**Reading Programs by KU-CRL**

*Based on the SIM Learning Strategies Curriculum*

The**University of Kansas Center for Research on Learning** has developed reading programs for adolescents that empower learners while promoting adolescent literacy and focus on student motivation while engaging students and their teachers in explicit instructional patterns.

Our evidence based adolescent reading programs, **FUSION Reading** and **Xtreme Reading**, are designed to help students reach their goals and to teach them the strategies and habits of learning that they need to learn and thrive as future learners. Sequenced instruction supported by progress monitoring, clear student selection criteria and teacher feedback are hallmarks of KUCRL’s materials and reading programs. We know, each minute counts.

**How are Fusion Reading and Xtreme Reading similar and different?**

|  | **FUSION READING** | **XTREME READING** |
| --- | --- | --- |
| Curriculum | * Designed based on characteristics of adolescent and an emphasis on re-engagement and motivation readers
* Consists of six foundational reading and motivation strategies explicitly instructed through guided practice, meaningful feedback, independent practice, generalization, and strategy integration within and outside school
* After Establish the Course, begins with a comprehension strategy to build motivation
* Strategies identified in the table below
 | * Designed around setting high expectations for students and an emphasis on community of learners
* Spiral curriculum
* Comprised of eight foundational reading and motivation strategies explicitly instructed through guided practice, meaningful feedback, independent practice, generalization, and strategy combining within and outside school
* After Xpect to Achieve, begins with decoding and word recognition strategies.
* Strategies identified in the table below
 |
| Materials | * Spiral bound teacher instructor’s manuals
* Bound student workbooks with leveled expository and narrative passages
* Classroom set of novels (e.g., *Coach Carter* and Bluford Series novels among others are recommended)
* Steno pad, timers, white boards
 | * Bound teacher instructor’s manuals with printed lesson plans in binders
* Student lessons in binders with leveled expository and narrative practice passages in bound workbooks
* Classroom set of novels (e.g., *Coach Carter* and Bluford Series novels among others are recommended)
* Optional supplies include composition books and timers
 |
| Pacing/ Organization | * Daily lesson plan format
* Fewer strategies taught in a longer period of time than Xtreme
* Approximately 225 minutes per week for 2 years
* Four implementation Options
* 45 minutes daily for 2 years
* 60 minutes daily for 2 years
* 90 minutes every-other-day for 2 years
	+ 90 minutes daily for 1 year
 | * Daily lesson plan format
* More strategies taught in a shorter period of time than Fusion
* Approximately 225 minutes per week for 1 year
* Three implementation Options
* 45 minutes daily for one year
* 90 minutes every-other-day for one year
	+ 90 minutes daily for one semester
 |
| Student Practice | * Partner work
* Independent practice/independent practice check
* Generalization practice with *Thinking Reading* ongoing and in the Strategy Integration Unit
 | * Paired practice
* Independent practice/differentiated practice
* Generalization practice of previously learned strategies with novel reading and woven into student practices of current strategy
 |
| Assessment | * Norm referenced pre/post testing based on school’s preference prompted in lesson plans
* Summative assessment with strategy pre- and post-testing
* Formative assessment with partner practice and independent practice
* Student use of progress charts
* Fluency checks that average across repeated reading
 | * Norm referenced pre/post testing prompted in lesson plans
* Strategy pre- and post-testing
* Formative assessment with paired practice and independent practice
* Student use of progress charts
* Repeated 1-minute fluency checks
 |
| Students | * Adolescents reading, minimally, at the 3rd grade level and two or more years behind grade level
* Students exhibiting:
	+ Low word level skills and strategies
	+ Lack of comprehension skills and strategies
	+ Need to re-engage and motivate to read
	+ Need for ongoing feedback and assessment to increase outcomes
* Only add students within the first two months of the course.
 | * Adolescents reading, minimally, at the 4th grade level and two or more years behind grade level
* Students exhibiting:
	+ Poor reading fluency
	+ Small sight vocabulary
	+ Limited word understanding and multiple word meanings
	+ Limited background and conceptual knowledge
	+ Few skills or strategies to enhance understanding and remembering oral and written language
* Only add students within the first two months of the course.
 |
| Teacher Professional Learning | * 2-3 days of professional development by certified personnel to provide initial 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.
* Coaching support throughout implementation is recommended (ideally monthly).
* Checklists exist for each component of the program.
 | * 5-6 days of professional development by certified personnel to provide instruction, coaching, observations, model lessons, feedback and ongoing support.
* Ideally 3 initial days and 2-3 follow up PD sessions
* Online learning modules coming soon
* Coaching support throughout implementation is recommended.
* Checklists exist for each component of the program.
 |
| Teacher Qualifications | * Licensed teacher; typically 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
 | * Licensed teacher; typically 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 implementations option
* Procedures for screening, diagnostic process, and placement into the program
* Progess monitoring
* Collaborating with the instructional coach
 | * Administrative support (e.g., walk throughs with instructional checklists to learn the program, asking teacher about needs, checking on student progress)
* Dedicated class time based on a program implementations option
* Procedures for screening, diagnostic process, and placement into the program
* Progess monitoring
* Collaborating with the instructional coach
 |
| Research Validated |  | * Meets What Works Clearinghouse evidence standards 2.1 (this is impt under ESSA) meets the effectiveness rating: *potentially positive effects on reading achievement;* See full report at:

<https://ies.ed.gov/ncee/pubs/20164001/pdf/20164001.pdf> |

|  |
| --- |
| **Learning Strategies (LS) Taught Through Explicit Instruction*****Shown in typical order taught*** |
| **Establish the Course includes…**Norm referenced pre-tests**Classroom Routines and Procedures****7-Step Vocabulary Process****Thinking Reading****Book Study Introduction** | **Xpect to Achieve, followed by:** **Norm referenced pretests****ACHIEVE expectations****Word Level Pre-tests** **1. Talking Together****2. Word Mapping****Book Study Introduction** |
| **1. Prediction Strategy: comprehension strategy; start here to gain commitment and motivation** | **3. Word Identification: decoding and word recognition strategy; start here to build foundational skills** |
| **2. Possible Selves for Readers: connecting life goals to how reading can help achieve them** | **4. Possible Selves: connecting life goals to how reading can help achieve them** |
| **3. Bridging Strategy: advanced and flexible phonics instruction** | **5. Self-Questioning: comprehension strategy** |
| **4. Strategy Integration: generalization to varied content areas** | **6. Fundamentals in Paraphrasing & Summarizing: Foundational comprehension skills****Paraphrasing Strategy: comprehension strategy** |
| **5. Summarization Strategy: comprehension strategy** | **7. Inference Strategy: comprehension strategy** |
| **Strategy Integration: generalization to varied content areas** | **8. Visual Imagery: comprehension strategy** |
| **6. PASS Strategy: ~~integration of new skills and strategies in a testing situations~~ Explicit strategy steps for integrating strategies and generalizingthe strategies to varied content areas** |  |
| **Book Study component: independent reading with selection of assignments** | **Book Study component: independent reading with selection of assignments** |
| **Note: Even though it appears there are 2 more LS in Xtreme, the 7-Step Vocabulary Process and the Classroom Routines and Procedures taught in Fusion Reading are similar to Word Mapping and some aspects of Talking Together.** |