

Office of the Superintendent of Public Instruction

***Grades 4-12 Reading Intervention
Materials Review***

Washington State Evaluation Report



Dr. Terry Bergeson

State Superintendent of
Public Instruction

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SUPERINTENDENT OF PUBLIC INSTRUCTION

DR. TERRY BERGESON OLD CAPITOL BUILDING • PO BOX 47200 • OLYMPIA WA 98504-7200 • <http://www.k12.wa.us>

4-12 Reading Intervention Materials Review Washington State Evaluation Report May 2004

Introduction and Purpose

Many Washington students, who should be at a reading to learn level in grades 4-12, are still learning to read. The purpose of this review was to offer information to schools and districts in Washington State regarding intervention programs that are most promising for closing the achievement gap in reading. The 4-12 grades are an area where we need strong intervention instruction in order to improve achievement. With that in mind, the state convened a panel of Washington educators to review reading intervention materials for these grade levels. The panel of educators represented classroom educators, special educators, central office administrators, teachers on special assignment, higher education educators, ESDs, and OSPI staff.

It must be emphasized that programs without effective instruction will not close the achievement gap. It takes scientifically based materials, well-informed teachers, and focused informed leaders to make the needed changes that result in a significant improvement in reading achievement. Teaching reading is complex and in addition to the components reviewed, teaching reading effectively requires a well-designed system of training, support, and accountability in order to ensure the greatest reading success for all students.

The information offered in this report is critical. Core reading instruction and materials do not meet the needs of all of our students. This report gives districts and schools choices of quality intervention materials most likely to close the reading achievement gap when coupled with effective instruction. In order to know which materials are best for which students, it is necessary to screen students and use further diagnostic assessments with some students to determine which students need which type of intervention program.

See Appendix 1.

Document Organization/Structure Components Reviewed

The Five Essential Instructional Components

1. *Phonemic Awareness*

Phonemic awareness represents the understanding that spoken words and syllables are made up of sequences of elementary speech sounds. Early stages of phonemic awareness development do not involve written letters or words.

2. *Phonics/Decoding*

Phonics represents the understanding of the relationship between the letters of written language and the individual sounds of spoken language. Readers use these relationships to read and write words.

The goal of phonics is to help readers learn and use the alphabetic principle - the understanding that there are systematic and predictable relationships between written letters and spoken sounds.

3. *Fluency*

Fluency is the ability to read a text accurately and quickly. Fluency is important because it provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time. Less fluent readers focus their attention on figuring out the words, leaving them little attention for understanding the text.

4. *Vocabulary*

Vocabulary represents the words we must know to communicate effectively in between the writer and the reader. Some vocabulary must be taught directly. Vocabulary is very important to reading comprehension. Programs were evaluated for criteria such as, using highly useful words for passage understanding, defining words in everyday conversational language, offering explicit teaching, reviewing words taught, and other criteria.

5. *Comprehension*

Comprehension is the reason for reading. Instruction in comprehension strategies helps students understand what they read, remember what they read, and communicate with others about what they read. Text comprehension is purposeful and active.

These components were reviewed in a variety of areas. Some common areas in each are: explicit systematic instruction, instructional modeling, and guided practice, instructional sequence, clarity of instruction, repeated exposures to concepts taught, and presentation from easy to complex in terms of skill development.

Intervention Program Construction Components

In addition to the academic components of the intervention program, the construction of a program consists of those parts that make an effective program most useable for the teachers and most accessible to the students.

1. *Explicit Instructional Guidance*

Explicit instructional guidance includes offering various aspects of systematic and direct guidance to the teacher, as well as the student. Materials were analyzed for ease and clarity of use with clear guidance for pacing, coherence with its component parts, and instructional options based on frequent monitoring and feedback of student performance.

2. *Program Design*

Program design includes materials construction and how the materials work together to represent a coherent and scientifically based approach for the component(s) the materials are designed to address. In addition, program design includes formatting of materials for easy use with directions, information, readily accessible guidance, and explicit direction to teachers regarding their proper use. The program reflects a coherent and logically sequenced design that uses age-appropriate design and represents all human beings with respect and dignity.

3. *Assessment*

The program offers evidence that program assessments provide measures for standards taught within the program at strategic points in time (entry, progress monitoring and summative). It included how such information is used to explicitly guide teachers in the program options of re-teach, review, additional practice, and/or intensive intervention considerations.

4. *Universal Access*

The program offers differential options for ensuring that ALL students are given the support needed to achieve at high levels of proficiency. Such options include grouping, placement, scaffolding techniques, enhancing background knowledge, vocabulary, and dealing with academic language in an explicit way. See *Evaluation Rubrics in Appendix 2*.

While publishers did not indicate whether the submitted materials were for intensive instructional intervention purposes or simply additional practice of a skill, the Washington State Reading Intervention Materials Review Panel evaluated both types of programs submitted in this review. It is imperative that schools and districts review not only the panel’s evaluation, but also the actual program materials in order to ensure appropriate program selection, instructional or practice, based on the needs of their students.

Program Rating System

The programs listed, in alphabetical order, represent the programs whose average overall rating was three or four, based on a four-point rubric. These programs met the standard as being the most promising for closing the achievement gap in reading.

Programs whose average overall rating was one or two, based on the four-point rubric, did not meet the standard in this review.

Review Results

Comprehensive Programs Meeting Standard

1. **Comprehensive Intervention Programs**

The following programs met the standard for an effective comprehensive intervention program by having an overall average score of 3 or 4. These programs can replace the core curriculum for students who have significant weaknesses in most of the five major instructional areas of reading and for those whom this type of program is most appropriate to improve reading achievement. Once students are functioning within grade level range, they should transition to core reading materials and instruction.

Comprehensive Intervention	Publisher	Instructional Components Evaluated					Program Construction Components Evaluated			
		Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Explicit Instructional Guidance	Program Design	Assessment	Universal Access
<i>Fast Track</i>	Wright Group/ McGraw Hill	X	X	X	X	X	X	X	X	X
<i>High Point</i>	Hampton-Brown	X	X	X	X	X	X	X	X	X
<i>Kaleidoscope Intervention</i>	SRA/ McGraw Hill	X	X	X	X	X	X	X	X	X
<i>Reach</i>	SRA/McGraw Hill	X	X	X	X	X	X	X	X	X

Programs/materials were reviewed as a service to schools and districts in support of the selection of quality materials in specific areas of student need for reading instruction.

Professional Development and Implementation Support

Programs vary in terms of the amount and intensity of the professional development needed to use the program. Some programs need an insignificant amount of training while others require more training and ongoing support to implement. Districts are advised to investigate the programs and select programs that best fit their needs based on the professional development requirements to implement the program with integrity.

Supplemental/Stand-alone Programs Meeting Standard

2. Supplemental and Stand-alone Intervention Program

The following programs met the standard as effective supplemental or stand-alone intervention programs by scoring an overall average of 3 or 4 on the evaluation criteria. These programs are intended to target specific weak areas for students who struggle with one or more instructional component, but not all, and who do not need a comprehensive intervention.

Supplemental/ Stand-alone Intervention	Publisher	Instructional Components Evaluated					Program Construction Components Evaluated			
		Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Explicit Instructional Guidance	Program Design	Assessment	Universal Access
<i>Breaking the Code</i>	SRA/ McGraw Hill	X	X	X		X	X	X	X	X
<i>Comprehension Plus</i>	Modern Curriculum Press					X	X	X	X	X
<i>Corrective Reading - Decoding</i>	SRA/ McGraw Hill	X	X				X	X	X	X
<i>Corrective Reading - Comprehension</i>	SRA/ McGraw Hill					X	X	X	X	X
<i>Elements of Reading- Fluency</i>	Harcourt Brace			X			X	X	X	X
<i>Fluency Formula</i>	Scholastic			X			X	X	X	X
<i>Fluent Reader</i>	Renaissance Learning			X			X	X	X	X
<i>Read Naturally</i>	Read Naturally Incorporated			X			X	X	X	X
<i>Reading and Writing Sourcebooks</i>	Great Source Education Group/HM					X	X	X	X	X
<i>Reading Skills for Life</i>	American Guidance Service (AGS)					X	X	X	X	X
<i>Rewards</i>	Sopris West		X	X			X	X	X	X
<i>Rewards Plus</i>	Sopris West			X			X	X	X	X
<i>Soar to Success</i>	Houghton Mifflin					X	X	X	X	X

Programs/materials were reviewed as a service to schools and districts in support of the selection of quality materials in specific areas of student need for reading instruction.

Professional Development and Implementation Support

Programs vary in terms of the amount and intensity of the professional development needed to use the program. Some programs need an insignificant amount of training while others require more training and ongoing support to implement. Districts are advised to investigate the programs and select programs that best fit their needs based on the professional development requirements to implement the program with integrity.

The state does not endorse program materials.

Intervention Programs Not Meeting Standard

The following programs submitted for evaluation did not meet the standard in this review. Programs that did not meet standard scored an overall average of 1 or 2.

Please note: Several of the following programs may offer quality instruction if supported appropriately with professional development or when coupled with other effective research based programs. Some of these programs offer excellent skill practice and/or increase motivation for reading, but are not instructional. Districts and schools who have purchased programs from the list below may find them effective with proper support. The programs are listed in alphabetical order.

Accelerated Reader - Comprehension	QuickReads
Accelerated Vocabulary	Read 180
Action Reading	Read Now
After School Reading Club	Read XL
Autoskills	Reader's Handbook- grades 3-12
Avenues	Reader's Companion
Be A Better Reader	Reading Explorers
Best Practices in Reading Grades 3-8	Reading Fluency
Book Treks	Reading Intervention Kit (6-12)
Building Vocabulary Skills	Reading Intervention Packages 4-8
Caught Reading	Reading Success
Comprehension Power Readers	S.P.I.R.E.
Comprehensive Assessment of Reading Strategies 2	Signature Reading
Critical Reading Series	Six Minute Solution
Elements of Reading: Vocabulary	Specific Skills Series
Extensions in Reading	Sprint Reading
Five-Star Stories	SRA Reading Labs
Fluency Coach	Strategies for Content Area Reading Grades 3-8
High Five	Strategies To Achieve Reading Success
LANGUAGE!	Summer School
Making Reading Connections	Summer Success
Mega Words	The Glencoe Reader Grades 6-12
My Reading Coach: Gold Edition	The Real Deal
New Heights	Think Alongs
Nine Good Habits for All Readers-- Levels A-E	Vocabulary from Classical Roots
Passageways	Vocabulary Power Grades 6-12
Phonics for Reading	Vocabulary Through Morphemes
Phonics Intervention	Wild Side Series
Power Up!	Wordly Wise

The list of programs evaluated in this reviewed is not exhaustive. Only programs submitted by the deadline date were evaluated.

Materials Review Process Summary

Review Purpose

The purpose of this review was to offer information to schools and districts in Washington State regarding intervention programs designed to accelerate the reading achievement in grades 4 and above. The focus of these programs, when implemented with fidelity, is to maximize the probability that struggling readers will be at grade-level standard with their peers in a reasonable amount of time, at which time they can fully benefit from the core reading instructional program.

Review Structure

The review was coordinated by Terry Leppien, Washington State Reading Director, and facilitated by Leslie McPeak, Area Director for Action Learning Systems. Appropriately, twenty-five representatives from schools, district offices, higher education, ESD, and OSPI, participated in a weeklong review process of the submitted reading intervention programs.

Review At-A-Glance

Sunday, February 22	9 a.m. – 5 p.m.	Publisher’s materials set up
Monday, February 23	8 a.m.-5 p.m.	Training and Calibration for panel
Tuesday, February 24	8 a.m.-10 p.m.	Materials Review begins
Wednesday, February 25	8 a.m.-10 p.m.	Materials Review continues
Thursday, February 26	8 a.m.-3 p.m.	Materials Review continues
Friday, February 27	8 a.m.-3 p.m.	Materials Review concluded
		Individual Reflection and Feedback
		Group Reflection and Feedback
	5 p.m.-9 p.m.	Publishers remove materials

Review Process

1. Prescreening

All submitted materials were screened, based on the criteria below, before they were granted a full review.

2. Prescreen Criteria One: Alignment with the Washington State’s Grade Level Expectations:

- Content standards from current or earlier grade levels are covered.
- Content standards are ‘obvious’ to the teacher in order to maximize their instructional use.

3. Prescreen Criteria Two: Alignment with scientifically-based research:

- Program tenets and components reflect current and confirmed research in reading instruction.
- Connections are made to maximize the instructional impact of the research in an explicit manner.

4. Prescreen Criteria Three: Publishers identified the submitted materials as either an Intensive Comprehensive Intervention or as a Supplemental/Stand-alone Intervention and, as such, meets the qualifications of that classification:

- *Intensive Comprehension Intervention:*
ALL program components must be present

1. Phonemic Awareness
2. Phonics and Decoding
3. Fluency
4. Vocabulary

5. Comprehension

OR

- *Supplemental/Stand-alone Intervention:*
ONE or more of the program components must be present
 1. Phonemic Awareness
 2. Phonics and Decoding
 3. Fluency
 4. Vocabulary
 5. Comprehension

Full Review

Materials evaluated met the requirements for all three prescreening criteria by a minimum of two panel members. Reviewers completed their reviews independently and were restricted from sharing information, scoring, and reactions with other reviewers. Each reviewer completed three traces through the materials. The traces involved taking one skill or strategy that is taught within the program and evaluating it on all the rubric criteria for the content component(s) that the program declared as an instructional focus (e.g., phonics), as well as for all of the areas under process criteria.

The following two categories of criteria were reviewed:

1. Program Content Criteria
Phonemic Awareness
Phonics/Decoding
Fluency
Assessment
Vocabulary
Comprehension
2. Program Construction Criteria
Explicit Instructional Guidance
Program Design
Universal Access

For a full description of each criterion, refer to the rubrics in the Appendix 2.

The guidelines used to offer a ‘review rating’ for each of the rubric characteristics listed, follows:

Score	Degree of Evidence	Description
4	SIGNIFICANT EVIDENCE	All three traces yielded strong evidence of the characteristic listed.
3	SUFFICIENT EVIDENCE	Two of the three traces yielded adequate evidence of the characteristic listed.
2	SOME EVIDENCE	While two or three of the traces yielded adequate references to the characteristic listed; its impact to program quality was superficial.
1	INSUFFICIENT EVIDENCE	One or none of the traces yielded evidence connected to the characteristic listed.

After three traces were completed, each reviewer determined a final rubric rating per component reviewed. A second reviewer was then assigned to do a second review independent of the first review. At the conclusion of two reviews for any one program, the facilitator, Leslie McPeak, analyzed the two reviews. If there were no discrepancies among the reviewers' ratings, the review was concluded. In instances where there was a rating discrepancy, a third reader was assigned to review the discrepant criteria. This process was followed under the following two conditions:

1. Component ratings from each reviewer were 2 or more points apart (e.g., phonemic awareness is scored a '1' by one reviewer and a '3' by another reviewer) and/or
2. Because of the quality differences between a rating of a '2' and a rating of a '3', this condition resulted in a third review of the component(s) when one reviewer scored a component a '2' and another rated it a '3'.

The third reviewer received the file containing the two previous reviewers' rating forms. The reviewer completed three traces in all components where a discrepancy existed and examined the documented evidence from the two initial reviewers to determine which of the two ratings best represented the component's criteria.

Noteworthy, is the fact that in one instance only was a third reviewer assigned, due to having more than a one-point discrepancy. Virtually all but one situation requiring a third reviewer was the result of a discrepancy between a score of '2' points and '3' points.

Programs received ratings for all of the following program construction criteria components: program design, explicit instructional guidance, assessment, and universal access. Only programs submitted as '**comprehensive**' were reviewed in all five content criteria components: phonemic awareness, phonics/decoding, fluency, vocabulary, and comprehension.

Programs submitted as '**supplemental**' or '**stand-alone**' intervention programs were evaluated only on instructional component(s) that the reviewers felt the program covered substantially.

Reviewer Rating

The program ratings are the sole judgment of the review panel. The purpose of sharing the review results is to support districts and schools when determining the need for instructional resources in the area of reading intervention. This information is intended to provide data in terms of which programs are most likely to close the achievement gap, regarding the components reviewed. The state is not endorsing program materials.

Appendix 1: Reading Assessment--Types

An effective reading system utilizes four different types of assessment for different purposes. Two types of assessment data help determine which type of intervention program is appropriate for which students. *Screening assessments* are critical for determining which students are on target for meeting the content standards and which are in need of further *diagnostic assessment*. The intervention materials used depends on the student needs, which is based on screening assessment data and diagnostic assessment data.

SCREENING	<p><i>Screening assessments</i> are formative assessments used for early identification of both at-risk readers and grade-level readers. They must test the grade level appropriate skill. These assessments should be relatively brief and inexpensive.</p> <p>Optimally, all 4-12 students (especially those whose reading abilities are in question) are screened when school begins or upon arrival anytime during the school year. For optimum benefit, the main classroom teacher conducts the screening. In doing so, teachers learn a great deal about the student: attention span, verbal skills, tenacity, attitude, and more.</p>
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Progress monitoring assessments help teachers track student progress toward the Grade Level Expectations/Content Standards. These assessments help determine whether a student in the core reading program needs diagnostic testing and a subsequent intervention placement.

PROGRESS MONITORING	<p><i>Progress monitoring assessments</i> (including classroom-based assessments/CBAs) are formative assessments, which are used to determine a student's rate of progress towards the EALRS/Grade Level Expectations, to identify readers who are not demonstrating adequate progress in daily lessons, and to influence instructional decisions. Effective instructors respond immediately to the needs revealed by progress monitoring and classroom-based assessments. Note: Schools must decide what constitutes progress in objective, measurable terms.</p> <p>It is necessary to monitor progress at least three times a year: fall, winter, and spring, using an alternate form of the same test to provide <i>consistent</i> data. Progress monitoring three times per year can also be referred to as Benchmark assessment. Classroom-based assessments and assessments provided by the core reading materials publisher <i>may</i> be effective for progress monitoring. For students receiving supplemental instruction (strategic) or intensive intervention (intensive), more frequent monthly or even weekly progress monitoring is necessary. Oral Reading Fluency tests may be used to monitor fluency through high school.</p>
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For students whose screening indicates a possible reading difficulty, diagnostic assessments help determine the type of intervention needed. For example, a student may struggle with comprehension on the screening test. The comprehension weakness does not automatically point to a need for comprehension intervention. Diagnostic assessment points to the area of reading that is the source of the comprehension weakness, such as phonics, or fluency, or low vocabulary.

DIAGNOSTIC	<p><i>Diagnostic assessments</i> are formative assessments, which provide more in-depth information regarding a student's particular strengths and deficits. Diagnostic assessments are used to determine where the reading process for an individual student is breaking down so appropriate instruction or intervention plans can be developed and implemented. Only students who have been identified as reading below standard and who are not responding well to instruction need to be diagnosed. This would include students who are scoring poorly on the WASL reading subtests and students who are reading more than two years below grade level.</p> <p>Specially trained teachers administer diagnostic tests. Intensive intervention students (at least two years below grade level) may need to be assessed by a reading specialist, Title I teacher, or special education teacher with a reading background. Some students will need specialists to provide specific assessments including language and/or speech/hearing assessments.</p> <p>Diagnostic tools must provide data that is interpretable and immediately accessible to teachers. Informal, criterion-referenced, and published norm-referenced tests are available for diagnosing reading problems.</p>
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Outcome assessments can serve as a screening at the beginning of the school year as well as a measure of growth at the end of the year.

OUTCOME	<p><i>Outcome assessments</i> are summative assessments given at the end of the school term to all students in grades 4-12 (K-12 optimal). Data may be used to identify students in terms of those who achieved grade level expectations, those who made progress, and those who did not. Data also provides a bottom-line evaluation of the effectiveness of a reading plan, including the effectiveness of current instructional strategies. It may be used as a tool to determine where more training and/or mentoring may be needed. These tests should be norm referenced and criterion referenced, if possible.</p> <p><i>Statewide achievement tests</i>, such as the Washington Assessment of Student Learning (WASL), are re-aligned with the EALRs and the grade level expectations. These criterion-referenced outcome assessments have been carefully designed to provide skill-based benchmarks for instruction. The state also expects the Iowa Tests of Basic Skills (ITBS), a norm-referenced test, to provide information on how Washington readers compare with students nation-wide. Along with the norm-referenced Iowa Tests of Educational Development (ITED), these assessments provide information for educators, students, and parents.</p>
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EVALUATION CRITERIA KEY FOR APPENDIX 2

4 = Significant Evidence:	All three traces yielded strong evidence to the criteria
3 = Sufficient Evidence:	Two of the three traces yielded adequate evidence to the criteria listed
2 = Some Evidence:	While two or three of the traces yielded references to the listed criteria, its impact to program quality was superficial
1 = Insufficient Evidence:	Only one or none of the traces yielded evidence connected to the criteria listed.

Appendix 2: Evaluation Rubrics

Washington State's EVALUATION CRITERIA FOR 4-12 READING INTERVENTION MATERIALS

PURPOSE: To provide assistance to local educational agencies when selecting reading intervention programs designed for grades 4-12 that ensure with high probability, when used with fidelity, learning acceleration for students whose reading achievement is significantly below their current grade level standards.

Program Name _____

Publisher _____

Grade Level(s) _____

Reviewer Code # _____

Screening and Classification Criteria	Yes	No						
<p>1. Screening and Classification <i>Criteria No. 1</i> Alignment with Washington State's Grade Level Expectations</p> <ul style="list-style-type: none"> • Content standards from current grade or earlier grade levels are covered. • Content standards are explicitly labeled to maximize their instructional use. 	<i>Comments:</i>							
<p>2. Screening and Classification <i>Criteria No. 2</i> Alignment with Scientifically-based Research</p> <ul style="list-style-type: none"> • Program tenants and components reflect current and confirmed research in reading instruction. • Connections are made to maximize their instructional impact in an explicit manner. 	Yes	No						
<p>3. Screening and Classification <i>Criteria No. 3</i> Publisher has identified the submitted materials as either an Intensive Comprehensive Intervention or as a supplemental/Stand-alone Intervention and as such meets the qualification of that classification</p> <ul style="list-style-type: none"> • Identified as an Intensive Comprehensive Intervention ALL program components must be present- <table style="margin-left: 20px; border: none;"> <tr> <td>1. Phoneme Awareness</td> <td>4. Vocabulary</td> </tr> <tr> <td>2. Phonics & Decoding</td> <td>5. Comprehension</td> </tr> <tr> <td>3. Fluency</td> <td></td> </tr> </table> or • Identified as an Intensive Supplemental/Stand-alone Intervention and ONE or more of the following components present. 	1. Phoneme Awareness	4. Vocabulary	2. Phonics & Decoding	5. Comprehension	3. Fluency		Yes	No
1. Phoneme Awareness	4. Vocabulary							
2. Phonics & Decoding	5. Comprehension							
3. Fluency								

Screening and Classification Criteria:				
Criteria One	4	3	2	1
Criteria Two	4	3	2	1
Criteria Three	4	3	2	1
Screening Clearance:	4	3	2	1

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Program Name _____
 Publisher _____
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Reviewer Code # _____

**EVALUATION CRITERIA
4-12 READING INTERVENTION MATERIALS**

***PURPOSE:** To provide assistance to local educational agencies when recommending reading intervention programs designed for grades 4-12 that ensure with high probability, when used with fidelity, learning acceleration for students whose reading achievement is significantly below their current grade level standards.*

Explicit Instructional Guidance	4	3	2	1
1. Materials contain specific instructional pages, a designated section, or teaching guide designed to provide guidance to the instructor.				
2. Instructional objective(s) the lesson addresses are clearly noted and their connections to one another within and across the lessons are explicitly noted.				
3. The relationship of the lesson to standards and prerequisite skills is explicit.				
4. Materials needed to deliver the lesson are listed.				
5. Suggested timeframes are noted for the lesson and/or components of the lesson to assist with appropriate instructional pacing.				
6. Program format makes it easy to distinguish instructions/information for teachers from those meant for students.				
7. Answer keys are provided for all workbooks and other related student activities.				
8. Guidance provided to the teacher covers the WHAT, the HOW and the WHEN.				
9. Students are taught skills and given activities to practice skills, including opportunities to connect and apply those skills.				
10. Dimensions of complex tasks are analyzed and broken down into component parts; each part is taught in a logical progression.				
11. Teacher communication to students is clear, using vocabulary and language structure that students understand.				
12. Instructional guidance rules out likely misinterpretations, identifies and corrects common misconceptions held by students, and provides teachers with suggestions of how to correct those misconceptions.				

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Program Name _____

Publisher _____

Grade Level(s) _____

Reviewer Code # _____

**EVALUATION CRITERIA
4-12 READING INTERVENTION MATERIALS**

PURPOSE: *To provide assistance to local educational agencies when recommending reading intervention programs designed for grades 4-12 that ensure with high probability, when used with fidelity, learning acceleration for students whose reading achievement is significantly below their current grade level standards.*

Explicit Instructional Guidance (cont.)	4	3	2	1
13. The amount of new information is controlled and connected to prior learning, and students are explicitly assisted to make connections.				
14. Provides sufficient modeled examples prior to learner practice.				
15. Provides sufficient emphasis on high priority skills and strategies.				

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**EVALUATION CRITERIA
4-12 READING INTERVENTION MATERIALS**

***PURPOSE:** To provide assistance to local educational agencies when recommending reading intervention programs designed for grades 4-12 that ensure with high probability, when used with fidelity, learning acceleration for students whose reading achievement is significantly below their current grade level standards.*

Program Design	4	3	2	1
1. The components within the program are formatted for easy use with minimal handling of 'additional pieces' and guides.				
2. All directions, information, and guidance provided in the manual are an integral part of the grade level content for reading/language arts. Extraneous information, not aligned to the standards are minimal and must not distract the students' mastery of the standards.				
3. Instruction/materials are grouped by related standards and may be addressed simultaneously for purposes of coherence and utility.				
4. Directions for teacher modeling, guided practice and independent practice and application, pre-teaching and re-teaching are clearly marked.				
5. Instructional materials include adequate practices and review (sufficient review, distributed review, cumulative review and varied review)				
6. Instructional design reflects a coherent and linguistically logical sequence of instruction.				
7. Content is written in a manner that is grammatically correct.				
8. Program uses age appropriate illustrations, examples, information, and story content that presents all human beings with respect and dignity while avoiding images and roles that might be perceived as stereotypic or negative.				

Program Name _____
 Publisher _____
 Grade Level(s) _____

Reviewer Code # _____

**EVALUATION CRITERIA
4-12 READING INTERVENTION MATERIALS**

***PURPOSE:** To provide assistance to local educational agencies when recommending reading intervention programs designed for grades 4-12 that ensure with high probability, when used with fidelity, learning acceleration for students whose reading achievement is significantly below their current grade level standards.*

Assessment	4	3	2	1
1. Assessments are provided at strategic points of instruction <ul style="list-style-type: none"> • entry level • monitoring of progress • summative 				
2. Monitoring student progress built in at the end of each unit (or sooner) of instruction.				
3. Assessments are used to determine instructional program options (e.g. review, preteach or reteach, provide additional practice, maintain or accelerate pacing, provide intensive intervention).				
4. Assessments vary in administration (group and individual) and in types of tasks (e.g. multiple choice, short answer, essay, and oral presentation).				
5. Assessments measure the understanding and application of skills and knowledge embedded in the instructional program.				
6. Assessments measure standards for immediate follow-up to instruction, for practice, and for review in order to keep teachers informed on how well students have mastered the standards.				
7. Include frequent and comprehensive curriculum-embedded assessments of student progress in skill development.				
8. Assessment includes a cumulative and/or spiraled review of skills.				
9. Includes assessment screening to determine if the intervention is needed, and then specific placement tests for different entry points.				
10. Includes assessment items for each major reading skill/strategy that can be used to determine what students need to learn and what teachers need to teach.				
11. Provides indicators of critical skills and strategies to identify students at risk of difficulty and in need of specialized instruction.				

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**EVALUATION CRITERIA
 4-12 READING INTERVENTION MATERIALS**

***PURPOSE:** To provide assistance to local educational agencies when recommending reading intervention programs designed for grades 4-12 that ensure with high probability, when used with fidelity, learning acceleration for students whose reading achievement is significantly below their current grade level standards.*

Assessment (cont.)	4	3	2	1
12. Multiple assessments are provided: entry, progress monitoring, summative along with clear guidelines for their use and instructional interpretations and clear linkages to the standards.				
13. Provides guidance to teachers on how to use assessment information to plan and differentiate instruction.				

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**EVALUATION CRITERIA
4-12 READING INTERVENTION MATERIALS**

***PURPOSE:** To provide assistance to local educational agencies when recommending reading intervention programs designed for grades 4-12 that ensure with high probability, when used with fidelity, learning acceleration for students whose reading achievement is significantly below their current grade level standards.*

Universal Access	4	3	2	1
1. Provides a range within the instructional materials, which allows flexibility to start students at the beginning, or wherever they need to be, according to appropriate assessment data.				
2. Suggests appropriate grouping based on students' needs.				
3. Provides scaffolding to support content and access – i.e. concluding/opening paragraphs, subheadings, effective use and labeling of typographical ads, identifying and defining important terms, etc.				
4. Includes clear instructions to the teacher for placement, regrouping and reteaching, as needed.				
5. Provides optional information for activities to enhance students' background knowledge.				
6. Provides additional support in areas in which English Learners are likely to have difficulty – academic language, vocabulary and concept development, sentence structure, grammar, phonologically based spelling, listening and speaking comprehension, organization, and delivery of oral communication, & speaking applications.				
7. The instructional materials should address the special needs of English learners by providing: <ul style="list-style-type: none"> • Instruction of language forms • Exposure to increasingly challenging, interesting, and appropriate uses of academic English • Extensive practice in the use of academic English • Attention to the language forms in these texts 				

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**EVALUATION CRITERIA
4-12 READING INTERVENTION MATERIALS**

***PURPOSE:** To provide assistance to local educational agencies when recommending reading intervention programs designed for grades 4-12 that ensure with high probability, when used with fidelity, learning acceleration for students whose reading achievement is significantly below their current grade level standards.*

Value Added Features	4	3	2	1
1. All assessment, instructional tools, and informational technology resources include technical support and suggestions for appropriate use of technology.				
2. Materials include suggestions on how to explain students' progress towards standards.				
3. Materials include suggestions for parents on how to support student achievement.				
4. Publishers provide staff development services in order to prepare teachers to fully implement the basic reading/language arts program.				
5. Materials and activities extend and reinforce instruction, and provide additional practice of skills that have been taught. The materials are noted for in-class and homework extensions.				
6. Consistent with federal copyright law, provide all student text in digital format so that it can easily be transcribed, reproduced, modified, and distributed in Braille, large print (only if the publisher does not offer such an edition), recordings, American Sign Language videos for the deaf, or other specialized accessible media exclusively for use by pupils with visual disabilities or other disabilities that prevent use of standard materials.				
7. Design Principle for Perceptual Alternatives – provide written captions and/or written descriptions in digital format for audio portions of visual instructional materials, such as videotapes (for those students who are deaf or hearing impaired).				
8. Homework extends and reinforces classroom instruction, and provides additional practice of skills that have been taught.				
9. Instructional content reflects the reciprocal and related processes of reading, writing, conventions, and listening and speaking. The content integrates standards across domains and standards within language arts across core academic disciplines of history-social science and science, as well as other content areas where appropriate.				

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Value Added Features (cont.)	4	3	2	1
10. Informational text to support standards in reading comprehension and writing applications is included for all grades. When included, informational text addressing topics in history-social science, science and mathematics are accurate and consistent with grade-level standards.				

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Phonemic Awareness	4	3	2	1
1. Models phonemic awareness tasks and responses orally and follows with students' production of the task.				
2. Progresses from the easier phonemic awareness activities to more difficult (e.g., isolation, blending, segmentation, and manipulation).				
3. Makes students' cognitive manipulations of sounds overt by using auditory cues or manipulatives that signal the movement of one sound to the next.				
4. Analyzes words at the phoneme level (e.g., working with individual sounds within words).				
5. Includes phonemic awareness activities that are appropriately sequenced to focus on oral blending and segmenting and manipulation.				
6. Includes explicit instruction in the linguistic underpinnings of English and connects these phonemes to phonics instruction and word attack with ample modeling and practice.				
7. Works with increasingly longer words and expands beyond consonant-vowel-consonant words (e.g., sun) to more complex phonemic structures (consonant blends).				

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Phonics/Decoding	4	3	2	1
1. Sequences in the introduction of letter sounds, letter combinations, and word parts in ways that minimize confusion.				
2. Models instruction at each of the fundamental stages (e.g., letter-sound correspondences, letter combinations, prefixes, suffixes, blends, reading whole words).				
3. Introduced regular words for which students know all the letter sounds.				
4. Progresses systematically from simple word types (e.g., consonant-vowel-consonant) and word lengths (e.g., number of phonemes) and word complexity (e.g., phonemes in the word, position of blends, stop sounds) to more complex words.				
5. Incorporates spelling to reinforce word analysis. After students can read words, provides explicit instruction in spelling, showing students how to map the sounds of letters on to print.				
6. Provides teacher-guided practice in controlled word lists and connected text in which students can apply their newly learned skills successfully.				
7. Begins instruction in word patterns, and larger orthographic units after students have learned the letter-sound correspondence in the unit.				
8. Teaches students to process larger, highly represented patterns to increase fluency in word recognition.				
9. Teaches advanced phonic-analysis skills explicitly, first in isolation, then in words and connected text and utilizes other program materials (e.g., trade books, anthologies) when students are proficient.				
10. Teaches explicit strategy to read multi syllabic words by using prefixes, suffixes, and known word parts.				

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Phonics/Decoding (cont.)	4	3	2	1
11. Includes a clearly organized sequence of phonics instruction.				
12. Teaches phonics explicitly with explicit instruction and practice in blending (sounding out), starting at a sound-by-sound or continuous blending approach, progressing to whole word, and teaching student to internalize the sounding out.				
13. Provides age appropriate decodable/readable connected text for students to apply their phonics skills. This may start out as short passages and progress to whole but controlled texts.				
14. Introduces high-utility letter sound instruction early in the sequence (e.g., /m/, /s/, /a/, /r/, /t/) instead of low-utility letter sounds (e.g., /x/, /y/, /z/).				
Irregular Words				
15. Pre teaches sight words and incorporates them into connected text.				
16. Provides ample practice and cumulative review of important high-frequency sight words.				
17. Select words that have high utility; that is, words that are used frequently in literature and informational text.				
18. Controls the number of irregular words introduced at one time.				
19. Separates highly similar words for initial instruction (e.g. was/saw).				
20. Points out irregularities and provides a strategy for reading irregular words using letters or parts of the words.				
21. Publishers provide a chart in the teachers' edition showing how new or difficult sounds and features of the English language are taught and reinforced.				

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Fluency	4	3	2	1
1. Provides oral fluency practice at the word level.				
2. Teaches explicit strategy to permit readers to move from reading oral words in lists to reading oral words in sentences and passages.				
3. Passages contain regular words comprised of letter-sounds, phonic elements, and word types that have been taught.				
4. Passages contain high-frequency irregular words that have been previously taught.				
5. Introduces oral fluency practice (e.g., repeated reading) after students read words in passages accurately.				
6. Includes sufficient independent practice materials of appropriate difficulty for students to develop fluency.				
7. Assesses oral fluency regularly.				
8. Provides clear instruction for strategies to build oral fluency including guided repeated reading and partner and independent rereading.				
9. Initial stories/passages composed of high percentage of regular words (minimum of 75-80% decodable words).				

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Vocabulary	4	3	2	1
1. Selects words that are highly useful for passage understanding and/or later learning.				
2. Explains meanings of words in everyday language.				
3. Provides direct instruction of targeted concepts and vocabulary.				
4. Provides repeated and multiple exposures to critical vocabulary in a variety of contexts.				
5. Integrates words into sentences and asks students to tell the meaning of the word in the sentence.				
6. Engages students in processing word meanings at a deeper level (e.g., associating new words with known words, creating context for new words).				
7. Reviews previously introduced words cumulatively.				
8. Extends the understanding of concepts and vocabulary of the English language through: (1) learning and using antonyms and synonyms; (2) using individual words in compound words to predict meaning; (3) using prefixes and suffixes to assist in word meaning; and (4) learning simple multiple-meaning words.				
9. Includes explicit instruction in academic language, including Basic English idioms, prepositions, and terminology specific to schooling.				
10. Focuses on vocabulary instruction with explicit instruction in tier 2 words (I. Beck), prefixes and suffixes, word origins, derivatives, synonyms, anonyms, idioms, and Greek and Latin roots.				

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Vocabulary (cont.)	4	3	2	1
11. Provides repeated and multiple exposures to critical vocabulary.				
12. Instructional resources provide strategies for teachers and materials for developing academic language (i.e. the more difficult, abstract, technical, and specialized vocabulary and concepts used in texts and tests).				
13. Instructional materials provide assignments designed to have students listen to, read, speak, and write academic language.				
14. Guidance is provided to the teacher in providing appropriate use of academic language and terms found within grade level expectations and standards.				
15. Teaches dictionary usage explicitly with dictionaries that allow students to access and understand the meaning of an unknown word.				

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Comprehension	4	3	2	1
1. Explicitly teaches critical comprehension strategies (e.g. main idea, literal, inferential, retell, prediction) by providing multiple examples.				
2. Teaches background information or activates prior knowledge to increase a student's understanding of what is read.				
3. Uses text in which the main idea or comprehension unit is explicitly stated, clear, and in which the ideas follow a logical order.				
4. Provides guided practice in and systematic review of critical comprehension strategies.				
5. Connects previously taught skills and strategies with new content and text.				
6. Models and guides the students through story structure (e.g., setting _____), thinking aloud as elements are being identified.				
7. Uses story grammar structure as a tool for prompting information to compare and contrast, organize information, and group related ideas to maintain a consistent focus.				
8. Teaches conventions of informational text (e.g., titles, chapter headings,) to locate important information.				
9. Teaches explicit strategy to interpret information from graphs, diagrams, and charts.				
10. Explicitly teaches comprehension strategies with the aid of carefully designed examples and practice. This includes careful modeling, appropriate massed and distributed practice, and application.				
11. Passages selected for introduction of skills or strategies are easy and explicit.				

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Comprehension (cont.)	4	3	2	1
12. Starts with the earlier prerequisite basic comprehension skills and strategies and builds to more complex skills and strategies with emphasis on informational text and text organization.				
13. Develops reflective and strategic reading skills that include understanding different purposes for reading, making and confirming predictions, using both text evidence and prior knowledge, comparing and contrasting information on similar topics in different texts, distinguishing between cause and effect and fact and opinion in expository text, evaluating new information by testing it against information already understood.				
14. Reading selections are varied, interesting, motivational, multicultural, age appropriate and at the correct read ability for student reading.				
15. Continues skill or strategy instruction across several instructional sessions to illustrate the applicability and utility of the skill or strategy.				
16. Cumulatively builds a repertoire of skills and strategies that are applied, and integrated with appropriate texts for authentic purposes over the course of the year.				
17. Includes suggestions for independent and extended reading of books at varied reading levels and for monitoring extensive independent reading.				
18. Reading selections, including those read to students and those students read, are of high quality, interesting, motivational, multicultural and age-appropriate for students.				
19. The text for initial instruction in comprehension: (1) begins with text units appropriate for the learner; (2) uses familiar vocabulary; and (3) uses simple sentences.				