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.
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.
See how we do it!

**The Bridging Intervention Program**

(continued)

![Diagram of the Bridging Strategy]

**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

- **Try**: other resources

---

**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

---

**VCE, Closed, and Open Syllables**

<table>
<thead>
<tr>
<th>Marking</th>
<th>Syllable</th>
<th>Saying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>Model</td>
<td>Model</td>
</tr>
<tr>
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<td>lest</td>
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<tr>
<td>Guided Practice</td>
<td>Guided Practice</td>
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<tr>
<td>gasp</td>
<td></td>
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<td>ro</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cave</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Vowel Sound Chart #1

### Short Vowels (closed syllable)

<table>
<thead>
<tr>
<th>Sounds like:</th>
<th>Sound cue:</th>
<th>Written as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ă/</td>
<td>but</td>
<td>a</td>
</tr>
<tr>
<td>/ĕ/</td>
<td>set</td>
<td>e</td>
</tr>
<tr>
<td>/ĭ/</td>
<td>sit</td>
<td>i</td>
</tr>
<tr>
<td>/ŏ/</td>
<td>top</td>
<td>o</td>
</tr>
<tr>
<td>/ŭ/</td>
<td>cut</td>
<td>u</td>
</tr>
</tbody>
</table>

### Long Vowels (open syllable)

<table>
<thead>
<tr>
<th>Sounds like:</th>
<th>Sound cue:</th>
<th>Written as:</th>
</tr>
</thead>
<tbody>
<tr>
<td>/ā/</td>
<td>ta</td>
<td>a</td>
</tr>
<tr>
<td>/ē/</td>
<td>be</td>
<td>e</td>
</tr>
<tr>
<td>/ī/</td>
<td>hi</td>
<td>i</td>
</tr>
<tr>
<td>/ō/</td>
<td>so</td>
<td>o</td>
</tr>
<tr>
<td>/ū/</td>
<td>mu</td>
<td>u</td>
</tr>
</tbody>
</table>

### 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 ă t  e

### VCE Syllable vs. Closed Syllable

<table>
<thead>
<tr>
<th>VCE Syllable</th>
<th>Closed Syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>rate</td>
<td>rat</td>
</tr>
<tr>
<td>cube</td>
<td>cub</td>
</tr>
<tr>
<td>hope</td>
<td>hop</td>
</tr>
<tr>
<td>shine</td>
<td>shin</td>
</tr>
<tr>
<td>stripe</td>
<td>strip</td>
</tr>
</tbody>
</table>

## Scrimmage Fluency Score Sheet

**Fluency Read #1 (accuracy)**

\[
\text{Words Read Correctly} = \frac{\text{Total Words in Passage} - \text{Total Miscues (Raw Score)}}{\text{Total Reading Time (in seconds)}} \times 60
\]

**Fluency Read #2 (speed)**

\[
\text{Words Correct/Second} = \frac{\text{Words Read Correctly}}{\text{Total Reading Time (in seconds)}} \times 60
\]

**Fluency Read #3 (comprehension)**

\[
\text{Words Correct/Per Minute (WCPM)} = \frac{\text{Words Read Correctly}}{\text{Total Reading Time (in seconds)}} \times 60
\]

Comprehension test score for passage: ___ %
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.

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 demonstrating 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 fluidly 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 less 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.

**See how we do it!**
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!
This paragraph is mostly about . . .

words: personality, personality test, personality traits

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

1. What shapes a person’s personality?
2. Are the personality tests that appear in magazines accurate?

People have studied their personalities for many years.
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!
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 Set 1

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
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!
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!
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.
**Personal Mission Statement**

Name: ________________________  Date: ______________

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

---

**Bridging Strategy Pretest and Posttest**

Name: ________________________  Date: ______________

1. 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 ___  skirt ___  walked ___  spoil ___  capital ___  lawyer ___  banana ___  implement ___

2. For each word on the left, divide the word into its syllable parts. For example, the word remodeling would be divided into /rem//o//l//ing/.
   
   bookworm ___  unicorn ___  elephant ___  believed ___  singer ___

3. A closed syllable is one that ends with a . An open syllable is one that ends with a .

4. What does VCV stand for?
   An example of a word with a VCV syllable is.

5. What does VC/CV stand for?
   An example of a word with a VC/CV syllable is.

6. Underline all consonant blends and digraphs in the following words.
   
   length  speak  drink  squashed  scratch  climb  product  first  whether

---

**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: __________


American Federation of Teachers. (2020). The role of metacognitive strategies in reading instruction.