The **Fusion Reading Program (FRP)** developed at the **University of Kansas Center for Research on Learning** promotes adolescent literacy, student motivation to read, and student engagement in learning. The reading program is comprehensive in nature, intensive, and include explicit instruction methods. The **Fusion Reading Program (FRP)** is designed to help students acquire the reading and thinking skills that are necessary for success in today's challenging core classes and postsecondary settings. In short, the overarching goal of the reading program is to ensure that all students have the literacy skills to be successful in school and life. The **Fusion Reading Program (FRP)** was funded with federal funding aimed to design a new reading program based on KUCRL's existing research base on effective instructional practices and the science of reading.

FUSION READING PROGRAM (FRP)	
Theory Supporting the Programs	Fusion Reading is based upon the Science of Reading and supported by two reading theories: The Simple View of Reading (Hoover and Gough, 1990) and Construction Integration (Kintsch, 1996).
Instructional Delivery	- Explicit direct instruction - Data driven decision making - Positive, Corrective Feedback - Personalized, differentiated learning
Students	- Adolescents reading, minimally, at the low 3rd-grade level or two or more years behind grade level - Students exhibiting: - Low word-level and reading fluency skills and strategies - Lack of comprehension skills and strategies - Low vocabulary knowledge - Challenges related to school engagement and motivation for reading - Need for ongoing direct specialized instruction that supplements instruction in core classes. - Students can be integrated into the reading program throughout the school year by creatively adapting the curriculum. - Students exit the program when they demonstrate proficiency on norm referenced assessments and teacher recommendation used for entrance to the program.
Curriculum	- Designed based on research that determined the reading skills adolescents have and need in order to be skilled readers. These reading component studies align with the science of reading. - Includes an emphasis on re-engagement in learning and methods to motivate readers with limited reading proficiency. - Comprising seven foundational word-level, comprehension, and motivation strategies explicitly taught through clear explanation of skills, expert modeling of reading skills and strategies, teacher

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	guided practice, student partner practice, independent practice and meaningful feedback after all practice activities. • Taught skills and strategies are generalized, integrated, and applied to course novel reading, subsequent strategy practice materials, and core class textbooks. As new strategies are taught, students integrate new with previously learned strategies. Most importantly, through a unit called Strategy Integration about 65% of instruction in Fusion Reading includes core class materials. • The first instructional unit is called Establish the Course (ETC). ETC teaches students the behavioral expectations, routines, and procedures for the course, how to teach vocabulary, and specifies expectations and the process for out of class reading activities, and Thinking Reading. • After ETC, students learn a comprehension strategy. All strategies are described in the table below.
Materials	• Spiral-bound instructor's manuals for each of the seven units • Bound student books with leveled expository and narrative passages • Classroom set of high-interest novels • 3-ring binder, dividers, and spiral notebook for each student • White boards, dry-erase markers, and timers for partners • All course materials are available online from McGraw-Hill Education
Pacing/ Organization	• Daily lesson plan format includes structured time for Daily Warm-up, Thinking Reading, Explicit instruction in reading component skills, Vocabulary, and a Wrap up (e.g., exit ticket). • Flexible implementation options (e.g., 90 minutes every day for a year or 90 minutes every other day for two years; 60-minute daily lessons, 45-minute daily lessons for two years) • Recommended class size: 12-15 students
Student Practice	• Personalized to student reading level • Online and paper/pencil options • Cooperative groups • Partner practice • Independent/teacher one-on-one practice with feedback • Structured generalization with *Thinking Reading* and in multiple Strategy Integration Units
Assessment	• Norm-referenced summative pre/post testing based on school's preference prompted in lesson plans • Progress-monitoring assessment with each individual strategy pre-

	and post-test. • Formative assessment with almost daily partner practice and independent practice opportunities including fluency checks that average across repeated readings • Student use of progress charts • Teachers have access to Fusion Reading Excel grade book
Recommended Teacher Professional Learning	• 6-7 days of professional development by certified personnel over a school year to provide instruction in *Establish the Course* and additional strategies throughout implementation (e.g. *The Bridging Strategy* PD). • Online learning modules available for additional professional learning and observation of classroom instruction. These online modules contain interactive PDFs of all teacher and student materials, an extensive video library of teachers implementing Fusion for all main units. • Coaching support throughout implementation is recommended (ideally monthly for first time implementers). • Fidelity Checklists exist for each instructional unit of the program.
Teacher Qualifications	• Licensed teacher: typically, a special education teacher, English teacher, or reading specialist • Background in or commitment to literacy instruction • Strength in building relationships with students • Interested in engaging with an instructional coach
Infrastructure Considerations	• Administrative support (e.g., class visits using instructional checklists to learn the program, asking teacher about needs, checking on student progress) • Dedicated class time based on a program implementation option • Procedures for screening, diagnostic process, and placement into the program • Progress monitoring measures in place within the program and/or supplemental progress measures (e.g. TOSCRF) • Collaborating with and receiving support from an instructional coach either face-to-face or virtually