**Reading Programs by KU-CRL**

*Based on the Science of Reading and the SIM Learning Strategies Curriculum*

The University of Kansas Center for Research on Learning has developed reading programs that promote adolescent literacy, student motivation to read, and student engagement in learning. The reading programs are comprehensive in nature, intensive, and include explicit instruction methods.  Our evidence-based adolescent reading programs, FUSION Reading and Xtreme Reading, are 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 programs is to ensure that all students have the literacy skills to be successful in school and life.

Each reading program was developed separately with federal funding: one project 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), and the other project aimed to design a reading program comprising several previously published Learning Strategies (Xtreme Reading). Both programs were designed for adolescents with limited reading proficiency, which led to numerous similarities and only nuanced differences revealed through a consideration of contextual factors (e.g., student population, implementation options).

Thus, additional and multiple factors should be considered when adopting any instructional program. These factors include the academic profile and needs of students, whether students have specific IEP goals and objectives, and the availability of structural supports for program implementation. Most importantly, input from teaching and administrative staff regarding the potential of the intervention and/or program to address problems of practice and the overall sense of program “fit” with staff and students is essential.

Click the logos for more about the Reading Programs online

[](http://sim.ku.edu/fusion-reading) [](http://sim.ku.edu/xtreme-reading)

The following pages present the features of Fusion Reading and Xtreme Reading in table format.

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|  | **FUSION READING** | **XTREME READING** |
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| 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). | Xtreme Reading is based upon Information Processing Theory (e.g., LaBerge & Samuels, 1974) and includes cognitive analysis of information presented to the reader. |
| Instructional Delivery | * Explicit direct instruction * Data driven decision making * Positive, Corrective Feedback * Personalized, differentiated learning | * 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. | * Adolescents reading, minimally, at the 4th-grade level and two or more years behind grade level * Students exhibiting:   + Basic phonics and fluency skills, yet show a need for instruction in word-attack skills for multisyllabic words   + Limited understanding of 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 unit of the instruction (the Xpect to Achieve Unit) since word level skills are foundational to learning the comprehension strategies. |
| 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 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. | * Designed around setting high expectations for students and an emphasis on building a community of learners. * Includes an emphasis on becoming a strategic reader and learner. * Comprising eight foundational word-level, comprehension, and motivation strategies explicitly taught through clear explanation of skills, expert modeling of reading skills and strategies, teacher guided practice, student paired practice, independent and differentiated practice, and meaningful feedback after all practice activities. * Most importantly, 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. * The first instructional unit is called Xpect to Achieve. This unit teaches students the behavioral expectations, routines, and procedures for the course, emphasizes setting high expectations and supporting each other as a community of learners, and specifies expectations and the process for out-of-class reading activities. * After the Xpect to Achieve unit, students learn word-level strategies and then comprehension strategies. 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 * All course materials are available online * Supplies, not included:   + For each student: 3-ring binder, dividers (optional: steno pad)   + For partners: student whiteboards, dry-erase markers, and timers | * Instructor notebooks for each unit with daily lesson plans and instructor manuals * Student classroom books with leveled expository and narrative * Student workbooks in binders for daily notetaking and practice * Novels for use with Xtreme Reading are not included (a suggested list of high-interest novels is available) * Suggested supplies, not included: composition books, student whiteboards, dry-erase markers, and timers |
| 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 | * Daily lesson plan format includes structured time for Start-up (review, reflection, practice), Strategy practice (describe, model, practice), Guided Reading (novel study) * Flexible implementation options (e.g., 45-minute daily lessons provided for a year of instruction and with an option to combine for a 90-minute class block every day for a semester of instruction) * 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 | * Guided practice with class novels * Paired practice * Independent practice * Differentiated practice * Practice generalizing and integrating strategies and skills with core-class textbooks, and subsequent strategy practice materials |
| 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 | * 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 paired practice and independent practice * Student use of progress charts * Repeated and frequent 1-minute fluency checks |
| 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. | * 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 (ideally monthly for first time implementers). * Fidelity Checklists exist for each component 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 | * 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 | * 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 implementation option * Procedures for screening, diagnostic process, and placement into the program * Progress monitoring measures in place within the program * Collaborating with the instructional coach |

| **Learning Strategies (LS) Taught Through Explicit Instruction**  ***Shown in typical order taught*** | |
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| 1. **“Establish the Course” unit includes:**   Standardized, State reading, or Norm-referenced pre-tests  **Classroom Routines and Procedures**  **7-Step Vocabulary Process**  **Thinking Reading**  **Book Study Introduction** | 1. **“Xpect to Achieve” unit includes:**     **Standardized, State reading, or Norm-referenced pre-tests**  **Word-level pre-tests**  **Classroom Routines and Procedures**  **ACHIEVE expectations**  **Social Skills Instruction**   * **Talking Together** * **The SCORE Skills**   **Book Study Introduction** |
| **2. Prediction Strategy: comprehension strategy; recommended to start here to gain commitment and motivation** | **2. Word Mapping Strategy: generative vocabulary-building strategy that analyzes word-part meanings** |
| **3. Possible Selves for Readers: connecting life goals to how reading can help achieve them** | **3. Word Identification Strategy: decoding and word recognition strategy; start here to build foundational skills** |
| **4. Bridging Strategy: advanced and flexible phonics instruction, word analysis and recognition skills, and fluency practice with a variety of reading material** | **4. Possible Selves: connecting life goals to how reading can help achieve them** |
| **5. Strategy Integration: generalization of learned reading skills and strategies to core content areas. SI is offered up to three times over the course of two years and is the overarching goal of the reading program** | **5. Self-Questioning Strategy: comprehension strategy that enables students to preview text, ask questions, and make predictions** |
| **6. Summarization Strategy: comprehension strategy that includes paraphrasing and summarization strategies.** | **6. Fundamentals in Paraphrasing & Summarizing and**  **Paraphrasing Strategy: comprehension strategies that enable students to identify main idea and details from the foundational level to the whole-text level and includes generalizing to standardized tests** |
| **7. PASS Strategy: integration of reading skills and strategies to reading material in state level measures or standardized assessments** | **7. Inference Strategy: comprehension strategy that enables students to make inferences about information they have read and answer inferential questions** |
|  | **8. Visual Imagery Strategy: comprehension strategy for creating mental movies of narrative passages (note: may be taught earlier)** |
| **Book Study component: independent reading with selection of assignments** | **Book Study component: independent reading with selection of assignments** |