Elementary Struggling Reader Chart

Step 1:
Problem
Identification

"What is the problem?"

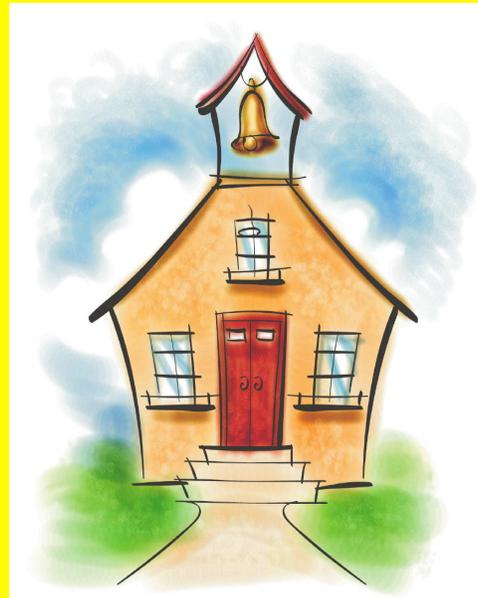"Is it working?"

"Why is it occurring?"

Step 4:
Response to Intervention

Step 2:
Problem Analysis

"What are we going to do about it?"

Step 3:
Intervention Design

Intervention for Struggling Readers

Immediate intensive intervention must be provided daily for all students who have been identified with a reading deficiency. This intervention must be in addition to or as an extension of the ninety (90) minute reading block in a smaller group size setting or one on one. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied (State Rule 6A-6.054).

The Struggling Reader Charts were developed to assist teachers and schools with strengthening reading instruction for struggling readers. It is critical that schools think in terms of student data (skills/needs) rather than instructional programs. The Tiers below refer to a continuum of instructional intensity and are not attached to specific programs or categories. Instructional intensity refers to more time per session, more sessions per week, smaller group sizes, and more explicit and systematic delivery, etc. Reading resources are allocated in direct proportion to the differentiated needs of students.

Core Curriculum Instruction (Tier I)

The comprehensive core reading program is the foundation of reading instruction and consists of scientific, research-based instructional practices and methodologies, designed to support all students in the general curriculum. When core instruction must be supplemented in any essential component of reading, the programs recommended on the Struggling Reader Charts provide guidance in the selection process. Consider English Language Learner's (ELL) reading skills in both their native language and English, as well as their English language proficiency level prior to identifying them as struggling readers.
For example, if data indicates a specific school has a need to increase vocabulary instruction beyond that offered by the comprehensive core reading program, then a vocabulary program is needed to supplement the core curriculum for all students.

Strategic Intervention Instruction (Tier II)

The comprehensive core reading program includes many additional supplemental and intervention resources, designed to provide alignment with effective core instruction for students who need additional instructional support.
For example, Triumphs can be delivered at a variety of strategic levels to increase student progress:
* **Treasures Approaching Level; w/Triumphs Intervention**, both during two separate small group instruction times within the 90-minute reading block
* **Triumphs Intervention**, during small group instruction within the 90-minute reading block
* **Triumphs Intervention**, during small group instruction within the 90-minute reading block; **w/ Triumphs Intervention**, during a double dose of instruction delivered beyond the 90-minute reading block

The Struggling Reader Charts provide additional supplemental/comprehensive intervention reading programs recommended for use in delivering strategic instruction, when data indicates that the comprehensive core reading program resources are not adequate to meet the differentiated needs of students.
For example, the phonics instruction in Fundations provides more visual, tactile, and kinesthetic support than Triumphs, and may be more effective and powerful for certain populations of students:
* **Triumphs Intervention**, during small group instruction within the 90-minute reading block; **w/ Fundations**, during a double dose of instruction delivered beyond the 90-minute reading block

Intensive Intervention Instruction (Tier III)

When data indicates that student progress is inadequate, a more intensive instructional intervention is needed in addition to, and in alignment, with the comprehensive core reading instruction. The Struggling Reader Charts provide information designed to assist schools in selecting programs best suited to the specific differentiated needs of students. The School-Based Leadership Team is responsible for the design, implementation, support, and monitoring of intensive interventions.
For example, comprehensive and supplemental intervention programs can be combined to provide increased daily doses of intensive explicit and systematic instruction, offering a more effective and powerful instructional plan for students exhibiting the greatest substantial reading deficiencies:
* **Triumphs Intervention**, during small group instruction within the 90-minute reading block; **w/ Triumphs Intervention**, extended during a double dose of instruction delivered beyond the 90-minute reading block; **w/ Great Leaps**, during a triple dose of instruction delivered beyond both the 90-minute reading block and double dose instructional time
* **Triumphs Intervention**, during small group instruction within the 90-minute reading block; **w/ Fundations**, during a double dose of instruction delivered beyond the 90-minute reading block in a two-to-one pull-out model

Elementary Struggling Reader Chart

Florida's Formula for Reading Success

6 + 4 + ii + iii = NCLB

6 = essential COMPONENTS OF READING instruction – oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension

4 = types of ASSESSMENT – screening, progress monitoring, diagnostic, outcome

ii = high quality INITIAL INSTRUCTION – delivered to all students through a comprehensive core reading program during a daily 90-minute uninterrupted reading block. Instruction must be explicit, systematic, differentiated, and scaffolded based on the specific needs of each student, and include the following components: background knowledge, motivation, reading/writing connection, and print-rich environment.

iii = IMMEDIATE INTENSIVE INTERVENTION – delivered to struggling readers through supplemental/comprehensive intervention reading programs beyond the 90-minute reading block. Instruction includes extended time, flexible grouping, accommodations, and more frequent progress monitoring.

Florida's Formula for Effective and Powerful Instruction

3 Fs + 1 S + Data + PD = Effective and Powerful Instruction

FREQUENCY and duration of meeting in small groups – once daily, twice daily, etc.

FOCUS of instruction (the WHAT) work in vocabulary, phonics, comprehension, etc.

FORMAT of lesson (the HOW) determining the lesson structure and the level of scaffolding, modeling, explicitness, etc.

SIZE of instructional group – 1, 3, 4, 6, or 8 students, etc.

Analyze **DATA** to determine the 3 Fs and 1 S (the WHY)

Provide **PROFESSIONAL DEVELOPMENT** that focuses on the collection and analysis of data, the 3 Fs, and 1 S

"The primary difference between instruction appropriate for all children in the classroom and that required by children at risk for reading difficulties is related to the manner in which instruction is provided."
(Foorman & Torgesen, 2001)

Elementary Struggling Reader Assessments

The instruments listed on the following page represent assessments currently in use, and are not intended to be recommendations. Schools are encouraged to continue using the assessments that have proven to be valuable for the purpose(s) intended.

ASSESSMENT <u>FOR</u> INSTRUCTION

SCREENING assessments are informal inventories that provide a beginning indication of student preparation for grade level reading instruction. Screening assessments are used to determine the need for differentiated support during both initial core instruction for all students and intervention instruction for struggling readers (Tiers I, II, and III).

PROGRESS MONITORING assessments provide a quick sample of critical reading skills that indicate student progress toward grade level reading ability, and are used to evaluate the effectiveness of initial core and intervention instruction. Progress monitoring data also provides an indication whether greater instructional density is needed in order to meet adequate progress.

Florida Law mandates that a student not meeting the school district requirements for proficiency in reading receive a Progress Monitoring Plan (PMP). The PMP must be designed to assist the student or the school in meeting state and district expectations for proficiency. If the student has been identified as having a deficiency in reading, the District K-12 Comprehensive Reading Plan includes instructional and support services to be provided to meet the desired levels of performance.

The student PMP requires grade-level progress for a struggling reader be monitored at least three times a year (beginning, middle, and end of the year) using Oral Reading Fluency (ORF) probes or the Florida Assessments for Instruction in Reading. Student assessment data for the ORF probes must be entered into Virtual Counselor (VC), while student assessment data for the Florida Assessments for Instruction in Reading must be entered into the Progress Monitoring and Reporting Network (PMRN). In addition, students receiving strategic or intensive intervention instruction should receive more frequent ongoing progress monitoring at their instructional reading level (Tiers II and III).

*There are different types and purposes for progress monitoring, which call for a range in the frequency of administration. "General Outcome" measures can indicate whether or not an intervention is sufficiently powerful to "close the gap" over a reasonable period of time. These measures can be used to determine growth rate in the specific area of concern and are administered monthly. For example, administer the Developmental Reading Assessment (DRA) monthly to determine whether student progress is sufficient to meet grade-level standards within a reasonable amount of time.

"Classroom-Based Formative" measures are closely tied to the specific curriculum being used and can suggest ways that instruction should be changed in order to increase student performance. Teachers can use these measures more frequently (hourly, daily, weekly) to acquire data informing student progress in mastering specific skill lesson objectives. For example, administer Weekly Check-Ups and End-of-Unit Tests, as scheduled during Fundations intervention instruction, to determine student mastery of lesson objectives.
*2009 Florida Department of Education

DIAGNOSTIC assessments are used to evaluate a broad range of critical reading skills for the purpose of determining a more precise and detailed picture of a struggling reader's strengths and weaknesses, and to plan interventions that target the specific differentiated needs of the student. Diagnostic assessments are recommended for designing intensive intervention instruction that meets the unique needs of the student (Tier III). Diagnostic assessments may also be helpful in designing strategic instruction for students not progressing adequately in the core reading program (Tier II). A diagnostic assessment must be administered to all ESE students with deficits in reading due to the impact of their disability.

OUTCOME assessments are used to monitor and evaluate the effectiveness of reading instruction for all students through the measurement of student progress on critical grade level reading comprehension standards/benchmarks (Tiers I, II, and III).

Assessment Instruments

	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
Diagnostic Assessments of Reading (DAR) D	X	X	X	X	X
Florida Assessments for Instruction in Reading S, PM, D	X	X	X	X (K-2 ONLY)	X
2010/2011 – The following list of assessments may be reduced based on district-wide implementation of the FAIR.					
Oral Reading Fluency (ORF): Treasures, Trophies S, PM			X		
Dynamic Indicators of Basic Early Literacy Skills (DIBELS) S, PM	X (K-1 ONLY)	X (K-2 ONLY)	X		
Developmental Reading Assessment (DRA, DRA2) and Rigby PM Benchmark S, PM		X	X		X
Burns and Roe Informal Reading Inventory (IRI) S, PM		X	X		X
Cool Tools: Informal Reading Assessments by Project Central S, PM	X	X	X		
Yopp/Singer Test of Phoneme Segmentation S, PM	X				
Rosner Test of Auditory Analysis S, PM	X				
Peabody Picture Vocabulary Test (PPVT-III) D, O				X	

S = Screening   PM = Progress Monitoring   D = Diagnostic   O = Outcome

District-Supported Interventions for Struggling Readers in Grades K-2

These resources should be considered when students need more strategic (Tier II) or intensive (Tier III) intervention instruction, beyond the core reading program (Tier I).
Fidelity of implementation is critical to the success of these research-based programs.

Oral language intervention should be incorporated into all daily instruction, based on student need.
Use the school-based speech and language pathologist as a resource.

INTERVENTION PROGRAMS	**Triumphs** Phonemic Awareness Phonics Fluency Vocabulary Comprehension	**Fundations** Phonemic Awareness Phonics Fluency	**Phonics for Reading** Phonics
Screening Criteria	Scoring below 70% on Treasures' Assessment.	Screening data indicate a lack of progress toward benchmarks in phonemic awareness and/or phonics.	Screening data indicate lack of progress in decoding beyond second grade level. Pre-test required.
Grade Levels	1-2	K-2	2-5
Delivery Frequency Options: Universal (Tier I) – whole group Strategic (Tier II) – small group Intensive (Tier III) – small group	 20 minutes daily twice daily (time based on need)	20 minutes daily 20 minutes daily 30 minutes or twice daily	 30 minutes daily 30 minutes daily
Group Size: Universal (Tier I) – whole group Strategic (Tier II) – small group Intensive (Tier III) – small group	 4-6 students 1-3 students	All students 4-6 students 1-3 students	 4-8 students 4-6 students
Delivery Model	Within initial 90-minute reading block, and Supplemental beyond 90-minute reading block, if needed.	Supplemental beyond 90-minute reading block.	Supplemental beyond 90-minute reading block.
Pacing	Daily lesson	One lesson per day, but some lessons may require two days.	One lesson in two days
On-Going Progress Monitoring	Quick Checks within Lessons Weekly Tests Mid-Unit Tests End-of-Unit Tests	Weekly Check-Ups End-of-Unit Tests OPM every 2-3 weeks	Core Program Assessments and Quick Checks
Data Analysis	Use data to determine need for program.	Use data to determine need for greater density - increase frequency and/or duration of instruction, decrease group size.	Use data to determine need for more intensive program.
Instructor	Teacher (training recommended)	Teacher (training required)	Teacher (training recommended)
Training and Instructional Support	One-day training Follow-up on request	One-day training On-site follow-up Fidelity checks	One-day training Train-the-trainer on request
Comments	Triumphs' sequence aligns with Treasures core program.	Follow the sequence of instruction, even when it differs from the core instruction.	Follow sequence of program. Use multisequence speed drills to monitor progress.

District-Supported Interventions for Struggling Readers in Grades K-2

These resources should be considered when students need more strategic (Tier II) or intensive (Tier III) intervention instruction, beyond the core reading program (Tier I).
Fidelity of implementation is critical to the success of these research-based programs.

Oral language intervention should be incorporated into all daily instruction, based on student need.
Use the school-based speech and language pathologist as a resource.

Great Leaps Phonemic Awareness Fluency	Super QAR Comprehension	Accelerated Literacy Learning (A.L.L.) Phonemic Awareness Phonics Fluency Vocabulary Comprehension
The assessment and decision-making procedures for each content area are at the beginning of each section.	Screening data indicate lack of progress in comprehension beyond grade placement level.	Screening data indicate that the student is in the lowest 20th percentile of the class.
K-2	1-2	1-2
5-10 minutes daily 5-10 minutes daily	15-30 minutes three times weekly 15-30 minutes daily	30 minutes daily 30 minutes daily
one student one student	4-6 students 4-6 students	1-3 students 1-3 students
Supplemental beyond 90-minute reading block.	Supplemental beyond 90-minute reading block.	Supplemental beyond 90-minute reading block (30-minute intervention delivery).
Daily one-minute fluency practice with sounds, phonemes, words, and passage reading.	Concept lessons can be divided into two sessions per day. Booster lessons may take more than one day.	Daily lesson focused on individual student needs.
Suggested Mastery for each Probe Activity	Core Program Assessments and Quick Checks	Daily Running Record Assessment
Daily Charting is a fundamental component of Great Leaps Reading. Data are recorded on a standard Great Leaps Reading Progress Chart.	Use data to determine need for program.	Daily Running Record Assessment guides instruction for following day. Teacher determines lesson focus based on data analysis of Running Record Assessment.
Teacher and/or Paraprofessionals	Teacher and/or Paraprofessionals	A.L.L.-Certified Teacher (training required) Elementary Reading Department has verification of teachers who have successfully completed the A.L.L. certification process.
One-hour training Train-the-trainer on request	Two-hour training Train-the-trainer on request	Year-long training supported by observations conducted by a certified A.L.L. trainer - District supported based on demand for training.
The probes index of activities should be followed.	"In The Book" strategies instructed at this level are called "right there" and "think and search".	Based on needs of the student, A.L.L.-certified teacher has the potential to accelerate the student to grade-level expectations within 12-20 weeks.

District-Supported Interventions for Struggling Readers in Grades 3-5

These resources should be considered when students need more strategic (Tier II) or intensive (Tier III) intervention instruction, beyond the core reading program (Tier I).
Fidelity of implementation is critical to the success of these research-based programs.

Oral language intervention should be incorporated into all daily instruction, based on student need.
Use the school-based speech and language pathologist as a resource.

INTERVENTION PROGRAMS	Triumphs Phonemic Awareness Phonics Fluency Vocabulary Comprehension	Wilson Reading Phonemic Awareness Phonics Fluency Vocabulary Comprehension	Phonics for Reading Phonics
Screening Criteria	Scoring below 70% on Treasures' Assessment.	Screening data indicates a severe lack of progress in phonemic awareness and phonics, impacting all areas of reading. DAR and WADE (Wilson Assessment) required.	Screening data indicates lack of progress in decoding beyond second grade level. Pre-test required.
Grade Levels	3-5	3-5	3-5
Delivery Frequency Options: Strategic (Tier II) — small group Intensive (Tier III) — small group	20 minutes daily twice daily (time based on need)	60-90 minutes daily 60-90 minutes daily	30 minutes daily 30 minutes daily
Group Size: Strategic (Tier II) — small group Intensive (Tier III) — small group	4-6 students 1-3 students	4-10 students 3-6 students	4-8 students 4-6 students
Delivery Model	Within initial 90-minute reading block, AND Supplemental beyond 90-minute reading block, if needed.	Alternative core reading program delivered during 90-minute reading block for third year third graders, OR Supplemental beyond 90-minute reading block (60-minute intervention delivery).	Supplemental beyond 90-minute reading block.
Pacing	Daily lesson	Daily lesson (Parts 1-8, then alternate Parts 9 and 10 to complete the lesson)	One lesson in two days
On-Going Progress Monitoring	Quick Checks within Lessons Weekly Tests Mid-Unit Tests End-of-Unit Tests	Weekly Charting Daily Dictation Tasks End-of-Step Tests	Core Program Assessments and Quick Checks
Data Analysis	Use data to determine need for program.	Use data to determine need for program.	Use data to determine need for more intensive program.
Instructor	Teacher (training recommended)	Teacher (training required)	Teacher (training recommended)
Training and Instructional Support	One-day training Follow-up on request	Three-day training Follow-up on request	One-day training Train-the-trainer on request
Comments	Triumphs' sequence aligns with Treasures core program.	Must follow the Steps/Sub-Steps of the program in sequence. The Steps/Sub-Steps **DO NOT** equate to grade levels.	Follow sequence of program. Use multisequence speed drills to monitor progress.

District-Supported Interventions for Struggling Readers in Grades 3-5

These resources should be considered when students need more strategic (Tier II) or intensive (Tier III) intervention instruction, beyond the core reading program (Tier I).
Fidelity of implementation is critical to the success of these research-based programs.

Oral language intervention should be incorporated into all daily instruction, based on student need.
Use the school-based speech and language pathologist as a resource.

Intermediate Rewards Phonics (multisyllabic words) Fluency	Super QAR Comprehension	Soar to Success Phonics Fluency Vocabulary Comprehension
Screening data indicate deficits in decoding multisyllabic words. Mastery of one-syllable words is required. Addresses fluency of 6-120 WCPM.	Screening data indicate lack of progress in comprehension beyond grade placement level.	Screening data indicate instructional reading level below grade placement level.
3-5	3-5	3-5
30 minutes daily 30 minutes daily	15-30 minutes three times weekly 15-30 minutes daily	30-40 minutes daily 30-40 minutes daily
4-8 students 4-6 students	4-6 students 4-6 students	4-7 students 4-6 students
Supplemental beyond 90-minute reading block.	Supplemental beyond 90-minute reading block.	Supplemental beyond 90-minute reading block.
One lesson in two days	Concept lessons can be divided into two sessions per day. Booster lessons may take more than one day.	Daily lesson
Core Program Assessments and Quick Checks	Core Program Assessments and Quick Checks	Informal Reading Inventory (IRI) Assessment Protocols for Oral Reading Fluency and Retelling Phonics and Decoding Screener
Use fluency pre- and post-test data to monitor progress.	Use data to determine need for program.	Use data to determine need for program.
Teacher (training required)	Teacher and/or Paraprofessionals	Teacher (training recommended)
One-day training Train-the-trainer on request On-site visit recommended	Two-hour training Train-the-trainer on request	Two-hour training Train-the-trainer on request
Strategy program that can be used in all content areas to teach multisyllabic words.	"In My Head" strategies ("on my own" and "author and me") are added to the "In The Book" strategies applied in grades 1-2.	Includes 18 sets of leveled texts used across 18 weeks of instruction focusing on the four reciprocal teaching strategies: summarization, clarification, questioning, and prediction.

Elementary Struggling Reader Supplemental Resources

Supplemental resources are suitable for differentiating instruction for all students (Tiers I, II, III).

Oral language intervention should be incorporated into all daily instruction, based on student need.
Use the school-based speech and language pathologist as a resource.

Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Oral Language
Road to the Code (K-1)	Words Their Way (K-5)	Great Leaps (3-5) Multi-Sequence Speed Drills (1-5) QuickReads (2-5) Six-Minute Solution (K-2, 3-5)	Elements of Reading - Vocabulary (K-5) Vocabulary Improvement Program (4-5)	Fast Track Reading (3-5)	Let's Talk About It (K-2) Text Talk (K-3)

Phonemic Awareness

Vocabulary

Phonics
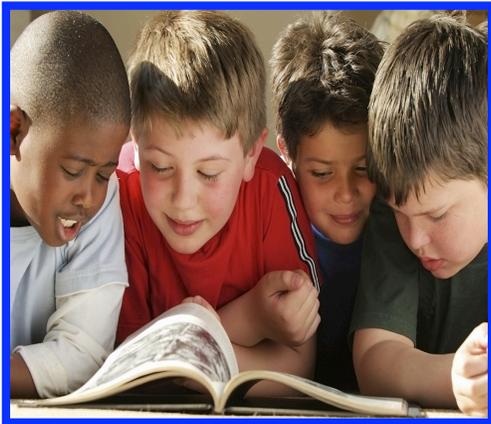
Comprehension

Fluency

Oral Language

Elementary Struggling Reader Technology Resources

Technology resources are suitable for differentiating instruction for all students (Tiers I, II, III).

	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Oral Language
Breakthrough to Literacy (K-3)	X	X	X	X	X	X
Destination Reading (K-3, 4-5)	X (K-3 ONLY)	X	X	X	X	X
Earobics (K-3)	X					
QuickReads Technology Edition (2-5)			X	X	X	
Read Naturally (1-5)			X			

District Supported Interventions for Language Acquisition - ESOL K-5

The materials listed below are supplementary and are intended for differentiated instruction for English Language Learners.
Fidelity of implementation is critical to the success of these research-based programs.

	Newcomer Kit Levels I, II, III (Published by Rigby) Oral Language Phonemic Awareness Phonics Comprehension **Kit Level** — **Interest Level[1]** Level I — K & 1st Level II — 2nd & 3rd Level III — 4th & 5th	English In My Pocket (Published by Rigby) Oral Language Phonemic Awareness
Program Description	Newcomer Kit is a 16-week program that provides practice with basic classroom language, academic language, thematic concepts, phonemic awareness/phonics, and beginning literacy skills. This program complements any program for English language learners and supports independent practice.	English In My Pocket is a 16-week program that provides opportunities and support to develop English language skills through interactive rhymes, chants, songs, books, and games involving visual, auditory, and kinesthetic activities.
Screening Criteria	Screening data indicate a lack of progress in oral language, phonemic awareness, phonics, and/or comprehension.	Screening data indicate a lack of progress in oral language and/or phonemic awareness
Language Proficiency/ Language Classification	Beginning-Low Intermediate A1-B1	Beginning A1
Grade Levels[2]	K-5	K-2
Frequency Options: Strategic Intensive	Daily for 20-30 minutes Daily for 30 minutes	Daily for 20-25 minutes Daily for 30 minutes
# of Students: Strategic Intensive	6-8 5 or fewer	4-6 3 or fewer
Delivery Model	Instruction is supplemental to the 90-minute core reading.	Instruction is supplemental to the 90-minute core reading.
Pacing	1 lesson per day Some lessons may require 2 days.	1 lesson per day Some lessons may require 2 days.
On-going Progress Monitoring	Unit Assessment Summary Reports	Unit assessments
Data Analysis	Use data from built-in assessments to inform instruction and to determine need for program.	Use data from unit assessments to inform instruction and to determine need for program.
Instructor	Teacher and/or Paraprofessional	Teacher and/or Paraprofessional
Training and Instructional Support	On-site follow-up and fidelity checks Overview PowerPoint available upon request	On-site follow-up and fidelity checks Overview PowerPoint available upon request
Comments	The program can be used out of sequence based on specific student needs.	The unit can be used out of sequence based on specific student needs.

District Supported Interventions for Language Acquisition - ESOL K-5

*The materials listed below are supplementary and are intended for differentiated instruction for English Language Learners.

Fidelity of implementation is critical to the success of these research-based programs.

Let's Go Series (Published by Oxford)	In Step Readers Levels A-T (Published by Rigby)	Reading Basics (Published by Hampton –Brown)
Oral Language Phonics Book Level [1] Interest Level[1] 1 K 2 1st 3 2nd 4 3rd 5 4th 6 5th	Oral Language Phonics Comprehension Vocabulary Fluency	Phonemic Awareness Phonics Vocabulary Fluency
Let's Go Series combines a carefully controlled, grammar-based syllabus with practical language for newcomers. Functional dialogues, interactive games, and pair work activities introduce the alphabet, basic phonics, and simple language structures.	InStep Readers is a leveled reading program with a unique instructional path that helps to address the individual needs of English language learners. (Leveled books according to Fountas & Pinnel)	Reading Basics builds fundamental reading skills, including letter-sound correspondences, word families, word patterns, word structures, and decoding.
Screening data indicate a lack of progress in oral language and/or phonics.	Screening data indicate a lack of progress in oral language, phonics, comprehension, vocabulary and/or fluency.	Screening data indicate a lack of progress in phonemic awareness, phonics, vocabulary and/or fluency.
Beginning-Low Intermediate A1-B1	Beginning-Proficient A1-C1	Beginning-Proficient A1-C1
K-5	K-5	3-5
Daily for 30 minutes Daily for 30 minutes	Daily for 30 minutes Daily for 30 minutes	Daily for 30 minutes Daily for 30 minutes
4-6 3 or fewer	4-6 3 or fewer	6-8 5 or fewer
Instruction is supplemental to the 90-minute core reading.	Instruction is supplemental to the 90-minute core reading.	Instruction is supplemental to the 90-minute core reading.
Refer to the Let's Go Series Pacing Chart found on the Multicultural, ESOL and Program Services Department website.	1 lesson per day Some lessons may require 2 days.	Time will vary depending on placement within the program.
For each level, there are daily quizzes as well as Unit Tests, Review Tests, Midterm Tests, and a Final Test. Also included are listening questions that correspond to audio clips.	Running records every other day	Progress checks throughout the program
Use data from built-in assessments to inform instruction and to determine need for program.	Use data from running records to drive instruction and to determine the lesson focus.	Use data from progress checks to inform instruction. Use built-in fluency checks and chart progress.
Teacher and/or Paraprofessional	Teacher and/or Paraprofessional	Teacher and/or Paraprofessional
On-site follow-up and fidelity checks Overview PowerPoint available upon request	On-site follow-up and fidelity checks Overview PowerPoint available upon request	On-site follow-up and fidelity checks Overview PowerPoint available upon request
The skills in each level build upon the previous level.	The program can be used out of sequence based on specific student needs.	The placement test should be used for grouping and lesson placement. Follow the sequence of instruction but the program can be used out of sequence based on specific student needs.

Struggling readers become frustrated if unable to read grade-level text. When a student's instructional reading level falls significantly below grade level, exposure to grade-level texts through scaffolded teacher support is vital. Scaffolded instructional support occurs as "teachers challenge their students to engage in learning tasks they are unable to complete independently by providing support," through modeling, thinking aloud, and dialoguing, which enables students to actively participate by "sharing their teachers' understanding of the tasks" until they become capable of performing the tasks independently (contributed by Judith Winn, Ph.D., Associate Professor in the Department of Exceptional Education at the University of Wisconsin-Milwaukee).

Equally important is providing struggling readers with supplemental texts that appropriately match their instructional and independent reading levels. Leveled texts are therefore considered a significant component of both the initial instruction (ii) in a comprehensive core reading program and the immediate intensive interventions (iii) provided to struggling readers.

Although struggling readers may exhibit deficiencies in one or more of the six essential components of reading instruction (oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension), acquiring proficiency in these foundational components of the reading process requires that students be provided appropriate texts that will allow them to successfully practice and apply their learned skills and concepts within the context of authentic reading. An effective struggling reader plan will incorporate the use of leveled texts that students are able to read successfully during small group differentiated instruction and independent reading.

When choosing leveled texts as supplemental resources, it is necessary to diversify the text options. To address the differentiated needs of all students, the diversification of leveled texts should include a wide range of reading levels, a balance between literary and informational genres, a variety of content topics, as well as selections that appeal to different cultural, linguistic, and demographic groups.

Motivating struggling readers is always a challenge. If the only text provided to struggling readers is frustration-level text, then lack of motivation will be the consequence. Struggling readers need to feel confident in themselves as learners. Providing struggling readers with appropriately leveled texts that match their instructional and independent reading levels is key to supporting them as they successfully apply their newly learned skills and concepts within the context of authentic reading. When struggling readers achieve success during reading, their motivation will be apparent. A motivated, successful reader becomes better equipped to address the challenge of reaching proficiency as a reader.

The Reading Level Equivalency Chart on the following page provides measurements for determining grade-level equivalency across several text-leveling systems and assessments.

Reading Level Equivalency Chart

Readiness Through Grade Five

GRADE LEVEL: BASAL LEVEL	GUIDED READING LEVEL (Fountas and Pinnell)	RIGBY PM BENCHMARK LEVEL	DEVELOPMENTAL READING ASSESSMENT (DRA/DRA2) LEVEL	ACCELERATED LITERACY LEARNING (A.L.L.) LEVEL	LEXILE LEVEL
Kindergarten: Early Readiness	A	NA	A – 1	1	Beginning Reader to 100
Kindergarten: Late Readiness	B	1 – 2	2 – 3	2	
Grade 1: Pre-Primer 1	C	3 – 4	4	3 – 4	100 – 400
Grade 1: Pre-Primer 2	D	5 – 6	6	5 – 6	
Grade 1: Pre-Primer 3	E	7 – 8	8	7 – 8	
Grade 1: Primer	F – G	9 – 11	10 – 12	9 – 12	
Grade 1: Late	H – I	12 – 16	14 – 16	13 – 16	
Grade 2: Early	J	17 – 18	18	17 – 18	300 – 600
Grade 2: Mid	K – L	19 – 20	20 – 24	19 – 20	
Grade 2: Late	M	21 – 22	28	NA	
Grade 3: Early	N	23	30	NA	500 – 800
Grade 3: Mid	O	24	34	NA	
Grade 3: Late	P	25	38	NA	
Grade 4: Early	Q	26	40	NA	600 – 900
Grade 4: Mid	R	27		NA	
Grade 4: Late	S	28		NA	
Grade 5: Early	T	29	44 – DRA 50 – DRA2	NA	700 – 1000
Grade 5: Mid	U	30		NA	
Grade 5: Late	V	NA		NA	

Broward County Public Schools

The School Board of Broward County, Florida