



Fusion Reading

Alignment to the Science of Reading

As a multi-component reading system, the *Fusion Reading* Program provides reading instruction that is aligned to the science of reading. The *Fusion Reading* Program utilizes a comprehensive and multi-faceted approach to instruct students on phonics, word decoding and recognition, fluency, vocabulary, and comprehension. *Fusion Reading* has achieved success in producing skilled readers by adhering to proven research techniques and engaging materials that deliver instruction in a gradual manner to ensure skill mastery and student empowerment.

The methodology of the gradual release model of instruction offers a clear and unambiguous approach to teaching reading skills. Its structured lessons guide students through the learning process, featuring explicit instruction that comprises clear explanations, modeling, and constructive feedback and support until independent mastery is attained. This design methodology, coupled with reading instruction that is aligned with the science of reading, has been shown to produce notable academic achievements.

The *Fusion Reading* Program consists of newly developed reading interventions. These interventions have been organized into three components: (1) The Motivation Program, (2) The Bridging Intervention Program, and (3) The Comprehension Intervention Program.



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Possible Selves as Readers

The Motivation module, Possible Selves, a validated motivation intervention, is used in this program to focus students' attention on the importance of becoming an expert reader and how the benefits of being an expert reader help students reach their hopes and dreams. The program plays the role of the "pillar" for which all other instruction is supported.

What research tells us

"Motivating students to read is key to improving reading achievement. The Possible Selves intervention, which focuses on helping students envision a future version of themselves as successful readers, has been shown to be effective in improving motivation to read." - *Reading Rockets, "Motivating Students to Read," 2020.*

"The Possible Selves intervention provides students with a powerful incentive to become expert readers by helping them connect their reading abilities to their hopes and dreams. By focusing on the benefits of reading, this intervention can motivate students to engage with text more deeply and persist in the face of challenges." - *National Council of Teachers of English, "Motivating Readers: A Framework for Success," 2019.*

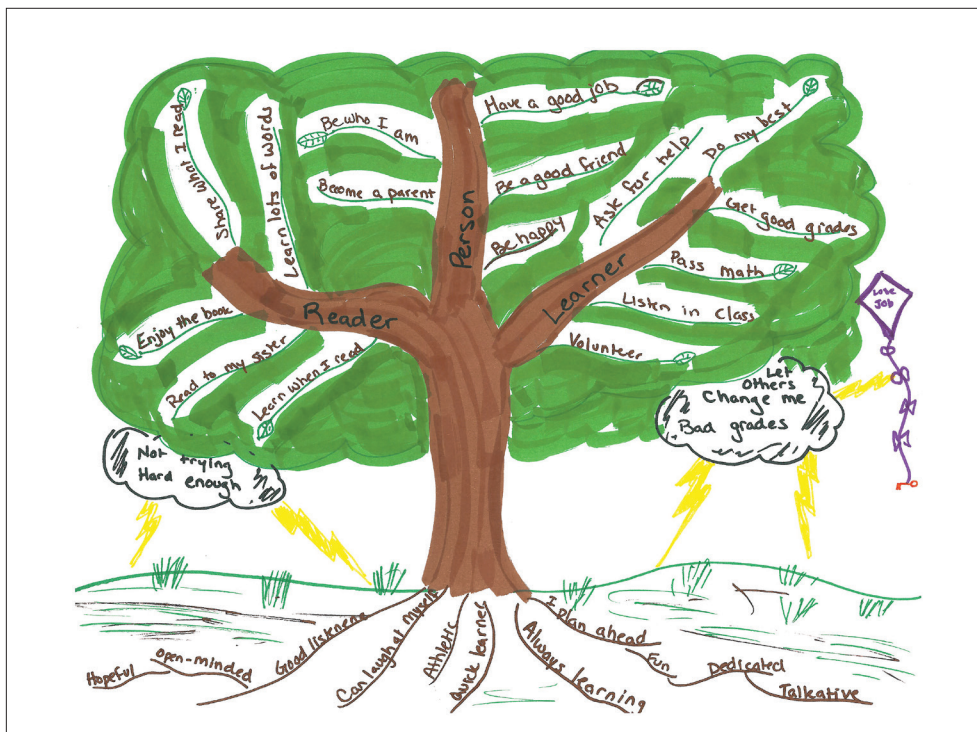
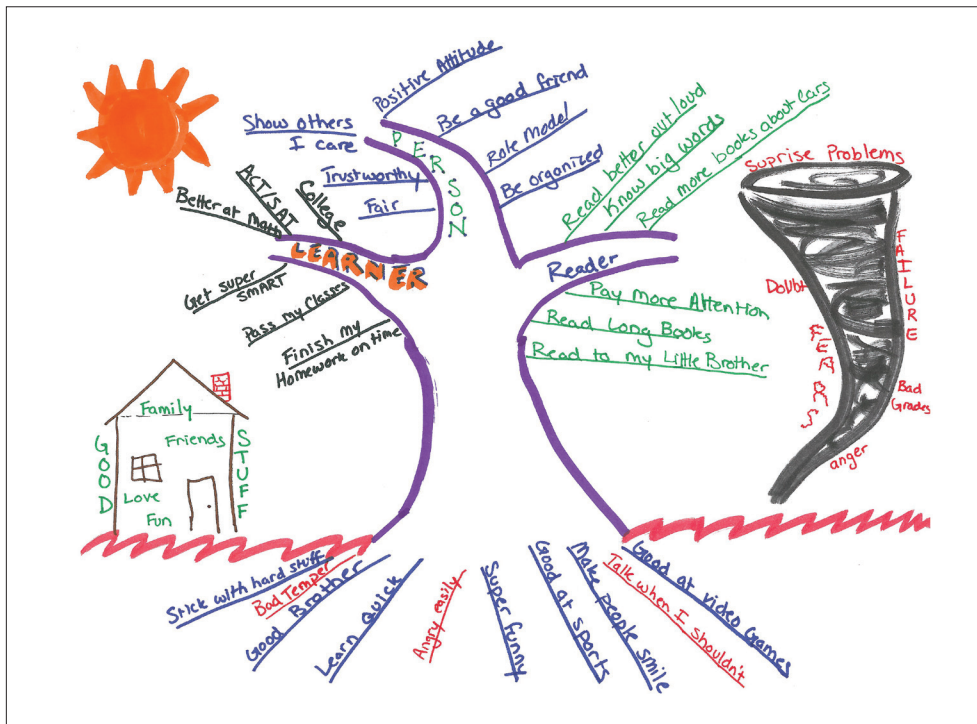
"The science of reading has shown us that motivation plays a crucial role in developing proficient readers. The Possible Selves intervention provides a research-based approach to increasing motivation by helping students see themselves as successful readers and connecting their reading skills to their long-term goals." - *American Federation of Teachers, "Motivating Readers: The Power of Possible Selves," 2018.*

What the *Fusion Reading Program* does

This is the foundational motivational unit in *Fusion Reading*. Possible Selves as Readers answers the following question for students. What will learning to be a good reader do for me? This unit is woven into the other *Fusion Reading* units and is revisited regularly throughout the program. Possible Selves as Readers motivates and engages the struggling reader utilizing Goal Theory, Growth Mindset, and the individual students' hopes and dreams.

Possible Selves as Readers (continued)

See how we do it!



The Bridging Intervention Program

Phonics, Decoding, Word Identification, and Reading Fluency

Bridging is designed to address the needs of students who struggle with word-level reading skills.

What research tells us

“Effective phonics instruction is an essential component of a comprehensive approach to reading instruction, and it is particularly critical for struggling readers who may not develop phonemic awareness and phonics skills through incidental learning alone.” - National Institute for Literacy (2010)

“Effective phonics instruction is a critical component of reading instruction, as it provides students with the foundational skills necessary to decode and comprehend text.” - National Center on Improving Literacy (2020)

“Systematic and explicit phonics instruction should be included as a critical component of comprehensive literacy instruction, as it has been shown to be effective for students across a range of ages, abilities, and languages.” - American Federation of Teachers (2020)

What the *Fusion Reading Program* does

The *Fusion Reading Program* offers a full unit designed around word-level intervention. This unit, The Bridging Strategy (TBS), supports students ability to decode unknown multisyllabic words so they can eventually reach fluency and comprehension. The Bridging Strategy utilizes explicit phonics instruction to develop essential foundational skills necessary for decoding words.

Word Level Instruction is taught through The Bridging Strategy. Bridging consists of four core units: phonics, decoding, word identification, and reading fluency. When students apply TBS, they use multiple skills and strategies to help them quickly and accurately recognize words in connected text.

The Bridging Intervention Program

(continued)

See how we do it!

THE BRIDGING STRATEGY

PRONOUNCE groups of letter sounds within the word

- Underline
- Say
- Blend
- Check

ANALYZE the word for beginnings and endings

- Divide
- Say
- Blend
- Check

REVIEW the remaining letters to **FIND** the syllables

- Divide using the **FIND** Steps
- Say
- Blend
- Check

FIND and mark vowels


IDENTIFY the first two vowels

NOTE the number of consonants between the vowels

DIVIDE into syllables:
If two or more vowels remain, repeat the I, N, D Steps

TRY other resources

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THE BRIDGING STRATEGY

FIND



FIND and mark vowels

IDENTIFY the first two vowels

NOTE the number of consonants between the vowels

DIVIDE into syllables:
If two or more vowels remain, repeat the I, N, D Steps

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VCE, Closed, and Open Syllables Stretch 3A

Marking	Syllable	Saying
Model	Model	Model
maze		
pro		
lest		
Guided Practice	Guided Practice	Guided Practice
gasp		
ro		
cave		

The Bridging Intervention Program

(continued)

See how we do it!

Vowel Sound Chart #1

Short Vowels (closed syllable)

Sounds like:	Sound cue:	Written as:
/ă/	bat	a
/ĕ/	set	e
/ĭ/	sit	i
/ŏ/	top	o
/ŭ/	cut	u

Long Vowels (open syllable)

Sounds like:	Sound cue:	Written as:
/ā/	ta	a
/ē/	be	e
/ī/	hi	i
/ō/	so	o
/ū/	mu	u

Silent e (VCE)

When the vowel *e* is at the end of a word, count back three including the *e*; if you stop at a vowel, it should make a long sound.

Example: late → l ā t e
3 ← 2 ← 1

VCE Syllable	Closed Syllable
rate	rat
cube	cub
hope	hop
shine	shin
stripe	strip

Scrimmage Fluency Score Sheet

Name: _____ Date: _____

Passage: _____

Fluency Read #1 (accuracy)

$\frac{\text{Total \# Words in Passage} - \text{Total Miscues (Raw Score)}}{\text{Words Read Correctly}} \div \frac{\text{Total Reading Time (in seconds)}}{60} = \text{Words Correct Per Minute (WCPM)}$					
Total # Words in Passage	Total Miscues (Raw Score)	Words Read Correctly	Total Reading Time (in seconds)	Words Correct/Second	Words Correct Per Minute (WCPM)

Fluency Read #2 (speed)

$\frac{\text{Total \# Words in Passage} - \text{Total Miscues (Raw Score)}}{\text{Words Read Correctly}} \div \frac{\text{Total Reading Time (in seconds)}}{60} = \text{Words Correct Per Minute (WCPM)}$					
Total # Words in Passage	Total Miscues (Raw Score)	Words Read Correctly	Total Reading Time (in seconds)	Words Correct/Second	Words Correct Per Minute (WCPM)

Fluency Read #3 (comprehension)

$\frac{\text{Total \# Words in Passage} - \text{Total Miscues (Raw Score)}}{\text{Words Read Correctly}} \div \frac{\text{Total Reading Time (in seconds)}}{60} = \text{Words Correct Per Minute (WCPM)}$					
Total # Words in Passage	Total Miscues (Raw Score)	Words Read Correctly	Total Reading Time (in seconds)	Words Correct/Second	Words Correct Per Minute (WCPM)

Comprehension test score for passage: _____ %

Thinking Reading

What research tells us

“Metacognitive strategies, such as self-monitoring, self-regulation, and self-evaluation, are critical for reading comprehension. Teachers can model these strategies by thinking aloud and demonstrating how to monitor comprehension, adjust reading speed, and clarify misunderstandings.” - National Institute for Literacy, “Effective Practices for Developing Reading Comprehension,” 2019.

“Incorporating metacognitive strategies into reading instruction is essential for building proficient readers. Teachers can model these strategies by thinking aloud and demonstrating how to use comprehension monitoring, text structure analysis, and summarization.” - American Federation of Teachers, “The Role of Metacognitive Strategies in Reading Instruction,” 2020.

What the *Fusion Reading Program* does

Thinking Reading is a daily component of the *Fusion Reading Program*. This aspect of *Fusion Reading* is intended to re-engage the disengaged reader by putting “eyes on the page” through the metacognitive read-alouds of culturally diverse and engaging texts.

See how we do it!

Thinking Reading

Thinking Reading is a structured process in which the teacher demonstrates the reading behaviors that experts use. It is also an opportunity for students to participate in the process. Thinking Reading uses highly engaging material to involve students in reading.

The three main purposes of Thinking Reading are to

- 1. Forecast:** During this process, the teacher demonstrates expert reading strategies by thinking aloud. Students will be learning these strategies in the *Fusion Reading* course. At this point, students will not have had explicit strategy instruction. Thus, as the teacher reads and thinks aloud, she will be implicitly modeling the reading strategy. In effect, she will be **forecasting** the *Fusion Reading* strategies that will be taught explicitly in the future. Thus, students will be **exposed** to strategy language, vocabulary, and specific reading strategies. These strategies are not explicitly taught at this time and everyday language may be used to describe the process of reading.

Note: Teachers are encouraged to use other reading strategies, such as Story Grammar, but the main purpose of Thinking Reading is to highlight the *Fusion Reading* strategies.
- 2. Apply:** During this process, the teacher applies a specific strategy like Prediction as she reads and thinks aloud about how to use it. At this point, students will have completed learning the strategy. The goal is to apply the steps of the strategy into Thinking Reading. The focus is on how an expert reader fluently uses the strategy.
- 3. Integrate:** During this process, the teacher reads and thinks aloud about how to perform the behaviors associated with multiple strategies that students have learned (e.g., the Prediction Strategy and the Bridging Strategy). In other words, she explicitly integrates the *Fusion Reading* strategies. The goal is to demonstrate fluent use of a variety of strategies at the same time.

The goal of Thinking Reading is to move from the teacher modeling a strategy to the students modeling and practicing the strategy. Thus, this is a “scaffolded” instructional activity. When teachers scaffold instruction, they provide lots of support and guidance at the beginning of the instruction to ensure that students experience success. As students demonstrate the ability to work more and more independently, the teacher provides less and less support.

FUSION Reading

What Is Thinking Reading?

What Is the Purpose of Thinking Reading?

How to Conduct Thinking Reading

Establish the Course 123

Summarization Strategy

What research tells us

“Summarizing and paraphrasing are critical reading skills that help students comprehend and engage with text. These skills require readers to actively process information, identify key ideas, and restate them in their own words. By practicing summarizing and paraphrasing, students develop a deeper understanding of the text and improve their overall reading comprehension.” - International Reading Association, “Improving Reading Comprehension Through Summarization and Paraphrasing,” 2020.

“Summarizing and paraphrasing are essential reading skills that help students engage with and understand complex text. By identifying the main idea, restating it in their own words, and connecting it to prior knowledge, students can deepen their understanding of the text and improve their overall reading comprehension.” - National Council of Teachers of English, “Reading Instruction for Struggling Adolescent Readers,” 2019.

What the *Fusion Reading Program* does

Through the Summarization Strategy, students learn to identify important clues in the text, link the material to prior knowledge, read short chunks of information, find main ideas, paraphrase, and summarize major sections of text.

See how we do it!

THE SUMMARIZATION STRATEGY

PREVIEW the Selection

- Scan the selection for clues
- Think about what you already know
- Identify some questions to answer

PARAPHRASE Each Paragraph

- Read a paragraph
- Mark what the paragraph is mostly about
- Mark two important ideas in the paragraph
- Paraphrase the main idea and two details
- Repeat the process with remaining paragraphs

SUMMARIZE the Selection

- Think about each paragraph
- State what the selection is mostly about
- State what you learned

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FUSION
READING

Summarization Strategy (continued)

See how we do it!

Summarization Response Sheet Example

Reader Name: _____ Passage #: _____

Preview the Selection

Clues I see ...

words: personality, personality test, personality traits

Things I already know about these clues ...

Personality tests sometimes appear in magazines; not sure they're accurate. personality traits = distinguishing characteristics

Questions about clues ...

1. What shapes a person's personality?

2. Are the personality tests that appear in magazines accurate?

Paraphrase Each Paragraph

Paragraph 1

This paragraph is mostly about ...

People have studied their personalities for many years.

Summarization Strategy Score Sheet

Reader Name: _____ Passage: _____

Coach Name: _____ Date: _____

Did the reader:

Preview the Selection

Identify clues?

Identify knowledge about the clues?

Identify questions about the selection?

Paraphrase Each Paragraph

Paragraph #									
1	2	3	4	5	6	7	8	9	
									Read the paragraph?
									Mark what the paragraph is mostly about?
									Mark two important details?
									Paraphrase the main idea?
									Paraphrase Detail #1?
									Paraphrase Detail #2?

Summarize the Selection

Think about each paragraph (i.e., reread all paraphrases)?

State what the selection is mostly about?

State what he or she learned?

Strategy Usage Score:

Total points earned _____ ÷ _____ total points = _____ %

Comprehension Score:

Total points earned _____ ÷ 10 possible = _____ %

Prediction Strategy

What research tells us

“Making predictions is a critical strategy for building comprehension skills. By analyzing clues and activating prior knowledge, students can generate questions and make connections to the text, which helps them gain meaning and develop a purpose for reading.” - National Institute for Literacy, “Effective Practices for Developing Reading Comprehension,” 2017.

“Research has shown that teaching students to make predictions before and during reading can significantly improve their comprehension. This strategy helps students activate their prior knowledge, make connections to the text, and engage with the material in a meaningful way.” - International Literacy Association, “Promoting Reading Comprehension in the Elementary Classroom,” 2019.

What the *Fusion Reading Program* does

The Prediction Strategy teaches students to make predictions before and while reading, a strategy that helps students establish a purpose for reading by analyzing clues, activating prior knowledge, generating questions, and gaining meaning of the text. In the Prediction Strategy, students learn how to make predictions and draw inferences with their reading.

See how we do it!

THE PREDICTION STRATEGY

- CHECK** for Clues
 - Title
 - Author
 - Pictures and visuals
 - Reading clues
- LINK** to Prior Knowledge
 - What do the clues suggest?
 - What do I already know?
- UNCOVER** Predictions
 - I predict that . . .
- EXAMINE** the Reading
 - Read part of the selection and . . .
- CHECK** for reading clues
- LINK** new clues to prior knowledge
- UNCOVER** another prediction

FUSION READING

The Prediction Strategy Student Book
Reading Passages Approximate Grade Levels

Passage	Title	Grade Levels
1A	Down on the Farm	4-5
1B	The Dragonfly	4-5
1C	Clean Your Teeth Well	4-5
1D	John Ericsson, Inventor	4-5
1E	The Ships of Salem	4-5
2A	Fables	4-5
2B	The Need for Power	4-5
2C	Early Olympics	5-6
2D	The National Anthem	5-6
2E	A Western Roundup	5-6
3A	To Be a Knight	5-6
3B	People and Myths	
3C	King Me!	
3D	Ending the Slave Trade	
3E	The True Fish	
4A	The Bobcat	
4B	America's Roads	
4C	Crickets, Grasshoppers, and Katydid	
4D	Leaf the Lucky	
4E	Fencing	
5A	Go with the Flow	
5B	Give Me a Brake	
5C	Weapons of War	
5D	Building Roads	
5E	The Changing Zoo	
6A	A Daily Record	
6B	A Romantic Weapon	
6C	Solar System	
6D	Seeker of Gold	
6E	White and Bright	

FUSION READING

THE PREDICTION STRATEGY

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Vocabulary Process

What research tells us

“Adolescents need explicit vocabulary instruction in order to read and comprehend increasingly complex texts. Providing instruction in word meanings, word parts, and context clues is essential for building students’ vocabulary and increasing their comprehension skills.” - National Council of Teachers of English, “Reading Instruction for Struggling Adolescent Readers,” 2019.

“Vocabulary instruction is particularly important for adolescent readers, as they are expected to read and comprehend increasingly complex texts across a variety of subjects. Teachers must provide explicit instruction in vocabulary acquisition and usage, as well as strategies for determining the meaning of unfamiliar words.” - Reading Rockets, “Vocabulary Instruction for Adolescent Readers,” 2020.

“Research has consistently shown that vocabulary knowledge is a critical component of reading comprehension, particularly for adolescent readers. Therefore, it is essential to provide explicit vocabulary instruction that focuses on both breadth and depth of word knowledge. Additionally, teachers must help students develop strategies for determining the meaning of unfamiliar words in context.” - International Literacy Association, “Promoting Vocabulary Development for Adolescent Learners,” 2017.

What the *Fusion Reading Program* does

With the Vocabulary Strategy, students learn a seven-step process that allows them to determine the meaning of unknown vocabulary through the analysis of affixes and context clues and extensive classroom discussion of multiple word meanings, word usage in different contexts, and similarities of the target word to other words. With the Vocabulary Strategy, students learn a seven-step process that allows them to determine the meaning of unknown vocabulary through the analysis of affixes and context clues and extensive classroom discussion of multiple word meanings, word usage in different contexts, and similarities of the target word to other words.

Vocabulary Process (continued)

See how we do it!

Vocabulary Set 1

Name: _____ Date: _____

Instructions: Use your steno book to apply the 7-step Vocabulary Process to learn the meaning and use of each word listed.

- 1. transact**
The television commercial asked customers to *transact* their purchase through a toll-free phone number.
- 2. alternate**
The driver chose an *alternate* route after she heard the traffic report on the radio.
- 3. amiable**
The *amiable* gathering included family members who had traveled a long distance.
- 4. anniversary**
The couple celebrated their *anniversary* by looking at wedding photos.
- 5. annual**
The *annual* basketball tournament featured teams from all over the region.
- 6. biennial**
Workers prepared ballots for the *biennial* election of state legislators.
- 7. perennial**
The ice cream shop is a *perennial* favorite with youth.
- 8. anthropology**
To learn more about Native Americans, the student took an *anthropology* class.
- 9. aquatic**
A drought threatened the *aquatic* plants in the area.
- 10. aquarium**
We learned about dolphins on our field trip to the *aquarium*.

7-Step Vocabulary Process

- 1 Write** the word.
- 2 Pronounce** the word.
- 3 Look** for clues to the word's meaning.
 - Check the context
 - Check the prefix, suffix, and root
- 4 Guess** what the word means.
- 5 Discuss** and identify a common definition.
- 6 Identify** other words with the same prefix, suffix, or root.
- 7 Write** two example sentences.
 - One with the vocabulary word
 - One with a common prefix, suffix, or root word

Strategy Integration

What research tells us

“Reading skills are essential for success in all subject areas. Therefore, it is important for educators to help students develop reading skills that are transferable to other content areas, such as analyzing text structure, identifying key ideas, and making inferences.” - National Council of Teachers of English, “Reading in the Content Areas,” 2020.

“Students who are able to effectively use reading skills across content areas are better able to comprehend and engage with complex texts. Therefore, teachers must provide explicit instruction in content-area reading strategies, such as annotating, summarizing, and synthesizing information.” - Reading Rockets, “Content-Area Reading: Strategies for Success,” 2019.

“Reading is not just a skill that is used in English class - it is a skill that is needed for success in all content areas. By teaching students how to apply reading strategies in different contexts, teachers can help students develop the transferable skills needed to comprehend and engage with complex texts.” - International Literacy Association, “Reading Across the Curriculum,” 2018.

What the *Fusion Reading Program* does

Through Strategy Integration, students learn how to apply and adapt all of the reading strategies they’ve learned to their core class reading material. They practice application of strategies in the *Fusion Reading* class using core class text materials and receive feedback from their teacher. This provides the important transfer necessary for students to utilize their literacy skills in other contexts.

See how we do it!

STRATEGY INTEGRATION

Know the **Purpose** for Reading

Have a **Conversation** with the Text

Read

Pause

Check

Reflect on What You Read

FUSION READING

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1. Make at least 2 predictions.
2. Explain predictions during class discussion.

Night Shadows, 1921, Edward Hopper.

Use Pred, Vocab, & Bridging

After Twenty Years

O. Henry

The policeman on the beat moved up the avenue **habitually** and **impressively**. The impressiveness was **habitual** and not for show, for spectators were few. The time was barely 10 o'clock at night, but chilly gusts of wind with a taste of rain in them had well nigh **depopulated** the streets. Trying doors as he went, twirling his club with many **intricate** and **artful** movements, turning now and then to cast his watchful eye down the **pacific thoroughfare**, the officer, with his stalwart⁴ form and slight swagger, made a fine picture of a guardian of the peace. The vicinity was one that kept early hours. Now and then you might see the lights of a cigar store or of an all-night lunch counter; but the **majority** of the doors belonged to business places that had long since been closed.

Mood: In what way do details about the setting help set the mood of the story?

Prediction #1: Something is going to happen on a dark & deserted street after 20 yrs. have passed. (Why? Artwork shows conjoining behind title) Setting: 1920s/30s? Business area of big city? Winter?

- The chilly winds make people stay indoors, leaving the streets **depopulated**, or without people.
- The policeman twirls the club with an **artful**, or skillful, movement.
- A **pacific thoroughfare** is a peaceful street.
- Stalwart** is another word for strong.

Vocabulary

habitual (həˈbɪtʃəl) (əˈhæbi) (əˈhæbi) adj. regular; usual; done out of habit without people

intricate (ɪnˈtrɪkət) adj. complicated

vicinity (vɪˈsɪnəˈtɪ) n. the area around a certain place

majority (məˈdʒɔːrəˈtɪ) n. the most of a group

196 UNIT 2 Why Do You Read?

FUSION Reading 1

The PASS Strategy

What research tells us

“Success on standardized tests requires more than just content knowledge - it also requires strong reading skills. Students must be able to read and analyze complex texts, identify key information, and make inferences. Therefore, it is essential for educators to provide explicit instruction in reading strategies that are transferable across content areas.” - National Council on Teacher Quality, “Teacher Quality Roadmap: Improving Policies and Practices in the Classroom,” 2020.

“Strong reading skills are essential for success on standardized tests, as they enable students to comprehend and analyze complex texts. By providing explicit instruction in reading strategies, educators can help students develop the transferable skills needed to succeed on these tests and beyond.” - International Literacy Association, “Teaching Reading in the Content Areas: If Not Me, Then Who?” 2018.

What the *Fusion Reading Program* does

The PASS strategy teaches students to be effective and efficient test takers through applying learned reading strategies to comprehend passages found on reading assessment measures and approaching standardized tests in a test-wise fashion. *Fusion Reading* supports students by establishing the necessary building blocks to apply what they have learned about reading strategically to standardized tests.

See how we do it!

THE PASS STRATEGY

- P****REPARE** to Succeed
 - Say an affirmation
 - Review the time allotment
- A****NALYZE** the Directions
 - Read and understand the directions
 - Think strategically
- S****CAN** the Questions and Answers
 - Know what you're looking for
 - Identify key words
- S****TART** the Strategy Integration Process
 - Read
 - Pause
 - Check

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FUSION
READING

Reading Test 2

► Read the following article before answering questions 1 through 8.

Hip-Hop—Should It Stop?

Hip-hop is a genre, or type, of music that has been in existence for more than 30 years. Another name for it is rap music. It is a combination of spoken, or rapped, words and music. The lyrics are sometimes made up on the spot, and they usually rhyme. Hip-hop artists often speak about their political, personal, and social beliefs.

Hip-hop music began in the 1970s in the south Bronx, New York City. According to Emmett G. Price III, Ph.D., the Editor-in-Chief of the *Journal of Popular Music Studies*, this was a rough period in New York. Violence and poverty were all too common. Kids needed a way to release their frustrations and try to address some of the problems they faced.

Young people responded to the challenge in a creative way. Using turntables to spin old records, they played in basements or on the streets during neighborhood gatherings called block parties. They rapped, or talked over, the old records. They also made audio mixing, or scratching, popular. These activities evolved into both a genre of music and a type of dance.

People from different ethnic backgrounds unified dancing, deejaying, graffiti, and rapping. They created what is now known as hip-hop. In deejaying, the kids used sound equipment and old records. Through it, they created new combinations and beats by scratching records, repeating parts of songs, or remixing sounds.

By the 1980s, hip-hop culture had caught on all around the country. Along the way, it grew and changed. Each new city that hip-hop spread to added something different to the genre. As it has grown more popular, hip-hop has become an important presence in the music industry. In 2005, for the first time, a hip-hop album won a Grammy for Album of the Year. Even other countries have been influenced by hip-hop culture. Hip-hop communities have sprung up in several other nations. These nations include Australia, Azerbaijan, Germany, and the Philippines.

In the 1990s, elements of the hip-hop world became part of print and broadcast media, movies, video games, and fashion. Companies used hip-hop in an attempt to appeal to young people.

Sometimes hip-hop artists write all-new music to go with their lyrics. Other times, hip-hop songs are crafted using existing songs. Hip-hop artists sometimes use parts of older disco or funk songs. The songs sampled in hip-hop music are often well-known and well liked.

FUSION Reading **1**

Assessment

What research tells us

“Assessment and data-driven instruction are essential for effective reading instruction. By collecting and analyzing data, educators can identify students’ strengths and weaknesses, adjust instruction to meet individual needs, and monitor progress over time.” - National Reading Panel, “Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction,” 2020.

“Data-driven instruction involves using assessments to guide instruction and monitor student progress. By analyzing assessment data, educators can identify areas of need, adjust instruction to meet individual needs, and monitor progress over time. This approach to instruction has been shown to improve student outcomes in reading.” - Reading Rockets, “Data-Driven Instruction,” 2021.

“Effective reading instruction requires ongoing assessment and data analysis. By regularly assessing students’ reading skills and analyzing the data, educators can make informed instructional decisions and ensure that all students are making progress toward grade-level expectations.” - International Literacy Association, “Assessment for Reading Instruction: A Guide for Educators,” 2019.

What the *Fusion Reading Program* does


The Assessment Component is designed to provide individualized data that informs and personalizes instruction. Student progress is carefully documented in each instructional unit for individual students within a class. Formative data are also gathered daily for each strategy’s instructional session and during the various practice activities. This information is used to help assess individual student progress and provide immediate, individualized, positive, and corrective feedback to students. Overall achievement gains are usually documented by district end of grade assessments, and/or standardized reading measures. These data are used to assess the overall impact of the *Fusion Reading Program*.

Assessment (continued)

See how we do it!

Personal Mission Statement

Name: _____ Date: _____



What I want to do, to become, and to be like...

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The Prediction Strategy Reading Comprehension Test Booklet

PRETEST/POSTTEST Form A

Name: _____ Date: _____

Passage 1 Total Score	Passage 2 Total Score	Passage 3 Total Score	Passage 4 Total Score
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Bridging Strategy Pretest and Posttest

Name: _____ Date: _____

- Count the number of syllables that you perceive to be in each of the following words. For example, the word *higher* has two syllables, the word *threat* has one, and the word *physician* has three. Write the number of syllables to the right of each word.

cats	recreational	decidedly	shirt	walked
_____	_____	_____	_____	_____
spoil	capital	lawyer	banana	implement
_____	_____	_____	_____	_____
- For each word on the left, divide the word into its syllable parts. For example, the word *remodeling* would be divided into /re//mod//el//ing/.

bookworm	_____
unicorn	_____
elephant	_____
believed	_____
finger	_____
- A closed syllable is one that ends with a _____.
An open syllable is one that ends with a _____.
- What does V/CV stand for? _____
An example of a word with a V/CV syllable is _____.
- What does VC/CV stand for? _____
An example of a word with a VC/CV syllable is _____.
- Underline all consonant blends and digraphs in the following words.

knight	wreck	drink	squished	scratch
climb	product	first	whether	

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Practice Passage

A. Before You Read: What word clues can you identify in the passage below?

Score question A: _____

B. Before You Read: What do you already know about the topic suggested by the word clues?

Score question B: _____

C. Before You Read: What do you predict the passage will be mostly about?

Score question C: _____

NOW READ THIS PASSAGE:

The day was cold and windy. Beth had been skating on the frozen pond for nearly an hour. Suddenly she felt a cramp in her left leg. She was nearly 50 yards from the shore, but she had to stop. After a few minutes she could skate again.

D. After You Read: What do you think will happen next when Beth starts to skate again?

Score question D: _____

Total Score for Practice Passage: _____

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