Sample Implementation Sites: Central Unified STEP and Kastner Intermediate in Fresno, Mountain View Middle in Moreno Valley, Lemon Grove Middle in Lemon Grove, and Prairie Vista Middle in Hawthorne, California; East Middle School in Waukegan, Illinois; Grover Washington, Jr. Middle School in Philadelphia; Hartford Avenue School in Milwaukee, Wisconsin; Puckett Attendance Center in Puckett, Mississippi; Robinson Middle School in Little Rock, AR. Program was a finalist in the Annual COOIE awards for the best education instructional solution for special needs students in 2004. |

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**WORK IN PROGRESS: NATIONAL SECONDARY LITERACY INTERVENTION PROGRAM INVENTORY**

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<tbody>
<tr>
<td>Quest program is each school's facilitating</td>
<td>school's curriculum and</td>
<td>Program Costs:</td>
<td>researchers found that the Great Leaps treatment</td>
<td></td>
</tr>
<tr>
<td>Sources of Information:</td>
<td></td>
<td>Middle or High School Program Package (instructor manual and student</td>
<td>produced statistically significant gains in reading level</td>
<td></td>
</tr>
<tr>
<td>Florida Center for Reading Research.</td>
<td></td>
<td>edition) $175. General Stories Collection (Supplementary Stories for all</td>
<td>(fluency) for all three groups of students participating</td>
<td></td>
</tr>
<tr>
<td>Entire January 2003 Program Review</td>
<td></td>
<td>Readers- $55</td>
<td>in the study. This study did not employ a comparison</td>
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<tr>
<td><a href="http://www.fcrr.org/FCRRReports/PDF/Great">www.fcrr.org/FCRRReports/PDF/Great</a></td>
<td></td>
<td></td>
<td>or control group, however. Mercer, Cecil D.,</td>
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<tr>
<td>Leaps_Report.pdf</td>
<td></td>
<td></td>
<td>Campbell, Kenneth U., Miller, W.David, Mercer,</td>
<td></td>
</tr>
<tr>
<td>Florida Center for Reading Research.</td>
<td></td>
<td></td>
<td>Kenneth D., and Lane, Holly B. Effects of a Reading</td>
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<tr>
<td>Prepared by the National Literacy</td>
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<td>Fluency Intervention for Middle Schoolers with</td>
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<tr>
<td>Project for the Gates Foundation and</td>
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<td>Specific Learning Disabilities. Learning Disability</td>
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<tr>
<td>Publisher Contact Information:</td>
<td></td>
<td></td>
<td>&quot;Resource Literacy Guide for Adolescent Literacy,&quot; page 19,</td>
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<tr>
<td>Diarmuid, Inc.</td>
<td></td>
<td></td>
<td>Prepared by the National Literacy</td>
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<tr>
<td>P.O. Box 357530</td>
<td></td>
<td></td>
<td>Project for the Gates Foundation and available at:</td>
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</tr>
<tr>
<td>Gainesville, FL 32635 (877) (475-</td>
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<td><a href="http://www.maxjasminehouse.com/index.html">www.maxjasminehouse.com/index.html</a></td>
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<tr>
<td>HOSTSLINK IN LANGUAGE ARTS- HELP ONE STUDENT TO SUCCEED</td>
<td>Levels: 3</td>
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<td>Program Goal:</td>
<td>Grades K-8 including the general school population and low-achieving or at-risk students, and for older struggling readers. Grades 9-12</td>
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<td>A technology-based structured mentoring program designed to supplement a school's core reading curriculum. The main goals include improving academic achievement in reading and writing, building problem-solving skills, and improving behavior, attitudes and self-esteem.</td>
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<td>Content Attributes: A strategic and structured mentoring program</td>
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<tr>
<td>Design Features:</td>
<td>HOSTSLink for ELL Students</td>
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<tr>
<td>The three major components of the HOSTS mentoring program are professional development, individualized lesson plans, and mentoring.</td>
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<td>Sources of Information:</td>
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<td><a href="http://www.hosts.com/research/downloads/CMU_statewide_Assessment%20and%20Educational%20Data%20for%20the%2002-03.pdf">www.hosts.com/research/downloads/CMU_statewide_Assessment%20and%20Educational%20Data%20for%20the%2002-03.pdf</a></td>
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<td>Florida Center for Reading Research.</td>
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<td><a href="http://www.hosts.com/research/downloads/CMU_statewide_Assessment%20and%20Educational%20Data%20for%20the%2002-03.pdf">www.hosts.com/research/downloads/CMU_statewide_Assessment%20and%20Educational%20Data%20for%20the%2002-03.pdf</a></td>
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<td>HOSTS training incorporates the National Staff Development Council’s standards of context, process, and content.</td>
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<td></td>
<td><a href="http://www.hosts.com/research/downloads/CMU_statewide_Assessment%20and%20Educational%20Data%20for%20the%2002-03.pdf">www.hosts.com/research/downloads/CMU_statewide_Assessment%20and%20Educational%20Data%20for%20the%2002-03.pdf</a></td>
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<tr>
<td>External Research:</td>
<td></td>
<td></td>
<td>Another independent evaluation reporting significant results was completed by Bowling Green State</td>
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<td>Per FCRR, when HOSTS is implemented as intended, it addresses the components research has found to be essential to the success of tutoring programs for reading. There is a beginning level of research to support the use of HOSTSLink Language Arts as an effective mentoring program.</td>
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<td>Summary of the research support available at:</td>
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<td>A study conducted by the Michigan Center for Assessment and Educational Data for the 2002-03 school year of over 1,500 students concluded that results showed significant gains in student reading skills:</td>
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<td><a href="http://www.hosts.com/research/downloads/CMU_statewide_Assessment%20and%20Educational%20Data%20for%20the%2002-03.pdf">www.hosts.com/research/downloads/CMU_statewide_Assessment%20and%20Educational%20Data%20for%20the%2002-03.pdf</a></td>
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<td>© Copyright 2007 Stupski Foundation - Working Document</td>
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<td>Questions? Send to: <a href="mailto:literacy@stupski.org">literacy@stupski.org</a></td>
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**WORK IN PROGRESS: NATIONAL SECONDARY LITERACY INTERVENTION PROGRAM INVENTORY**

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<tr>
<th>Defining Features</th>
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<th>Impact/Location/ Duration of Successful Implementation</th>
<th>Additional Information</th>
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<tr>
<td><strong>Entire November 2002 Program</strong>&lt;br&gt;Review is available at: <a href="http://www.fcrr.org/FCRRReports/PDF/HOSTS_Report.pdf">www.fcrr.org/FCRRReports/PDF/HOSTS_Report.pdf</a></td>
<td><strong>Supports Provided:</strong> Unlimited technical assistance during the school year.&lt;br&gt;<strong>Program Costs:</strong> No pricing available online. Directly contact publisher</td>
<td><strong>University in 2001-2002 entitled “Northwest Ohio Special Ed Consortium Project.”</strong>&lt;br&gt;www.hosts.com/research/downloads/BGSU.pdf#search=%22northwest%20ohio%20special%20education%20project%22</td>
<td>Important that schools clearly identify their adopted research based reading curriculum as the HOSTS Link system is personalized for their school.&lt;br&gt;HOSTS Link for English Language Development meets USDOE standards for effective ELD or ELL programs.</td>
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<tr>
<td><strong>Resource Literacy Guide for Adolescent Literacy,” page 21. Prepared by the National Literacy Project for the Gates Foundation and available at:</strong> <a href="http://www.maupinhouse.com/pdf/Resource_Guide.pdf#search=%22a%20resource%20literacy%22">www.maupinhouse.com/pdf/Resource_Guide.pdf#search=%22a%20resource%20literacy%22</a></td>
<td><strong>Program Requirements:</strong> Classroom teacher delivers sequenced, systematic, cumulative and explicit instruction in two daily sessions that total 90 minutes. Curriculum is comprised of three levels with the recommendation that one year be devoted to each level.</td>
<td><strong>External Research:</strong> Most recent studies were conducted in Baldwin County, Idaho Falls and Sacramento City but no control groups were used. So it is not possible to determine whether or not the gains seen in these two studies were attributable solely to implementation of the LANGUAGE! curriculum, or whether other factors might have been involved. Overall, improvements in student performance and the resultant indications of the efficacy of the LANGUAGE! program are very encouraging.</td>
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<td><strong>Program Goal:</strong> Comprehensive reading program. Direct explicit comprehension instruction: text-based collaborative learning. Addresses all five areas of reading instruction identified by Reading First.</td>
<td><strong>Main Components:</strong>&lt;br&gt;• Instructional resource kit for teachers&lt;br&gt;• Teacher edition&lt;br&gt;• Student text&lt;br&gt;• Interactive text&lt;br&gt;• Assessment materials&lt;br&gt;• Technology tools: online assessment: planning; word database; e-reader; sortgories&lt;br&gt;Progress Monitoring: Placement based on Degrees of Reading Power (DRP) test comprehension, test of silent word reading fluency, spelling inventory, Progress monitoring student mastery and fluency tasks, summative tests, progress indicators. Online assessment system organizes and analyzes student data.</td>
<td><strong>Sample Implementation Sites:</strong>&lt;br&gt;Flint, Michigan; Carowba County, North Carolina; 18 schools and 4 Educational Service Centers in Ohio (case study notes above); 68 schools in Michigan (see study notes above); districts in Buffalo, Cleveland, Columbus, Dallas, Detroit, and Los Angeles</td>
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<td><strong>Content Attributes:</strong>&lt;br&gt;Phonemic awareness and phonics. Integrates reading, spelling, writing, and other critical language arts strands.</td>
<td><strong>Program Requirements:</strong>&lt;br&gt;Students performing two or more years behind grade-level who have not mastered phonemic awareness, phonics and basic fluency. Designed specifically for students who benefit from explicit instruction in a structured language curriculum, whether they are in the general, ELL, or special education program.</td>
<td><strong>Program Costs:</strong>&lt;br&gt;$600 Middle High School Teacher Training Kit, $1,800 classroom set ($450 small group set), $50 Instructional Resource Guide for Teachers</td>
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<td><strong>Design Features:</strong> Program is highly individualized, with students placed at an instructional level on the basis of an entry assessment, and continuing on that level until mastery of concepts and skills is attained. Flexible, small instructional groups are formed within the whole class according to mastery performance.</td>
<td><strong>Professional Development Required:</strong>&lt;br&gt;Initial training with course credit at accredited universities, 3-day training, advanced training for administrators and reading coaches, half- or full-day follow up training, site visits</td>
<td><strong>Summary of the research support available at:</strong> <a href="http://www.fcrr.org/FCRRReports/PDF/Language.pdf">www.fcrr.org/FCRRReports/PDF/Language.pdf</a></td>
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<td><strong>Sources of Information:</strong>&lt;br&gt;Florida Center for Reading Research&lt;br&gt;Florida Center for Reading Research&lt;br&gt;Florida Center for Reading Research&lt;br&gt;Florida Center for Reading Research&lt;br&gt;Florida Center for Reading Research</td>
<td><strong>Sample Implementation Sites:</strong>&lt;br&gt;The internal research summary above cites results for LANGUAGE! in Twin Falls, ID; Los Angeles USD-&lt;br&gt;Systematically in parallel fashion to children of all ages with delays in reading, writing, and/or language.</td>
<td><strong>Questions? Send to:</strong> <a href="mailto:literacy@stupski.org">literacy@stupski.org</a></td>
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<tr>
<td>Entire November 2002 Program Review is available at: <a href="http://www.fcrr.org/FCRRReports/PDF/LIW.pdf">www.fcrr.org/FCRRReports/PDF/LIW.pdf</a></td>
<td>- Successful Implementation</td>
<td>80 Middle Schools and 60 High Schools; Elk Grove and Sacramento City, California; Utica Community Schools, Michigan; Roaring Fork School District, Colorado; Rochester Public School District, Minnesota</td>
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**LIPS- LINDAMOOD PHONEME SEQUENCING PROGRAM FOR READING, SPELLING, AND SPEECH** Levels: 4, 5

**Program Goal:**
Goal is to develop fluent readers and competent spellers.

**Content Attributes:**
Is a multisensory supplemental intervention program designed to instruct and improve phonemic awareness, phonemic decoding, orthographic processing, sight word knowledge and spelling.

**Design Features:**
Intervention is very intensive and requires extensive time on the part of the teacher and students. Skills developed through an oral-motor, visual, and auditory feedback system.

**Sources of Information:**
Florida Center for Reading Research. Entire April 2006 Program Review is available at: www.fcrr.org/FCRRReports/PDF/LIPS.pdf

**Program Costs:**
Classroom kit $480; trainer's manual $98; CD with manual-$100; set of 4 PD videos $240.

**Internal Research:**
- Per FCRR, aligns with current reading research in its explicit and systematic presentation of phonemic awareness and phonics instruction. NRP, research studies incorporating the LIPS program cited as well designed, high quality research highlighting effectiveness of direct instruction in phonemic awareness and phonics. Instructional content and design of LIPS and the research base supporting its efficacy is strong. Independently gathered research studies evaluating its use have employed control groups and standardized measures of reading.

**External Research:**
- Kennedy & Backman (1993) conducted a study at a nonprofit residential school for students with severe learning disabilities. The authors compared the ADD (LIPS) program with the regular reading and spelling curriculum of the school. In this quasi-experimental study, students were matched on pretest according to age (11-17 years old), gender, and scores on the WISC-R the LAC, SORT and SAT-Sp.
- Sadoski and Willson (2006) conducted a six year study in Pueblo School District 60 in Colorado where with each passing year additional schools gradually implemented the three Lindamood-Bell Learning Processes; other two are Seeing Stars and Visualizing and Verbaling (see below).

**External Resources:**
- Systematic and explicit instruction.
- Organizational of the vowel circle to assist in sound discrimination among vowels is helpful.
- Sessions designed to build skills to mastery.
- Comprehensive teacher’s manual.
- Discovery Dialogues in each section of the teacher’s manual facilitate accurate implementation by the teacher.
- Training may not be offered at a convenient location, and training requirements for the LIPS program are relatively intense. LIPS is one of three products offered by Lindamood Bell Learning Processes; other two are Seeing Stars and Visualizing and Verbaling (see below).
**WORK IN PROGRESS: NATIONAL SECONDARY LITERACY INTERVENTION PROGRAM INVENTORY**

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<tr>
<td><em>Lindamood Bell</em></td>
<td><em>Processes (LBLP)</em></td>
<td><em>School's core reading curriculum. Is strong enough, however, to be used as the main method to get students up and going with beginning reading skills in phonemic awareness and phonics.</em></td>
<td><em>An abstract of the report is available on the publisher's website at <a href="http://www.lblp.com/research/leaskski-abstract.html">www.lblp.com/research/leaskski-abstract.html</a>. The report is also available in the American Educational Research Journal, Spring 2006, Volume 43, No. 1, pp. 137-154.</em></td>
<td><em>The publisher also provides links to third party field research results on its website at <a href="http://www.readamerica.net/research.asp">www.readamerica.net/research.asp</a> and clinical research at:</em></td>
</tr>
<tr>
<td>416 Higuera Street</td>
<td><em>Sample Implementation Sites:</em> has Learning Centers in Mobile, Alabama; numerous locations in California; Denver, Colorado; Miami, Tampa, and Weston, Florida; Atlanta and Gwinnett County, Georgia; Indianapolis, Indiana; New York City and Long Island, New York; Philadelphia; Seattle, Washington, D.C.; Danien, Connecticut; Chicago, Illinois; Boston, Birmingham, Michigan; Montistown, New Jersey; Charlotte, NC; Memphis, Dallas</td>
<td><em>External Research: Per FCRR, instructional content and design of Phono-Graphix is based on research that utilizes a systematic method to teach reading and includes the critical elements of beginning reading. The method of instruction has been effective in improving word reading skills in a short amount of time for students diagnosed with learning disabilities as well as those who are struggling to learn to read.</em></td>
<td><em>Program is highly adaptable and can be implemented in a variety of settings.</em></td>
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<tr>
<td>San Luis Obispo, CA 93401</td>
<td><em>Program's goals are fluent and accurate reading and spelling with an emphasis on strategy instruction rather than rule memorization.</em></td>
<td><em>Program is highly adaptable and can be implemented in a variety of settings.</em></td>
<td><em>Can be taught by professionals and/or mentor volunteers due to the clarity and conciseness of language.</em></td>
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<tr>
<td>(805) 541-3836</td>
<td><em>Can be used as a supplement to a school's core reading curriculum.</em></td>
<td><em>Teachers learn the subskills underlying the reading process.</em></td>
<td><em>Students learn the subskills of Phonographix by reinforcement through sentence and text reading rather than rote memorization of rules and isolated drill exercises.</em></td>
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<tr>
<td><a href="http://www.lindamoodbell.com/programs/">www.lindamoodbell.com/programs/</a></td>
<td><em>Program is highly adaptable and can be implemented in a variety of settings.</em></td>
<td><em>Original clinical research on the program was conducted at the Read America clinic in Orlando, Florida. The results of this study were published in the Annals of Dyslexia, the research journal of the International Dyslexia Society (McGuinness, McGuinness, &amp; McGuinness, 1996). This peer-reviewed journal article used a quasi-experimental design with pre-test/post-test comparisons and no control group.</em></td>
<td><em>Repetition and error correction with appropriate scaffolding are built into the program ensuring mastery.</em></td>
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<td></td>
<td><em>Designed for struggling readers, and for students who have been diagnosed with a reading disability.</em></td>
<td><em>Supports Provided: A web based support system for teaching Phonographix at home, or in a clinic or classroom. Training also qualifies individual to be a member of their international organization of literacy professionals.</em></td>
<td><em>Multisensory approach to Phonographix can be a powerful tool since students are actively engaged: they hear, see, say, move sound pictures and write sound pictures in a left-to-right sequence.</em></td>
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<td><em>Class Requirements: A classroom teacher, reading specialist or mentor volunteer can teach Phono-Graphix in a variety of instructional settings. 1-on-1 or small group presentation of instruction is encouraged but the program can also be used for a larger group.</em></td>
<td><em>Program Costs: Word Work Kit: $175 Internship Course for 5 teachers: $1,350</em></td>
<td><em>Because the program emphasizes a positive, specific feedback, the effort of the student is always validated.</em></td>
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<td><em>Main Components: Materials included in the classroom kit are a teacher's manual with scope and sequence, lesson plans, reproducible worksheets, a white board for error correction, and a diagnostic kit with other accessories.</em></td>
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<td><em>Professional Development Required: Training provided on their online certification course or at a nearby training event.</em></td>
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<td></td>
<td><em>Supports Provided: A web based support system for teaching Phonographix at home, or in a clinic or classroom. Training also qualifies individual to be a member of their international organization of literacy professionals.</em></td>
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<td><em>Program Costs: Word Work Kit: $175 Internship Course for 5 teachers: $1,350</em></td>
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<td><em>External Research: Per FCRR, instructional content and design of Phono-Graphix is based on research that utilizes a systematic method to teach reading and includes the critical elements of beginning reading. The method of instruction has been effective in improving word reading skills in a short amount of time for students diagnosed with learning disabilities as well as those who are struggling to learn to read.</em></td>
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<td><em>Original clinical research on the program was conducted at the Read America clinic in Orlando, Florida. The results of this study were published in the Annals of Dyslexia, the research journal of the International Dyslexia Society (McGuinness, McGuinness, &amp; McGuinness, 1996). This peer-reviewed journal article used a quasi-experimental design with pre-test/post-test comparisons and no control group. Other studies reported by schools reflecting similar positive results are reported on the Read America website <a href="http://www.readamerica.net/">http://www.readamerica.net/</a>.</em></td>
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<td></td>
<td><em>The publisher also provides links to third party field research results on its website at:</em> <a href="http://www.readamerica.net/research.asp">www.readamerica.net/research.asp</a> and clinical research at:*</td>
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**PHONO-GRA Flex Levels: 4, 5**

**Program Goal:** Designed for struggling readers, and for students who have been diagnosed with a reading disability.

**Content Attributes:** Based on phonemic awareness and alphabetic code knowledge.

**Design Features:** A structured, systematic, multi-sensory reading and spelling program

**Sources of Information:**
- Publisher Contact Information: © Copyright 2007 Stupski Foundation - Working Document 42

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<tr>
<th>Defining Features</th>
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<th>Additional Information</th>
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<tr>
<td>Read America</td>
<td>P. O. Box 1246</td>
<td><a href="http://www.readamerica.net">www.readamerica.net</a></td>
<td><a href="http://www.readamerica.net/PageA1Link.asp">www.readamerica.net/PageA1Link.asp</a></td>
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<td></td>
<td>Mount Dora, FL 32756</td>
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<td>Sample Implementation Sites: Sites in the research results include Orlando, FL; Gainsville, FL; and Phillipsburg, NJ</td>
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**REACH SYSTEM** Levels: 4, 5

**Program Goal:**
For students to accelerate in reading and language arts in order to successfully read on grade level.

**Content Attributes:**
Is a comprehensive reading, writing, and oral language intervention program.

**Design Features:**
REACH is a compilation of programs published by SRA that include: Corrective Reading (see review above), Reasoning and Writing, Spelling Through Morphographs, and High Noon Chapter Books. The System Guide integrates these programs to present the essential components of reading instruction and also provides supplemental materials.

**Sources of Information:**

**Program Goal:**
For students in grades 4 through 6 who are reading below grade level. It is also appropriate for high school students who are functioning below the 8th grade level in reading.

**Class Requirements:**
The classroom teacher delivers whole class instruction in a four period block of time, or a minimum of 2 1/2 to 3 hours, though this schedule can be customized as needed for shorter periods of time.

Main Components:
- Teacher materials include a Scheduling Section, which contains daily lesson plan charts to guide the teacher in setting goals for students for each semester and details how to use the components on a daily basis.
- Professional Development Required: Initial training involves a 2-day program. Additional support provided through a set of 6 videotapes.

Supports Provided:
Ongoing support is customized depending on the needs of each particular situation and at the request of the district or building level administrators.

**Program Costs:**
Starter set Grades 4-6: $2,334.
Starter set Grades 6-12: $2,199

**External Research:**
Per FCRR, the instructional content and design of the REACH System is consistent with scientifically based reading research. However, whereas the elements of the system have produced student reading growth in reading and spelling in previous studies, in the absence of control groups it is unclear whether this growth can be ascribed to the components of the REACH System. While a reasonable level of empirical support for several of the components with the REACH system exists, there is no external research to date on the comprehensive system itself. One of its major components, Corrective Reading, is reviewed above.

Summary of research support available at: www.fcrr.org/FCRRReports/PDF/REACH7.pdf

**Sample Implementation Sites:**
Buffalo Public Schools, New York, California schools in San Francisco, Palm Springs, Sacramento, Port Hueneme, Stockton, Lake Tahoe, Cheyenne, Wyoming

- Lessons are explicit and systematic.
- Scaffolding and cumulative review are prominent.
- The System Guide provides a clear plan for integrating instruction across the program’s four components.
- Teacher resources and training are readily available to help the teacher understand the rationale for the instructional approach.
- Spelling, writing, oral language, motivation, and listening comprehension are addressed.
- Students are repeatedly exposed to vocabulary in many contexts.
- Opportunities for generating questions to improve engagement with text are not evident.
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<tr>
<td><strong>READ 180</strong></td>
<td>Level: 3</td>
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**Program Goal:**
Program goals are to increase the students’ decoding, fluency, and comprehension skills.

**Content Attributes:**
Direct explicit comprehension instruction. Phonics, fluency, vocabulary, and comprehension are incorporated, in varying degrees.

**Design Features:**
Technology driven. Program uses guided oral reading procedures to provide word recognition, fluency, and comprehension. Multimedia program on CDs with full motion video to provide schema/mental set. Text-based collaborative learning, strategic tutoring. Classroom-based with a technology component. Contains several types of assessment.

**Sources of Information:**
Florida Center for Reading Research. Entire October 2004 Program Review is available at: www.fcrr.org/FCRRReports/PDF/READ180Final.pdf


Publisher Contact Information: Scholastic
557 Broadway
New York, New York 10012
(800) 724-6527 www.scholastic.com

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**Class Requirements:**
Technology-based daily lesson, yearlong. Dependent on facilitating teacher for monitoring. The program involves interactive text reading adjusted to students’ assessed reading level, spelling and word study, assessment and record keeping, paperback books leveled to match students, audio cassettes for each book with comprehension prompts, all set up in a 90 rotation in groups of 5 students (5 on the computer, 5 silently reading, 5 in teacher led instruction).

- Daily lesson consists of:
  - Whole group instruction
  - Small group direct instruction
  - READ 180 Software
  - Reading and Writing Skills Practice
  - Whole group direct instruction

**Main Components:**
- Software that addresses specific reading problems
- Teacher-directed instructional materials for instruction in comprehension, vocabulary, word study, and writing
- Audio books for modeled reading
- Paperback for independent reading
- Assessment system

**Progress Monitoring:** Scholastic Reading Inventory (SRI) used for placement and progress monitoring using Lexile framework. Assessments also embedded in a software program that makes instructional decisions on the basis of assessment data.

**Professional Development Required:**
One-day leadership training; 2 days of in-service training at implementation, online course, 8 half-day seminars, reading courses. Administrator training in how to support teachers also available. PD can be customized to meet the needs of its participants.

**Supports Provided:**
Ongoing assistance and coaching is available for teachers at an extra cost.

**Program Costs:**
$40,000 for 60 students for materials and training

Source: Learning Point Associates; entire program evaluation available on page 57 at: www.learningpoint.org/literacy/adolescent/intervention.pdf

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**External Research:**
Per FCRR, the instructional content and design of READ 180 is consistent with current reading research. There is a beginning level of research support for the use of READ 180 as an intervention to teach intermediate students necessary comprehension skills. However, future research is needed to better support the efficacy of this curriculum.

One large study, conducted by Interactive, Incorporated in 2002, examined the effects of READ 180 on reading achievement of low performing students in middle schools within seven member districts of the Council of Great City Schools. Data are available for the following districts: Boston MA; Columbus OH; Dallas TX; and Houston TX. Although the study intended to include random assignment, several sites reported using quasi-experimental control groups instead.

Another study was conducted in eighth grade classrooms in the Los Angeles Unified School District. These results provide preliminary support for the efficacy of READ 180, although the lack of random assignment means that some classroom and school-based variations may be partly responsible for the findings.

Summary of the research support available at: www.fcrr.org/FCRRReports/PDF/READ180Final.pdf

Policy Studies Associates, under contract from the publisher, conducted research in Phoenix Union HS District in 2003-2005 and documented out performance with READ 180. This study and other third party research results are available on publisher’s web: http://teacher.scholastic.com/products/research/intervention.htm

**Sample Implementation Sites:**
Schools/districts highlighted in the efficacy studies include NYC District 23, Des Moines, Los Angeles, and Anaheim Unified School Districts, Phoenix and Glendale Union High School Districts; Clark County, Nevada; Boston; Columbus; Dallas, Houston, Austin, and Socorro ISDs in Texas; Des Moines, Iowa; St. Paul; New York City Public Schools; Holyoke and Brockton, MA; New Orleans; Sussex County, DE; Iredell County, NC; Santa Rosa County and Miami Dade, Florida; Fairfax, Virginia; Kirkwood, MO

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**Questions?** Send to: literacy@stupski.org

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## READ NATURALLY Levels: 3

### Program Goal:
Provide students with a tool to develop reading fluency. Motivated by research indicating that comprehensibility and fluency are highly correlated.

### Content Attribute:
A supplemental fluency program designed to develop the skills necessary for fluent and effortless reading: speed, accuracy and proper expression.

### Design Features:
Three strategies that figure prominently in the program are reading along with a fluent model, individual repeated readings of the same passage at the student’s reading level, and progress monitoring. The five critical components of reading instruction may be found in varying degrees within the Read Naturally program.

### Sources of Information:
Florida Center for Reading Research. Entire October 2003 Program Review is available at: www.fcrr.org/FCRRReports/PDF/read_naturally_final.pdf


Publisher Contact Information:
Read Naturally, Inc.
750 S. Plaza Drive #100
Saint Paul, MN 55120
(800) 788-4085, www.readnaturally.com

<table>
<thead>
<tr>
<th>Defining Features</th>
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<th>Implementation Requirements</th>
<th>Impact/Location/Duration of Successful Implementation</th>
<th>Additional Information</th>
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<tr>
<td>Students of any age may use this program, from beginning readers able to read approximately 50 words, to adult readers experiencing difficulty with fluency. May be used flexibly as a supplement to provide extra practice for young readers, for students learning the English language, and as an intervention for struggling readers.</td>
<td>Class Requirements: Lends itself to use in a variety of settings: the general classroom, resource room, media center, computer lab, a multi-level classroom, or an Extended Day Program. Although the program may be supervised by a teacher, an instructional assistant, or a parent volunteer, ultimately the teacher must oversee its use to ensure proper implementation and to become familiar with students' progress. Intended to be implemented for a minimum of three, 30-minute sessions each week. Main Components: Teacher's Manual is clear and comprehensive and provides detailed descriptions for each step of the program with helpful suggestions for various adaptations. Professional Development Required: Free information and advice as well as technical assistance are available and provides detailed descriptions for each step of the program with helpful suggestions for various adaptations. Supports Provided: Free information and advice as well as technical assistance are available and encouraged by calling the company. Program Costs: Sold by the unit from .8 to 7.0 grade/reading levels each with pre-recorded tapes to go with the reading selections. $105 Audio CDs per level (23 levels). $100 cassettes per level. Assessment package for single user license up to 75 students is $600.</td>
<td>External Research: Per FCRR, the repeated reading strategies used by Read Naturally have been validated through research as being effective for increasing a student’s reading speed and accuracy. In an urban Minnesota school, data was collected over a six year period on low performing second and third graders receiving instruction using the Read Naturally program, although no control group was used. (Hasbrouck, Ihnot, &amp; Rogers, 1999) A study in Michigan evaluated the effects of the Read Naturally program with Special Education students in grades 3-8. The results indicated that special education students using Read Naturally made greater gains than general education students who did not receive instruction with Read Naturally. Although the gains were encouraging, students were not equivalent at pretesting, and without an experimental design including random assignment. One additional study that included 156 students from four schools in Minnesota during the 2003-2004 school year compared the effects of students using the Read Naturally program to another group of students not using the program. This study gives beginning levels of evidence that the Read Naturally program was effective in improving students' reading fluency. Summary of the research support available at: <a href="http://www.fcrr.org/FCRRReports/PDF/read_naturally_final.pdf">www.fcrr.org/FCRRReports/PDF/read_naturally_final.pdf</a></td>
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</table>

Sample Implementation Sites:
School districts include: Huron Co, MI; Minneapolis, MN; San Antonio, TX; Upper Lake, CA; Matthews County, VA

- Strong built-in comprehension component.
- Teacher's manual is well organized providing clear objectives that link research evidence with practice. It also offers explicit, detailed information for proper implementation and effective use of the program.
- Students receive explanations of why they perform particular readings? Send to: literacy@stupski.org

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**READABOUT** Levels: 3

<table>
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<tr>
<th>Program Goal:</th>
<th>Class Requirements:</th>
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<tr>
<td>An adaptive reading technology program designed to supplement a school's core reading program for students in grades 3-6.</td>
<td>Use of computer application for a minimum of 20 minutes at least twice a week. Use the supplemental print materials for a minimum of 20 minutes at least once per week. When implemented with this frequency, it takes approximately 2-3 weeks to complete one topic. Software individualizes instruction based on continuous assessment.</td>
</tr>
</tbody>
</table>

**Main Components:** ReadAbout lends itself to flexible use in the classroom and in a computer lab setting. Students work individually at a computer with minimal supervision as well as supplemental print materials. "Scholastic Achievement Manager (SAM) generates real-time electronic reports that educators can use for progress monitoring, instructional planning, and management purposes."

**Professional Development Required:** If a school purchases the basic ReadAbout package, there are two professional development trainings offered. One is a 7-hour training that introduces teachers to the program. A second follow-up training is given 6-8 weeks after implementation of the program for extra support.

**Additional trainings are available for a fee. Telephone and online support also available.**

**Program Costs:** No pricing available online.

**External Research:** Par CCRR, the instructional content and design of the ReadAbout program are derived from a strong research base. The nonfiction topics with their related passages are aligned with the national standards for English language, science, and social studies.

Summary of the research support available at: [www.fcrr.org/FCRRReports/PDF/ReadAboutfinal.pdf](http://www.fcrr.org/FCRRReports/PDF/ReadAboutfinal.pdf)

During the 2005-2006 school year, Scholastic hired an independent third-party to conduct a study of ReadAbout in fifth-grade classrooms at a suburban middle school in Long Island, New York. The primary purposes of this study were to evaluate the implementation and usage of ReadAbout and to gather preliminary findings with regard to the program effectiveness with standardized measures of vocabulary and reading comprehension.

Observational data and results from the Gates-MacGinitie Reading Test were gathered for all 216 participants. Observations revealed significant growth for both groups. Performance trends on the vocabulary portion of the Gates-MacGinitie Reading Test were in favor of the ReadAbout group. Further research is ongoing to better understand the effectiveness of ReadAbout with more specialized non-fiction reading comprehension and vocabulary assessments.

Please note the ReadAbout program was selected for evaluation. Please note that the ReadAbout program is currently involved with an evaluation by the U.S. Department of Education’s Institute of Education Sciences. This study evaluates the effectiveness of ReadAbout in a two-year national research study. This study evaluates the effectiveness of various reading approaches and programs that are designed to improve reading comprehension with expository text. During the 2006-2007 school year, 17 schools and 1,396 students in 8 states received ReadAbout as their supplemental reading program for use in fifth grade classrooms.

**Sources of Information:**
Florida Center for Reading Research. Entire June 2006 Program Review is available at: [www.fcrr.org/FCRRReports/PDF/ReadAboutfinal.pdf](http://www.fcrr.org/FCRRReports/PDF/ReadAboutfinal.pdf)

Publisher Contact Information: Scholastic 557 Broadway New York, New York 10012 (212) 343-6100 [www.scholastic.com](http://www.scholastic.com)
**WORK IN PROGRESS: NATIONAL SECONDARY LITERACY INTERVENTION PROGRAM INVENTORY**

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<tr>
<th>Defining Features</th>
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<tr>
<td>Specificity designed for students in 4th through 12th grade who have mastered skills associated with first- and second-grade reading but have difficulty reading long words and/or who read slowly (i.e., 60 to 120 correct words per minute). Does not address students who read below a mid-2nd-grade reading level.</td>
<td></td>
<td></td>
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<td>Site at <a href="http://readingcomp.mathematica-mpr.com/">http://readingcomp.mathematica-mpr.com/</a></td>
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<td>Class Requirements: Each lesson includes a description of the activity and a detailed lesson plan. Program consists of 20 lessons lasting 40 to 50 minutes each and is administered by teachers or paraprofessionals in a whole class setting. Lessons are explicit, yet flexible, with a high level of teacher/student interaction. Progress Monitoring: Teacher is able to monitor and make instructional adjustments on an ongoing basis</td>
<td>Professional Development Required: Training accomplished in a one day format through independent contractors. Ultimately is a train the trainer model within the school/district</td>
<td>Supports Provided: Question-and-answer sessions, follow-up trainings with both teachers and administrators, and site visits</td>
<td>Program Costs: Intervention for Secondary Students: $200 for 10 students, $270 for 20 students. Teacher guide: $75. 10 student books: $80</td>
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**REWARDS: READING EXCELLENCE: WORD ATTACK AND RATE DEVELOPMENT STRATEGIES** Levels: 3

Program Goal: Designed to be an intense, short-term reading intervention program.

Content Attributes: Focuses on fluency-building - not a complete reading program.

Design Features: Flexible strategies for decoding multi-syllabic words in order to build reading accuracy and fluency. This is accomplished by teaching a strategy to segment a word into parts, read the word part by part, and then read the word independently. Students learn that they can be flexible in dividing the word into parts as long as they can ultimately make the word into a real word.

Sources for Additional Information:
Publisher/Contact Information: Sopris West
4093 Specialty Place
Longmont, CO 80504
(800) 547-6747
www.sopriswest.com

External Research:
Per FCRR, there is research support for the use of REWARDS as an intervention to teach intermediate and secondary students necessary decoding and fluency building skills. Was developed based on research supporting the value of teaching intermediate students flexible decoding skills for multi-syllabic words using strategy that the most effective way to identify unknown words in text is to first “sound them out” and then to use passage context to find a word that matches both the sounds of the letters and the meaning of the passage. Research results are summarized by FCRR and is available at: [Summary of the research support available at: www.fcrr.org/FCRRReports/PDF/rewards_report.pdf](http://www.fcrr.org/FCRRReports/PDF/rewards_report.pdf)

A comparison of two Direct Instruction reading programs (including REWARD) for urban middle school students was reported in Remedial and Special Education, Volume 26, Number 3, May/June 2005, Pages 175-182. The authors, Margaret Shippen, David Houchins, Candace Steventon, and Donya Sartor analyzed a group of struggling seventh graders in an urban middle school. Results indicated that after a 6-week reading intervention, the 31 students made significant gains in reading.

Sample Implementation Sites:
Houston; Springfield, Oregon; Duval Co. and Jacksonville, Florida; Hollister, California; Boise, Idaho; Silverstake, Washington; DuBois, Pennsylvania

- It is easy to implement and can be used successfully by a wide variety of professionals, paraprofessionals, and volunteers.
- REWARDS is a short-term intervention that can be completed in four or five weeks.
- Student progress is easily monitored, charted, and rewarded, thus increasing motivation.
### WORK IN PROGRESS: NATIONAL SECONDARY LITERACY INTERVENTION PROGRAM INVENTORY*

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#### SEEING STARS: SYMBOL IMAGERY FOR PHONEMIC AWARENESS, SIGHT WORDS, AND SPELLING PROGRAM  Levels : 4, 5

**Program Goal:** Is for students from kindergarten through adulthood

**Class Requirements:** Can be taught by classroom teachers, specialists, tutors, volunteers or parents. Program can be utilized in whole group, small group, or individualized instruction. Rising is determined by student performance.

**Program Costs:** Kit: $300; teacher’s manual $45; Decoding Workbook set of 5 $510; CD set of 6- $70

**External Research:** Per FCRR, although the instructional design of the Seeing Stars program has many features that are consistent with findings from current research in instruction and reading, they must conclude that empirical demonstration of its effectiveness as a complete program still awaits the design and execution of research that can be unambiguously interpreted as supporting its unique combination of content and instructional features.

**Sources of Information:** Florida Center for Reading Research. The entire April 2006 Program Review is available at: [www.fcrr.org/FCRRReports/PDF/SeeingStars.pdf](http://www.fcrr.org/FCRRReports/PDF/SeeingStars.pdf)

**Summary of the research support available at:** [www.fcrr.org/FCRRReports/PDF/SeeingStars.pdf](http://www.fcrr.org/FCRRReports/PDF/SeeingStars.pdf)

**Sample Implementation Sites:** Has Learning Centers in Mobile Alabama; numerous locations in California; Denver, Colorado; Miami, Tampa, and Weston, Florida; Atlanta and Gwinnett County, Georgia; Indianapolis, Indiana, New York City and Long Island, New York; Philadelphia; Seattle; Washington, D.C.; Darien, Connecticut; Chicago, Illinois; Boston; Birmingham, Michigan; Morristown, New Jersey; Charlotte, NC; Memphisis, Dallas

**Publisher Contact Information:** Lindamood Bell 416 Higuera Street San Luis Obispo, CA 93401 (800) 541-3836 www.lindamoodbell.com/programs/​

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#### SPELL READ P.A.T. (PHONOLOGICAL AUDITORY TRAINING)  Levels : 4, 5

**Program Goal:** Designed for students aged 5 to adult and targets a wide range of readers, writers and spellers who

**Class Requirements:** Teacher’s manuals, instructional cards and activity books accompany each phase. May be taught by general or special education teachers, reading specialists, psychologists, speech-language pathologists or paraprofessionals. Instruction occurs daily for 60-90 minutes in small groups of 3-5 students

**External Research:** Per FCRR, the content and design of the Spell Read P.A.T. program are aligned with current scientifically based reading research. One study involving random assignment to intervention and control groups showed that the Spell Read P.A.T. program, when implemented properly, can produce significant and multiple and varied phonemic awareness and phonics activities, often in an instructional game format, are motivating and integral part of the program.

**Multiple and varied phonemic awareness and phonics activities, often in an instructional game format, are a motivating and integral part of the program.**

**The explicit, highly structured, step-by-step format, with frequent repetition and immediate feedback can be helpful for struggling readers.**

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WORK IN PROGRESS: NATIONAL SECONDARY LITERACY INTERVENTION PROGRAM INVENTORY*

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<tr>
<td>Content Attributes: A reading intervention that offers instruction in phonemic awareness, phonemic decoding, spelling, reading fluency, reading comprehension, and writing. A basic underlying assumption of the Spell Read P.A.T. intervention is that fluency in phonological skills will free a student’s mental capacity permitting an unhindered focus on comprehension and vocabulary acquisition.</td>
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<td>Design Features:</td>
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<td>Sources of Information: Florida Center for Reading Research.</td>
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<tr>
<td>Implementers: SpellRead Learning Systems, Inc. 2nd Floor, Confederation Court Mall 134 Kent Street, Charlottetown, PE C1A 8R8 Tel (902) 892-9645.</td>
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Professional Development Required: Successful delivery of the program is a high priority for the Spell Read company, therefore, instructors of the intervention are trained by the company and must have strong phonological skills, and high school level reading, spelling and writing. Instructors receive 8 days of training, in-class coaching for the first week or two, and on-going support.

Program Costs: $2,000 teacher materials (one time fee), $120 student materials

Substantial effects on reading skill for children ranging in age from grade one through grade six. Results from several clinical samples support the finding that the Spell Read P.A.T. program can provide instruction that is sufficiently powerful to normalize most of the reading skills of struggling readers older than 12 years of age.

Summary of the research support available at: www.fcrr.org/FCRRReports/PDF/spell_read_pat.pdf

Spelling Read is one of four intervention programs for struggling readers that was determined to have sufficient preliminary evidence of effectiveness to be included in a large scale, randomized controlled trial of reading interventions for older students. The trial involves the study of interventions for 3rd and 5th grade students and is funded by the Institute for Education Sciences. An executive summary of that study can be found at: http://www.ed.gov/avetech/evaldisadv/title1interimconferenceum.pdf

A priority of the program is the intense focus on fluency contributing to eventual mastery of skills.

The teacher’s manual is clear and easy to follow.

The type of consistent questioning during Share Reading can be effective in guiding the students’ focus to the gist of the story.

Written responses to writing clarify whether or not students understand what they have read.

Research studies for this program have demonstrated substantial gains across grade levels and among students with differing ability levels.

Research studies for this program have demonstrated substantial gains across grade levels and among students with differing ability levels.

STRATEGIC INSTRUCTION MODEL (SIM): STRATEGIES FOR STUDENTS AND TEACHERS Levels: 3

Program Goal: A comprehensive set of instruction and intervention procedures that, when combined, comprise an array of strategies and routines designed to improve the content literacy of students in grades 4-12.

Content Attributes: Student reading strategies to be used across the content area are: phonics, vocabulary, comprehension. The instructional approach associated with the SIM is intended to offer students a key to unlocking text and nurturing

Struggling secondary readers- grades 4-12

Class Requirements: Once a school decides to use the SIM and The Content Literacy Continuum as its means of school improvement, it enters into a 3-4 year process. The SIM Implementation Team is an experienced group of professionals in school change who work with a school’s teachers and administrators to orchestrate and integrate SIM across the entire curriculum. Is a year long program.

The considerable scope of the SIM is organized into a system of delivery called The Content Literacy Continuum (CLC). This system is designed to respond to the literacy needs of a particular school in a manner that is comprehensive and sustainable. Content literacy in this context refers to the listening, speaking, reading, and writing skills necessary for academic learning.

Main Components:
1. Comprehensive learning strategies curriculum

External Research: Per FCRR, the KU-CRL research has provided systematic evaluations of student acquisition and utilization of strategy steps across a wide range of different skills. The research by the KU-CRL group has demonstrated that students with learning disabilities and other low achieving students can learn to utilize the various strategies in the model. The research on how strategy acquisition and utilization impacts reading outcome measures is less highly developed. however. More evidence is needed to establish the efficacy of the SIM strategies for improving the myriad skills comprising reading comprehension.

Summary of the research support available at:

A priority of the program is the intense focus on fluency contributing to eventual mastery of skills.

Research studies for this program have demonstrated substantial gains across grade levels and among students with differing ability levels.

Summary of the research support available at:

http://www.fcrr.org/FCRRReports/PDF/spell_read_pat.pdf

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<tbody>
<tr>
<td>Understanding.</td>
<td></td>
<td>Comprehensive content enhancement teaching routine</td>
<td><a href="http://www.fcrr.org/FCRRReports/PDF/SIMR.pdf">www.fcrr.org/FCRRReports/PDF/SIMR.pdf</a></td>
<td>Teachers learn several strategies, which allow them more flexibility when responding to the varying needs of their students.</td>
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<tr>
<td>Design Features:</td>
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<td>Separate teacher’s manual or guidebook for each strategy</td>
<td>Independent third party research results also available from the University of Kansas at: <a href="http://kucrl.org/featured/adollit.shtml">http://kucrl.org/featured/adollit.shtml</a></td>
<td>Instructional manuals are organized, clear, and highly detailed.</td>
</tr>
<tr>
<td>SIM is a set of routines called the teacher-focused interventions, or, the Content Enhancement Routines. These instructional routines were designed with the intent to foster effective teaching by helping teachers “think about, adapt, and present their critical content” so that they might respond more adequately to the diverse needs of students who are at-risk academically.</td>
<td></td>
<td>Professional Development Required: Initial training by a certified SIM trainer - there are a variety of teacher development opportunities through the SIM Learning Strategies Institute. PD varies according to level of support teachers and specialists are involved with on the Content Literacy Continuum.</td>
<td>Sample Implementation Sites: Summary evaluation information is available based on implementation in Tuskegon, Michigan; various districts in California; Little Rock, Arkansas; and Topeka, Kansas.</td>
<td>This program is designed specifically for adolescents.</td>
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<tr>
<td>Another major component is the Learning Strategies Curriculum, designed to provide skills and strategies students need to learn to the content so that they may become independent learners and use these skills in a variety of settings.</td>
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<td>Supports Provided: Conferences and Institutes</td>
<td><a href="http://www.nifl.gov/partnershipforreading/adolescent/s">http://www.nifl.gov/partnershipforreading/adolescent/s</a> summaryIIa.html</td>
<td>Designed for special education students.</td>
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<tr>
<td>Sources of Information: Florida Center for Reading Research</td>
<td></td>
<td>Program Costs: Schools pay an annual curriculum development and implementation support fee of $18,000 which program development and senior staff support. Other fees charged for PD and curriculum materials</td>
<td><a href="http://www.fcrr.org/FCRRReports/PDF/SIMR.pdf">www.fcrr.org/FCRRReports/PDF/SIMR.pdf</a></td>
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<td>The entire January 2006 Program Review is available at: <a href="http://www.fcrr.org/FCRRReports/PDF/SIMR.pdf">www.fcrr.org/FCRRReports/PDF/SIMR.pdf</a></td>
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<td>Independent third party research results also available from the University of Kansas at: <a href="http://kucrl.org/featured/adollit.shtml">http://kucrl.org/featured/adollit.shtml</a></td>
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<td>Publisher/Contact Information: The University of Kansas Center for Research on Learning</td>
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<td>Joseph R. Pearson Hall</td>
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<td>1122 West Campus Road, Room 521</td>
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### THINKING READER  Levels: 3

**Program Goal:**
A supplemental software program. Goal of Thinking Reader is to increase students' reading comprehension by training them to read strategically.

**Content Attributes:**
- Through each novel, Thinking Reader provides 7 comprehension strategies with a support system of prompts, hints, models, and feedback.

**Design Features:**
Thinking Reader includes five different levels of support so that teachers can adjust the program to challenge individual students as their skills improve. Instruction in each strategy is scaffolded with support being gradually withdrawn as students progress through the levels. Text version of the novel is presented on-screen and words are highlighted as they are read to the student.

**Sources of Information:**
- Florida Center for Reading Research. The entire January 2005 review is available at: [www.fcrr.org/FCRRReports/PDF/ThinkingReaderFinal.pdf](http://www.fcrr.org/FCRRReports/PDF/ThinkingReaderFinal.pdf)

**Publisher Contact Information:**
- Tom Snyder Productions
  - 100 Talcott Avenue
  - Watertown, MA 02472
  - (800) 342-0236
  - www.tomsnyder.com

**External Research:**
According to FCRR, although one available study is suggestive of positive impact for Thinking Reader there is not yet causally informative research. The instructional content of Thinking Reader is consistent with current research on reading comprehension. Future studies with sound experimental designs including control groups may determine the efficacy of Thinking Reader in the classroom.

In 2002, Dalton et. al. reported the results of using Thinking Reader with middle school students in which 102 students performing at or below the 25th percentile on the Gates-MacGinitie participated. Four schools and fourteen teachers were involved in this quasi-experimental study.

Summary of the research support available at: [www.fcrr.org/FCRRReports/PDF/ThinkingReaderFinal.pdf](http://www.fcrr.org/FCRRReports/PDF/ThinkingReaderFinal.pdf)

**Sample Implementation Sites:**
- Grand Rapids, Michigan
- Lexington, Kentucky
- Atlanta, Georgia
- Richmond, Indiana
- Keller, Texas
- Oswego County, New York
- Eastmont Middle School, Utah

**Program Costs:**
$250 per title. Additional pricing information not available online

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### VISUALIZING AND VERBALIZING FOR LANGUAGE COMPREHENSION AND THINKING (V/V)  Levels: 3, 4

**Program Goal:**
A supplemental/intervention set of programs for students in K-12+ with weak concept imagery.

**Content Attributes:**
- Systematic and explicit instruction. Clear detailed lesson examples at each step of instruction.
- Accompanying materials are well organized.
- Can be utilized in whole or small group format.

**Class Requirements:**
- Main component is computer program. The manual includes specific objectives for each lesson with sample dialogue between the creator Nanci Bell and a student.

**External Research:**
FCRR cites several studies of results conducted in Long Beach, CA and other sites, but it was difficult to distinguish between teacher and program effects.

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Defining Features | Target Population | Implementation Requirements | Impact/Location/Duration of Successful Implementation | Additional Information
--- | --- | --- | --- | ---
strategies designed to instruct and improve reading comprehension, oral language comprehension and expression, written language expression, and critical thinking skills through the development of concept imagery. | Duration: The frequency and duration of lessons is dependent upon the instructional environment but whole class and small group instruction is recommended 3-5 times a week with 30 minute sessions for 8-12 weeks. Daily 60 minute sessions for 8-12 weeks are recommended for students requiring one on one intervention. | Impact/Location/Duration of Successful Implementation: Per FCRR, it is consistent with the fact that the program can be used effectively to help "close the gap" in reading skills for struggling readers. It is difficult to know which of several aspects of the total school intervention program were responsible for the improved performance of the students. | May be difficult to know when to move to the next step with students. Design Features: It is meant to complement 2 other reading products developed and supported by Lindamood-Bell Learning Processes: they are LiPS and Seeing Stars (see descriptions elsewhere in this matrix). | Sources of Information: Florida Center for Reading Research The entire April 2005 Program Review is available at: www.fcrf.org/FCRRReports/PDFVisualizingVerbalizing.pdf. | Publisher Contact Information: Lindamood Bell 416 Higuera Street San Luis Obispo, CA 93401 (805) 541-3836 www.lindamoodbell.com/programs/ | Program Goal: Serves as an intervention and helps struggling readers learn the structure of words and language by directly instructing students to decode and encode (spell) fluently. | Content Attributes: Highly structured intervention reading and writing program: phonics, fluency, comprehension. | Design Features: The program was originally developed for students who have dyslexia, but has been expanded to target the struggling secondary readers with decoding problems who are reading at 2nd grade level and above. | Class Requirements: Requires a skilled teacher to adapt to all struggling readers. There are two models of implementation: the intervention model incorporates the use of small group instruction taught by either a remedial reading teacher or regular classroom teacher for four or five days each week during the regular school day. The intensive model provides those students who have been diagnosed with a language learning disability with tutoring or small group instruction provided by a Wilson certified instructor. | External Research: Per FCRR, research available consistent with the idea that the program can be used effectively to help “close the gap” in reading skills for struggling readers. However, the research designs in these studies were very weak, so this support must be regarded as tentative at present. The Wilson Reading System is one of four intervention programs for struggling readers that was determined to have sufficient preliminary evidence of effectiveness to be included in a large scale, randomized control trial of reading interventions for older students. Although present empirical support for the Wilson Reading System is limited, the content and instructional design of the program is aligned with current reading research. | WILSON READING SYSTEM (WRS) Levels: 4, 5 | Design Features: The program was originally developed for students who have dyslexia, but has been expanded to target the struggling secondary readers with decoding problems who are reading at 2nd grade level or above. | Program Goal: Serves as an intervention and helps struggling readers learn the structure of words and language by directly instructing students to decode and encode (spell) fluently. | Content Attributes: Highly structured intervention reading and writing program: phonics, fluency, comprehension. | Design Features: The program was originally developed for students who have dyslexia, but has been expanded to target the struggling secondary readers with decoding problems who are reading at 2nd grade level or above. | Class Requirements: Requires a skilled teacher to adapt to all struggling readers. 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The Wilson Reading System is one of four intervention programs for struggling readers that was determined to have sufficient preliminary evidence of effectiveness to be included in a large scale, randomized control trial of reading interventions for older students. Although present empirical support for the Wilson Reading System is limited, the content and instructional design of the program is aligned with current reading research. | Sample Implementation Sites: Has Learning Centers in Mobile Alabama; numerous locations in California; Denver, Colorado; Miami, Tampa and Weston, Florida; Atlanta and Gwinnett County, Georgia; Indianapolis, Indiana; New York City and Long Island, New York; Philadelphia; Seattle; Washington, D.C.; Cranef, Connecticut; Chicago, Illinois; Boston; Birmingham, Michigan; Morristown, New Jersey; Charlotte, NC; Memphis, Dallas. | © Copyright 2007 Stupski Foundation - Working Document 52 Questions? Send to: literacy@stupski.org
### WORK IN PROGRESS: NATIONAL SECONDARY LITERACY INTERVENTION PROGRAM INVENTORY*

<table>
<thead>
<tr>
<th>Defining Features</th>
<th>Target Population</th>
<th>Implementation Requirements</th>
<th>Impact/Location/Duration of Successful Implementation</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs of students who are below grade level in reading. Level A uses age appropriate reading material for younger or ESL students, while Level B uses age appropriate reading material for older students. The lessons are fast-paced with continuous interaction between teacher and student. Based on the Orton-Gillingham multisensory philosophy and principles.</td>
<td></td>
<td>Professional Development Required: Wilson Language Training provides several levels of professional development. A two or three-day overview workshop is designed to introduce participants to the program. After completing this workshop, individuals are able to use the program but are not considered “trained” as a Wilson certified tutor. The two-day overview is a prerequisite to the Wilson Academy online community membership which provides resources, animated demonstrations of key concepts and procedures, threaded discussions and live chats with a Wilson trainer. A comprehensive online course worth 6 graduate credits is also available.</td>
<td>Summary of the research support available at: <a href="http://www.fcrr.org/FCRRReports/PDF/wilson.pdf">www.fcrr.org/FCRRReports/PDF/wilson.pdf</a></td>
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<tr>
<td></td>
<td></td>
<td>Supports Provided: Follow-up site visits can be arranged for both intervention and intensive models of implementation. Wilson recommends that school districts develop in-district Wilson trainers. These individuals receive ongoing support and training material from Wilson. There is also an online support system and resource center—Wilson Academy.</td>
<td>Sample Implementation Sites: Broward County and Duvall County, Florida; New York City, Rochester, New York; Woodbury, New Jersey; Warwick, Rhode Island</td>
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<tr>
<td></td>
<td></td>
<td>Program Costs: $460 for deluxe set per classroom. Teacher workshops are an additional amount.</td>
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<td></td>
<td>&quot;Building Reading Proficiency at the Secondary Level: A Guide to Resources&quot; by Southwest Educational Development Laboratory, 2000, ((4) Learning Point Associates (NCREL) 2005 publication &quot;Adolescent Literacy Intervention Programs: Chart and Program Review Guide,&quot; and (5) company/publisher websites as noted</td>
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</table>

Assessment tools provide a valuable measure of a student’s needs that help to ensure appropriate placement and instruction. Assessments go hand-in-hand with standards and objectives, and measure to what extent the student has acquired that knowledge and ability and to what extent the instructional processes employed can be considered successful.

Types of Assessment:

The following definitions provide guidance on the use of the various assessment tools listed in the Inventory:

- **Screening** – a quick determination of which students are experiencing difficulties and will need further assessment

- **Diagnostic** – assessments used to provide specific information about possible causes of individual student reading challenges

The attached Inventory contains key information on literacy screening and diagnostic assessment tests for secondary intervention students. The Inventory is not meant to be a comprehensive listing of all available assessment tools but rather a compilation of the tools most often cited for secondary literacy students.

The Inventory includes information on:

- Test name
- Test type
- Applicable ages/grades
- Targeted literacy components
- Testing Format (individual versus group or both)
- Time/Administration requirements
- Publisher and cost information
<table>
<thead>
<tr>
<th>Name of Test</th>
<th>Type of Test: Screening (Sc), Diagnostic (D)</th>
<th>Age/Grades</th>
<th>Areas Assessed</th>
<th>Testing Format: Individual (In), Group (Grp)</th>
<th>Time/Administration</th>
<th>Publisher /Author/Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical Reading Inventory with Readers Passages, 8/E</td>
<td>✓ D</td>
<td>Grades K-12</td>
<td>Listening and reading comprehension, decoding, phonics, fluency</td>
<td>✓ In</td>
<td>Un-timed - time varies depending on passages read&lt;br&gt;AUDIO training CD provided to guide teachers thru assessment and score interpretation&lt;br&gt;3 forms of assessment to monitor growth.</td>
<td>Prentice Hall 2006. Mary Lynn Woods and Alden J. Moe&lt;br&gt;$46 includes Readers’ Passages booklet, ready to copy Study Sheets, Record sheets, and two training CDs&lt;br&gt;www.prenhall.com&lt;br&gt;800-947-7700</td>
</tr>
<tr>
<td>Basic Reading Inventory - 9th Edition</td>
<td>✓</td>
<td>Grades K and higher</td>
<td>Decoding, phoneme awareness, letter knowledge, concepts about print, phonology</td>
<td>✓ In</td>
<td>Time varies depending on subtests given&lt;br&gt;Computer CD access for reproducible record booklets&lt;br&gt;Guides provided to help teachers determine each child’s different reading levels</td>
<td>Kendall/Hunt Publishing Company, 2005. Jerry L. Johns&lt;br&gt;$47 for each book and CD-ROM (which includes reproducible record booklets)&lt;br&gt;www.kendallhunt.com then search online catalog&lt;br&gt;800-247-3458</td>
</tr>
<tr>
<td>Degrees of Reading Power (DRP)</td>
<td>✓ ✓</td>
<td>Grades 1-12</td>
<td>Reading level, comprehension</td>
<td>✓ ✓</td>
<td>45 minutes/untimed&lt;br&gt;Scoring and reporting DRP, online testing. Web-based version made available June 2005</td>
<td>Touchstone Applied Science Associations, Inc. (TASA) 2002&lt;br&gt;www.tasaliteracy.com/index.html&lt;br&gt;800-800-2598&lt;br&gt;$175 per classroom set, $83 for 25 test booklets, $21 for 25 answer sheets</td>
</tr>
<tr>
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</tr>
<tr>
<td>Developmental Reading Assessment 4-8 (DRA)</td>
<td>✓</td>
<td>Grades 4-8</td>
<td>Fluency, comprehension, phonics</td>
<td>✓</td>
<td>5-20 minutes Training and online management system</td>
<td>Pearson Learning Group, 2004. Joetta Beaver and Mark Carter. $230 for complete package including teacher guide, 20 benchmark books (2 copies each), blackline masters and reporting forms <a href="http://www.pearsonlearning.com/dra/">www.pearsonlearning.com/dra/</a> 800-526-9907</td>
</tr>
<tr>
<td>Diagnostic Assessments of Reading, 2nd Edition (DAR)</td>
<td>✓</td>
<td>Ages 5 to adult</td>
<td>Reading comprehension, decoding, phoneme awareness, letter knowledge, concepts about print, semantics (vocabulary and morphology), phonological awareness</td>
<td>✓</td>
<td>Up to 40 minutes depending on number of subtests given (no time constraint is prescribed) Optional online scoring Has complementary reading program</td>
<td>Riverside Publishing Company (division of Houghton Mifflin) 2005. Florence Roswell, Jeanne Chall, Mary Curtis, Gail Kearns $230 (manual, student book and 2 packages of 15 of the response record). Each student booklet is $67. Online scoring software extra $110 <a href="http://www.riversidepublishing.com">www.riversidepublishing.com</a> 800-323-9540</td>
</tr>
<tr>
<td>Ekwall/Shanker Reading Inventory 4th Edition (ESRI-4)</td>
<td>✓</td>
<td>Graded 1 and higher</td>
<td>Reading and language comprehension, decoding, cipher knowledge, phoneme and phonological awareness, letter knowledge, concepts about print</td>
<td>✓</td>
<td>20-30 minutes or more depending on assessment given</td>
<td>Pearson- Allyn and Bacon 2000. James Shanker and Eldon Ekwall. $71 for book including tests, assessment strategies, test summary sheets <a href="http://www.ablongman.com">www.ablongman.com</a> 617-848-6000</td>
</tr>
<tr>
<td>Expressive Vocabulary Test-2 (EVT-2)</td>
<td>✓</td>
<td>Grades K and up</td>
<td>Oral vocabulary and word retrieval</td>
<td>✓</td>
<td>15 minutes Technology options for faster administration, scoring and reporting</td>
<td>Pearson Education Inc. Kathleen Williams $379 for complete kit <a href="http://www.pearsonassessments.com">www.pearsonassessments.com</a> 800-627-7271</td>
</tr>
</tbody>
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# Screening and Diagnostic Tests for Secondary Literacy Students

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Group Reading Assessment and Diagnostic Evaluation (GRADE)</td>
<td>✓</td>
<td>Grades Pre-K and higher</td>
<td>Reading and language comprehension, vocabulary (at secondary level)</td>
<td>✓ ✓</td>
<td>45-60 minutes (Group- 60-90 minutes)</td>
<td>Pearson Learning Group, 2001. Kathleen Williams. $313 for levels 4-6, M, H, A. Includes 30 student booklets, teacher’s administration manual and scoring and interpretation manual. <a href="http://www.pearsonlearning.com">www.pearsonlearning.com</a> 800-526-9907</td>
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</tr>
</thead>
<tbody>
<tr>
<td>Lexia Comprehensive Reading Test (C.R.T.)</td>
<td>✓</td>
<td>Grades K-12</td>
<td>Decoding and phonics, fluency, word recognition, reading comprehension, rate</td>
<td>✓</td>
<td>20-30 minutes&lt;br&gt;Computer-based. Computer can produce classroom, school and district level reports&lt;br&gt;Additional assessments of 5-10 minutes for progress monitoring</td>
<td>Lexia Learning Systems, Inc.&lt;br&gt;$159 for strategies for older students for older students (for 3 students ages 9 to adult). $3,200 per classroom&lt;br&gt;www.lexialearning.com&lt;br&gt;800-435-3942</td>
</tr>
<tr>
<td>MAZE</td>
<td>✓</td>
<td>Grades K-8</td>
<td>Reading fluency via Graded connected text</td>
<td>✓</td>
<td>3 minutes</td>
<td>AIMSweb Reading-CBM measures are provided via download in PDF format:&lt;br&gt;Reading-CBM Benchmark Set: Grades 1-8 Standard Reading Fluency Assessment Passages for establishing fall, winter, and spring benchmarks. Includes 3 graded and equivalent passages per level and Instruction manual. 24 total passages&lt;br&gt;<a href="http://www.aimsweb.com/products/cbm/r-cbm/description.php">http://www.aimsweb.com/products/cbm/r-cbm/description.php</a>&lt;br&gt;Edformation Inc: 1-888-944-1882</td>
</tr>
<tr>
<td>Nelson Denny Reading Test (NDRT), Forms G and H</td>
<td>✓</td>
<td>Grades 9-16, adult</td>
<td>Vocabulary, comprehension, fluency</td>
<td>✓</td>
<td>Standard administration: 35 minutes; extended-time: 56 minutes (for ELL students, etc.)&lt;br&gt;Available on CD-ROM. Machine scorable option</td>
<td>Riverside Publishing Co. (a division of Houghton Mifflin), 1993, James Brown, Vivian Fishco, Gerald Hanna&lt;br&gt;Approximately $190 for basic and support materials for 25 students (items are individually priced). Assumes self-scorable answer sheets (machine avail.)&lt;br&gt;www.riverpub.com&lt;br&gt;800-323-9540</td>
</tr>
<tr>
<td>Name of Test</td>
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<tr>
<td>Scholastic Reading Inventory (SRI)</td>
<td>✓ ✓</td>
<td>Grades 1-12</td>
<td>Reading level, comprehension, vocabulary, fluency</td>
<td>✓ ✓</td>
<td>40-60 minutes</td>
<td>Computerized individual assessment or manual individual-whole group test format Administration, technical support services, machine scannable option Two forms are available for pre- and post-testing</td>
</tr>
<tr>
<td>Standardized Reading Inventory, 2nd Edition (SRI-2)</td>
<td>✓ ✓</td>
<td>Grades Pre-K and higher</td>
<td>Reading comprehension, decoding, semantics (vocabulary and morphology)</td>
<td>✓ ✓</td>
<td>15-45 minutes</td>
<td>Two forms of test are available for test-retest applications</td>
</tr>
<tr>
<td>Stanford Achievement Test, 10th Edition (SAT-10)</td>
<td>✓ ✓</td>
<td>Grades K -12</td>
<td>Reading comprehension, language comprehension, decoding, cipher knowledge, semantics (vocabulary and morphology)</td>
<td>✓ ✓</td>
<td>Varies depending on level and subtests given</td>
<td>Machine scorable version of test available 2 equivalent forms available for pre and post testing</td>
</tr>
</tbody>
</table>
### SCREENING AND DIAGNOSTIC TESTS FOR SECONDARY LITERACY STUDENTS

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<th>Publisher /Author/Cost</th>
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</thead>
<tbody>
<tr>
<td>Stieglitz Informal Reading Inventory: Assessing Reading Behaviors from Emergent to Advanced Levels- 3rd Edition</td>
<td>✓</td>
<td>Grades 1 and higher</td>
<td>Reading and language comprehension, decoding, phoneme awareness</td>
<td>✓</td>
<td>20-30 minutes</td>
<td>Pearson- Allyn and Bacon 2002. Ezra Stieglitz $43 for book containing procedures, test materials, record forms <a href="http://www.ablongman.com">www.ablongman.com</a> 617-848-6000</td>
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## Screening and Diagnostic Tests for Secondary Literacy Students

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<th>Time/Administration</th>
<th>Publisher /Author/Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test of Silent Word Reading Fluency</td>
<td>Sc</td>
<td>Ages 6-17</td>
<td>Decoding, silent word fluency</td>
<td>Sc</td>
<td>3 minutes single form, 10 minutes both forms</td>
<td>ProEd Publishing Co., 2004. Nancy Mather, Donald Hammill, Elizabeth Allen, Rhia Roberts. $135 for kit including examiner's manual, 50 student record forms for A and B each. <a href="http://www.proedinc.com">www.proedinc.com</a> 800-897-3202</td>
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<tr>
<td>(TOSWRF)</td>
<td>D</td>
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<td>Grp</td>
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<td></td>
<td>Alternative forms of the test allows for repeated testing</td>
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</tr>
<tr>
<td>Test of Word Knowledge (TOWK)</td>
<td>Sc</td>
<td>Ages 5-17</td>
<td>Vocabulary knowledge- receptive and expressive</td>
<td>Sc</td>
<td>Core battery 40 minutes; supplementary test 25 minutes</td>
<td>Harcourt Assessment, 1992. Elisabeth Wiig and Wayne Secord. $199 for kit including examiner's manual, stimulus manual, and 12 record forms <a href="http://www.harcourtassessment.com">www.harcourtassessment.com</a> 800-211-8378</td>
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<tr>
<td></td>
<td>D</td>
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<td>Grp</td>
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<td></td>
<td>D</td>
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<td>D</td>
<td>Designed for repeated administration throughout school year</td>
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<td>In</td>
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<td></td>
<td>Grp</td>
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</tbody>
</table>

### Sources of Information:
- Florida Center for Reading Research website- “Diagnostic Tools”: [www.fcrr.org](http://www.fcrr.org)
- Southwest Educational Development Laboratory, “Reading Assessment Database.” Available online at [www.sedl.org/reading/rad/chart.html](http://www.sedl.org/reading/rad/chart.html)
- Company/publisher websites
# Appendix D: Sample Secondary Literacy Level I - V Instructional Schedule

<table>
<thead>
<tr>
<th></th>
<th>Grades 4-5</th>
<th>Grades 6-8</th>
<th>Grades 9-10</th>
<th>Grades 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA- Level I and II Advanced</strong> <em>(Above Grade Level)</em></td>
<td>2-2.5 hours Core materials with fidelity (with enhancements)</td>
<td>1-2 periods Core materials with fidelity (with enhancements)</td>
<td>1-2 periods Core materials with fidelity (with enhancements)</td>
<td>1-2 periods Core materials with fidelity (with enhancements)</td>
</tr>
<tr>
<td><strong>LA- Level I and II Benchmark</strong> <em>(Grade level)</em></td>
<td>2-2.5 hours Core materials with fidelity</td>
<td>1-2 periods Core materials with fidelity</td>
<td>1-2 periods Core materials with fidelity</td>
<td>1-2 periods Core materials with fidelity</td>
</tr>
<tr>
<td><strong>ELA- Level III Strategic</strong> <em>(Grade level)</em></td>
<td>An additional 30-45 minutes Core materials with universal access companions w/o targeted intervention program</td>
<td>An additional 1 period or modified 2nd period within block Core materials with universal access companions w/o differentiated intervention program</td>
<td>An additional 1 period or modified 2nd period within block Core materials with universal access companions w/o differentiated intervention program</td>
<td>An additional 1 period or modified 2nd period within block Core materials with universal access companions w/o differentiated intervention program</td>
</tr>
<tr>
<td><strong>ELA- Level IV or V Intensive</strong> <em>(Grade level)</em></td>
<td>2-2.5 hr. in lieu of core ELA or 1-1.5 hr. ‘in addition to core’ District-approved evidence-based intervention</td>
<td>2 periods in lieu of core ELA or ‘in addition’ District-approved evidence-based intervention</td>
<td>2 periods in lieu of core ELA or ‘in addition’ District-approved evidence-based intervention</td>
<td>2 periods in lieu of core ELA or ‘in addition’ District-approved evidence-based intervention</td>
</tr>
<tr>
<td><strong>ELL Proficient</strong> <em>(Language Levels 4-5)</em></td>
<td>30 – 45 minutes Leveled ELD instruction daily using appropriate, district-approved ELD materials <em>plus</em> ELA core</td>
<td>Daily ELD instruction in core class with differentiated instruction</td>
<td>Daily ELD instruction in core class with differentiated instruction</td>
<td>Daily ELD instruction in core class with differentiated instruction</td>
</tr>
<tr>
<td><strong>ELL Proficient</strong> <em>(Language Levels 1-3)</em></td>
<td>30-45 minutes Leveled ELD instruction using appropriate, district-approved ELD materials <em>plus</em> ELA core</td>
<td>1 period ELD instruction daily using state-adopted ELD materials Note: May be inclusive of ELA intervention support <em>plus</em> ELA core</td>
<td>1 period ELD instruction daily using state-adopted ELD materials Note: May be inclusive of ELA intervention support <em>plus</em> ELA core</td>
<td>1 period ELD instruction daily using state-adopted ELD materials Note: May be inclusive of ELA intervention support <em>plus</em> ELA core</td>
</tr>
</tbody>
</table>
Dr. Joseph Torgeson, Director, Florida Center for Reading Research
Joseph Torgeson is currently appointed as the Robert M. Gagne Professor of Psychology and Education at Florida State University, and he also serves as the Director of the Florida Center for Reading Research. He has been conducting research with children who have learning problems for 25 years, and is the author of over 160 articles, book chapters, books and tests related to reading and learning disabilities. For the last 15 years, he has been part of the effort supported by the National Institute of Child Health and Human Development to learn more about the nature of reading disabilities and ways to prevent and remediate reading problems in children. In his new role as Director of the Florida Center for Reading Research, he is working to help disseminate research-based information about reading throughout Florida, and is also helping to provide leadership to the Reading First initiative in Florida.

Sharon Vaughn, H.E.Hartfelder Southland Corp Regents Chair, Professor, University of Texas
Sharon Vaughn, a UT-Austin professor who directed the Vaughn Gross Center at the University of Texas, is published frequently and, at any given time, has numerous research grants in the works. She and her graduate students are working with the school districts to improve student performance. She has published more than 10 books and over 100 research articles, many linking research to practice. Recent awards include the University of Texas Dean’s Award for Research and SIG Outstanding Researcher Award. Sharon has served on various Advisor Boards including: The Board of Advisors, University of Texas System, Institute for Public School Initiatives and the Board of Advisors, Hispanic Family Literacy Center.

Donald Deshler, Director of the Center for Research on Learning, University of Kansas
Don provides leadership for research, product development and professional development opportunities at the Center for Research on Learning (CRL). He is the author of numerous textbooks dealing with the teaching of learning-disabled adolescents, strategic instructional methods for teaching content instruction to all students, and evidence-based instructional practices for secondary schools. He is currently on the editorial boards of six varied journals dealing with learning disabilities and special education. Don is a frequent recipient of awards and specialized grants, including the J.E. Wallace Wallin award from the Council for Exceptional Children and the Learning Disabilities Association award from the Learning Disabilities Association of America for outstanding research and service for at-risk populations.

Dr. Mark Shinn is a national assessment expert who provided valuable feedback and review to the Secondary Literacy Intervention Assessment Matrix.

Dr. Mark Shinn, Chief Scientist, EdFormation Inc., is a Professor of School Psychology at National Louis University and was a faculty member in School Psychology and Special Education at the University of Oregon for almost 20 years. He is a nationally recognized consultant in the area of Response-to-Intervention (RTI). Mark is a member of the national Technical Review Panel for the Office of Special Education Programs (OSEP) progress-monitoring National Technical Assistance Center. He has edited two books on Curriculum-Based Measurement (CBM) and has published more than 75 journal articles and book chapters on the topic of progress monitoring.