

READ 180: Best Practices for Reading Intervention

All content in Read 180: Best Practices for Reading Intervention, is grounded in scientifically based research. This course is designed to support Read 180 teachers who need additional help managing a Read 180 classroom. After initial Read 180 training, this course further instructs, reinforces, and provides optimal approaches to manage a Read 180 classroom. It strengthens teachers’ understanding of how this program effectively addresses below-level readers’ need for phonemic awareness, phonics, fluency, vocabulary, and comprehension instruction. Intended for use by both new and experienced Read 180 teachers, the course explicitly addresses the benefits of Read 180, what it does, and how to use it.

COURSE RESEARCH BASE

COURSE IMPLEMENTATION

Why Students Fail	
<ul style="list-style-type: none"> • The impact of not being able to read well by the third grade is devastating. One researcher describes the situation as the “Matthew Effects in Reading: The Rich Get Richer” based on a narrative in the Book of Matthew in the Bible (Stanovich, 1986). Just as the capable reader gains vocabulary and experiences reading as a pleasurable activity, the struggling reader reads less, vocabulary growth is limited and consequently reading development is inhibited (Walberg et al., 1984; Walberg and Tsai, 1983). The lack of practice, deficient decoding skills, and negative experiences make reading a less than rewarding experience (Stanovich, 1986). 	<ul style="list-style-type: none"> • Concentrated focus on challenging readers through high-interest literature and opportunities for students to experience reading success from the start • READ 180 instruction and practice is customized to match students’ abilities by using motivating videos as well as the READ 180 library of books and Audiobooks that engage students and help them adopt a positive attitude toward reading
<ul style="list-style-type: none"> • Students may become struggling readers due to poverty, difficulties in phonological processing, lack of English-language skills, parents who are not skilled readers, low reading abilities, and/or biological or psychological learning deficits (Lyon, 1998; Honig, Diamond, and Gutlohn, 2000). 	<ul style="list-style-type: none"> • Teachers build on differentiated instruction techniques through a comprehensive array of components and instructional practices: <ul style="list-style-type: none"> - assessment-driven, standards-aligned instruction that addresses students’ specific deficit areas - motivating materials that promote student success in reading and all aspects of the school experience
<ul style="list-style-type: none"> • After an extensive review of research related to reading acquisition, the National Reading Panel identified five skill areas to be emphasized in teaching children to read: phonemic awareness, phonics, fluency, vocabulary, and text comprehension (National Reading Panel, 2000). 	<ul style="list-style-type: none"> • READ 180 is driven by individual assessment that pinpoints student needs in each skill area, and provides customized instruction

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Phonemic Awareness	
<ul style="list-style-type: none"> • Phonemic awareness instruction helps children learn to read, spell, and comprehend text (Put Reading First). • For very poor readers, the development of phonological skills addresses the inability to identify speech sounds, which impedes the students' spelling, word recognition, and vocabulary development (Moats, 2001). • Several researchers have shown that students who are taught to analyze speech sounds in words and relate them to their spellings progress faster in spelling and reading (Moats, 1995). 	<ul style="list-style-type: none"> • Teachers view a video of phonemic manipulation best practices that they can easily replicate with students • Master teachers model direct instruction in phonemic awareness and phonics, including how to use a diagnostic report to decide which skills to teach based on the assessed needs of each student
<ul style="list-style-type: none"> • The most effective method of phonemic awareness instruction focuses on only one or two types of phoneme manipulation—blending and segmenting phonemes in particular (Put Reading First). • Oral blending and segmentation are important parts of developing phonemic awareness, which is critical in learning to read and spell with success (Adams, 1990; Put Reading First). 	<ul style="list-style-type: none"> • Focused training in the areas of blending and segmentation is provided through audio activities. Resources focus specifically on how to blend and segment words

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Phonics	
<ul style="list-style-type: none"> • Cognitive psychologists have concluded that when a reader’s mental energy is devoted to decoding, there is little room left for comprehending. Once decoding skills improve, the student’s mental energy can be freed up for comprehending (Freedman and Calfee, 1984; LaBerge and Samuels, 1974, cited in Blevins, 1998). • “Quick speed drills, conducted as challenge games to achieve a goal, can build automatic recognition of syllables and morphemes” (Moats, 2001). 	<ul style="list-style-type: none"> • The course provides guidelines for teachers to build automaticity in word recognition through customized decoding instruction and daily practice with students • Teachers use guided practice of word recognition at continually increasing speeds until students gain automaticity and fluency-allowing them to devote their reading focus on comprehension
<ul style="list-style-type: none"> • For struggling readers, intervention must address students’ specific deficits. It is crucial to continually assess, diagnose, and tailor instruction to student needs (Blevins, 2001). • “Effective programs offer phonics instruction that: . . . can be adapted to the needs of the students, based on assessment” (Put Reading First). 	<ul style="list-style-type: none"> • Teachers start with assessment to determine student placement; instruction begins with a controlled passage that provides multiple exemplars of targeted sound-spelling patterns, and data is collected on students’ word recognition ability • As students engage in intensive practice of study words, previously mastered study words and patterns are systematically reviewed through students’ customized word lists and decoding tips
<ul style="list-style-type: none"> • “Systematic and explicit phonics instruction significantly improves children’s reading comprehension” and “is effective for children from various social and economic levels” (Put Reading First). • “Clearly, explicit phonics instruction and reviewing needs to occur for many students in the intermediate grades” (Blevins, 2001). 	<ul style="list-style-type: none"> • The phonics scope and sequence exposes teachers to intense and differentiated phonics practices and the Phonics Strategies book presents lessons for systematic teaching of phonics targeted to older students

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Fluency	
<ul style="list-style-type: none"> • Guided, repeated oral reading has a significant positive impact on word recognition, fluency, and comprehension (National Reading Panel, 2000). • “Repeated and monitored oral reading improves reading fluency and overall reading achievement” (Put Reading First). 	<ul style="list-style-type: none"> • Scaffolding techniques guide students to concept mastery through repeated readings of connected text with varying levels of audio support and speed to build automaticity and fluency skills
<ul style="list-style-type: none"> • Students can improve their fluency by: 1) hearing models of fluent reading; 2) repeated reading with guidance; 3) combining reading instruction with reading practice at their independent level of reading ability (Put Reading First). • “Fluency develops as a result of many opportunities to practice reading with a high degree of success” (Put Reading First). 	<ul style="list-style-type: none"> • Students are exposed to: teacher read alouds modeling fluent reading; books on tape with a narrator modeling fluent reading, phrasing, and expression, and a massive library that provides Lexiled, age-appropriate, motivating text that students select from and read with success
<ul style="list-style-type: none"> • “Monitoring and assessing student progress in reading fluency is useful in evaluating instruction and setting instructional goals. It can also be motivating to students” (Put Reading First). 	<ul style="list-style-type: none"> • Students have multiple opportunities to record, play back, and self-assess their reading and once students have achieved mastery, a final recording of the passage is saved in students’ electronic portfolios, giving them a strong sense of accomplishment and giving teachers an assessment tool

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Vocabulary	
<ul style="list-style-type: none"> • “Stahl and Fairbanks (1986) found that vocabulary instruction providing both definitional and contextual information can significantly improve students’ reading comprehension” (Honig, Diamond, and Gutlohn, 2000). 	<ul style="list-style-type: none"> • Vocabulary instruction and practice occurs throughout the program and in a variety of effective forms to use in the classroom
<ul style="list-style-type: none"> • The use of computer technology enhances vocabulary acquisition (National Reading Panel, 2000). • Repetition and multiple exposures to new words are crucial to vocabulary development (National Reading Panel, 2000). 	<ul style="list-style-type: none"> • Teachers help students build academic language through passages that include a comprehensive set of high-utility vocabulary words related to content areas • Students benefit from clicking on highlighted vocabulary words to receive definitions, context sentences, and pronunciation support
<ul style="list-style-type: none"> • Direct instruction of vocabulary related to a text leads to better comprehension. Effective direct instruction includes both specific word instruction and instruction in word-learning strategies (Put Reading First). 	<ul style="list-style-type: none"> • Vocabulary/word study skills instruction is related to several reading passages for repeated instruction and review. Passages provide context and include a high percentage expository text
<ul style="list-style-type: none"> • Students learn most words through everyday experiences with oral and written language, and one of the most important ways of gaining vocabulary is through listening to others read aloud. “Reading aloud to students is particularly helpful when the reader pauses during reading to define an unfamiliar word and, after reading, engages the child in a conversation about the book” (Put Reading First). 	<ul style="list-style-type: none"> • Experts model reading comprehension, vocabulary, and self-monitoring strategies at key points and uses “thinks aloud” techniques when they encounter unfamiliar words; experts model proper decoding strategies

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