

Academic Success For All Learners

READING FOR ALL LEARNERS

Alignment with Reading Research & Common Core State Standards

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Reading For All Learners Program (RALP) Alignment with Evidence-Based Research

Reading For All Learners has a long history of instructional design and development, field-testing, evaluation and distribution. The program is built on a solid foundation of reading research and evidence-based instructional strategies. In particular, they are well aligned with the recommendations of the National Reading Panel (NRP, 2000) and the most current Institute of Education Sciences publications addressing reading instruction research and practice (Armbruster, Lehr, & Osborn, 2006; Connor, Alberto, Compton & O'Connor, 2014). These three keystone reading research publications, support a particular focus on the Five Big Ideas of Reading, which form the building blocks for reading skills.

Big Idea #1, Phonemic Awareness

The 2006 U.S. Department of Education (DOE), National Institute for Literacy publication (Armbruster, Lehr, & Osborn, 2006), Put Reading First, states that research findings list several skills sometimes discussed as phonemic awareness skills. Of these, only four skills are significantly predictive of success in later research-based reading instruction. In keeping with these findings, RALP limits the emphasis to the four effective skills to make the instructional intervention more focused and more manageable for both assessment and instruction. The four skills are:

1. Combining or blending the separate sounds in a word to say the word. For example, blending the sounds /m/, /a/, /t/, to say “mat.”
2. Segmenting a word into its separate sounds, e.g., saying the word “Sam” slowly so that each sound can be heard, e.g., “Sssaaaammm.” Research suggests that it is best if there are no pauses between the sounds.
3. Isolating and saying the first or last sound in a word, e.g., the beginning sound in “man” is “mmmm.” It is easiest for the student if, initially, continuous sounds are used, such as /m/, /s/, /a/, and /e/, rather than non-continuous sounds such as /p/, /t/, and /d/. Non-continuous or “plosive” sounds are more difficult to blend, and blending sounds is the most important phonemic awareness skill. Hence, when the non-continuous sounds are first introduced, the sounds should be used at the end of a word. This makes the sound blending much easier for learners. The RALP follows these recommendations.
4. Recognizing which words begin with a given sound, e.g., when shown pictures of a mat, a rat, and a cat, pointing to the picture that begins with the sound, “rrrrr.”

The importance of these critical beginning reading skills is supported by an extensive body of research. The research has clearly and inarguably demonstrated the relationship between improved outcomes for at-risk readers and explicit instruction in these types of skills (National Reading Panel, 2000; Gunn, Biglan, Smolkowski, & Ary, 2000; Mathes, Denton, Fletcher, Anthony, Francis, & Schatschneider, 2005; Fuchs et al., 2001; Mathes, Howard, Allen, & Fuchs, 1998; Slavin, Madden, Karweit, Livermon, & Dolan, 1990). In fact, Foorman, Fletcher and Francis (1997) noted the following:

“There is a period during beginning reading instruction when all children benefit from practicing letter-sound connections in decodable text. To immerse children in a print environment without instruction in letter-sound correspondences and practice in decodable text is to doom a large percentage of children to reading failure” (p. 16).

Connor, Alberto, Compton and O'Connor stated the following related to working with students at risk of reading failure:

“Correct identification of students at risk for reading disability in preschool through first grade can trigger early reading intervention prior to the onset of significant problems, which

in turn can place students on the path of adequate reading development. Universal screening is a principal means of identifying students as being at risk for reading difficulties. In both research and practice, it usually involves measures of early literacy and foundational reading skills, including phonemic awareness, letter naming fluency, concepts about print, word reading, and oral language ability, including vocabulary” (p. 3).

The early lessons included in Reading For All Learners provide a thorough and comprehensive foundation in Phonemic Awareness. These lessons include an initial presentation of the sounds used in the connected text portion of the lesson. Students are provided opportunities to practice sounds to mastery. The digital versions of Reading For All Learners include an audio recording and playback feature permitting students to hear themselves practice in comparison to embedded audio supports.

The sounds taught in each lesson are then used to form words. These words are then practiced to mastery before proceeding to the next portion of the lesson. As in the sound practice portion the digital edition includes an audio recording and playback feature to provide immediate, meaningful feedback to students.

The final key part of each RALP lesson is a connected text reading using only words recently introduced or previously taught. The passages are tightly controlled to ensure adequate practice of newly introduced sounds and words. This emphasis on decodability helps student make accurate sound symbol correspondences. The connected text lesson portion of the digital edition provides three types of audio supports; (a) tapping on any word plays back a cue emphasizing each spoken sound (sounding-out) followed by a spoken version of the word. (b) Students may also hear a narrated version of the text on a page being read with appropriate expression and pacing. During the narration the text highlights in precise synchronization with the narrator recording. (c) Finally students may make audio recordings of themselves reading and listen to their recording in comparison to the narrated supports. These recordings are saved and may later be accessed by teachers and can also be shared via email with parents or other members of the instructional team.

The Reading For All Learners Scope and Sequence found at the end of this document provides an overview of the sounds, words and morphological skills built into RALP.

Big Idea #2, Phonics

In Put Reading First, Armbruster, Lehr, and Osborn (2006) state:

“Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. It teaches children to use these relationships to read and write words... The goal of phonics instruction is to help children learn and use the alphabetic principle—the understanding that there are systematic and predictable relationships between written letters and spoken sounds. Knowing these relationships will help children recognize familiar words accurately and automatically, and ‘decode’ new words. In short, knowledge of the alphabetic principle contributes greatly to children’s ability to read words both in isolation and in connected text” (p. 11).

Primary research studies support the assertions by Armbruster, Lehr, and Osborn (2006). Studies evaluating or measuring the efficacy of phonics instruction consistently find a connection between explicit, systematic phonics instruction and improved reading skills. The learners who typically benefit the most from this type of instruction are struggling readers (National Reading Panel, 2000; Elbaum, Vaughn, Hughes, & Moody, 2000; Torgesen, Alexander, et al., 2001; O’Connor, 2000; Mathes, Denton, Fletcher, Anthony, Francis, & Schatschneider, 2005; Vadasy, Sanders, and Peyton, 2005).

The most recently published Institute of Education Sciences research supports earlier research related to the importance of mastery of phonic decoding as a gateway to fluency and comprehension. Connor, Alberto, Compton and O’Connor found:

“Students with reading difficulties appeared to spend an excessive amount of time on decoding and therefore to expend valuable mental resources that could have been used for comprehension” (p. 32).

The Reading For All Learners Scope and Sequence found at the end of this document provides a summary of the phonics skills taught explicitly in the program. The presentation sequence of these skills are very tightly controlled and presented systematically. In the early lessons (up to grade level 2.0) 100% of presented words in a connected text reading have been explicitly taught and multiple opportunities for practice are provided. This tightly controlled instructional sequence ensures students are able to make accurate sound-symbol correspondence and master a strategy for decoding unknown words. As noted above the findings of Alberto, Compton and O'Connor point to the importance of decoding and the relationship between decoding and comprehension. Reading For All Learners encourages students to develop the skill and strategy needed to decode any word.

Big Idea #3, Fluency in Reading Text

In *Put Reading First* (Armbruster, Lehr, & Osborn, 2006), the authors state:

“What does scientifically based research tell us about fluency instruction?... Students who read and reread passages orally as they receive guidance and/or feedback become better readers. Repeated oral reading substantially improves word recognition, speed, and accuracy as well as fluency. To a lesser but still considerable extent, repeated oral reading also improves reading comprehension. Repeated oral reading improves the reading ability of all students throughout the elementary school years. It also helps struggling readers at higher grade levels...Researchers have found several effective techniques related to repeated oral reading: (a) students read and reread a text a certain number of times or until a certain level of fluency is reached. Four re-readings are sufficient for most students; and (b) oral reading practice is increased through the use of audiotapes, tutors, peer guidance, or other means” (p. 21).

Connor, Alberto, Compton and O'Connor (2014) found the following related to reading fluency:

“Fluency interventions that focus on repeated reading or reading a range of text, along with opportunities to practice reading in the classroom may generally improve students’ fluency and comprehension...Given the developmental nature of reading fluency, specifically, that reading rate and accuracy improve with overall reading skills over time for typical readers, the researchers conjectured that by fourth grade, students with poor fluency were also poor in decoding and word recognition, which may have inhibited their fluency growth.” (p. 32)

In keeping with the above research recommendations and the findings of previous research (Adams, 1990), RALP directly and consistently addresses text fluency. A review of the RALP Scope and Sequence at the end of this document identifies the curriculum-embedded fluency criteria, starting with 60 words/minute with 97% accuracy at the end of grade 1, and moving to 120 words/minute with 97% accuracy in grade 3. Each curriculum-embedded assessment (in at least every 6th book) specifies the criteria for mastery, with recommendations for reteaching.

Big Idea #4, Vocabulary

In *Put Reading First*, Armbruster, Lehr and Osborn (2006) claim:

“Vocabulary refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to words that we use in speaking or recognize in listening. Reading vocabulary refers to words we recognize or use in print. Vocabulary plays an important part in learning to read... Vocabulary also is very important to reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean” (p. 29).

Supporting Put Reading First are the findings of the National Reading Panel (2000). The NRP notes the connection between an oral and written vocabulary and understanding the meaning of words. The NRP continues by describing how learners who have the needed skills to decode unfamiliar words in print, can then access their oral vocabulary for the word meaning.

Every one of the 300+ lessons included in the RALP program identifies the new vocabulary items included in each passage. Oral reading fluency, accuracy as well as reading vocabulary requirements are identified, and students are required to be confident and competent with the vocabulary needed to read stories with fluency and comprehension. In addition, the morphological skills explicitly taught in RALP allow students to generalize morphological concepts to words not previously taught. The morphological skills are identified at the end of this document in the RALP Scope and Sequence. Identifying all new words introduced in each RALP book permits instructors to check for understanding before beginning connected text reading practice.

In their 2014 research synthesis Connor, Alberto, Compton and O'Connor pointed out the importance of early language development and reading:

“Research in preschools has documented that children who are at risk for language disabilities, which also puts them at high risk for reading disabilities, appear to benefit from extensive opportunities for listening to and using complex spoken language” (p. 34).

New vocabulary items used in each lesson are provided at the beginning of each lesson to provide an opportunity for definition and discussion prior to using words in a connected text reading.

The diverse settings and concepts used in the RALP connected-text-reading practice provide a wealth of opportunity for broad vocabulary development. Content in the early lessons are intentionally kept simple, in keeping with the vocabulary development of learners. Later lessons increase the complexity of setting, characters and topics, gradually building learners' vocabulary along with oral fluency.

Big Idea #5, Comprehension

There is a very good reason why the fifth Big Idea is comprehension. The previous four Big Ideas are needed in order for a learner to comprehend what is being read (Chall, 1983; NRP, 2000). Marilyn Adams (1990) wrote the following:

“To understand connected text, our attention cannot be directed to the identities of individual words and letters. In reading as in listening, the process of individual word perception must proceed with relative automaticity, and such automaticity comes only through learning. We must have learned the relations among visual features that signal individual letters and about the relations among individual letters that correspond to frequent words and spelling patterns. And we must have acquired the associations that link spellings to speech and to meanings. Only having perceived the individual words automatically can we direct our attention to the relationships between them. Only as their perception has become relatively automatic can we devote our active attention to the process of understanding them” (p. 91).

Others, including primary researchers, have indicated there is a strong link between reading comprehension and both oral language skills and decoding skills in beginning readers (Storch & Whitehurst, 2002; Carnine, Silbert & Kameenui, 1996; Hoover & Gough, 1990; Shankweiler et al., 1995). In fact Storch and Whitehurst, (2002) noted the following:

“Furthermore, reading comprehension at this stage is highly correlated with word and non-word reading tasks, reinforcing the position that at least during the early stages of reading development, reading comprehension is primarily a function of word reading abilities.” (p. 943).

Descriptions of the first four Big Ideas alluded to their contribution to reading comprehension.

Additionally, RALP uses a range of strategies aligned with the U.S. DOE What Works Clearinghouse Practice Guide for Improving Comprehension in Elementary Reading (Shanahan, et al., 2010). For example, requiring the student to actively respond to comprehension questions with each story is central to RALP interventions. In *Put Reading First*, the authors (2006) make the following recommendations:

“Teachers have long used questions to guide and monitor students’ learning. Research shows that teacher questioning strongly supports and advances students’ learning from reading. Questions appear to be effective for improving learning from reading because they give students a purpose for reading, focus students’ attention on what they are to learn, help students to think actively as they read, encourage students to monitor their comprehension; and help students to review content and relate what they have learned to what they already know.” (p. 43)

Primary research studies (McGee & Johnson, 2003; Morrow, 1984) and the most current IES Practice Guide (Shanahan, et al., 2010) support the use of questioning as a strategy for increasing comprehension. Given the need for students to actively respond to comprehension questions, RALP provides examples of comprehension questions as instructor prompts at the bottom of pages. The nature of the provided model questions are in keeping with the recommendations made by Carnine, Silbert, and Kameenui (1997). The Shanahan et al., (2010) Practice Guide recommendations suggest questions based on a range of comprehension difficulty, from “explicit” to “less explicit but inferred” student responses. In RALP, the terms Literal, Inferential, and Evaluative are used for question types to ensure an in depth understanding of text content. In kindergarten the questions are mostly literal. By grade 3, the questions are mostly inferential and evaluative.

The importance of careful text selection and the relationship to comprehension is introduced in Shanahan, et al., (2010) this way:

“...teachers should also ensure that a selected text (1) is rich in depth of ideas and information, (2) has a level of difficulty commensurate with the students’ word-reading and comprehension skills, and (3) supports the purpose of the lesson. There are no specific texts that the panel believes are more appropriate than others for strategy training. Specifically, for younger students, the panel believes that all texts require students to make inferences or check their understanding, and students’ comprehension could always be enhanced by retelling elements of the text.” (p. 30)

RALP implements these recommendations through a gradual and systematic increase in text complexity as learners progress through the series. This implementation parallels the recommendations made by Carnine, Silbert and Kameenui (1997), who point to a progression of increasing complexity as the primary factor of consideration in story selection.

Central to any discussion of comprehension must be the importance of developing strong decoding skills to permit students to focus on the meaning of the words in a connected text passage rather than struggling with individual words. As discussed in the sections on Phonemic Awareness and Phonics, *Reading For All Learners* provides a solid foundation in decoding and fluency which directly supports comprehension.

Decodable Text

Decodable text is defined two ways (Jenkins, Peyton, Sanders, & Vadasy, 2004). The first having to do with the predictability of words within a given text and relates to the concept of regular vs. irregular words. For the purposes of this document, the second definition is used. This second definition describes decodability as a measure of the number of words used in connected text reading practice that the learner had previously been taught. Though not studied in depth by the National Reading Panel, the topic of decodable text was identified in the NRP report as an important topic in reading research. Numerous studies have found a positive relationship between the use of decodable text and improved reading outcomes (Mathes, Denton, Fletcher, Anthony, Francis, & Schatschneider 2005; Vadasy, Sanders, & Peyton 2005; Foorman, Francis,

Fletcher, Schatschneider, & Mehta, 1998). As noted by Jenkins, Peyton, Sanders, and Vadasy in 2004, Carnine, Silbert and Kameenui (1997) made the following suggestions regarding the use of decodable text in connected text reading:

“During the first weeks of passage-reading, the passages students read should contain only words that have previously appeared in list exercises” (p. 91).

“A successful passage-reading component is possible only if the stories presented in the passage-reading exercises are carefully controlled to ensure the student has a strategy to decode every word in the passage” (p. 190).

Adams (1990) also discussed the importance of the relationship between phonics lessons and connected text practice. Adams notes, “When word attack skills are taught in the context of connected reading, their application is immediately pertinent to the story being read” (p. 111).

All words used in the grade K-2.0 connected text reading passages in Reading For All Learners are first introduced and explicitly taught prior to reading the story. This practice begins with the first RALP book. Although the connected text practice in the first book of the series includes only three words, made up of four sounds, learners are able to immediately apply the phonics skills taught. “The instruction’s [phonics lesson] relevance to the greater goal of reading meaningful text is evident, both to teachers and students” (Adams 1990, p.111). Later stories (grade 2.0+) include a gradually increasing number of unpracticed words in order to encourage students to maintain the decoding skills previously taught.

Assessment of Student Performance

Reading For All Learners includes curriculum-embedded assessments at least every sixth lesson, as well as placement and posttests. The embedded “Looking Back” assessments cover skill content from lessons since the previous assessment. The Common Core Standards for Assessment (CCSSI, 2010) indicate that assessments must measure growth as well as proficiency. RALP assessment data is well-aligned with this recommendation. The research and associated federal and state requirements mandate that the curriculum-embedded assessments “inform instruction.” The U.S. DOE Institute of Education Sciences (IES) Practice Guide for Using Student Achievement Data to Support Instructional Decision Making (Hamilton, et al., 2009) describes evidence and recommendations for using achievement data:

- Make data part of an ongoing cycle of instructional improvement
- Teach students to examine their own data and set learning goals
- Establish a clear vision for school-wide data use
- Provide supports that foster a data-driven culture within the school
- Develop and maintain a data system

The RALP Student Assessment and Monitoring (SAM) system helps teachers and students ensure reading progress by addressing these key recommendations. In particular, the data collected through RALP + SAM are maintained online, and provide embedded guides for data use and reteaching.

Assessment scoring is ideally done on a tablet (though any internet connected computer may be used), with scores uploaded to a secure online data management system that can be accessed through a tablet or other computer.

SAM provides a placement assessment series to determine a student’s initial placement and to monitor learning outcomes throughout instruction. The placement assessment series defines a detailed starting point in the Reading For All Learners series.

The process for student placement involves the student demonstrating their current skill level on an increasingly challenging series of reading passages. Student placement is determined

by SAM once the student reaches a passage for which they no longer achieve the designated mastery criteria.

Reports of student progress are easily shared via email through the SAM interface or by downloading a pdf form for printing or sharing through other digital means. Individualized reports are formatted to be appropriate for sharing with parents or directly with students in keeping with the IES recommendation mentioned above.

Also in keeping with IES recommendations data may be accessed on a school or district-wide basis. This feature permits administrators to review school-wide reports of progress and drill into detailed individual student data.

Reading for All Learners Program (RALP) Alignment with the Common Core Standards

The Reading for All Learners Program is well aligned with the Common Core Standards (Common Core State Standards Initiative, CCSSI, 2010) adopted by most states, including Utah. As described and exemplified in the previous section, instructional strategies and sequencing in RALP specifically address the kindergarten English Language Arts and Literacy Standards (available at <http://www.corestandards.org/>). In particular, comprehension questions and instructor prompts, both embedded throughout and at the end of each Little Book, address the following standards. The following figure shows examples of Common Core Standards in Kindergarten with which RALP is aligned. Other grades are similarly aligned.

Examples of Common Core Standards in Kindergarten With Which RALP is Aligned:

Key Ideas and Details:

With prompting and support, ask and answer questions about key details in a text.

With prompting and support, retell familiar stories, including key details.

With prompting and support, identify characters, settings, and major events in a story.

Integration of Knowledge and Ideas:

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity:

Actively engage in group reading activities with purpose and understanding.

Phonics and Word Recognition:

Know and apply grade-level phonics and word analysis skills in decoding words.

a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.

b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

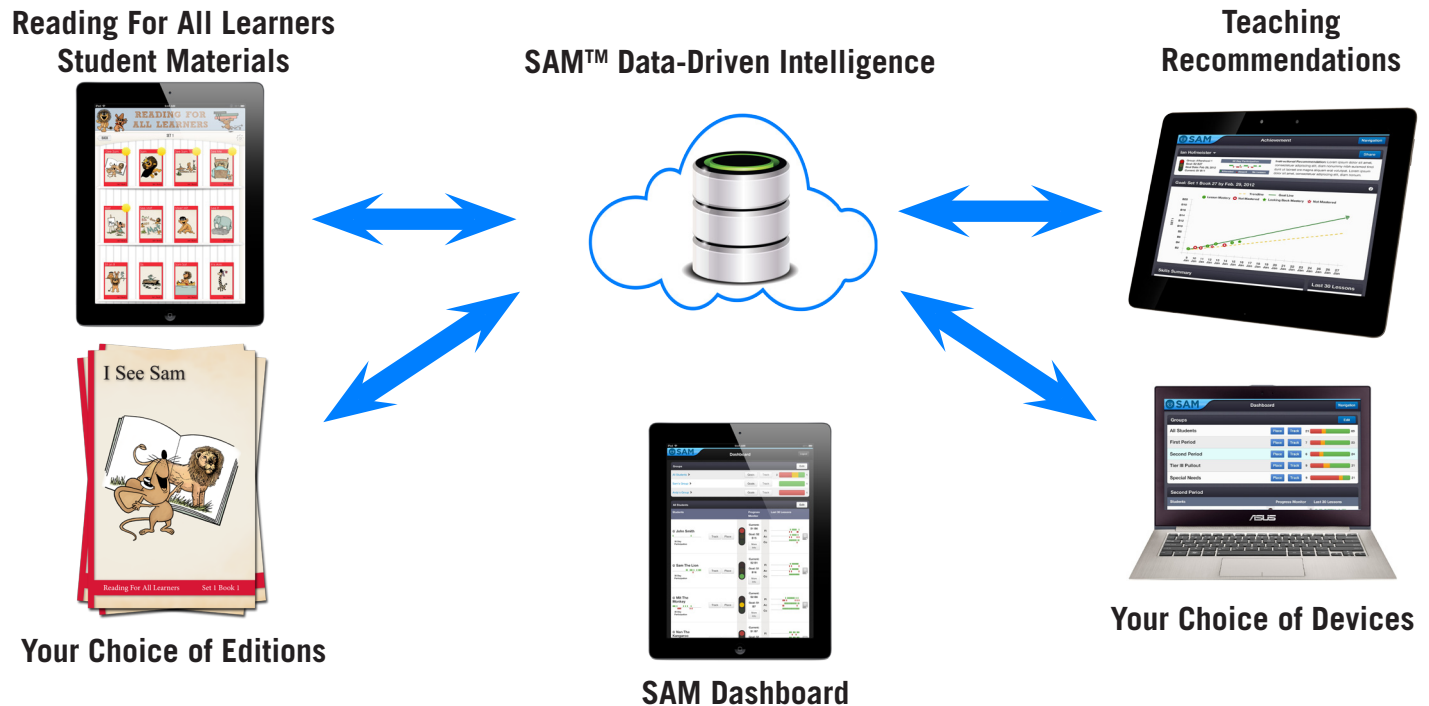
Common Core Standards for Students with Disabilities With Which RALP is Aligned:

Instructional supports for learning based on the principles of Universal Design for Learning foster student engagement by presenting information in multiple ways.

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READING FOR ALL LEARNERS PROGRAM ARCHITECTURE



Reading For All Learners (RALP) and Student Assessment and Monitoring (SAM) applications will help teachers, tutors, and other classroom staff provide high-quality, effective phonics-based reading instruction to promote student mastery of reading skills using flexible, adaptive, data-driven teaching and learning strategies that promote equity at a low cost per student. The built-in instructor supports promote effective teaching while ongoing student assessment and monitoring ensures that children learn to read through efficient and effective instruction.

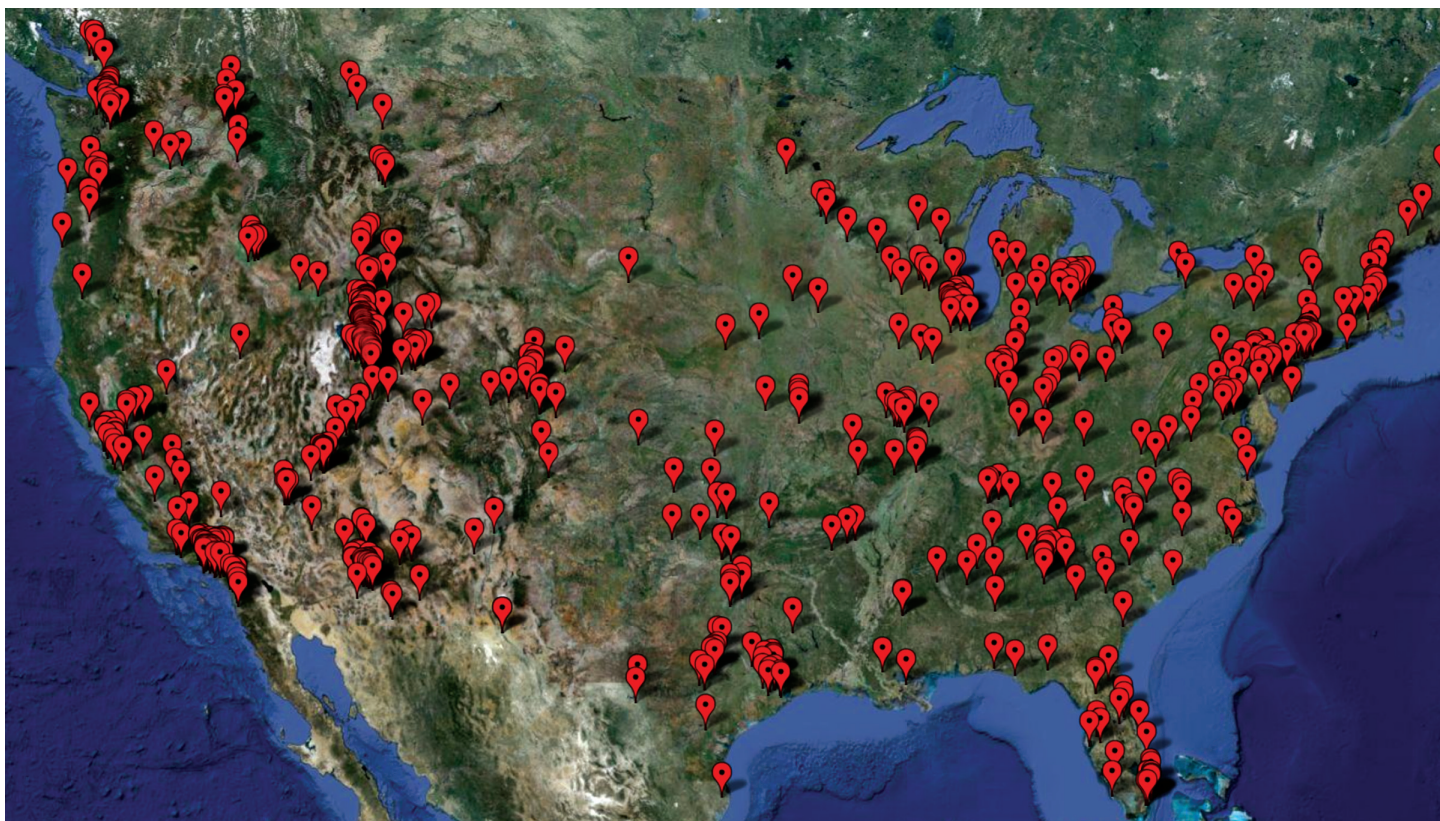
The program includes two primary components: (a) mobile device applications or print-based Reading For All Learners curricula used throughout the US and the world by teachers and students in classrooms and homes, and (b) Student Assessment and Monitoring SAM software for ongoing assessment of reading skills and instructional management.

The key benefit of Reading For All Learners and SAM software programs is high-quality, intensive reading skills instruction that adapts based on student progress and that includes substantial on-demand instructional supports. The Reading For All Learners with SAM applications can be cost-efficiently, and effectively used to help any student, including at-risk students and English Language Learners (ELL), attain grade-level early reading skills which are crucial for later academic success. The Student Assessment and Monitoring (SAM) dashboard provides at-a-glance summaries of student progress. The intuitive, context-sensitive interface facilitates access to all key SAM functions including:

- Organize students into groups based on individual needs.
- Easily change group assignments based on progress and learning goals.
- Track daily lesson progress and assess student mastery of reading skills.
- Compare student progress to instructional goals in real time.
- Determine which students need additional intervention and which students are achieving reading goals.
- Email progress reports to parents and colleagues.

READING FOR ALL LEARNERS SCOPE AND SEQUENCE SUMMARY

Grade	Contains	Lesson Skill Summary	Stories	Comprehension	Assessment
K - 1.0	Set 1 27 books (27 stories)	27 new sounds [a, d, ē, e, f, i, l, m, n, o, r, s, t, u, w] [A, D, E, F, I, L, M, N, R, S, W, Y] 6 new combinations [sh, th, wh] [Sh, Th, Wh] 73 new regular words - 1 syllable 9 new sight words - 1 syllable	1 per book 20-100 words per story	130 questions (minimum) 82% Literal 13% Inferential 5% Evaluative	Located in books 6, 11, 16, 21, 26 Accuracy Criteria: Minimum 92% accuracy
1.0-1.3	Set 2 27 books (27 stories)	5 new sounds [b, h, ō] [B, H] 2 new combinations [al] [Al] 98 new regular words - 1 syllable 9 new sight words - 1 syllable	1 per book 80-150 words per story	130 questions (minimum) 87% Literal 8% Inferential 5% Evaluative	Located in books 6, 11, 16, 21, 26 Accuracy Criteria: Minimum 92% accuracy
1.3-1.6	Set 3 22 books (22 stories)	15 new sounds [ā, c, g, j, k, p, x, y] [C, G, J, K, P, T, U] 2 new combinations [er, ou] 109 new regular words - 1 syllable 15 new sight words - 1 syllable Morphological skills: contractions	1 per book 100-150 words per story	105 questions (minimum) 88% Literal 8% Inferential 4% Evaluative	Located in books 6, 11, 16, 21 Accuracy Criteria: Minimum 94% accuracy
1.6-2.0	Set 4 15 books (29 stories)	8 new sounds [ī, ū, v, y, z] [O, Ū, V] 4 new combinations [ai, ar, ing] [Ou] 374 new regular words - 1 to 2 syllables 44 new sight words - 1 to 2 syllables Morphological skills: Silent “e”; possessives (’s); word endings “ed” and “ing” (added to previously learned words)	2 per book 200-400 words per story	200 questions (minimum) 50% Literal 31% Inferential 19% Evaluative	Located in books 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 Fluency Criteria: Minimum 60 words/minute with 97% accuracy
2.0-2.3	Set 5 14 books (42 stories)	13 new combinations [ay, ch, ea, ee, ir, ol, oo, or, ow, qu, ur] [Ch, Qu] 623 new regular words - 1 to 2 syllables 32 new sight words - 1 to 2 syllables Morphological skills: compound words; base word/word endings concept; word endings (added to previously learned and new words)	3 per book 300-500 words per story	230 questions (minimum) 30% Literal 40% Inferential 30% Evaluative	Located in books 2, 4, 6, 8, 10, 12, 14 Fluency Criteria: Minimum 75 words/minute with 97% accuracy
2.3-2.6	Set 6 14 books (56 stories)	13 new combinations [au, aw, ew, igh, kn, oa, oi, oy, ph, tion, ture, ue, wr] 1,111 new regular words - 1 to 4 syllables 60 new sight words - 1 to 3 syllables (some with unstressed vowels) Morphological skills: “y” derivatives; Silent “b,” “t,” “gh”; hyphenated words (names, descriptions); “ai,” “ou,” “oa” followed by “r”; word endings (added to previously learned and new words)	4 per book 500-700 words per story	244 questions (minimum) 21% Literal 39% Inferential 40% Evaluative	Located in books 2, 4, 6, 8, 10, 12, 14 Fluency Criteria: Minimum 90 words/minute with 97% accuracy
2.6-3.0	Set 7 12 books (60 stories)	1,133 new regular words - 1 to 4 syllables (many with unstressed vowels) 60 new sight words - 1 to 4 syllables (many with unstressed vowels) Morphological skills: prefix/suffix concept; prefixes (13); prolonged sounds; semicolon; possessives (’s); abbreviations (Mr., Mrs., Ms., Dr., U.S., TV); initials	5 per book 600-800 words per story	300 questions (minimum) 22% Literal 64% Inferential 14% Evaluative	Located in books 2, 4, 6, 8, 10, 12 Fluency Criteria: Minimum 110 words/minute with 97% accuracy
3.0-3.6	Set 8 10 books (50 stories)	1,185 new words - 1 to 5 syllables Morphological skills: suffixes (3); time (hours, minutes, a.m., p.m.); hyphenated words (numbers); abbreviations (OK); 4-step approach to decoding multi-syllable words	5 per book 700-1,000 words per story	376 questions (minimum) 16% Literal 67% Inferential 17% Evaluative	Located in books 2, 4, 6, 8, 10 Fluency Criteria: Minimum 120 words/minute with 97% accuracy



WHAT CLIENTS SAY ABOUT READING FOR ALL LEARNERS

The books are used every day in my classroom. The kids love to read them. They love the characters and the stories. I have had great success with them. Two of my non-readers are now reading with the help of these books. I highly recommend these books to all beginning readers no matter what age level they are. They are highly motivational. I even enjoy reading them with the students. The characters and their expressions make me laugh especially Mat the Rat!

— Jane from Sacramento, California

This is a great program for a beginner reader. The Little Books have been used successfully with special education students and English language learners throughout our school and district

— Megan from South Jordan, Utah

I am very pleased with this product. It is an affordable set of books that I can use for my beginning readers. I use them with students who have reading difficulties and are below grade level. The kids enjoy them as well.

— Holly from Hartford, Connecticut

My daughter started reading the “I See Sam” series in preschool. She is now in her 3rd month of kindergarten and is reading at a first grade level. We are thrilled!

— Wanda from Peoria, Illinois

I love these books! And so does my daughter. She is 4 1/2 and does not like to sit still and focus very much. I was very worried that buying these books for her would be a waste, but she begs to read these books. Worth every penny! The program is very easy to follow and my daughter is learning to read wonderfully.

— Lindsey from Boston, Massachusetts.

Because of these books, all four of our kids have learned to read at a very young age. The books work so incrementally and logically that the kids have never been overwhelmed—and neither have their parents. And of course they love the pictures and mini story lines that keep them turning the pages. We are so grateful for these books!

— Heather from Billings, Montana