

Corrective Reading Teachers' Group 5/12/2001

1. Introductions:

School, grades, programs used, implementation issues (e.g., timetables, grouping, withdrawal, school support, parent involvement, screening, training, placement testing, maintaining program, choosing grades for intervention, problems faced, problems overcome).

2. Good news stories – local program evaluations?

3. Other issues

4. Some websites of interest:

The National Reading Panel Report – the most influential and extensive document on reading this century!

<http://www.nrrf.org/current.htm>

USA House Concurrent Resolution 214 expressing the desire of Congress that direct, systematic phonics instruction should be used in all schools. <http://www.nrrf.org/govt.htm>

News from various US States on the reforms to reading instruction occurring.

<http://www.nrrf.org/current.htm>

Whole Language lives on: The illusion of "balanced" reading instruction - by Louisa Moats.

<http://www.nrrf.org/current.htm>

National Center to Improve the Tools of Educators <http://idea.uoregon.edu/~ncite/>

Great Britain's 1998 National Literacy Strategy <http://www.standards.dfee.gov.uk/library/research/b5>

Information about *Teach Your Child to Read in 100 Easy Lessons* <http://www.startreading.com/>

The Association for *Direct Instruction* <http://darkwing.uoregon.edu/~adiiep/>

The discussion list for Effective School Practices involves world wide e-mail conversations between individuals committed to effective teaching of children. It is often passionate, but also a source of inspiration and knowledge. Email to: majordomo@lists.uoregon.edu The message: SUBSCRIBE DI

The on line home of J/P Associates, Inc. <http://www.jp-online.com/>. They can provide various add-ons such as homework books to the Reading Mastery and Corrective Reading programs, and others.

The research base supporting the use of *Reading Mastery* has been compiled by Bonnie Grossen, Ph.D.

<http://darkwing.uoregon.edu/~adiiep/rdgtxt.htm>

A Synthesis of Research on Reading from the huge studies under the auspices of the National Institute of Child Health and Human Development (NICHD) by Bonnie Grossen.

http://www.nrrf.org/synthesis_research.htm

Corrective Reading Placement tests available online at:

http://www.sra4kids.com/teacher/reading/cr/decode/test_1.html

5. Next meeting

***Direct Instruction* programs: What are they about?**

At last count there were more than 350 schools in Victoria using one or more *Direct Instruction* programs in reading, spelling, language, maths, and writing. Of the schools, about 60 are secondary level, and about 100 Catholic. Whilst most schools continue the programs' usage because of their excellent results it is also pleasing to note that there is a wider body of research evidence to support their usage.

An Educators' Guide to School-wide Reform, a 141-page report from **American Institutes for Research**, found that only the programs *Direct Instruction*, *High Schools That Work*, and *Success for All* had adequate evidence for effectiveness in reading instruction. Commissioned by five education groups-including the National Education Association and the American Federation of Teachers.

The report is also available on the World Wide Web at www.aasa.org/Reform/index.htm.

The development of criteria for what constitutes acceptable research evidence has made easier the task of convincing the educational community of the value of research findings in informing practice. Having established these criteria, it becomes easier to determine which of the plethora of reading programs available does have adequate research support at any given time. The examination of existing evidence employing stringent criteria by a range of groups has supported *Direct Instruction* as a valuable approach to reading instruction for both regular and struggling readers. For example, the **American Federation of Teachers** series of documents *Building From The Best, Learning From What Works* names *Direct Instruction* programs among *Seven Promising Reading and English Language Arts Programs, Three Promising High School Remedial Reading Programs, and Five Promising Remedial Reading Intervention Programs*. The **Direct Instruction** programs are the only ones recommended in each one of these reports. See at: <http://www.aft.org/edissues/whatworks/index.htm>

A report from the **American Institutes for Research, *An Educators' Guide to School-wide Reform***, found that only three programs, *Direct Instruction* among them, had adequate evidence of effectiveness in reading instruction.

The **Council for Exceptional Children** provides informed judgements regarding professional practices in the field. The *Direct Instruction* model was judged by the Editorial Committee to be well validated and reliably used. Read about it at: http://dldcec.org/alerts/alerts_2.html

Another report, **Reading Programs that Work: A Review of Programs for Pre-Kindergarten to 4th Grade** (Schacter, 1999), similarly includes *Direct Instruction* among six school-wide effective reading models. See at: http://www.mff.org/edtech/publication.taf?_function=detail&Content_uid1=279.

In a major longitudinal study (**Project Follow Through** - \$1 billion over nearly three decades) of more than 15,000 students, *Direct Instruction* showed the greatest positive impact on all three types of development assessed – basic skills, problem solving, and self esteem. Association of American Educators. (2001). *Project Follow Through*. [On-Line]. Available: <http://www.aateachers.org/follow.html>

These reports have been influential in drawing attention to the large corpus of supportive research developed over the years indicative of the effectiveness of the *Direct Instruction* model across a wide range of educational settings. The model is now being implemented with varying degrees of fidelity in increasing numbers of school settings. In the USA, this interest has been furthered by the impact of the **Reading Excellence Act (1998)** and the **Elimination of Reading Deficit Act (2000)** with their emphasis on empirically supported programs (and DI is recognised as one such) as a requirement for federal funding. As a consequence, there has been a very rapid rise in interest within the educational community. As an indication, the number of educational web pages that now make reference to *Direct Instruction* has increased dramatically in the past 18 months as the use of any search engine (try www.google.com) will attest.

The National Reading Panel refers to fluency. What is reasonable fluency?

Early 1st = 35 words per minute Late 1st = 50 wpm Early 2nd = 70 wpm
Late 2nd = 100 wpm Early 3rd = 120 wpm Late 3rd = 140 wpm

From Howell, K.W. & Nolet, V. (2000). *Curriculum-based evaluation: Teaching and decision making*. Belmont, CA: Wadsworth/Thomson Learning.

CRP Decoding Gains: Approximately one grade level in 65 lessons.

Level A: early 1st Year to early 2nd Year (Start Rate 45 wpm - End Rate 60 wpm)

Level B1: early 2nd Year to end of 2nd Year (Start Rate 60 wpm - End Rate 90 wpm)

Level B2: early 3rd Year to end of 3rd Year (Start Rate 90 wpm - End Rate 120 wpm)

Level C1: early 4th Year to end of 4th Year (Start Rate 100 wpm - End Rate 120 wpm)

Level C2: early 5th Year to end of 5th Year (Start Rate 120 wpm - End Rate 130 wpm)