

READING FIRST AND SCIENTIFICALLY BASED READING RESEARCH PROGRAMS:
ANSWERS TO NORTH CAROLINA'S READING PROBLEMS

Cassandra Hilburn Cartrette

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Approved by

Advisory Committee

Alan Faulk

Kenneth Anderson

Martin Kozloff
Chair

Accepted by

Dean, Graduate School

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ABSTRACT

As a teacher in a Reading First school, I have often heard the term scientifically based reading research. In order to find more information about this topic and to analyze the effectiveness of the scientific research for myself, this thesis enabled me to explore the research that has been done to initiate this movement to all scientifically based instruction. Textbooks, research studies, and curricula were analyzed while completing this thesis.

The thesis is written in five chapters. It examines research on reading achievement, instruction, and assessment. Much of the thesis focuses on how North Carolina has used the information about scientifically based reading research to guide its reading programs. The goal of this thesis was to better condense all of the material that has been presented so that it would be in a brief form for other educators that are interested in this topic to be able to examine. A major conclusion of the thesis is that the kind of reading instruction advocated by Reading First is highly effective when implemented properly.

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Without the help of many people, this thesis would not have been possible. I would like to thank Dr. Martin Kozloff for his expertise and guidance in writing this thesis. The extensive knowledge and excitement for this topic have inspired me to want to know more about this subject. To my thesis committee, I give big thanks for your help in making this a wonderful experience.

I would also like to thank my co-workers and friends who have been going through the experience of implementing a scientifically based reading research program with me. As I have been writing, they have been helping me be sure that no parts of the program have been omitted from the thesis, letting me borrow books, and giving me advice on the best literature.

Thanks to the faculty at University of North Carolina at Wilmington for their guidance through the process of achieving this ultimate goal.

Many thanks go to my family, especially my husband, mom, dad, and sister. Throughout everything, they have supported me in all I have ever done or tried to do.

DEDICATION

This thesis is dedicated to Shane, my husband and friend. Without his love, support, help, and encouragement, I would not have been able to accomplish this task. He is a true inspiration to me and is constantly pushing me to do greater things.

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CHAPTER 1. INTRODUCTION TO READING FIRST

National Problem with Reading

In March 1998, *Preventing Reading Difficulties in Young Children* was released for the first time. This book was a study that was done in response to the U.S. Department of Education and U.S. Department of Health and Human Services' request to the National Academy of Science for a committee to research the prevention of reading difficulties. The committee reports:

Our committee was charged with conducting a study of the effectiveness of interventions for young children who are at risk of having problems learning to read. The goals of the project were three: (1) to comprehend a rich but diverse research base; (2) to translate the research findings into advice and guidance for parents, educators, publishers, and others involved in the care and instruction of the young; and (3) to convey this advice to the targeted audiences through a variety of publications, conferences, and other outreach activities. (*National Research Council*, 1998, pp.1-2)

In order to research reading difficulties, the committee defined individuals with reading difficulties as those who achieve at lower levels than others that have the same amount of reading instruction. The children who were at the lower end of each grade level were determined to have reading difficulties.

The committee used previous findings by The National Assessment of Educational Progress (NAEP), the Prospects study, and the Coleman report as bases for their research. In 1996, the NAEP reported "40 percent of fourth graders, 30 percent of eighth graders, and 25 percent of twelfth graders were reading below" a basic level of reading (*National Research Council*, 1998, p. 97). The Prospects study found that:

the mean weighted reading comprehension score for students in the fall semester of first grade in the Prospects national sample was at the 50th percentile. By contrast, for students in schools in which more than 75 percent of all students received free or reduced-price lunches (a measure of high poverty), the mean score for students in the fall semester of first grade was at approximately the 44th percentile. By the end of the third

grade, this difference had expanded significantly. Children living in high-poverty areas tended to fall further behind, regardless of their initial reading skill level” (pp. 97-98).

These findings confirmed the NAEP study. The Coleman study of 1966 had previously reported the achievement gap related to low incomes.

The committee also considered predictors of reading difficulty and presented them on pages 103 to 130. The predictors they considered were:

- I. Child-based factors
 - A. physical and clinical conditions
 1. cognitive deficiencies
 2. hearing impairment
 3. early language impairment
 4. attention deficits
 5. other conditions
 - B. developmental difference in language and linguistic development
 - C. predictors at school entry
 1. acquired proficiency in language
 - a) verbal memory
 - b) lexical and syntactic skills
 - c) overall language
 - d) phonological awareness
 - e) acquired knowledge of literacy
 - (1) reading readiness
 - (2) letter identification
 - (3) concepts of print

- f) prediction based on multiple risk factors
- II. Family-based risk factors
 - A. family history of reading difficulties
 - B. home literacy environment
 - 1. value placed on literacy
 - 2. press for achievement
 - 3. availability and instrumental use of reading materials
 - 4. reading with children
 - C. opportunities for verbal interaction
 - D. home language other than English
 - E. use of nonstandard English dialect in the home
 - F. socioeconomic status
 - III. Neighborhood, community, and school-based risk factors
 - A. neighborhood conditions
 - B. cultural and economic community
 - C. school performance

From identifying and studying these factors, the committee determined that when the factors are present, “effective preventions and early interventions can be provided throughout ... birth through grade 3” (p. 132).

Description of the Development of the Reading First Initiative

Based on the findings of the National Research Council, Congress decided to take action to combat the reading difficulties that were identified. “In 1997, Congress asked the ‘Director of the National Institute of Child Health and Human Development (NICHD), in consultation with the Secretary of Education, to convene a national panel to assess the status of research-based

knowledge, including the effectiveness of various approaches to teaching children to read”
(*National Reading Panel*, 2000, p. 1-1). The Panel was composed of, including those specified by Congress, “leading scientists in reading research, representatives of colleges of education, reading teachers, educational administrators, and parents” (pg. 1-1). Many people have argued that the National Reading Panel wrote the methods for implementation of an effective Reading First program. However, “[t]he panel was prohibited from making recommendations concerning reading instruction or policy. Its task was to review the research, determine what the research findings were, and evaluate the readiness of the field to employ on a wide scale what was found” (Chhabra & McCardle, pg. 237). Just as with medical research, the panel based its research on scientifically researched strategies. Scientifically based reading research, as defined by Reading First, is:

rigorous, systematic, and objective procedures [applied] to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties.’ Such research employs ‘systematic, empirical methods that draw on observation or experiment; involves rigorous data analyses that test stated hypotheses and justifies conclusions; relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and has been accepted by a peer reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review (*North Carolina Reading First Grant Proposal*, 2003, pg. 10).

All of the work that the panel conducted was and often had been previously open for public review, as were the meetings of the panel. They conducted public hearings in various parts of the country and maintained the highest level of professionalism to make sure that all of the research was correctly done to scientific standards.

The National Reading Panel’s results have come highly accepted in most areas of education. However, as with all research, there were criticisms offered of the NRP’s findings.

Five of the criticisms are:

[1] some important reading topics have been neglected; [2] the panel was too narrow in its research paradigm; [3] the panel should not have opposed encouraging children to read; [4] this wasn't a very good panel, it did the wrong stuff, and other people are going to mess things up; [5] the National Reading Panel Report is a fool's errand (Chhabra & McCarble, pgs. 239-261).

Although these arguments were presented, Chhabra and McCarble state that

the critics usually have not made challenges to the NRP findings—in fact, most of the critics have expressed agreement with the findings of the report. Furthermore, the few actual challenges to applying the NRP findings have been controversial even among the critics themselves and are on shaky philosophical, logical, and methodological grounds (pg. 262).

They also stated that “[t]he NRP [National Reading Panel] presented an objective review and analysis of relevant reading research studies that passed rigorous requirements for research design, research methods, and peer-reviewed publication” (pg. 7). This investigation and the presentation of the *Report of the National Reading Panel: Reports of the Subgroups to Congress* in April 2000 led to the formation of the Reading First initiative.

Reading First is a part of the *No Child Left Behind Act of 2001* and designated \$6 billion for a state grant program. Reading First grants do four things in each state that has been awarded: “[1] implement reading programs using scientifically based reading research; [2] ensure early and ongoing assessment of every child's progress using the best analytical tools; [3] provide professional development and support for teachers; [4] and help monitor reading achievement gains in grades K-3” (*No Child Left Behind: A Toolkit for Teachers*, 2004, p.37).

From research results, Reading First identifies three critical components. They include: five components to effective reading (phonemic awareness, alphabetic principle/phonics, fluency, vocabulary, and comprehension); the three-tiered scientifically-based curriculum (core, supplemental, and intervention curricula); and scientifically-based assessments (screening, diagnostic, progress monitoring, and outcome). Each of the components must be used and taught

in a systemic, explicit fashion. The implementation of Reading First included having a ninety minute uninterrupted literacy block for each classroom involved in the implementation of the program. During these ninety minutes, the skills indicated by Reading First are taught in the systematic, explicit method. The Reading First grant also specified that the teachers and administrators who were receiving funding had extensive training prior to and during the implementation of the program.

In order to receive the federal funding, each interested state education agency had to complete an extensive application and grant proposal. The applications had to include statistics from the state's assessment data, poverty statistics, and show a need for the funding. The state applications were submitted to the federal level. The U. S. Secretary of Education had to follow the legislature's mandates for reviewing the applications. The Secretary, in consultation with the National Institute for Literacy, had to:

convene a panel to evaluate applications...At a minimum the panel shall include: (i) three individuals selected by the Secretary; (ii) three individuals selected by the National Institute for Literacy; (iii) three individuals selected by the National Research Council of the National Academy of Sciences; and (iv) three individuals selected by the National Institute of Child Health and Human Development. The panel shall include: (i) experts who are competent, by virtue of their training, expertise, or experience, to evaluate application under this section; (ii) experts who provide professional development to individuals who teach reading to children and adults based on scientifically based reading research; (iii) experts who provide professional development to other instructional staff based on scientifically based reading research; and (iv) an individual who has expertise in screening, diagnostic, and classroom-based instructional reading assessments" (United States Department of Education, 1998, sec. 1203c, parts 2A& 2B).

The panel then recommended state applications to the Secretary of Education for approval or disapproval for funding.

Once the determination was made as to which states would receive the grant, the states were notified. The states then provided applications for subgrants to qualifying local educational agencies (LEA's) and schools. Eligible LEA's were defined as those

in which at least (i) 15 percent of the children served by the eligible local educational agency are from families with incomes below the poverty line; or (ii) 6,500 children served by the eligible local educational agency are from families with incomes below the poverty line” (United States Department of Education, 1998, sec. 1202c, part 2B) [and] is among the local educational agencies in the State with the highest numbers or percentages of students in kindergarten through grade 3 reading below grade level, based on the most currently available data (sec. 1208, part 1A).

Thesis Overview

In this thesis, I will explore Reading First (Scientifically Based Reading Research) and its effects on North Carolina’s curriculum and teaching practices. In Chapter 1, you have seen an explanation of Reading First, the development process, reason for its creation, and the process for applying for the Reading First grant. In Chapter 2, details of the problems with reading in North Carolina, the necessity for Reading First, and other steps North Carolina has taken to alleviate reading problems are presented. Chapter 3 introduces an in-depth look at Reading First and scientifically based reading research and its components including: effective instruction, the five tenets of reading, and assessments used in Reading First. Chapter 4 presents how the research that has been introduced by Reading First has affected reading instruction in North Carolina and made data-driven instruction a more prevalent event in all classrooms. Chapter 5 concludes this thesis by presenting ways of implementing an effective scientifically-based reading curriculum, potential arguments against implementation of this type of program, and personal insights into the effectiveness of Reading First and scientifically based reading research.

CHAPTER 2. READING IN NORTH CAROLINA

At its original submission, North Carolina was denied approval for the Reading First grant. There were revisions from reviewers that were recommended. North Carolina revised their application and in July 2003, received confirmation that it had been awarded one of the Reading First federal grants. North Carolina was “slated to receive an estimated \$153.9 million over six years” (Langan & Webb, 2003, line 1). North Carolina then issued applications to the schools in the LEAs who met the criteria specified in the legislature, as stated in Chapter 1. The LEAs completed a rigorous subgrant application process, similar to that of the state application, for the schools identified. The subgrant applicants completed a proposal that consisted of nine parts containing sixty-five questions. Most of the applications were over 100 pages in length. This was comparable with the 164 page federal grant application that North Carolina submitted. The applications then were reviewed by accredited professionals in business and education.

Problems with Reading in North Carolina

“The goal of North Carolina’s Reading First initiative is to ensure that all children learn to read well by the end of third grade” (*North Carolina Reading First Grant Proposal*, 2003, pg. 1). Even though Dr. Marilyn Adams, a national reading expert, had affirmed that North Carolina’s Language Arts Standard Course of Study was “sound and based on SBRR [scientifically based reading research],” there were problems as to how the curriculum was being followed (pg. 2).

In the grant, writers identified eight gaps that were present in North Carolina reading instruction. The following descriptions are paraphrased from pages two through seven of the state grant.

The first three gaps dealt with the problem with professional development in North Carolina. Gap one stated that there was a gap in teacher knowledge of scientifically based reading research and strategies. This gap was created due to the fact that reading workshops had been voluntary and less than five percent of the elementary reading teachers were participating. The grant stated that “North Carolina needs a coherent, consistent system and infrastructure to deliver professional development to assure that all reading instruction is based on SBRR” (pg. 3).

The second gap concerned the fact that there were too many entities being involved in professional development. The North Carolina Teacher Academy, universities, and teacher associations were all taking part in offering reading professional development. By involving all of these entities, it was difficult to ensure that everything being taught was based on scientifically based reading research.

The third gap in North Carolina reading instruction was that administrators, themselves, had not been trained in scientifically based reading research. The administrators needed to be trained so that they could support teachers as they implemented scientifically based reading research.

Although North Carolina had implemented a plan for adopting textbooks, the adoption process did not require that the textbooks be reviewed to be sure that they were based on scientifically based reading research. This led to the fourth gap identified in the grant. A process was needed to ensure that textbooks selected by teachers and administrators aligned with scientifically based reading research. Since North Carolina’s Department of Public Instruction, Division of Exceptional Children had received a State Improvement Grant from the U. S. Department of Education to improve reading skills of disabled students, it was important to be sure that these students were included in the efforts of Reading First. The fifth gap that the state

identified in its Reading First grant was the lack of coherence among departments, Reading First and Exceptional Children.

The sixth gap acknowledged was the lack of alignment between adopted textbooks and programs and the North Carolina Language Arts Standard Course of Study. This problem had to be addressed on a statewide level so that all textbooks and programs adopted would be based on scientifically based reading research. Therefore, the state had to provide technical assistance to the LEAs about the textbook and program selections so that substantive changes could be made in reading instruction.

The next gap concentrated on the trouble with assessments and student accountability in North Carolina. North Carolina had a nonstandardized K-2 Literacy Assessment in place in 1992 with revisions in 1997 and 1998. This assessment had never been tested for “reliability and validity” (pg. 5). Therefore, North Carolina had to adopt a valid and reliable assessment instrument for K-2 data collection.

The last problem in reading in North Carolina was the achievement gap. From the third through eighth grade End-of-Grade tests, the state saw a trend where there was a discrepancy in the proficiency rate between black, Hispanic, and American Indian population compared to the white population. Many teachers struggled to teach students who had initial difficulty reading. “As the standards for achievement have been raised, the level of teaching expertise has remained level, creating a gap for the at-risk population and increasing the frustration level of teachers” (pg. 6).

Prior to applying for the Reading First grant, North Carolina had implemented the Reading Excellence Act. The Act enhanced teacher opportunities for professional study about assessment, instruction, and scientifically based reading research. This initiative applied to

twenty schools in nine LEAs. This grant focused on the “development of teaching capacity through concentrated staff development in the schools with the highest level of poverty” (pg. 4). From this grant, the state realized that leadership capacity had to be increased at a local level. This grant addressed some of the problems identified earlier: leadership was not adequately trained to monitor teachers who were using scientifically based reading research; schools had not received training in how to use assessment and data to gauge instruction; and all schools did not understand how to use scientifically based reading research.

To help alleviate the gaps that were identified, North Carolina took steps to closely follow scientifically based reading research. They applied this research to: “instructional strategies; reading programs and materials; professional development for teachers and administrators; and reading assessments that serve screening, diagnostic, progress monitoring, and outcome functions” (pg. 9).

In order to further assist students, schools, and educators in low income areas, North Carolina applied for the Reading First grant to begin supporting the needy schools. Through this new federal initiative, North Carolina’s qualifying schools could use the tools and training provided by Reading First to elevate student success, teacher morale, and overall achievement.

Criteria for Applying for North Carolina’s Subgrant

In order to apply for the North Carolina Reading First subgrant, the potential LEAs and schools must meet certain criteria that were set forth by the federal committee as discussed in Chapter 1. North Carolina decided to use the standardized testing program that was already in place to help with this process. The schools selected had to have a certain percentage of students in a certain poverty level which was determined by the number of students on free and reduced lunches. The schools also had to score below a certain percentage on the end-of-grade tests. The

North Carolina Reading First Grant Proposal presented the criteria for eligibility in the following excerpt:

Student achievement was measured by the highest percentage of schools and the highest number of students in the district who scored below proficiency on the state's end-of-grade testing. Trend data were utilized by computing the mean number of students who scored below proficiency level during the past three years [2000/2001-2002/2003 school years]. The percentage of schools and the number of students were determined by identifying schools in two categories: schools with more than 50% of grade 3 students scoring below proficiency level and schools which the State Board of Education has identified "priority schools" because 50-59% of their third graders scored below proficiency. Schools that had fewer than 20 students scoring below proficiency were excluded from eligibility.

Using both indicators the four rankings were added together to produce a composite ranking which reflected the extent of poverty and a 3-year record of student achievement for all LEAs with 12% or more poverty level. The 12% poverty level was used to include all LEAs that had schools with less than 50% proficiency and/or more than 6,500 students living in poverty. The "priority school" designation produced a pool of eligible schools that appeared to exceed the proposed grant's capacity; therefore, the "priority school" designation was revised to at least 57 percent below proficiency. The pool of LEAs now includes 35 districts, or 30% of the LEAs in North Carolina, and 6 charter schools that are considered independent LEAs (pg. 38).

Table 1 presents the eligible schools and districts that North Carolina identified. It also presents the third grade EOG scores that made these schools eligible for the grant. In the last column of the table, that mean for the three years considered for eligibility has been averaged and recorded.

Reading First School Name	2000-2001 3 rd grade Reading EOG %	2001-2002 3 rd grade Reading EOG %	2002-2003 3 rd grade Reading EOG %	Avg. 3 rd grade scores for Reading First Eligibility Consideration
LEA: Anson County				
Lilesville Elementary	45.8	65.5	71.2	60.8
Morven Elementary	67.3	67.2	62.1	67.2
Wadesboro Elementary		71.2	73.3	72.3
LEA: Asheboro City				
Charles W. McCray Elementary	67.8	63.1	62.5	64.5
LEA: Kannapolis City				
Shady Brook Elementary	53.8	78.7	69.2	67.2
LEA: Lee County				
Broadway Elementary	67.0	65.5	76.9	69.8
LEA: Montgomery County				
Candor Elementary	54.6	65.8	61.5	60.6
Mount Gilead Elementary	71.4	60.0	76.9	69.4
Page Street Elementary ¹	64.3	55.0	79.6	67.3
Star-Biscoe Elementary	69.0	61.6	69.5	66.7
Troy Elementary	64.3	55.0 ¹	79.6 ¹	67.3
LEA: Thomasville City				
Liberty Drive Elementary	61.3	69.2	73.1	67.9
Thomasville Primary ²	61.3	69.2	73.1	67.9
LEA: Cumberland County				
Mae R. Williams Kindergarten ³	63.2	72.8	66.7	67.6
Manchester Elementary	63.2	72.8	66.7	67.6
Margaret Willis Elementary	54.4	65.7	54.5	58.2
Pauline Jones Elementary	27.8	42.9	51.2	40.6
Sunnyside Elementary	43.2	65.9	66.0	58.4

Table 1. 3rd grade Reading End-of-Grade test scores for eligible schools. Data taken from the North Carolina Department of Public Instruction website (www.ncpublicschools.org).

¹ Troy Elementary was a K-5 school during the 2000-2001 school year before Page Street Elementary was established. Therefore, 2000-2001 scores for Troy Elementary are listed for both schools for this year. Since Troy Elementary became a PK-2 school that is a feeder for Page Street Elementary, The 2002 and 2003 scores for Page Street are recorded for both Page Street and Troy Elementary.

² Thomasville Primary (PK-2) is a feeder school for Liberty Drive Elementary. Liberty Drive's scores account for both schools.

³ Mae R. Williams Kindergarten is a feeder school for Manchester Elementary. Manchester's scores account for both schools.

Table 1 cont.

Reading First School Name	2000-2001 3 rd grade Reading EOG %	2001-2002 3 rd grade Reading EOG %	2002-2003 3 rd grade Reading EOG %	Avg. 3 rd grade scores for Reading First Eligibility Consideration
LEA: Hoke County				
JW McLauchlin Elementary	63.5	59.6	63.6	62.2
Sandy Grove Elementary	55.4	68.0	76.6	66.7
Scurlock Elementary	57.8	54.4	66.7	59.6
South Hoke Elementary	76.1	59.6	51.2	62.3
LEA: Robeson County				
Janie C. Hargrave Elementary	78.9	58.1	58.8	65.3
Rex-Rennert Elementary	45.5	38.2	48.2	44.0
Southside/Ashpole Elementary	70.4	56.1	47.7	58.1
WH Knuckles Montessori	68.6	68.0	58.9	65.2
LEA: Scotland County				
I. E. Johnson Elementary	56.9	71.4	64.8	64.4
North Laurinburg Elementary	68.3	49.1	71.2	62.9
Pete Gardner Elementary	51.3	56.1	65.1	57.5
Scotland Accelerated Academy ⁴			80.0	80.0
Wagram Primary	63.8	64.7	72.7	67.1
LEA: Bladen County				
Bladen Lakes Primary	70.2	75.0	63.8	69.7
Booker T. Washington Primary	58.3	58.8	63.6	60.2
East Arcadia Elementary	46.4	65.7	63.3	58.5
Elizabethtown Primary	63.4	67.5	68.9	66.6
LEA: Columbus County				
Cerro Gordo Elementary	75.0	57.8	73.8	68.9
Williams Township Elementary	68.7	68.8	66.2	67.9
LEA: Duplin County				
Warsaw Elementary	55.1	50.7	50.6	52.1
LEA: Lenoir County				
LaGrange Elementary	70.8	68.8	67.6	69.1
LEA: New Hanover County				
Annie H. Snipes Elementary	60.4	59.7	85.5	68.5
Rachel Freeman Elementary	55.8	71.2	75.7	67.6
LEA: Sampson County				
Charles E. Perry Elementary	63.4	53.0	63.2	59.9
LEA: Wayne County				
Carver Heights Elementary	64.1	58.5	67.9	63.5

⁴ During the 2000-2001 and 2001-2002 school years, Scotland Accelerated Academy was grades PK-2. At Scotland Accelerated Academy, “[a]ll students are below proficiency on the K-2 assessment and parents must sign an agreement for their child to attend” (www.scsnc.org)

Table 1 cont.

Reading First School Name	2000-2001 3 rd grade Reading EOG %	2001-2002 3 rd grade Reading EOG %	2002-2003 3 rd grade Reading EOG %	Avg. 3 rd grade scores for Reading First Eligibility Consideration
School Street Elementary	54.8	73.7	67.4	65.3
LEA: Durham County				
Fayetteville Street Elementary	55.7	67.2	61.4	61.4
Glenn Elementary	50.5	69.2	65.1	61.6
Lakewood Elementary	57.1	59.5	54.3	57.0
R. N. Harris Elementary Integrated Arts & Core Knowledge Magnet School	66.2	64.9	71.4	67.5
LEA: Durham-Charter				
Carter Community Charter School	33.3	31.3	30.0	31.5
Healthy Start Academy Charter School	41.1	65.9	48.6	51.9
LEA: Franklin County				
Franklinton Elementary	53.8	61.9	73.7	63.1
Laurel Mill Elementary	56.7	64.4	69.6	63.6
Louisburg Elementary	58.6	62.7	71.0	64.1
LEA: Vance County				
Aycock Elementary	61.0	64.9	68.6	64.8
Clark Street Elementary	60.5	72.5	53.5	62.2
New Hope Elementary	44.7	66.7	68.4	59.9
Pinkston Street Elementary	50.0	70.6	64.9	61.8
LEA: Wake-Charter				
SPARC Academy	55.6	52.6	22.7	43.6
LEA: Warren County				
Mariam Boyd Elementary	63.3	59.2	70.3	64.3
Northside Elementary	63.5	55.3	66.2	61.7
South Warren Elementary	49.0	58.5	70.0	59.2
LEA: Edgecombe County				
Coker-Wimberly Magnet	64.9	68.5	53.0	62.1
Princeville Montessori	71.2	67.3	66.3	68.3
Roberson Elementary	37.0	75.8	64.5	59.1
Stocks Elementary	63.9	55.9	75.0	64.9
LEA: Halifax County				
Aurelian Springs Elementary	61.7	62.2	77.3	67.1
Bakers Elementary	53.2	48.5	60.3	54.0
Scotland Neck Primary ⁵	53.2	48.5	60.3	54.0
LEA: Hertford County				
Bearfield Primary ⁶	60.5	74.1	69.0	67.9

⁵ Scotland Neck Primary (PK-2) is a feeder school for Bakers Elementary. Bakers Elementary's scores account for both schools.

⁶ Bearfield Primary (PK-2) is a feeder school for Ahoskie Elementary. Ahoskie Elementary's scores are recorded.

Table 1 cont.

Reading First School Name	2000-2001 3 rd grade Reading EOG %	2001-2002 3 rd grade Reading EOG %	2002-2003 3 rd grade Reading EOG %	Avg. 3 rd grade scores for Reading First Eligibility Consideration
Riverview Elementary	48.5	39.0	63.7	50.4
LEA: Nash-Rocky Mount				
D. S. Johnson Elementary	67.1	67.1	61.9	65.4
Fairview Early Childhood Center ⁷	67.1	67.1	61.9	65.4
O. R. Pope Elementary	44.8	68.3	70.0	61.0
Swift Creek Elementary Magnet School	56.5	30.2	54.1	46.9
LEA: Northampton County				
Rich Square-Creecy Elementary	47.1	73.5	56.5	59.0
Squire Elementary	71.4	66.7	67.6	68.6
Willis Hare Elementary	67.4	65.2	70.0	67.5
LEA: Weldon City				
Weldon Elementary	53.0	43.7	47.0	47.9
LEA: Wilson County				
Margaret Hearne Elementary	56.7	58.8	64.6	60.0
Vick Elementary	69.4	68.2	66.7	68.1
LEA: Wilson-Charter				
Sallie B. Howard Charter School	46.8	69.0	79.5	65.1
LEA: Beaufort County				
SW Snowden Elementary	50.0	59.5	61.5	57.0
LEA: Bertie County				
Colerain Elementary	56.6	53.8	67.6	59.3
West Bertie Elementary	61.4	64.5	76.2	67.4
Windsor Elementary	57.1	42.9	75.0	58.3
LEA: Elizabeth City-Pasquotank				
P. W. Moore Elementary	55.6	63.0	57.4	58.7
Pasquotank Elementary	57.4	60.4	66.7	61.5
Sheep-Harney Elementary	71.6	63.2	55.6	63.5
LEA: Hyde County				
Mattamuskeet Elementary	50.9	64.9	66.7	60.8
LEA: Martin County				
E. J. Hayes Elementary	64.3	69.9	66.4	66.9
East End Elementary	61.4	61.3	60.3	61.0
Edna Andrews Elementary	72.2	58.7	68.4	66.4
Jamesville Elementary	84.4	65.2	54.9	68.2

⁷ Fairview Early Childhood Center only serves grades PK-K and is a feeder school for D. S. Johnson Elementary. D. S. Johnson's scores account for both.

Table 1 cont.

Reading First School Name	2000-2001 3 rd grade Reading EOG %	2001-2002 3 rd grade Reading EOG %	2002-2003 3 rd grade Reading EOG %	Avg. 3 rd grade scores for Reading First Eligibility Consideration
Williamston Primary ⁸	64.3	69.9	66.4	66.9
LEA: Pitt County				
Belvoir Elementary	55.5	82.2	57.0	64.9
GR Whitfield Elementary	57.4	80.4	69.7	69.2
LEA: Washington County				
Creswell Elementary	40.0	70.6	54.5	55.0
Pines Elementary	52.8	63.4	61.0	59.1

⁸ Williamston Primary is a PK-2 school and is a feeder for E. J. Hayes Elementary. E. J. Hayes Elementary's scores account for both schools.

CHAPTER 3. DESCRIPTION OF READING FIRST

Reading First is composed of five different elements. It involves making instruction more effective by gearing it toward the needs of the students. In order to do this, four different types of assessments play a major role in the implementation of Reading First. The instruction based on the assessments that is given must be explicit and systematic, another element of Reading First. In order to provide this effective systematic, explicit instruction, a three-tiered curriculum is utilized. In the curriculum, assessments, and instruction, the five big tenets of Reading First: phonemic awareness, alphabetic principle/phonics, fluency, vocabulary, and comprehension, must be heavily embedded. In order to prepare teachers to teach by Reading First guidelines, rigid, in-depth, and ongoing staff development is another requirement of the initiative. All of these elements are based on scientifically based reading research. North Carolina had to adhere to all of these elements when choosing the instructional material and methods to use for the schools using the money awarded from Reading First.

Effective Instruction

In the Reading First initiative, effective instruction techniques and plans have been created based on scientific reading research. Instruction must be explicit, systematic, data-driven, and include a minimum of ninety minutes of uninterrupted literacy instruction. All of the instruction in the ninety minutes of uninterrupted literacy instruction, must be based upon the scientific research pertaining to the core, intervention, and supplemental reading curricula. An acronym has been created to explain what an effective literacy instructional practice would contain. The acronym tells that “kids who struggle to read need more TIME:

- T Targeted research-based and data-driven instruction designed to meet students’ needs
- I Increased instructional support to ensure success and mastery of critical skills
- M Monitoring of individual progress over time

E Extended practice in critical reading elements based on students' needs" (VoyagerU Reading First slide show, 2005, slide 17).

Explicit and Systematic Instruction

Explicit instruction is instruction that is specific and straightforward. "The teacher reveals in an obvious and clear way to students the knowledge she is trying to communicate. She does this through demonstrations (modeling) and running commentary to students. The teacher ensures student attention to important features of an example or demonstration" by explicitly showing or telling the students the information that is important. (Gill & Kozloff, 2004, pg. 10).

Ellis, Larkin, and Worthington explained the research that validates the use of explicit instruction. The ninth principle that was presented in their report is that "students can become independent, self-regulated learners through instruction that is explicit" (pg. 22). The research presented makes the distinction between didactic instruction, which is formal and controlled, and heuristic instruction, which is formal, inquiry, discovery-oriented teaching. From the research, it was found that "[d]idactic models such as direct instruction, mastery learning, and precision teaching have been found to be superior to heuristic models, such as discovery learning, in promoting student achievement" (Ellis, Larkin, & Worthington, 2005, pg. 22).

Three areas of cognitive processing research have been shown to support the need of explicit teaching. These three areas are:

- 1) "limitations of working memory ([S]tudents have to process new material effectively in order to transfer it from working memory to long-term memory.);
- 2) importance of practice ([Students] have to elaborate, review, rehearse, summarize, or enhance the material in some way to increase the likelihood that information will be transferred to long-term memory. Students can do this through active practice.);
- 3) importance of continuous practice until student are fluent" (Ellis, Larkin, & Worthington, 2005, pg. 22).

There are also three different instructional practices that teachers must implore to students explicitly, as presented in the research cited by Ellis, Larkin, and Worthington on pages

23 to 24. First, the teachers must make the “goals, objectives, and expectations explicit.” The teachers make sure that the students know exactly what the desired outcome for their learning at particular times will be.

They must also make “instructional content explicit.” This is done by engaging students in “daily review which may include reviewing homework, relevant previous learning, or prerequisite skills. The focus of such reviews serves to activate students’ prior knowledge of relevant concepts that facilitate linkage between students’ prior knowledge and the new material.” After presenting new material explicitly, the teacher should “engage students in guided practice.” During practice, “teachers should provide explicit feedback and correctives to students.” After introducing the new material, providing guided practice, and feedback, the teacher should provide opportunities for “independent practice. This type of practice enables students to become fluent and promotes” automaticity. This practice has come to be known as the “I do. We do. You do.” method in Reading First schools.

Lastly, the teachers make “the structure of the lesson presentation explicit.” Teachers must develop “specific instructional routines and boundaries between the different segments of a lesson [that] are well-defined.” The students are accustomed to a routine and daily routines within the instructional pace.

Systematic instruction is “instruction that is given in a planned, logically progressive sequence of things to be taught” and “is guided and assessed with clearly defined objectives for everything taught”(Gill & Kozloff, 2004, pg. 9). Systematic instruction “refers to instruction that is deliberate and direct in its approach to teaching reading skills and strategies. This scope and sequence should be vertically and horizontally aligned and applied to teacher at the school”

Reading First notebook, 2005, pg. 1). As seen by its definition, systematic instruction plays an important complement to explicit instruction.

When teaching systematically, instruction is completely centered around the objective to be taught. There is always planned practice that supports the exact objective and planned work on new examples. The new examples help the students apply any previous experiences or knowledge. In systematic instruction, assessments are used to “monitor the different phases of instruction or mastery: acquisition, fluency, generalization, retention, and independence” (Gill & Kozloff, 2004, pg. 10).

Ninety Minute Literacy Block

Reading First believes in following this systematic and explicit instruction standard rigidly. In all Reading First schools, an uninterrupted ninety minutes of literacy instruction is mandated in all participating classrooms, grades kindergarten through third. During these ninety minutes, there are no interruptions due to telephone calls, visitors, scheduled electives, or other school happenings. This ninety minute block is totally dedicated to the teaching of literacy using the core and supplemental curriculums, which will be discussed next. There is also another thirty minute block of uninterrupted time during the school day that is used for the reading intervention program. The *North Carolina Reading First grant* stated that “[d]uring the reading period, teachers are directly teaching skills and strategies based on the five essential components of reading” (pg. 131).

During the ninety minutes many different forms of instruction are observed. The teacher leads whole group instruction as part of the literacy time. During this whole group time, daily phonemic awareness is done as well as a review of skills previously taught. An observer would also see new phonics and comprehension skills being taught during the whole group time. In

addition to the whole group time, small group instruction occurs. This is a time when the teacher meets with groups of no more than six students who are all on the same ability level or who need more practice in certain areas identified from assessments. During the meeting, literacy skills where this group is struggling are emphasized, reviewed, and possibly taught again. The group may also work on comprehension skills by reading a book and applying phonetic decoding skills to the reading. All of the material that is used with the small groups is closely related to the skills being used in the whole group instruction. The teacher should set a goal to meet with each group two to three times per week for this focused instruction.

While the teacher is meeting with the small group, the other students in the class are working in literacy centers. These are areas where the students are placed in pairs or small groups to work more extensively on skills that have been done during the whole class instruction. The centers include explicit games or activities that review skills previously taught. The games and activities must also have been introduced during the whole group instruction to make the operation of the center and small group time more effective. Some of the centers that may be included are overhead, listening, fluency, reading, vocabulary, and computer. One focus when organizing the centers is to be sure each of them addresses the five components of reading that are addressed in the core program.

Three-tiered Curriculum

During the ninety minute block of instruction, the teacher uses two scientifically research-based programs, the core and supplemental curricula, to teach the required components of Reading First. The third curriculum, intervention, comes in a separate thirty minute block of time. The three-tiered reading model is “a prevention model designed to meet the instructional needs of all young readers.” The model provides for these needs by identifying “struggling

readers before they fall behind” and providing “struggling readers with support throughout the first four years of schooling” (VoyagerU Reading First slideshow, 2005, slide 15).

The core reading curriculum “is the primary instructional tool that teachers use to teach children to learn to read and ensure they reach reading levels that meet or exceed grade-level standards. A core program should address the instructional needs of the majority of students in a respective school or district” (Kame’enui & Simmons, 2003, pg. 1). In the past, core reading programs that have been used are also known as basal reading programs. The core program should be carefully planned because

[t]eaching reading is far more complex than most professionals and laypersons realize. The demands of the phonologic, alphabetic, semantic, and syntactic systems of written language require a careful schedule and sequence of prioritized objectives, explicit, strategies, and scaffolds that support students’ initial learning and transfer of knowledge and skills to other contexts (*Core Reading Programs*, 2003, pg. 1).

When choosing a core reading program, Kame’enui & Simmons give four criteria that should be addressed:

1. Does the program have evidence of efficacy established through carefully designed experimental studies;
2. Does the program reflect current and confirmed research in reading;
3. Does the program provide explicit, systematic instruction in primary grades (K-3) in the following dimensions:
 - phonemic awareness (grades K-1)
 - phonics/decoding
 - vocabulary
 - comprehension (listening and reading),
4. Was the program tested in schools and classrooms with similar demographic and learner profiles as your school? (pg. 3).

The core program is the curriculum used during whole group instruction and small group reading during the ninety minute literacy block.

North Carolina adopted five different core programs from which the Reading First LEAs could choose. The core curricula programs must offer staff development for those teachers in

Reading First schools, as will be discussed later. These five core curricula included: Harcourt, Houghton Mifflin, McGraw Hill, Open Court, and Scott Foresman. Table 2 presents the total number of LEAs that chose each program.

In addition to the core curriculum, Reading First schools must also implement the use of a supplementary curriculum. The supplementary curriculum is used to “fill gaps in a core reading program” and provide “highly focused instruction some students need on certain skills” (Gill & Kozloff, 2004, pg. 6). It is extremely important to be sure that the supplemental curriculum is highly compatible with the core curriculum. Both of the programs must be carefully aligned to teach and review the same and previous skills during the same time period. Many publishers realized this and created supplemental curricula to be compatible with their core reading programs.

North Carolina also offered Reading First schools a choice of which supplemental program they would use. The supplemental programs were all evaluated on the quality of instruction that they provided in the five components of reading, described later in this chapter, and the requirements that the programs had in the areas of testing, grouping size, and lesson length. In offering all of the supplemental choices, North Carolina included technology-based programs that were presented on computers, not by a live teacher. These programs were also evaluated by the same criteria as the teacher-led programs. Table 3 presents all of the supplemental programs, both book- and technology-based, that North Carolina approved for Reading First schools.

The last program that Reading First requires for schools receiving the grant to use is the intervention curriculum. “Intervention programs are designed to meet the needs of students with so little background knowledge or so much difficulty learning to read that they need specially

North Carolina Core Reading Curricula	LEA's Core Choices
Harcourt	Anson County
	Asheboro City
	Robeson County
	Scotland County
	Bladen County
	New Hanover County
	Duplin County
	Lenoir County
	Charter Schools (Healthy Start, SPARC Academy, Carter Community)
	Warren County
	Halifax County
	Weldon City
	Wilson County
	Houghton Mifflin
Lee County	
Montgomery County	
Thomasville City	
Cumberland County	
Hoke County	
Columbus County	
Duplin County	
Lenoir County	
Vance County	
Charter School (Sallie B. Howard)	
Edgecombe County	
Bertie County	
Hyde County	
Pitt County	
McGraw Hill	Hertford County
Open Court	Wayne County
	Franklin County
	Nash-Rocky Mount
	Beaufort County
Scott Foresman	Durham County
	Northampton Schools
	Elizabeth City/Pasquotant
	Martin County

Table 2. North Carolina Reading First approved core curricula. (Adapted from <http://www.ncpublicschools.org/readingfirst/programs/core/list>).

Program Name/ Publisher	Designated Grade Level(s)	Reading Components					Program Requirements			
		PA	Ph	F	V	C	PT	PM	GS	Daily Lesson Length
Great Leaps Reading/ Diarmuid	K-3			*			Y	Y	In.	5-7 mins.
Phonemic Awareness in Young Children/ Brooke Publishing	K	*					Y	Y	Sm.	15-20 mins.
Elements of Reading: Vocabulary/ Steck-Vaughn	K-3				*		NA	Y	WG	30 mins.
Language!	K-3	*	*	*	*	*				
SRA Reading Mastery and Corrective Reading	K-3	*	*	*	*					
Wilson Reading	K-3	*	*	*		*				
Success for All	K-3	*	*	*						
Lightspan Early Reading Program	K-3	*				*				
Early Reading Program	1	*				*				
The Literacy Center (! and paper)	K-2	*	*							
Quick Reads/ Pearson Learning (! and paper)	K-3			*	*	*	Y	Y	In/ Sm	15 mins
Road to the Code/ Paul H. Brookes Publishing	K,1	*	*							
Early Reading Intervention/ Scott Foresman	K,1	*	*	*	*					

Table 3. North Carolina Reading First approved supplemental curricula. (Adapted from <http://www.ncpublicschools.org/readingfirst/programs/supplemental.>)

Table 3 cont.

Program Name/ Publisher	Designated Grade Level(s)	Reading Components					Program Requirements			
		PA	Ph	F	V	C	PT	PM	GS	Daily Lesson Length
Passport/Voyager	K-3			*	*	*				
Destination Reading/ Riverdeep (!)	K-3	*	*	*	*	*	NA	Y	In/ Sm	20 mins.
Earobics Literacy Launch/Cognitive Concepts (!)	K-3	*	*	*	*	*	NA	Y	In/ Sm	In: 20 mins 3x per week Sm: 25-30 mins per day
Focus Reading & Language Program/Plato	K-3	*	*	*	*		NA	Y	In/ Sm	In(!): 35 min per week Sm (Class Kit): 50 mins 4x per week
Headsprout Early Reading/ Headsprout	K-2	*	*	*	*	*	NA	Y	In	20 mins 3x per week
Waterford Early Reading Systems/Pearson Learning	K-3	*	*	*	*	*	Y	Y	In	30 mins.
Lightspan Early Reading Program	K-3	*				*				
Soar to Success	3			*		*				
First Grade PALS/Sopris West	1	*	*	*			NA		Sm	35 mins 3x per week for 16 weeks
Early Success (! and paper)	2			*	*	*				
Read, Write, and Type Learning System/Riverdeep	1-3	*	*	*			NA	Y	In/ Sm	30-60 mins 3x per week

Table 3 cont.

Program Name/ Publisher	Designated Grade Level(s)	Reading Components					Program Requirements			
		PA	Ph	F	V	C	PT	PM	GS	Daily Lesson Length
Read Naturally/Read Naturally, Inc.	2-3			*		*	Y	Y	In	30 mins. 3x per week
Soliloquy Reading Assistant/ Soliloquy Learning, Inc.	2-3			*	*	*	NA	Y	In	15 mins

<p>Key:</p> <p>PA=Phonemic Awareness Ph=Phonics</p> <p>F=Fluency V=Vocabulary</p> <p>C=Comprehension PT=Placement Testing</p> <p>PM=Progress Monitoring</p> <p>*=meets criteria for component</p> <p>Y=Yes</p> <p>NA=Information not available</p> <p>In=Individual grouping</p> <p>Sm=Small grouping (3-6 students)</p> <p>WG=Whole group</p> <p>!=Technology-based program</p>
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designed instruction and special, additional time for instruction” (Gill & Kozloff, 2004, pg. 6). Intervention programs are to be used with the lowest performing five percent of the class. Of course, these students are initially assigned to intervention groups based on their results during screening testing. However, the intervention group may change throughout the year depending upon the diagnostic assessments and progressing monitoring. Students may work out of the group as they grasp the skills that they were lacking and students may be assigned to the group as they begin struggling with skills being introduced during the core and supplemental instruction.

As stated earlier, the intervention time is a thirty minute instructional block of time outside of the ninety minutes of literacy instruction. “The purpose of providing extra instructional time is to help children achieve levels of literacy that will enable them to be successful through their school careers and beyond” (*North Carolina Reading First: 1st grade presenter guide and handouts*, 2005, sec. 7, pg. 3). Each intervention group is not to exceed six students so that maximum, individualized instruction may be provided to these low-achieving students.

As with supplemental programs, intervention programs should be carefully correlated with the core reading program. They must intensively review the skills that are introduced in the core program, in addition to providing very basic literacy skills, which is where most of the intervention students have trouble. Publishers have also made intervention programs to highly correlate with their core programs.

North Carolina provided an extensive list from which qualifying schools could choose. They were analyzed on the same criteria that the supplemental programs were analyzed. Table 4 presents the intervention programs approved for use by North Carolina Reading First schools.

Program Name/ Publisher	Designated Grade Level(s)	Reading Components					Program Requirements			
		PA	Ph	F	V	C	PT	PM	GS	Daily Lesson Length
Fundations/ Wilson Language Training Corp.	K-3	*	*	*	*		NA	Y	In	30-45 mins
Language for Learning/SRA	K				*		Y	Y	Sm	30 mins
Phono Graphix/ Read America	K-3	*	*				NA	NA	Sm	30-45 mins
Reading Mastery or Reading Mastery Plus/ SRA	K-3	*	*	*	*	*	Y	Y	Sm	30-45 mins
Early Reading Intervention/Scott Foresman	K,1	*	*	*	*		Y	Y	Sm	30 mins
Language!	K-3	*	*	*	*	*				
SRA Reading Mastery and Corrective Reading	K-3	*	*	*	*					
Wilson Reading	K-3	*	*	*		*				
Spell Read P.A.T./Spell Read	K-3	*	*	*		*	Y	Y	Sm	60-90 mins
Lightspan Early Reading Program	K-3	*				*				
The Literacy Center	K-2	*	*							
Quick Reads/ Pearson Learning	K-2			*		*				
Road to the Code/ Paul H. Brookes Publishing	K-2	*	*							

Table 4. North Carolina Reading First approved intervention curricula. (Adapted from <http://www.ncpublicschools.org/readingfirst/programs/technology> and <http://www.ncpublicschools.org/readingfirst/programs/intervention>.)

Table 4 cont.

Program Name/ Publisher	Designated Grade Level(s)	Reading Components					Program Requirements			
		PA	Ph	F	V	C	PT	PM	GS	Daily Lesson Length
Passport/Voyager	K-3	*	*	*	*	*				
Early Success	K-3			*	*	*				
Great Leaps Reading/ Diarmuid	1-3			*			Y	Y	In	5-7 mins
Corrective Reading/SRA	3	*	*	*	*		Y	Y	Sm	45 mins
Soar to Success	3			*		*				

Key:	
PA =Phonemic Awareness	Ph =Phonics
F =Fluency	V =Vocabulary
C =Comprehension	PT =Placement Testing
PM =Progress Monitoring	
*=meets criteria for component	
Y =Yes	
NA =Information not available	
In =Individual grouping	
Sm =Small grouping (3-6 students)	

Five Tenets of Reading First

After analyzing the research described in Chapter 1, the legislature decided that the results that were presented should be formed into an entire initiative, known to us as Reading First. Another component of Reading First identified as necessary was the five tenets of reading instruction.

Phonemic Awareness

“Phonemic awareness is the ability to notice, think about, and work with the individual sounds in spoken words” (Armbruster, Lehr, & Osborn, 2001, pg. 2). “Students need to have a strong understanding of spoken language before they can understand written language” (Fitzpatrick, 1997, pg. 5). Research has shown that phonemic awareness is one of the best predictors of whether students will be reading on grade level by the end of third grade.

Intelligence and verbal reasoning ability do not predict reading success in the beginning stages as well as decoding skills do. In fact, new data show that 80% of the variance in reading comprehension at the first-grade level is accounted for by how well students sound out words and recognize words out of context (Moats, 2000, pg. 9).

When instructing in phonemic awareness, it is not necessary to show the students letters. Phonemic awareness only includes the understanding that words are made of individual sounds, or phonemes. Phonemes are the smallest parts of sounds in spoken words. They are the “small units of speech that correspond to letters of an alphabetic writing system” (Adams, Beeler, Foorman, and Lundberg, 1998, pg. 1). “The significance of phonemic awareness lies not in the ability to recognize differences in sounds (phonemes), but in knowing these sounds are manipulative elements of our language” (Fitzpatrick, 1997, pg. 5). For example, students can show their understanding of phonemic awareness by doing activities dealing with identifying and working with individual phonemes in spoken words such as:

recognizing which words in a set of words begin with the same sound (“Bell, bike, and boy all have /b/ at the beginning.); isolating and saying the first or last sound in a word (“The beginning sound of dog is /d/. “The ending sound of sit is /t/.); combining, or blending, the separate sounds in a words to say the words (/m/ /a/ /p/--map); and breaking, or segmenting, a word into is separate components (up—/u/ /p/) (Armbruster, Lehr, & Osborn, 2001, pg. 2).

Phonemic awareness also consists of rhyme, syllabication, onset-rimes, phoneme deletion and addition, and phoneme substitution. Rhyme is when words sound alike at the end, such as cat and bat. Syllabication entails breaking words down into their different syllables, or “word or part of one that consists of a single vocal impulse, usually consisting of one or more vowels or consonants” (*Webster’s Dictionary*, 1997, pg. 305). An example of syllabication is that the word dinosaur contains three syllables: di-no-saur. An onset is the part of the words that is at the beginning of the word and does not contain the vowel. The rime of a word is the part of the word that includes the vowel and the letters that follow it. In the word “swim,” sw- is the onset and –im is the rime. Phoneme deletion includes activities where students are presented with a word and then asked to take one of the sounds away from the word. For example, asking a child to say “fright” without the /f/ to make “right” or “mend” without the /d/ to make “men” is phoneme deletion. Asking children what the word would be if you added /s/ to the beginning of “mart” and them replying “smart” would show that they had an understanding of phoneme addition. To prove that children understand phoneme substitution, they could be asked what the new word would be if the/d/ in rid was changed to /g/. If the children replied, “Rig,” it would be known that they had a grasp of phoneme substitution.

Phonemic awareness is also important to reading success because it is one of the areas of language where differences can occur daily and in different places. “Part of the difficulty in acquiring phonemic awareness is that, from word to word and speaker to speaker, the sound of any given phoneme can vary considerably. These sorts of variations in spoken form that do not

indicate a difference in meaning are referred to as allophones of a phoneme” (Adams, Beeler, Foorman, & Lundenberg, 1998, pg. 3). By having adequate training in the instruction phonemic awareness, effective teachers can help children have the capability of communicating with others of the same language.

Children pass through stages of language acquisition—babbling, one-word utterances, two-word strings, sentence—as if they were somehow programmed to acquire language and to speak. Although all the stages of language acquisition involve phonemes, children can pass through all these stages without having acquired phonemic awareness. Children have a predisposition to acquire language; they do not have a predisposition to develop phonemic awareness. Without instructional support, phonemic awareness eludes about 25 percent of middle-class first graders and significantly more children who come from less literacy-rich backgrounds (VoyagerU, *Reading academy module 2*, 2005, pg. 5).

Therefore, there is a certain sequence in which phonemic awareness must be taught in order to be effective, as shown in Figure 1. The “Tiers of Phonological Skills” refers to those skills needed to be successful in phonemic awareness. In order to succeed at developing the higher skills in the tiers, a reader must master the lower skills. For example, “Awareness in Gross Differences,” is the “very basic phonological awareness skill [which] involves both word and sound discrimination. Activities might ask children to tell if two words or sounds are the same or different” (pg. 17). As a result, this must be taught well in advance of phoneme manipulation. Phoneme manipulation, “adding, deleting, substituting, and switching sounds in words” should only be taught “[w]hen you have confirmed that children can segment and blend the sounds in spoken words” (pg. 17). Research has shown that “[c]hildren should be engaged in direct instruction in phonemic awareness for 10 to 15 minutes every day. Phonemic awareness skills should be taught explicitly. Skills should be modeled before children are asked to perform a task. Working with small groups is more effective than working with the entire class” (VoyagerU, *Reading academy module 2*, 2005, pg. 16). This instruction must be explicit and systematic at all times.

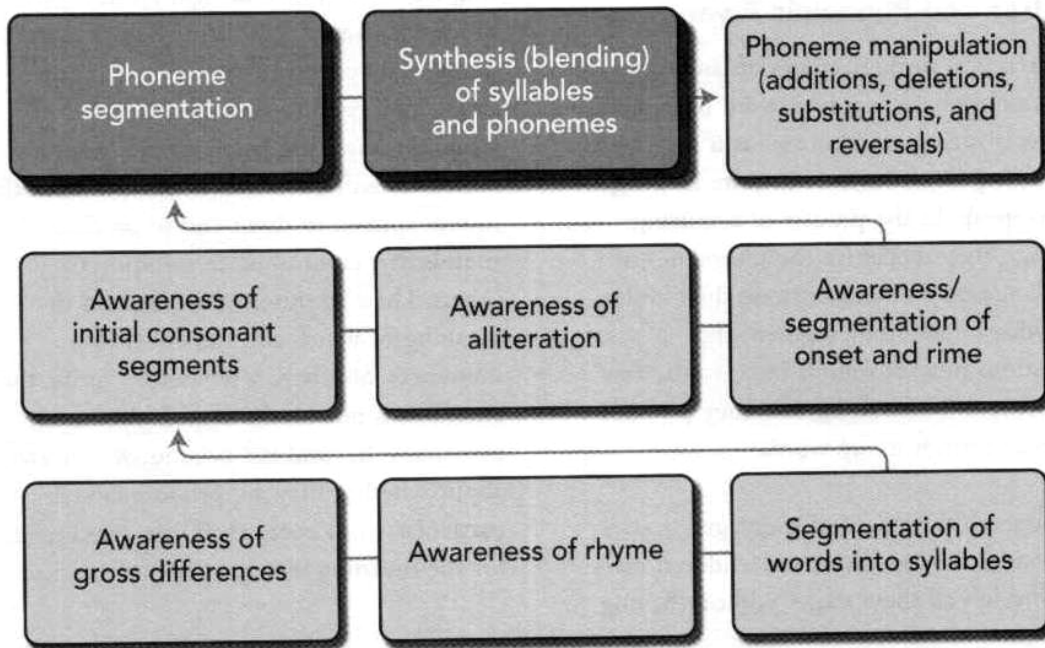


Figure 1. Tiers of Phonological Skills (VoyagerU, *Reading academy module 2*, 2005, pg. 6)

Instruction in phonemic awareness is just one step in assuring that phonemic awareness is developed. A student must also be assessed and intervention given when assessments reveal that the student is struggling in grasping this skill. If a student is assessed and shown to be having trouble with one part of phonemic awareness, the student must master that tier before proceeding to the next tier. If this does not happen, the student will likely not have a handle on phonemic awareness. Figure 2 shows how an effective process of teaching phonemic awareness would proceed. The steps and description of what effective intervention and assessment are is described later in this chapter.

Alphabetic Principle and Phonics

In addition to phonemic awareness, Reading First requires instruction in phonics. Many people often get phonemic awareness and phonics confused. However, they entail different components. “Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language” (Armbruster, Lehr, & Osborn, 2001, pg. 12). “Like phonemic awareness, phonics is a critical foundational skill for reading an alphabetic language. Together they are the keys to understanding the relationship between spoken language and written language” (VoyagerU, *Reading Academy module 3*, 2005, pg. 5). Regardless of the label, the goal of phonics instruction is to help children learn and use the alphabetic principle—the understanding that there are systematic and predictable relationships between written letters and spoken words” (Armbruster, Lehr, & Osborn, 2001, pg. 12). Phonics instruction is one of the defining areas that differentiates from other reading programs and programs centered on scientifically based reading research. The National Reading Panel, in its *Report of the Subgroups*, presented research from the comparison of systematic phonics instruction and other

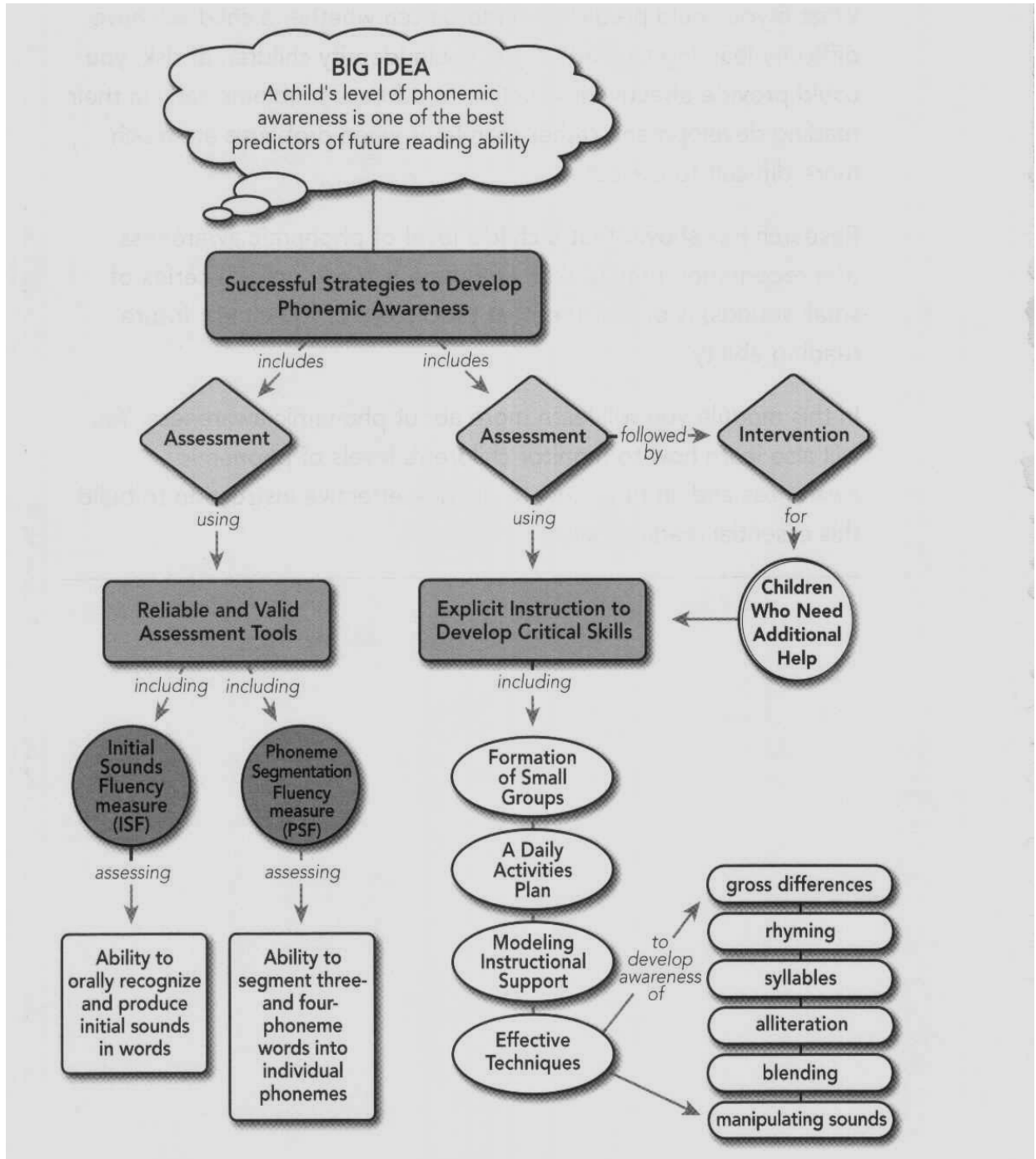


Figure 2. Big Idea: Phonemic Awareness (VoyagerU, *Reading academy module 2*, 2005, pg. 2)

forms of non-phonics reading instruction: whole-language, basal programs, and sight word programs.

In systematic phonics programs, “a planned, sequential set of phonic elements” are taught “explicitly and systematically” (pg. 2-89). They also made a distinction between systematic phonics instruction and nonsystematic phonics by stating that systematic phonics instruction not only includes the identification of a full array of major letter-sound correspondences

between consonant letters and sounds, but also short and long vowel letters and sounds, and vowel and consonant digraphs (e.g., oi, ea, ou, sh, ch, th). Also, it may include blends of letter-sounds that recur as subunits in many words, such as initial blends (e.g., st, sm, bl, pr), and final stems (e.g., -ack, -end, -ill, -op). Learning vowel and digraph spelling patterns is harder for children; therefore, special attention is devoted to learning these relations. It is not sufficient just to teach the alphabetic system. Children need practice in applying this knowledge in reading and writing activities. Programs [that use systematic phonics instruction] provide practice in various ways. Phonics programs may teach children decoding strategies that involve sounding out and blending individual letters and digraphs, or pronouncing and blending larger subunits such as initial blends and final stems of words. Programs may have children write their own text using the letter-sounds taught and then have children read this own or others’ stories (pg. 2-99).

The panel also described the programs that used non-phonics based instruction:

In whole-language programs, the emphasis is upon meaning-based reading and writing activities. Phonics instruction is integrated into these activities but taught incidentally as teachers decide it is needed. Basal programs consist of a teacher’s manual and a complete set of books and materials that guide the teaching of beginning reading. Some basal programs focus on whole-word or meaning-based activities with limited attention to letter-sound constituents of words and little or no instruction in how to blend letters to pronounce words. In sight word programs, children begin by building a reading vocabulary of 50 to 100 words, and then later they learn about the alphabetic system (pg. 2-90).

The panel had control groups from varying ages and grades that used the non-phonics programs and experimental groups that were taught using scientifically based systematic phonics instruction. The panel found that

when phonics instruction is introduced and taught in kindergarten or 1st grade to readers who have littler reading ability, it produces a larger effect than when phonics is introduced in grades above 1st grade with readers who have already acquired some

reading skills. Results...show that, among kindergarteners and 1st graders, phonics instruction produced significant growth in all six outcome measures [decoding regular words, decoding pseudowords, reading miscellaneous words, spelling words, reading text orally, comprehending text] whose effect sizes were statistically greater than zero (pg. 2-115).

From reviewing this research, Armbruster, Lehr, and Osborn summarized that effective programs offer phonics instruction that:

- helps teachers explicitly and systematically instruct students in how to relate letters and sounds, how to break spoken words into sounds, and how to blend sounds to form words;
- helps students understand why they are learning the relationship between letters and sounds;
- helps students apply their knowledge of phonics as they read words, sentences, and text;
- helps students apply what they learn about sounds and letters to their own writing;
- can be adapted to the needs of individual students, based on assessment;
- includes alphabetic knowledge, phonemic awareness, vocabulary development, and the reading of text, as well as systematic phonics instruction (pg. 16).

Since all necessary phonics skills cannot be taught in kindergarten and 1st grade, the systematic and explicit phonics instruction must continue throughout the school career. Since Reading First only mandates this instruction in kindergarten through third grades, a summary in Table 5 shows how phonics instruction progresses through these specific four grades, the benchmarks for the skills by the end of the school year, and high priority skills for the particular grade level.

Vocabulary

Another critical, and required, component of Reading First is the development of students' vocabulary. "Vocabulary refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary [words that we use in speaking or recognize in listening] or reading vocabulary [words we recognize or use in print]" (Armbruster, Lehr, & Osborn, 2001, pg. 34). For years, many teachers have taught vocabulary

Phonics Skills		Months of the School Year								
		1	2	3	4	5	6	7	8	9
Kindergarten	Letter-Sound Knowledge									
	Matches letter to sound		■	■	■	■	■	■		
	*Says the most common sound associated with individual letters		■	■	■	■	■	■	■	
	Decoding (Sounding Out Words)									
	*Blends letter-sounds in one-syllable words									**
	Sight Word Reading									
	Recognizes some words by sight						■	■	■	■
First Grade	Letter-Sound Knowledge									
	*Produces letter-sound correspondences in one second	■	■	■						
	*Produces sounds of common letter combinations			■	■	■	■			
	Decoding (Sounding Out Words)									
	*Decodes words with consonant blends		■	■	■					
	*Decodes words with letter combinations			■	■	■	■	■		
	*Reads regular one-syllable words fluently						■	■	■	■
	Reads words with common word parts					***	■	■		
Sight Word Reading										
*Reads common sight words automatically			■	■	■	■	■			
Second Grade	Letter-Sound Knowledge									
	*Produces diphthongs and digraphs	■	■							
	Decoding (Sounding Out Words)									
	*Uses advanced phonic elements to recognize words	■	■	■	■					
	Reads compound words, contractions, possessives, inflectional endings			■	■	■	■			
	*Reads multisyllabic words					■	■	■		
Sight Word Reading										
*Reads an increasing number of sight words accurately	■	■	■	■	■	■	■	■	■	

Table 5. Phonics Instructional Priorities (adapted from VoyagerU, *Reading academy module 3*, pgs. 33-36).

Table 5 cont.

Phonics Skills		Months of the School Year								
		1	2	3	4	5	6	7	8	9
Third Grade	Decoding and Word Recognition									
	*Produces common word parts									
	*Reads regular multisyllabic words									
	Reads compound words, contractions, possessives, inflectional endings									
	Uses word meaning and sentence order to confirm decoding efforts									
	Uses word-structure knowledge to recognize multisyllabic words									
	Sight Word Reading									
	Increases sight words read fluently									

* High-priority skill

**Benchmark for this skill, 20 letter-sounds per minute, should be reached by the end of the school year.

***Benchmark for this skill, 50 or more letter-sounds per minute, should be reached by the middle of the school year.

using literature and the context clues contained in the literature. Their instructional practice is based on three misconceptions about direct vocabulary instruction:

- 1) words are learned from context;
- 2) school-aged youngsters are successfully adding words to their vocabularies;
- 3) instruction must focus on learning vocabulary for context because there are just too many words to teach to get the job done through direct instruction (Beck, Kucan, & McKeown, 2002, pg. 3).

However, research has shown that students do not necessarily understand the meanings of words just by using context clues. It is not a good practice to assume “that children will be successful at learning words through reading without guidance and intervention” from the teacher (VoyagerU, *Reading academy module 6*, 2005, pg. 9). In order to develop children’s vocabulary, it is necessary to have three elements in the classroom:

- building a word-rich environment through the use of the classroom labeling and word walls, making word learning a part of every day, and encouraging children to engage in wide reading;
- modeling good word-learning behaviors through active or personalized learning and using multiple sources of information;
- helping children become independent word learners by teaching them to use context to infer word meaning, to use word parts to analyze meaning, and to use reference materials such as a dictionary (VoyagerU, *Reading academy module 6*, 2005, pg. 19).

It is necessary to be sure to have direct instruction in vocabulary because “vocabulary is the glue that hold stories, ideas, and content together...making comprehension accessible for children” (North Carolina Reading First 1st grade presenter guide & handouts, 2005, sec. 5, pg. 3).

Readers must know the meanings of the words they are reading to be able to comprehend the content they are reading.

One study demonstrated that vocabulary size in kindergarten effectively predicts reading comprehension in the middle elementary years. Another reveals that orally tested vocabulary at the end of first grade is a significant predictor of reading comprehension 10 years later. Still another study discovered that third-grade students with restricted vocabularies have declining comprehension scores in the later elementary years” (VoyagerU, 2006, pg. 3.)

Direct instruction in vocabulary can begin with teaching affixes (suffixes and prefixes) and their meanings and extend to teaching whole words and meanings. Table 6 shows the most frequently used affixes in printed school English that are necessary to be taught for better vocabulary development.

Fluency

Fluency is the fourth component required by Reading First. “Fluency is the ability to read a text accurately and quickly” (Arembruser, Lehr, & Osborn, 2001, pg. 22). Many people often think that fluency is only reading quickly. As seen in the definition, reading quickly is one part of fluency. In addition to not fully understanding the concept of fluency, many people often confuse fluency and automaticity. “Automaticity and fluency are not the same thing.

‘Automaticity refers only to accurate speedy word recognition, not to reading with expression’” (North Carolina Reading First: 1st grade presenter guide & handouts, 2005, sec. 4, pg. 5).

Fluency involves reading accurately, and adds in reading with expression, or prosody. Fluency is an important step in reading comprehension.

A recent large-scale study by the National Assessment of Educational Progress (NAEP) found that 44% of a representative sample of the nation’s fourth graders were low in fluency. The study also found a close relationship between fluency and reading comprehension. Students who scored lower on measures of fluency also scored lower on measures of comprehension, suggesting that fluency is a neglected reading skill in many American classrooms, affecting many students’ reading comprehension (pg. 23).

In order to read fluently, a student must be able to use the other three components that have been described: phonemic awareness, alphabetic principle and phonics, and vocabulary.

Rank	Prefix	% of all prefixed words	Suffix	% of all suffixed words
1	un-	26	-s, -es	31
2	re-	14	-ed	20
3	in-, im-, il-, -ir (not)	11	-ing	14
4	dis-	7	-ly	7
5	En-, em-	4	-er, -or (agent)	4
6	non-	4	-ion, -tion, -ation, -ition	4
7	in-, -im, (in)	3	-able, -ible	2
8	over-	3	-al, -ial	1
9	mis-	3	-y	1
10	sub-	3	-ness	1
11	pre-	3	-ity, -ty	1
12	inter-	3	-ment	1
13	fore-	3	-ic	1
14	de-	2	-ous, -eous, -ious	1
15	trans-	2	-en	1
16	super-	1	-er (comparative)	1
17	semi-	1	-ive, -ative, -tive	1
18	anti-	1	-ful	1
19	mid-	1	-est	1
20	under- (too little)	1	-est	1
	All others	3		7

Table 6. “The most frequent affixes in printed school English” (adapted from *North Carolina Reading First 1st grade presenter guide*, sec. 5, pg. 13).

The words that are not easily recognized by sight (vocabulary) can be quickly decoded, thus making the student a more fluent reader.

Research has identified six ways that a teacher can help students develop reading fluency:

- Model fluent reading.
- Provide feedback and instruction.
- Provide support for readers.
- Plan for repeated readings of a text.
- Help children “chunk” text.
- Provide easy reading materials (VoyagerU, *Reading academy module 5*, 2005, pg. 14).

One important thing that teachers should understand is that it is acceptable for children to reread texts after they have proven that they could comprehend the text. These rereading will help the students develop as more fluent readers. Reading individual words, especially if these words are nondecodable words, in a given amount of time also allows for students to become more fluent.

Fluent readers “focus their attention on making connections among the ideas in a text and between these ideas and their background knowledge. Therefore, they are able to focus on comprehension.” However, less fluent readers “must focus their attention primarily on decoding individual words. Therefore, they have little attention left for comprehending the text” (Armbruster, Lehr, & Osborn, 2001, pg. 22).

Comprehension

Comprehension is the ultimate goal for all of the components of Reading First.

Comprehension is “the complex cognitive process involving the intentional interaction between reader and text to extract meaning” (VoyagerU, *Reading academy module 7*, 2005, pg. 5).

Even teachers in primary grades can begin to build the foundation for reading comprehension. Reading is a complex process that develops over time...emphasize text comprehension from the beginning, rather than waiting until students have mastered ‘the basics’ of reading...Beginning readers, as well as more advanced readers, must

understand that the ultimate goal of reading is comprehension” (Armbruster, Lehr, & Osborn, 2001, pg. 55).

As seen in the definition, comprehension is a complex process. “Comprehension instruction is more than just asking questions to assess student understanding” (*North Carolina Reading First: 1st grade presenter guide and handouts*, 2005, sec. 6, pg. 15). “It cannot be assumed because children have mastered the basics of reading, they will automatically acquire the ability to comprehend” (VoyagerU, *Reading academy module 7*, 2005, pgs. 5-6). Students must be taught how to access prior knowledge about themselves, the words, and other text, to relate to text while they are reading. They must also be taught skills, such as summarizing, in order to be able to retell a story. While they are reading, students must also be taught to use questioning techniques to be sure they are understanding what they read. If they are taught this skill effectively, they will realize when they need to go back and reread or use other reading strategies for understanding. In addition, students who can comprehend efficiently can visualize what they are reading and make inferences about the text.

As they are reading, effective readers who comprehend well use all kinds of different strategies to monitor their reading. They use strategies to sound out words that they have difficulty pronouncing. They also analyze words for word parts and meanings. They may read a sentence to be sure it makes sense and looks for clues to what a word may be.

Text comprehension is important because comprehension is the reason for reading. Text comprehension is purposeful” and “active. Text comprehension can be developed by teaching comprehension strategies. Text comprehension can be taught through explicit instruction, through cooperative learning,” and “by helping readers use strategies flexibly and in combination” (Armbruster, Lehr, & Osborn, 2001, pg. 57).

Reading First Assessments

To monitor how well students are achieving the five components of reading and to assess how well the three-tiered curricula are working, assessments have to be given at different times.

The assessments help inform the Reading First instruction. In Reading First, four different kinds of assessments are used. Each assessment serves different functions. The four assessments include: screening, diagnostic, progress monitoring, and outcome assessments. All of the assessment instruments used for these assessments must:

(1) provide valid information (information on the skills that need to be measured); (2) be appropriate for students' age and grade level; (3) be reliable (different users would get about the same data with the same students); (4) be relatively easy to use; and (5) provide objective information (e.g., 100 correct words per minute) rather than impressions ("Sally reads pretty accurately and quickly.") (Gill & Kozloff, 2004, pg. 9).

Screening assessments "provide information about which students may be at risk of reading failure by measuring abilities on concepts that are predictive of future reading success" (United States Department of Education, 2005, pg. 2). "They are a "first alert" that a child will need extra help to make adequate progress in reading during the year" (Torgesen, retrieved 2005, pg. 1). These assessments are usually "done when students enter a beginning reading program or at the start of the year. The function is to determine whether a student has the entry skills (e.g., knowledge of the alphabet, phonemic awareness, and vocabulary)" so that they may successfully continue in the reading program or require intervention so they can eventually be successful in the program (Gill & Kozloff, 2005, pg. 7). The screening assessment that North Carolina chose for its Reading First schools to use is the Texas Primary Reading Inventory, or TPRI. This assessment "was developed by the University of Texas and is a valid and reliable assessment tool that provides a comprehensive picture of a student's reading/language arts development" (*TPRI & Fluency*, retrieved 2005, pg. 1). The version of TPRI that North Carolina chose for its schools is a technology based program. All of the assessments are scored by the teacher on a hand-held PDA while the students perform the tasks on magnetic boards with letters and booklets. TPRI is given to students in grades one through three at the beginning, middle, and end of the school

year. It is given to kindergarten students only in the middle and at the end of the school year. It has nine different inventories (tasks) that students perform. If a task is too difficult for the student being tested, TPRI automatically assigns the student a “still developing score” in this task. It does not test the student on any of the following skills that are considered more complex. The tasks on the TPRI screening portion are based on phonemic awareness and phonics/letter manipulation.

If children show a deficit in the screening assessment, it is necessary to identify exactly where the deficits are. Diagnostic assessments “pinpoint specific areas in which a student identified as at-risk [from the screening assessment] may need instructional intervention in order to be successful” (United States Department of Education, 2005, pg. 2). They are also “designed to provide a more precise and detailed picture of the full range of a child’s knowledge and skill so that instruction can be more precisely planned” (Torgesen, retrieved 2005, pg. 1). TPRI that North Carolina chose for its screening assessment also serves as its diagnostic assessment because it allows the teacher to see in which areas the student needs intervention.

Progress monitoring assessments are ongoing throughout the school year. They “measure skills gained over time so that progress toward a specific grade-level goal can be measured” (United States Department of Education, 2005, pg. 2). These assessments are important because they help guide the instruction during the year. For example, when grouping students into ability-level reading groups, it is important for the teacher to perform progress monitoring assessments while in small group time. If a student in the group is reading at a higher level than others in the group, it is time for the teacher to move that student to a higher level reading group. However, if the student is not reading proficiently at the level that he/she is assigned, the teacher must modify instruction and move the student to a lower reading group and provide intervention

in the areas where the student is lacking. TPRI also serves as a progress monitoring tool for North Carolina Reading First schools. The progress monitoring portion is done every so often while assessing students' fluency rates. For all of the students who were "still developing" in the screening and comprehension assessments, teachers must administer the fluency check every two weeks and for those students who were "developed," the fluency check is given every 6-9 weeks, according to the school system report card period. Portfolios are also used in North Carolina Reading First schools as progress monitoring assessments. As the students are assessed on skills from the core program, their progress is added to individualized portfolios. The teacher and students consult the portfolio as necessary to check the progress and weak areas of each child.

Outcome assessments are the last form of assessments that Reading First schools use. These are the assessments that are usually given at the beginning and end of the year to see how much a student has learned during the year. These assessments "provide evaluation of the overall effectiveness of the reading program" (United States Department of Education, 2005, pg. 2). They also provide information to evaluate "... (2) the quality of instruction; (3) student motivation, attention, and participation; and (4) students' specific reading difficulties—leading to decisions about curricula (keep, change, modify), instruction (ways to improve and how to assist teachers), and classroom management" (Gill & Kozloff, 2004, pgs. 8-9). Outcome assessments are also "required in Reading First schools to help districts evaluate their progress toward meeting the goal of "every child reading on grade level" by third grade. Schools must show regular progress toward this goal to continue receiving Reading First funds" (Torgesen, retrieved 2005, pg. 1). The Iowa Test for Basic Skills, or ITBS, is one of the tests that North Carolina uses for an outcome based measurement. This test is given to grades kindergarten through third in the fall and spring. Tested areas on this assessment include vocabulary, sentence formation, word

recognition, and other areas that relate to phonics and phonemic awareness. North Carolina also uses the CBM Fluency measure as an outcome assessment measure. On the CBM, students read three one-minute passages. After the time has elapsed, the student stops reading and the total number of words, including words read correctly and words read incorrectly, are counted and recorded. The median score for the three passages is taken as the student's fluency rate. CBM is given to second and third graders in the fall and spring and to first graders in the winter and spring.

All of the assessment instruments that North Carolina Reading First schools are using were found to have "sufficient evidence" of their validity and reliability. These tests, as well as tests used nationwide, were analyzed by the Reading First Assessment Committee. This committee was made up of professional researchers and educators from various organizations. The committee presented final reports of the "Analysis of Reading Assessment Measures" in February 2002 which detailed the coding information used for each assessment tool: basic information, development and administration, and technical adequacy, and how each test qualified in each assessment area (outcome, diagnostic, progress monitoring, screening). TPRI, CBM, and ITBS were all presented as separate portions of this research and evaluated how the tests performed in addressing the five tenets of Reading First. Tables 7 through 9 represent how each assessment tool that North Carolina schools are using performed in the research.

Staff Development

In order to be able to successfully implement all of the aspects of Reading First, effective staff development must be provided to all of the entities involved in the implementation. This includes administration, kindergarten through third grade classroom teachers, the Reading

Code: S=Sufficient evidence
 NS=Not sufficient evidence
 NE=No evidence

Phonemic Awareness	
Screening: Grades K-1	S
Diagnostic: Grades K-1	S
Progress Monitoring: Grades K-1	S
Outcome: Grades K-1	NS
Phonics: Graphophonemic Knowledge	
Screening: Grades K-2	S
Diagnostic: Grades K-2	S
Progress Monitoring: Grades K-2	S
Outcome: Grades K-2	NS
Phonics: Word Reading	
Screening: Grades K-2	S
Diagnostic: Grades K-2	S
Progress Monitoring: Grades K-2	S
Outcome: Grades K-2	NS
Phonics: Book and Print Awareness	
Screening: Grades K-2	S
Diagnostic: Grades K-2	S
Progress Monitoring: Grades K-2	S
Outcome: Grades K-2	NS
Fluency: Reading Comprehension	
Screening: Grades 1-2	S
Diagnostic: Grades 1-2	S
Progress Monitoring: Grades 1-2	S
Outcome: Grades 1-2	NS
Vocabulary: Listening Comprehension	
Screening: Grade K	S
Screening: Grades 1-2	NE
Diagnostic: Grade K	S
Diagnostic: Grades 1-2	NE
Progress Monitoring: Grade K	S
Progress Monitoring: Grades 1-2	NE
Outcome: Grade K	NS
Outcome: Grades 1-2	NE
Comprehension: Reading Comprehension	
Screening: Grades 1-2	S
Diagnostic: Grades 1-2	S
Progress Monitoring: Grades 1-2	S
Outcome: Grades 1-2	NS

Table 7. Summary of evidence for Texas Primary Reading Inventory (TPRI). (adapted from *Assessment committee final summary of evidence*, 1999).

Code: S=Sufficient evidence
 NS=Not sufficient evidence
 NE=No evidence
 NA=Not applicable to this test

Phonemic Awareness: Word Analysis	
Diagnostic: Grades K-1	S
Outcome: Grades K-1	S
Phonics: Word Analysis	
Outcome: Grades K-2	S
Phonics: Reading Words	
Outcome: Grades K-2	S
Phonics: Spelling	
Outcome: Grades K-2	S
Fluency	NA
Vocabulary: Vocabulary	
Diagnostic: Grades K-3	S
Outcome: Grades K-3	S
Vocabulary: Listening	
Diagnostic: Grades K-3	S
Outcome: Grades K-3	S
Vocabulary: Language	
Diagnostic: Grades K-3	S
Outcome: Grades K-3	S
Reading Comprehension	
Diagnostic: Grades 1-3	S
Outcome: Grades 1-3	S

Table 8. Summary of evidence for Iowa Test of Basic Skills (ITBS). (adapted from *Assessment committee final summary of evidence*, 2002).

Code: S=Sufficient evidence
 NS=Not sufficient evidence
 NE=No evidence
 NA=Not applicable to this test

Phonemic Awareness	NA
Phonics	NA
Fluency: CBM Oral Reading Fluency	
Screening: Grades 1-3	S
Progress Monitoring: Grades 1-3	S
Outcome: Grades 1-3	S
Vocabulary	NA
Reading Comprehension	NA

Table 9. Summary of evidence for CBM Oral Reading Fluency. (adapted from *Assessment committee final summary of evidence*, 2002).

Coach, and kindergarten through third grade special education teachers. All of the people involved must receive training in the three curricula being used, administering and observing administration of assessments, developing the five components of Reading First, and analyzing data to adjust instruction. In the *North Carolina Reading First Grant Proposal*, North Carolina provided for this professional development by stating:

Specific components include explicit and systematic instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Using effectively the four types of reading assessments will be covered ... The importance of selecting scientifically based instructional strategies, programs, and materials using grouping formats to address learning outcomes, and providing interventions for struggling readers will also be included. Delivery of this training will use a variety of strategies including a ten-day workshop [which took place during the summer of 2004] and follow-up through online instruction for NCRF schools and districts (pg. 68).

To provide the online instruction, North Carolina decided to use the staff development piece, NCREADS, which is presented through VoyagerU, a computer-based program that presents the information for Reading First implementation using multiple methods. NCREADS allows participants to meet for a designated number of hours per month and then apply what they learned in the group meetings to their classrooms. Reading First staff development is to continue over the next four years, which is the entire length of the grant. The staff development piece for each school totals 80 hours.

In order to assist administration in overseeing the implementation of the grant, Reading First schools each have one person, the Reading Coach, designated to oversee the execution of all of the aspects of Reading First. It is the Reading Coach's responsibility to help observe and model effective lessons for teachers and to be sure that the required amount of instructional time is being met. The Reading Coach must also meet with grade levels to discuss information that has been presented to him or her from district and state levels. "Coaches provide the support and

guidance to ensure teachers are implementing the programs with fidelity” (*North Carolina Reading First Grant Proposal*, 2003, pg. 85).

CHAPTER 4: NORTH CAROLINA AND DATA-DRIVEN DECISIONS

Although North Carolina has been a leader in its ABC standardized testing programs, which includes the End-of-Grade tests and End-of-Course tests, Reading First presented a more at the moment and individualized look at data for each child. Some of the assessments in Reading First are ongoing throughout the year so that teachers are able to adapt instruction to accommodate the students' needs. They are not tests that determine retention or promotion at the end of the school year. All of the instructional decisions made in a Reading First classroom must be based on data collected from the assessments. North Carolina is making a movement to establish the scientifically based reading research guidelines in all schools. Through revision of the North Carolina Language Arts Standard Course of Study, development of the Regional Educational Service Alliances (RESAs), and improved Language Arts textbook adoption process, North Carolina is proving that it is using the data presented in Table 10 that has been produced through the implementation of one year of Reading First (SBRR) to guide the future of Language Arts.

North Carolina Standard Course of Study

Before Reading First became a reality in North Carolina, the state had maintained certain goals and objectives (curricula) for all teachers statewide to use. This made sure that all of the students in each grade level were being taught the same skills and designate the curricula to be taught. North Carolina's Department of Public Instruction, or NCDPI, develops a Standard Course of Study for each grade level and each subject. The Standard Courses of Study are updated every five years. Kindergarten through third grades have had a Language Arts Standard Course of Study created for years.

Reading First School Name	Avg. 3 rd grade scores for Reading First Eligibility Consideration	2004-2005 3 rd grade Reading EOG scores (after one year of Reading First)	Difference in scores after one year of Reading First (percentage)
LEA: Anson County			
Lilesville Elementary	60.8	67.5	+6.7
Morven Elementary	67.2	51.9	-15.3
Wadesboro Elementary	72.3	59.3	-13.0
LEA: Asheboro City			
Charles W. McCray Elementary	64.5	82.4	+17.9
LEA: Kannapolis City			
Shady Brook Elementary	67.2	61.7	-5.5
LEA: Lee County			
Broadway Elementary	69.8	86.8	+17.0
LEA: Montgomery County			
Candor Elementary	60.6	73.0	+12.4
Mount Gilead Elementary	69.4	71.0	+1.6
Page Street Elementary ⁹	67.3	78.2	+10.9
Star-Biscoe Elementary	66.7	75.9	+9.2
Troy Elementary	67.3	78.2	+10.9
LEA: Thomasville City			
Liberty Drive Elementary	67.9	72.4	+4.5
Thomasville Primary ¹⁰	67.9	72.4	+4.5
LEA: Cumberland County			
Mae R. Williams Kindergarten ¹¹	67.6	73.8	+6.2
Manchester Elementary	67.6	73.8	+6.2
Margaret Willis Elementary	58.2	78.6	+20.4
Pauline Jones Elementary	40.6	72.0	+31.4
Sunnyside Elementary	58.4	63.6	+5.2

Table 10. Comparison of 3rd grade reading EOG scores before Reading First implementation and one 60.7year after implementation. Data taken from the North Carolina Department of Public Instruction website (www.ncpublicschools.org).

⁹ Troy Elementary was a K-5 school during the 2000-2001 school year before Page Street Elementary was established. Therefore, 2000-2001 scores for Troy Elementary are listed for both schools for this year. Since Troy Elementary became a PK-2 school that is a feeder for Page Street Elementary, The 2002 and 2003 scores for Page Street are recorded for both Page Street and Troy Elementary.

¹⁰ Thomasville Primary (PK-2) is a feeder school for Liberty Drive Elementary. Liberty Drive's scores account for both schools.

¹¹ Mae R. Williams Kindergarten is a feeder school for Manchester Elementary. Manchester's scores account for both schools.

Table 10 cont.

Reading First School Name	Avg. 3 rd grade scores for Reading First Eligibility Consideration	2004-2005 3 rd grade Reading EOG scores (after one year of Reading First)	Difference in scores after one year of Reading First (percentage)
LEA: Hoke County			
JW McLauchlin Elementary	62.2	65.1	+2.9
Sandy Grove Elementary	66.7	75.8	+9.1
Scurlock Elementary	59.6	50.5	-9.1
South Hoke Elementary	62.3	53.2	-9.1
LEA: Robeson County			
Janie C. Hargrave Elementary	65.3	68.1	+2.8
Rex-Rennert Elementary	44.0	79.1	+35.1
Southside/Ashpole Elementary	58.1	70.4	+12.3
WH Knuckles Montessori	65.2	48.4	-16.8
LEA: Scotland County			
I. E. Johnson Elementary	64.4	73.9	+9.5
North Laurinburg Elementary	62.9	69.8	+6.9
Pete Gardner Elementary	57.5	51.6	-5.9
Scotland Accelerated Academy ¹²	80.0	60.7	-19.3
Wagram Primary	67.1	72.9	+5.8
LEA: Bladen County			
Bladen Lakes Primary	69.7	88.9	+19.2
Booker T. Washington Primary	60.2	62.5	+2.3
East Arcadia Elementary	58.5	44.7	-13.8
Elizabethtown Primary	66.6	74.0	+7.4
LEA: Columbus County			
Cerro Gordo Elementary	68.9	77.8	+8.9
Williams Township Elementary	67.9	81.6	+13.7
LEA: Duplin County			
Warsaw Elementary	52.1	62.3	+10.2
LEA: Lenoir County			
LaGrange Elementary	69.1	78.0	+8.9
LEA: New Hanover County			
Annie H. Snipes Elementary	68.5	75.0	+6.5
Rachel Freeman Elementary	67.6	77.0	+9.4
LEA: Sampson County			
Charles E. Perry Elementary	59.9	71.4	+11.5
LEA: Wayne County			
Carver Heights Elementary	63.5	65.2	+1.7

¹² During the 2000-2001 and 2001-2002 school years, Scotland Accelerated Academy was grades PK-2. At Scotland Accelerated Academy, “[a]ll students are below proficiency on the K-2 assessment and parents must sign an agreement for their child to attend” (www.scsnc.org)

Table 10 cont.

Reading First School Name	Avg. 3 rd grade scores for Reading First Eligibility Consideration	2004-2005 3 rd grade Reading EOG scores (after one year of Reading First)	Difference in scores after one year of Reading First (percentage)
School Street Elementary	65.3	57.5	-7.8
LEA: Durham County			
Fayetteville Street Elementary	61.4	67.3	+5.9
Glenn Elementary	61.6	60.7	-0.9
Lakewood Elementary	57.0	58.3	+1.3
R. N. Harris Elementary Integrated Arts & Core Knowledge Magnet School	67.5	63.0	-4.5
LEA: Durham-Charter			
Carter Community Charter School	31.5	>95	+63.5
Healthy Start Academy Charter School	51.9	26.3	-25.6
LEA: Franklin County			
Franklinton Elementary	63.1	64.3	+1.2
Laurel Mill Elementary	63.6	77.1	+13.5
Louisburg Elementary	64.1	68.0	+3.9
LEA: Vance County			
Aycock Elementary	64.8	83.5	+18.7
Clark Street Elementary	62.2	69.0	+6.8
New Hope Elementary	59.9	85.4	+25.5
Pinkston Street Elementary	61.8	69.1	+7.3
LEA: Wake-Charter			
SPARC Academy	43.6	83.3	+39.7
LEA: Warren County			
Mariam Boyd Elementary	64.3	66.7	+2.4
Northside Elementary	61.7	79.3	+17.6
South Warren Elementary	59.2	48.0	-11.2
LEA: Edgecombe County			
Coker-Wimberly Magnet	62.1	66.7	+4.6
Princeville Montessori	68.3	80.3	+12.0
Roberson Elementary	59.1	50.0	-9.1
Stocks Elementary	64.9	75.2	+10.3
LEA: Halifax County			
Aurelian Springs Elementary	67.1	67.6	+0.5
Bakers Elementary	54.0	93.9	+39.9
Scotland Neck Primary ¹³	54.0	93.9	+39.9

¹³ Scotland Neck Primary (PK-2) is a feeder school for Bakers Elementary. Bakers Elementary's scores account for both schools.

Table 10 cont.

Reading First School Name	Avg. 3 rd grade scores for Reading First Eligibility Consideration	2004-2005 3 rd grade Reading EOG scores (after one year of Reading First)	Difference in scores after one year of Reading First (percentage)
LEA: Hertford County			
Bearfield Primary ¹⁴	67.9	74.6	+6.7
Riverview Elementary	50.4	53.5	+3.1
LEA: Nash-Rocky Mount			
D. S. Johnson Elementary	65.4	52.3	-13.1
Fairview Early Childhood Center ¹⁵	65.4	52.3	-13.1
O. R. Pope Elementary	61.0	66.2	+5.2
Swift Creek Elementary Magnet School	46.9	55.2	+8.3
LEA: Northampton County			
Rich Square-Creecy Elementary	59.0	53.7	+5.3
Squire Elementary	68.6	72.1	+3.5
Willis Hare Elementary	67.5	75.0	+7.5
LEA: Weldon City			
Weldon Elementary	47.9	80.2	+32.3
LEA: Wilson County			
Margaret Hearne Elementary	60.0	78.3	+18.3
Vick Elementary	68.1	46.3	-21.8
LEA: Wilson-Charter			
Sallie B. Howard Charter School	65.1	60.9	-4.2
LEA: Beaufort County			
SW Snowden Elementary	57.0	69.2	+12.2
LEA: Bertie County			
Colerain Elementary	59.3	68.6	+9.3
West Bertie Elementary	67.4	60.0	-7.4
Windsor Elementary	58.3	66.2	+7.9
LEA: Elizabeth City-Pasquotank			
P. W. Moore Elementary	58.7	69.1	+10.4
Pasquotank Elementary	61.5	73.8	+12.3
Sheep-Harney Elementary	63.5	62.7	-0.8
LEA: Hyde County			
Mattamuskeet Elementary	60.8	81.0	+20.2
LEA: Martin County			
E. J. Hayes Elementary	66.9	82.1	+15.2
East End Elementary	61.0	55.4	-5.6

¹⁴ Bearfield Primary (PK-2) is a feeder school for Ahoskie Elementary. Ahoskie Elementary's scores are recorded.

¹⁵ Fairview Early Childhood Center only serves grades PK-K and is a feeder school for D. S. Johnson Elementary. D. S. Johnson's scores account for both.

Table 10 cont.

Reading First School Name	Avg. 3 rd grade scores for Reading First Eligibility Consideration	2004-2005 3 rd grade Reading EOG scores (after one year of Reading First)	Difference in scores after one year of Reading First (percentage)
Edna Andrews Elementary	66.4	75.8	+9.4
Jamesville Elementary	68.2	92.1	+23.9
Williamston Primary ¹⁶	66.9	82.1	+15.2
LEA: Pitt County			
Belvoir Elementary	64.9	52.1	-12.8
GR Whitfield Elementary	69.2	70.4	+1.2
LEA: Washington County			
Creswell Elementary	55.0	76.7	+21.7
Pines Elementary	59.1	64.9	+5.8

Total Number of Points Gained (no double addition for feeder schools) +624.4

Average Number of Points Gained (per school) (Feeder schools not averaged) +6.7

¹⁶ Williamston Primary is a PK-2 school and is a feeder for E. J. Hayes Elementary. E. J. Hayes Elementary's scores account for both schools.

The new curriculum for Language Arts was released in 2004, with the previous one being updated in 1999. After receiving the Reading First grant and better realizing the great importance of scientifically based reading research to be used in the classroom, North Carolina made some changes to its Language Arts Standard Courses of Study. Although sometimes the change was subtle, the reflection of the latest research is seen. There are changes in the use of phonemic awareness, phonics, and comprehension strategies and skills. Tables 11 through 14 show the changes after Reading First implementation. The changes in the 2004 curricula are italicized.

Development of Regional Educational Service Alliances

As discussed in Chapter 3, Reading First requires that kindergarten through third grade teachers receive intensive staff development during the duration of the grant. In addition to providing support through professional development to Reading First schools, North Carolina has also provided money through the grant for training in scientifically based reading research (SBRR) to all schools, including non-Reading First schools, in Reading First LEAs. During the summer of 2005, the kindergarten and first grade teachers in each Reading First LEA received training on SBRR from professional SBRR presenters. This will continue until all teachers through third grade in Reading First LEAs are trained in SBRR.

It is hoped that eventually all of the kindergarten through third grade teachers in the state will have training in SBRR. In order to achieve this, North Carolina has established eight RESAs (Regional Educational Service Alliances) for the entire state. The RESAs include all 100 counties in the state and combine counties to make the RESAs. Since any district that has received the Reading First subgrant is responsible for training all of the kindergarten through third grade teachers in the non-Reading First schools within the district, the RESAs establish

1999 Kindergarten Language Arts Standard Course of Study	2004 Kindergarten Language Arts Standard Course of Study
Goal 1: TLW develop and apply enabling strategies and skills to read and write.	Goal 1: TLW develop and apply enabling strategies and skills to read and write.
<p>1.01: Develop book and print awareness:</p> <ul style="list-style-type: none"> • identify parts of books and function of each part. • demonstrate an understanding of directionality and voice-print match by following print word for word when listening to familiar text read aloud. • demonstrate an understanding of letters, words, and story. <p>1.02: Develop phonemic awareness and knowledge of alphabetic principle.</p> <ul style="list-style-type: none"> • demonstrate understanding that spoken language is a sequence of identifiable speech sounds. • demonstrate understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word. • demonstrate understanding of the sounds of letters and understanding that words begin and end alike (onsets and rimes). <p>1.03: Demonstrate decoding and word recognition strategies and skills:</p> <ul style="list-style-type: none"> • recognize and name upper and lower case letters of the alphabet. • recognize some words by sight including a few common words, own name, and environmental print such as signs, labels, and trademarks. 	<p>1.01: Develop book and print awareness:</p> <ul style="list-style-type: none"> • identify parts of books and function of each part. • demonstrate an understanding of directionality and voice-print match by following print word for word when listening to familiar text read aloud. • demonstrate an understanding of letters, words, and story. <p>1.02: Develop phonemic awareness and knowledge of alphabetic principle.</p> <ul style="list-style-type: none"> • demonstrate understanding that spoken language is a sequence of identifiable speech sounds. • demonstrate understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word. • demonstrate understanding of the sounds of letters and understanding that words begin and end alike (onsets and rimes). <p>1.03: Demonstrate decoding and word recognition strategies and skills:</p> <ul style="list-style-type: none"> • recognize and name upper and lower case letters of the alphabet. • recognize some words by sight including a few common words, own name, and environmental print such as signs, labels, and trademarks.

Table 11. 1999 and 2004 North Carolina kindergarten language arts standard courses of study and changes. (Adapted from <http://www.ncpublicschools.org/curriculum/languagearts/scos/2004/> and <http://www.ncpublicschools.org/curriculum/languagearts/scos/1999/>.)

Table 11 cont.

1999 Kindergarten Language Arts Standard Course of Study	2004 Kindergarten Language Arts Standard Course of Study
<ul style="list-style-type: none"> • recognize most beginning consonant letter-sound associations in one-syllable words. <p>1.04: Read or begin to read:</p> <ul style="list-style-type: none"> • read or attempt to read own dictated story. • Attempt to read/reads simple patterned text, decodable text, and/or predictable texts using letter-sound knowledge and pictures to construct meaning. <p>1.05: Interact for at least 10 minutes daily with self-selected texts that are consistent with the student’s independent reading level.</p>	<ul style="list-style-type: none"> • recognize most beginning consonant letter-sound associations in one-syllable words. <p>1.04: Read or begin to read:</p> <ul style="list-style-type: none"> • read or attempt to read own dictated story. • Attempt to read/reads simple patterned text, decodable text, and/or predictable texts using letter-sound knowledge and pictures to construct meaning. <p>1.05: Interact for at least 10 minutes daily with self-selected texts that are consistent with the student’s independent reading level.</p>
<p>Goal 2: TLW develop and apply strategies and skills to comprehend text that is read, heard, and viewed.</p>	<p>Goal 2: TLW develop and apply strategies and skills to comprehend text that is read, heard, and viewed.</p>
<p>2.01: Demonstrate sense of story (e.g., beginning, middle, end, characters, details)</p> <p>2.02: Demonstrate familiarity with a variety of types of books and selection (e.g., picture books, caption books, short informational texts, nursery thymes, word plays/finger plays, puppet plays, reenactments of familiar stories).</p> <p>2.03: Use preparation strategies to activate prior knowledge and experience before and during the reading of a text.</p> <p>2.04: Formulate questions that a text might answer before beginning to read (e.g., what will happen in this story, who might this be, where do you think this happens)</p> <p>2.05: Predict possible events in texts before and during reading.</p> <p>2.06: Understand and follow oral-graphic directions.</p> <p>2.07: Demonstrate understanding of literary language; e.g., “once upon a</p>	<p>2.01: Demonstrate sense of story (e.g., beginning, middle, end, characters, details)</p> <p>2.02: Demonstrate familiarity with a variety of types of books and selection (e.g., picture books, caption books, short informational texts, nursery thymes, word plays/finger plays, puppet plays, reenactments of familiar stories).</p> <p>2.03: Use preparation strategies to activate prior knowledge and experience before and during the reading of a text.</p> <p>2.04: Formulate questions that a text might answer before beginning to read (e.g., what will happen in this story, who might this be, where do you think this happens)</p> <p>2.05: Predict possible events in texts before and during reading.</p> <p>2.06: Understand and follow oral-graphic directions.</p> <p>2.07: Demonstrate understanding of literary language; e.g., “once upon a</p>

Table 11 cont.

1999 Kindergarten Language Arts Standard Course of Study	2004 Kindergarten Language Arts Standard Course of Study
time” and other vocabulary specific to a genre.	time” and other vocabulary specific to a genre. <i>2.08: Distinguish fantasy from reality when reading text.</i> <i>2.09: Identify sequence of event in a story.</i>
Goal 3: TLW make connections through the use of oral language, written language, and media and technology.	Goal 3: TLW make connections through the use of oral language, written language, and media and technology.
<p>3.01: Connect information and event in text to experience.</p> <p>3.02: Discuss concepts and information in a text to clarify and extend knowledge.</p> <p>3.03: Associate target words with prior knowledge and explore an author’s choice of words.</p> <p>3.04: Use speaking and listening skills and media to connect experience and text.</p> <ul style="list-style-type: none"> • listening to and re-visiting stories. • discussing, illustrating, and dramatizing stories. • discovering relationships. 	<p>3.01: Connect information and event in text to experience.</p> <p>3.02: Discuss concepts and information in a text to clarify and extend knowledge.</p> <p>3.03: Associate target words with prior knowledge and explore an author’s choice of words.</p> <p>3.04: Use speaking and listening skills and media to connect experience and text.</p> <ul style="list-style-type: none"> • listening to and re-visiting stories. • discussing, illustrating, and dramatizing stories. • discovering relationships.
Goal 4: TLW apply strategies and skills to create oral, written, and visual texts.	Goal 4: TLW apply strategies and skills to create oral, written, and visual texts.
<p>4.01: Use new vocabulary in own speech and writing.</p> <p>4.02: Use words that name and words that tell action in a variety of simple texts.</p> <p>4.03: Use words that describe color, size, and location in a variety of texts: e.g., oral retelling, written stories, lists, journal entries of personal experiences.</p> <p>4.04: Maintain conversation and discussions:</p> <ul style="list-style-type: none"> • attending to oral presentations. • taking turns expressing ideas and asking questions. 	<p>4.01: Use new vocabulary in own speech and writing.</p> <p>4.02: Use words that name and words that tell action in a variety of simple texts.</p> <p>4.03: Use words that describe color, size, and location in a variety of texts: e.g., oral retelling, written stories, lists, journal entries of personal experiences.</p> <p>4.04: Maintain conversation and discussions:</p> <ul style="list-style-type: none"> • attending to oral presentations. • taking turns expressing ideas and asking questions.

Table 11 cont.

1999 Kindergarten Language Arts Standard Course of Study	2004 Kindergarten Language Arts Standard Course of Study
<p>4.05: Use a variety of sentence patterns such as interrogative requests (Can you go with me?) and sentence fragments that convey emotion (Me, too!).</p> <p>4.06: Write and/or participate in writing behaviors by using authors' models of language.</p>	<p>4.05: Use a variety of sentence patterns such as interrogative requests (Can you go with me?) and sentence fragments that convey emotion (Me, too!).</p> <p>4.06: Write and/or participate in writing behaviors by using authors' models of language.</p>
<p>Goal 5: TLW apply grammar and language conventions to communicate effectively.</p>	<p>Goal 5: TLW apply grammar and language conventions to communicate effectively.</p>
<p>5.01: Develop spelling strategies and skills by:</p> <ul style="list-style-type: none"> • representing spoken language with temporary and/or conventional spelling. • writing most letters of the alphabet. • analyzing sounds in a word and writing dominant consonant letters. <p>5.02: Use capital letters to write the word I and the first letter in own name.</p>	<p>5.01: Develop spelling strategies and skills by:</p> <ul style="list-style-type: none"> • representing spoken language with temporary and/or conventional spelling. • writing most letters of the alphabet. • analyzing sounds in a word and writing dominant consonant letters. <p>5.02: Use capital letters to write the word I and the first letter in own name.</p> <p>5.03: <i>Use legible manuscript handwriting.</i></p>

1999 First Grade Language Arts Standard Course of Study	2004 First Grade Language Arts Standard Course of Study
Goal 1: TLW develop and apply enabling strategies and skills to read and write.	Goal 1: TLW develop and apply enabling strategies and skills to read and write.
<p>1.01: Develop phonemic awareness and demonstrate knowledge of alphabetic principle:</p> <ul style="list-style-type: none"> • count syllables in a word. • blend the phonemes of one-syllable words. • segment the phonemes of one-syllable words. • change the beginning, middle, and ending sounds to produce new words. <p>1.02: Demonstrate decoding and word recognition strategies and skills:</p> <ul style="list-style-type: none"> • use phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text. • recognize many high frequency and/or common irregularly spelled words in text (e.g., have, said, where, two). 	<p>1.01: Develop phonemic awareness and demonstrate knowledge of alphabetic principle:</p> <ul style="list-style-type: none"> • count syllables in a word. • blend the phonemes of one-syllable words. • segment the phonemes of one-syllable words. • change the beginning, middle, and ending sounds to produce new words. • <i>create and state a series of rhyming words that may include consonant blends (e.g., flag, brag).</i> <p>1.02: Demonstrate decoding and word recognition strategies and skills:</p> <ul style="list-style-type: none"> • <i>generate the sounds from all the letters and appropriate letter patterns which should include consonant blends and long and short vowel patterns.</i> • use phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text. • recognize many high frequency and/or common irregularly spelled words in text (e.g., have, said, where, two). • <i>read compound words and contractions.</i> • <i>read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., looks, looked, looking)</i> • <i>read appropriate word families.</i>

Table 12. 1999 and 2004 North Carolina first grade language arts standard courses of study and changes. (Adapted from <http://www.ncpublicschools.org/curriculum/languagearts/scos/2004/> and <http://www.ncpublicschools.org/curriculum/languagearts/scos/1999/>.)

Table 12 cont.

1999 First Grade Language Arts Standard Course of Study	2004 First Grade Language Arts Standard Course of Study
<p>1.03: Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors.</p> <p>1.04: Self-monitor decoding by using one or two decoding strategies (e.g., beginning letters, rimes, length of word, ending letters).</p> <p>1.05: Increase vocabulary, concepts, and reading stamina by reading self-selected texts independently for 15 minutes daily. Self-selected texts should be consistent with the student's independent reading level.</p>	<p>1.03: Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors.</p> <p>1.04: Self-monitor decoding by using one or two decoding strategies (e.g., beginning letters, rimes, length of word, ending letters).</p> <p>1.05: Increase vocabulary, concepts, and reading stamina by reading self-selected texts independently for 15 minutes daily. Self-selected texts should be consistent with the student's independent reading level.</p>
<p>Goal 2: TLW develop and apply strategies and skills to comprehend text that is read, heard, and viewed.</p>	<p>Goal 2: TLW develop and apply strategies and skills to comprehend text that is read, heard, and viewed.</p>
<p>2.01: Read aloud independently with fluency and comprehension any text that is appropriately designed for emergent readers.</p> <p>2.02: Demonstrate familiarity with a variety of texts (storybooks, short chapter books, newspapers, telephone books, and everyday print such as signs and labels, poems, word plays using alliteration and rhyme, skits and short plays).</p> <p>2.03: Read and comprehend both narrative and expository text appropriate for grade one.</p> <p>2.04: Use preparation strategies to anticipate vocabulary of a text and to connect prior knowledge and experiences to a new text.</p> <p>2.05: Predict and explain what will happen next in stories.</p> <p>2.06: Self-monitor comprehension by using one or two strategies (questions,</p>	<p>2.01: Read aloud independently with fluency and comprehension any text that is appropriately designed for emergent readers.</p> <p>2.02: Demonstrate familiarity with a variety of texts (storybooks, short chapter books, newspapers, telephone books, and everyday print such as signs and labels, poems, word plays using alliteration and rhyme, skits and short plays).</p> <p>2.03: <i>Read and comprehend both fiction and nonfiction text appropriate for grade one using:</i></p> <ul style="list-style-type: none"> • <i>prior knowledge.</i> • <i>summary.</i> • <i>questions.</i> • <i>graphic organizers.</i> <p>2.04: Use preparation strategies to anticipate vocabulary of a text and to connect prior knowledge and experiences to a new text.</p> <p>2.05: Predict and explain what will happen next in stories.</p> <p>2.06: Self-monitor comprehension by using one or two strategies (questions,</p>

Table 12 cont.

1999 First Grade Language Arts Standard Course of Study	2004 First Grade Language Arts Standard Course of Study
<p>retelling, summarizing). 2.07: Respond and elaborate in answering what, when, where, and how questions. 2.08: Discuss and explain response to how, why, and what if questions in sharing narrative and expository texts. 2.09: Read and understand simple written instructions.</p>	<p>retelling, summarizing). 2.07: Respond and elaborate in answering what, when, where, and how questions. 2.08: Discuss and explain response to how, why, and what if questions in sharing narrative and expository texts. 2.09: Read and understand simple written instructions.</p>
<p>Goal 3: TLW make connections through the use of oral language, written language, and media and technology.</p>	<p>Goal 3: TLW make connections through the use of oral language, written language, and media and technology.</p>
<p>3.01: Elaborate on how information and events connect to life experiences. 3.02: Recognize and relate similar vocabulary use and concepts across experience with texts. 3.03: Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts. 3.04: Share personal experiences and responses to experiences with text: <ul style="list-style-type: none"> • publishing non-print texts. • discussing interpretations. • recording personal responses. 3.05: Recognize how particular authors use vocabulary and language to develop an individual, recognizable voice. 3.06: Discuss authors'/speakers' use of different kinds of sentences to interest a reader/listener and communicate a message. 3.07: Compare authors' uses of conventions of language that aid readers including: <ul style="list-style-type: none"> • kinds of sentences. • capitalization of first word in a sentence and proper names. • punctuation to end a declarative and interrogative sentence. </p>	<p>3.01: Elaborate on how information and events connect to life experiences. 3.02: Recognize and relate similar vocabulary use and concepts across experience with texts. 3.03: Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts. 3.04: Share personal experiences and responses to experiences with text: <ul style="list-style-type: none"> • publishing non-print texts. • discussing interpretations. • recording personal responses. 3.05: Recognize how particular authors use vocabulary and language to develop an individual, recognizable voice. 3.06: Discuss authors'/speakers' use of different kinds of sentences to interest a reader/listener and communicate a message. 3.07: Compare authors' uses of conventions of language that aid readers including: <ul style="list-style-type: none"> • kinds of sentences. • capitalization of first word in a sentence and proper names. • punctuation to end a declarative and interrogative sentence. </p>

Table 12 cont.

<p>1999 First Grade Language Arts Standard Course of Study</p>	<p>2004 First Grade Language Arts Standard Course of Study</p>
<p>Goal 4: TLW apply strategies and skills to create oral, written, and visual texts.</p>	<p>Goal 4: TLW apply strategies and skills to create oral, written, and visual texts.</p>
<p>4.01: Select and use new vocabulary and language structures in both speech and writing contexts (e.g., oral retelling using exclamatory phrases to accent and idea or event).</p> <p>4.02: Use words that name characters and settings (who, where) and words that ell action and events (what happened, what did ___ do) in simple texts.</p> <p>4.03: Use specific words to name and tell action in oral and written language (e.g., using words such as frog and toad when discussing an expository text).</p> <p>4.04: Extend skills in using oral and written language:</p> <ul style="list-style-type: none"> • clarifying purposes for engaging in communication. • using clear and precise language to paraphrase messages. • engaging in more extended oral discussions. • producing written products. <p>4.05: Write and/or participate in writing by using an author’s model of language and extending the model (e.g., writing different ending for a story, composing an innovation of a poem).</p> <p>4.06: Compose a variety of products (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings).</p>	<p>4.01: Select and use new vocabulary and language structures in both speech and writing contexts (e.g., oral retelling using exclamatory phrases to accent and idea or event).</p> <p>4.02: Use words that name characters and settings (who, where) and words that ell action and events (what happened, what did ___ do) in simple texts.</p> <p>4.03: Use specific words to name and tell action in oral and written language (e.g., using words such as frog and toad when discussing an <i>nonfiction</i> text).</p> <p>4.04: Extend skills in using oral and written language:</p> <ul style="list-style-type: none"> • clarifying purposes for engaging in communication. • using clear and precise language to paraphrase messages. • engaging in more extended oral discussions. • producing written products. • <i>completing graphic organizers.</i> <p>4.05: Write and/or participate in writing by using an author’s model of language and extending the model (e.g., writing different ending for a story, composing an innovation of a poem).</p> <p>4.06: Compose a variety of products (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings).</p>
<p>Goal 5: TLW apply grammar and language conventions to communicate effectively.</p>	<p>Goal 5: TLW apply grammar and language conventions to communicate effectively.</p>
<p>5.01: Use phonic knowledge and basic patterns (e.g., an, ee, ake) to spell correctly three- and four-letter words.</p>	<p>5.01: Use phonic knowledge and basic patterns (e.g., an, ee, ake) to spell correctly three- and four-letter words.</p>

Table 12 cont.

<p align="center">1999 First Grade Language Arts Standard Course of Study</p>	<p align="center">2004 First Grade Language Arts Standard Course of Study</p>
<p>5.02: Apply phonics to write independently, using temporary and/or conventional spelling.</p> <p>5.03: Write all upper and lower case letters of the alphabet, using correct letter formation.</p> <p>5.04: Use complete sentences to write simple texts.</p> <p>5.05: Use basic capitalization and punctuation:</p> <ul style="list-style-type: none"> • first word in a sentence. • proper names. • period to end declarative sentence. • question mark to end interrogative sentence. <p>5.06: Self-monitor composition by using one or two strategies (e.g., rereading, peer conferences).</p>	<p>5.02: Apply phonics to write independently, using temporary and/or conventional spelling.</p> <p>5.03: Write all upper and lower case letters of the alphabet, using correct letter formation.</p> <p>5.04: Use complete sentences to write simple texts.</p> <p>5.05: Use basic capitalization and punctuation:</p> <ul style="list-style-type: none"> • first word in a sentence. • proper names. • period to end declarative sentence. • question mark to end interrogative sentence. <p>5.06: Self-monitor composition by using one or two strategies (e.g., rereading, peer conferences).</p> <p><i>5.07: Use legible manuscript handwriting.</i></p>

1999 Second Grade Language Arts Standard Course of Study	2004 Second Grade Language Arts Standard Course of Study
Goal 1: TLW develop and apply enabling strategies and skills to read and write.	Goal 1: TLW develop and apply enabling strategies and skills to read and write.
<p>1.01: Use phonics knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multi-syllable words when reading text.</p> <p>1.02: Read most high frequency and many irregularly spelled words accurately in text.</p> <p>1.03: Self-monitor decoding by using letter-sound knowledge of all consonants and vowels.</p> <p>1.04: Apply knowledge of all sources of information (meaning, language, graphophonics) to read a new text silently and independently.</p> <p>1.05: Use a variety of strategies and skills to read self-selected texts independently for 20 minutes daily. Self-selected texts should be consistent with the student’s independent reading level.</p>	<p>1.01: Use phonics knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multi-syllable words when reading text.</p> <p>1.02: Read most high frequency and many irregularly spelled words accurately in text.</p> <p>1.03: Self-monitor decoding by using letter-sound knowledge of all consonants and vowels.</p> <p>1.04: Apply knowledge of all sources of information (meaning, language, graphophonics) to read a new text silently and independently.</p> <p>1.05: Use a variety of strategies and skills to read self-selected texts independently for 20 minutes daily. Self-selected texts should be consistent with the student’s independent reading level.</p>
Goal 2: TLW develop and apply strategies and skills to comprehend text that is read, heard, and viewed.	Goal 2: TLW develop and apply strategies and skills to comprehend text that is read, heard, and viewed.
2.01: Read and comprehend both narrative and expository text appropriate for grade two.	<p><i>2.01: Read and comprehend text (fiction, nonfiction, poetry, and drama) appropriate for grade two by:</i></p> <ul style="list-style-type: none"> • <i>determining purpose (reader’s and author’s).</i> • <i>making predictions.</i> • <i>asking questions.</i> • <i>locating information for specific reasons/purposes.</i> • <i>recognizing and applying text structure.</i>

Table 13. 1999 and 2004 North Carolina second grade language arts standard courses of study and changes. (Adapted from <http://www.ncpublicschools.org/curriculum/languagearts/scos/2004/> and <http://www.ncpublicschools.org/curriculum/languagearts/scos/1999/>.)

Table 13 cont.

1999 Second Grade Language Arts Standard Course of Study	2004 Second Grade Language Arts Standard Course of Study
<p>2.02: Use text for a variety of functions, including literary, informational, and practical.</p> <p>2.03: Read expository materials for answers to specific questions.</p> <p>2.04: Pose possible how, why, and what if questions to understand and/or interpret text.</p> <p>2.05: Self-monitor own difficulties in comprehending independently using several strategies.</p> <p>2.06: Recall facts and details from a text.</p> <p>2.07: Discuss similarities and differences in events and characters across stories.</p> <p>2.08: Interpret information from diagrams, charts, and maps.</p>	<ul style="list-style-type: none"> • <i>comprehending and examining author’s decisions and word choice.</i> • <i>determining fact and opinion.</i> • <i>recognizing and comprehending figurative language.</i> • <i>making inference and draw conclusions.</i> <p>2.02: Use text for a variety of functions, including literary, informational, and practical.</p> <p>2.03: Read expository materials for answers to specific questions.</p> <p>2.04: Pose possible how, why, and what if questions to understand and/or interpret text.</p> <p>2.05: Self-monitor own difficulties in comprehending independently using several strategies.</p> <p>2.06: Recall <i>main idea</i>, facts and details from a text.</p> <p>2.07: Discuss similarities and differences in events, characters, <i>and concepts within and across texts.</i></p> <p>2.08: Interpret information from diagrams, charts, and maps.</p>
<p>Goal 3: TLW make connections through the use of oral language, written language, and media and technology.</p>	<p>Goal 3: TLW make connections through the use of oral language, written language, and media and technology.</p>
<p>3.01: Use personal experiences and knowledge to interpret written and oral messages.</p> <p>3.02: Connect and compare information across expository selections to experience and knowledge.</p> <p>3.03: Explain and describe new concepts and information in own words.</p>	<p>3.01: Use personal experiences and knowledge to interpret written and oral messages.</p> <p>3.02: Connect and compare information <i>within and across selections (fiction, nonfiction, poetry, and drama)</i> to experience and knowledge.</p> <p>3.03: Explain and describe new concepts and information in own words (<i>e.g., plot, setting, major events, characters, author’s message, connections, topic, key vocabulary, key concepts, text features</i>).</p>

Table 13 cont.

1999 Second Grade Language Arts Standard Course of Study	2004 Second Grade Language Arts Standard Course of Study
<p>3.04: Increase oral and written vocabulary by listening, discussing, and composing texts when responding to literature that is read and heard. (e.g., read aloud by teacher, literature circles, interest groups, book clubs).</p> <p>3.05: Locate and discuss examples of an author’s use of:</p> <ul style="list-style-type: none"> • kinds of sentences (declarative, interrogative, exclamatory). • capitalization (titles, dates and days, names of countries). • punctuation (exclamation marks, commas in dates, and to introduce dialogues and quotations). • use of paragraphs in texts and their effects on the reader. <p>3.06: Discuss the effect of an author’s choices for nouns, verbs, and modifiers which help the reader comprehend a narrative or expository text.</p>	<p>3.04: Increase oral and written vocabulary by listening, discussing, and composing texts when responding to literature that is read and heard. (e.g., read aloud by teacher, literature circles, interest groups, book clubs).</p> <p>3.05: Locate and discuss examples of an author’s use of:</p> <ul style="list-style-type: none"> • kinds of sentences (declarative, interrogative, exclamatory). • capitalization (titles, dates and days, names of countries). • punctuation (exclamation marks, commas in dates, and to introduce dialogues and quotations). • use of paragraphs in texts and their effects on the reader. • <i>genre(s) and specific word choice(s)</i> <p>3.06: Discuss the effect of an author’s choices for nouns, verbs, and modifiers <i>and specific vocabulary</i> which help the reader comprehend a narrative or expository text.</p>
<p>Goal 4: TLW apply strategies and skills to create oral, written, and visual texts.</p>	<p>Goal 4: TLW apply strategies and skills to create oral, written, and visual texts.</p>
<p>4.01: Begin to use formal language and/or literary language in place of oral language patterns, as appropriate.</p> <p>4.02: Use expanded vocabulary to generate synonyms for commonly over used words to increase clarity of written and oral communication.</p> <p>4.03: Read aloud with fluency and expression any text appropriate for early independent readers.</p> <p>4.04: Use oral communication to identify, organize, and analyze information.</p>	<p>4.01: Begin to use formal language and/or literary language in place of oral language patterns, as appropriate.</p> <p>4.02: Use expanded vocabulary to generate synonyms for commonly over used words to increase clarity of written and oral communication.</p> <p>4.03: Read aloud with fluency and expression any text appropriate for early independent readers.</p> <p>4.04: Use oral communication to identify, organize, and analyze information.</p>

Table 13 cont.

1999 Second Grade Language Arts Standard Course of Study	2004 Second Grade Language Arts Standard Course of Study
<p>4.05: Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.</p> <p>4.06: Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories and/or experiences).</p> <p>4.07: Compose first drafts using an appropriate writing process:</p> <ul style="list-style-type: none"> • planning and drafting. • rereading for meaning. • revising to clarify and refine writing with guided discussion. <p>4.08: Write structured, informative presentations and narratives when given help with organization.</p> <p>4.09: Use media and technology to enhance the presentation of information to and audience for a specific purpose.</p>	<p>4.05: Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose.</p> <p>4.06: Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories and/or experiences).</p> <p>4.07: Compose first drafts using an appropriate writing process:</p> <ul style="list-style-type: none"> • planning and drafting. • rereading for meaning. • revising to clarify and refine writing with guided discussion. <p>4.08: Write structured, informative presentations and narratives when given help with organization.</p> <p>4.09: Use media and technology to enhance the presentation of information to and audience for a specific purpose.</p>
<p>Goal 5: TLW apply grammar and language conventions to communicate effectively.</p>	<p>Goal 5: TLW apply grammar and language conventions to communicate effectively.</p>
<p>5.01: Spell correctly using:</p> <ul style="list-style-type: none"> • previously studied words. • spelling patterns. • analysis of sounds to represent all the sounds in a words in one’s own writing. <p>5.02: Attend to spelling, mechanics, and format for final products in one’s own writing.</p> <p>5.03: Use capitalization, punctuation, and paragraphs in own writing.</p> <p>5.04: Use the following parts of the sentence:</p> <ul style="list-style-type: none"> • subject. • predicate. • modifier. 	<p>5.01: Spell correctly using:</p> <ul style="list-style-type: none"> • previously studied words. • spelling patterns. • analysis of sounds to represent all the sounds in a words in one’s own writing. <p>5.02: Attend to spelling, mechanics, and format for final products in one’s own writing.</p> <p>5.03: Use capitalization, punctuation, and paragraphs in own writing.</p> <p>5.04: Use the following parts of the sentence:</p> <ul style="list-style-type: none"> • subject. • predicate. • modifier.

Table 13 cont.

1999 Second Grade Language Arts Standard Course of Study	2004 Second Grade Language Arts Standard Course of Study
<p>5.05: Use editing to check and confirm correct use of conventions:</p> <ul style="list-style-type: none"> • complete sentences. • correct word order in sentences. <p>5.06: Use correctly in written products:</p> <ul style="list-style-type: none"> • letter formation, lines, and spaces to create readable documents. • plural forms of commonly used nouns. • common, age-appropriate contractions. 	<p>5.05: Use editing to check and confirm correct use of conventions:</p> <ul style="list-style-type: none"> • complete sentences. • correct word order in sentences. <p>5.06: Use correctly in written products:</p> <ul style="list-style-type: none"> • letter formation, lines, and spaces to create readable documents. • plural forms of commonly used nouns. • common, age-appropriate contractions. <p><i>5.07: Use legible manuscript handwriting.</i></p>

1999 Third Grade Language Arts Standard Course of Study	2004 Third Grade Language Arts Standard Course of Study
Goal 1: TLW develop and apply enabling strategies and skills to read and write.	Goal 1: TLW develop and apply enabling strategies and skills to read and write.
<p>1.01: Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks).</p> <p>1.02: Apply meanings of common prefixes and suffixes to decode words in text to assist comprehension.</p> <p>1.03: Integrate prior experiences and all sources of information in the text (graphophonic, syntactic, and semantic) when reading orally and silently.</p> <p>1.04: Increase sight vocabulary, reading vocabulary, and writing vocabulary through:</p> <ul style="list-style-type: none"> • wide reading. • word study. • listening. • discussion. • book talks. • book clubs. • seminars. • viewing. • role play. • studying author’s craft. <p>1.05: Use word reference materials (e.g., dictionary, glossary) to confirm decoding skills, verify spelling, and extend meanings of words.</p> <p>1.06: Read independently daily from self-selected materials (consistent with the student’s independent reading level to:</p> <ul style="list-style-type: none"> • increase fluency. • build background knowledge. • extend vocabulary. 	<p>1.01: Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks).</p> <p>1.02: Apply meanings of common prefixes and suffixes to decode words in text to assist comprehension.</p> <p>1.03: Integrate prior experiences and all sources of information in the text (graphophonic, syntactic, and semantic) when reading orally and silently.</p> <p>1.04: Increase sight vocabulary, reading vocabulary, and writing vocabulary through:</p> <ul style="list-style-type: none"> • wide reading. • word study. • listening. • discussion. • book talks. • book clubs. • seminars. • viewing. • role play. • studying author’s craft. <p>1.05: Use word reference materials (e.g., dictionary, glossary) to confirm decoding skills, verify spelling, and extend meanings of words.</p> <p>1.06: Read independently daily from self-selected materials (consistent with the student’s independent reading level to:</p> <ul style="list-style-type: none"> • increase fluency. • build background knowledge. • extend vocabulary.

Table 14. 1999 and 2004 North Carolina third grade language arts standard courses of study and changes. (Adapted from <http://www.ncpublicschools.org/curriculum/languagearts/scos/2004/> and <http://www.ncpublicschools.org/curriculum/languagearts/scos/1999/>.)

Table 14 cont.

1999 Third Grade Language Arts Standard Course of Study	2004 Third Grade Language Arts Standard Course of Study
<p>Goal 2: TLW apply strategies and skills to comprehend text that is read, heard, and viewed.</p>	<p>Goal 2: TLW apply strategies and skills to comprehend text that is read, heard, and viewed.</p>
<p>2.01: Use metacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).</p> <p>2.02: Interact with the text before, during, and after reading, listening, or viewing by:</p> <ul style="list-style-type: none"> • setting a purpose. • previewing the text. • making predictions. • asking questions. • locating information for specific purposes. • making connections. • using story structure and text organization to comprehend. <p>2.03: Read a variety of texts, including:</p> <ul style="list-style-type: none"> • fiction (short stories, novels, fantasies, fairy tales, fables). • nonfiction (biographies, letters, articles, procedures and instructions, charts, maps). • poetry (proverbs, riddles, limericks, simple poems). • drama (skits, plays) <p>2.04: Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:</p> <ul style="list-style-type: none"> • author’s purpose. • plot. • conflict. • sequence. • resolution. • lesson and/or message. • main idea and supporting details. • cause and effect. • fact and opinion. • point of view (author and 	<p>2.01: Use metacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell).</p> <p>2.02: Interact with the text before, during, and after reading, listening, or viewing by:</p> <ul style="list-style-type: none"> • setting a purpose. • previewing the text. • making predictions. • asking questions. • locating information for specific purposes. • making connections. • using story structure and text organization to comprehend. <p>2.03: Read a variety of texts, including:</p> <ul style="list-style-type: none"> • fiction (short stories, novels, fantasies, fairy tales, fables). • nonfiction (biographies, letters, articles, procedures and instructions, charts, maps). • poetry (proverbs, riddles, limericks, simple poems). • drama (skits, plays) <p>2.04: Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:</p> <ul style="list-style-type: none"> • author’s purpose. • plot. • conflict. • sequence. • resolution. • lesson and/or message. • main idea and supporting details. • cause and effect. • fact and opinion. <p>Point of view (author and</p>

Table 14 cont.

1999 Third Grade Language Arts Standard Course of Study	2004 Third Grade Language Arts Standard Course of Study
<p>character)</p> <ul style="list-style-type: none"> • author’s use of figurative language (e.g., simile, metaphor, imagery). <p>2.05: Draw conclusions, make generalization, and gather support by referencing the text.</p> <p>2.06: Summarize main idea(s) from written or spoken texts using succinct language.</p> <p>2.07: Explain choice of reading materials congruent with purposes (e.g., solving problems, making decisions).</p> <p>2.08: Listen actively by:</p> <ul style="list-style-type: none"> • facing the speaker. • making eye contact. • asking questions to clarify the message. • asking questions to gain additional information and ideas. 	<p>character)</p> <ul style="list-style-type: none"> • author’s use of figurative language (e.g., simile, metaphor, imagery). <p>2.05: Draw conclusions, make generalization, and gather support by referencing the text.</p> <p>2.06: Summarize main idea(s) from written or spoken texts using succinct language.</p> <p>2.07: Explain choice of reading materials congruent with purposes (e.g., solving problems, making decisions).</p> <p>2.08: Listen actively by:</p> <ul style="list-style-type: none"> • facing the speaker. • making eye contact. • asking questions to clarify the message. • asking questions to gain additional information and ideas.
<p>Goal 3: TLW make connections through the use of oral language, written language, and media and technology.</p>	<p>Goal 3: TLW make connections through the use of oral language, written language, and media and technology.</p>
<p>3.01: Respond to fiction, nonfiction, poetry, and dram using interpretive, critical, and evaluative processes by:</p> <ul style="list-style-type: none"> • considering the differences among genres. • relating plot, setting, and characters to own experiences and ideas. • considering main character’s point of view. • participating in creative interpretations. • making inferences and drawing conclusions about characters and events. • reflecting on learning, gaining, new insights, and identifying areas for further study. 	<p>3.01: Respond to fiction, nonfiction, poetry, and dram using interpretive, critical, and evaluative processes by:</p> <ul style="list-style-type: none"> • considering the differences among genres. • relating plot, setting, and characters to own experiences and ideas. • considering main character’s point of view. • participating in creative interpretations. • making inferences and drawing conclusions about characters and events. • reflecting on learning, gaining, new insights, and identifying areas for further study.

Table 14 cont.

1999 Third Grade Language Arts Standard Course of Study	2004 Third Grade Language Arts Standard Course of Study
<p>3.02: Identify and discuss similarities and differences in events and characters within and across selections and support them by referencing the text.</p> <p>3.03: Use text and own experience to verify facts, concepts, and ideas.</p> <p>3.04: Make informed judgments about television productions.</p> <p>3.05: Compare and contrast printed and visual information (e.g., graphs, charts, maps).</p> <p>3.06: Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).</p>	<p>3.02: Identify and discuss similarities and differences in events and characters within and across selections and support them by referencing the text.</p> <p>3.03: Use text and own experience to verify facts, concepts, and ideas.</p> <p>3.04: Make informed judgments about television productions.</p> <p>3.05: Compare and contrast printed and visual information (e.g., graphs, charts, maps).</p> <p>3.06: Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).</p>
<p>Goal 4: TLW apply strategies and skills to create oral, written, and visual texts.</p>	<p>Goal 4: TLW apply strategies and skills to create oral, written, and visual texts.</p>
<p>4.01: Read aloud grade-appropriate text with fluency, comprehension, and expression.</p> <p>4.02: Use oral and written language to:</p> <ul style="list-style-type: none"> • present information in a sequenced, logical manner. • discuss. • sustain conversation on a topic. • share information and ideas. • recount or narrate. • answer open-ended questions. • report information on a topic. • explain own learning. <p>4.03: Share written and oral products in a variety of ways (e.g., author’s chair, book making, publications, discussions, presentations).</p> <p>4.04: Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing).</p> <p>4.05: Identify (with assistance) the purpose, audience, and the appropriate form for the oral or written task.</p>	<p>4.01: Read aloud grade-appropriate text with fluency, comprehension, and expression.</p> <p>4.02: Use oral and written language to:</p> <ul style="list-style-type: none"> • present information in a sequenced, logical manner. • discuss. • sustain conversation on a topic. • share information and ideas. • recount or narrate. • answer open-ended questions. • report information on a topic. • explain own learning. <p>4.03: Share written and oral products in a variety of ways (e.g., author’s chair, book making, publications, discussions, presentations).</p> <p>4.04: Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing).</p> <p>4.05: Identify (with assistance) the purpose, audience, and the appropriate form for the oral or written task.</p>

Table 14 cont.

1999 Third Grade Language Arts Standard Course of Study	2004 Third Grade Language Arts Standard Course of Study
<p>4.06: Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plan.</p> <p>4.07: Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions).</p> <p>4.08: Focus reflection and revision (with assistance) on target elements by:</p> <ul style="list-style-type: none"> • clarifying ideas. • adding descriptive words and phrases. • sequencing events and ideas. • combining short, related sentences. • strengthening word choice. <p>4.09: Produce work that follows the conventions of particular genres (e.g., personal narrative, short report, friendly letter, directions and instructions).</p> <p>4.10: Explore technology as a tool to create a written product.</p>	<p>4.06: Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plan.</p> <p>4.07: Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions).</p> <p>4.08: Focus reflection and revision (with assistance) on target elements by:</p> <ul style="list-style-type: none"> • clarifying ideas. • adding descriptive words and phrases. • sequencing events and ideas. • combining short, related sentences. • strengthening word choice. <p>4.09: Produce work that follows the conventions of particular genres (e.g., personal narrative, short report, friendly letter, directions and instructions).</p> <p>4.10: Explore technology as a tool to create a written product.</p>
<p>Goal 5: TLW apply grammar and language conventions to communicate effectively.</p>	<p>Goal 5: TLW apply grammar and language conventions to communicate effectively.</p>
<p>5.01: Use correct capitalization (e.g., geographical place names, holidays, special events, titles) and punctuation (e.g., commas in greetings, dates, city and state; underlining book titles; periods after initials and abbreviated titles; apostrophes in contractions).</p> <p>5.02: Use correct subject/verb agreement.</p> <p>5.03: Demonstrate understanding by using a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking.</p>	<p>5.01: Use correct capitalization (e.g., geographical place names, holidays, special events, titles) and punctuation (e.g., commas in greetings, dates, city and state; underlining book titles; periods after initials and abbreviated titles; apostrophes in contractions).</p> <p>5.02: Use correct subject/verb agreement.</p> <p>5.03: Demonstrate understanding by using a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking.</p>

Table 14 cont.

1999 Third Grade Language Arts Standard Course of Study	2004 Third Grade Language Arts Standard Course of Study
<p>5.04: Compose two or more paragraphs with:</p> <ul style="list-style-type: none"> • topic sentences. • supporting details. • appropriate logical sequence. • sufficient elaboration. <p>5.05: Use a number of strategies for spelling (e.g., sound patterns, visual patters, silent letters, less common letter groupings).</p> <p>5.06: Proofread own writing for spelling and correct most misspellings independently with reference to resources (e.g., dictionaries, glossaries, word walls).</p> <p>5.07: Edit (with assistance) to use conventions of written language and format.</p> <p>5.08: Create readable documents with legible handwriting.</p>	<p>5.04: Compose two or more paragraphs with:</p> <ul style="list-style-type: none"> • topic sentences. • supporting details. • appropriate logical sequence. • sufficient elaboration. <p>5.05: Use a number of strategies for spelling (e.g., sound patterns, visual patters, silent letters, less common letter groupings).</p> <p>5.06: Proofread own writing for spelling and correct most misspellings independently with reference to resources (e.g., dictionaries, glossaries, word walls).</p> <p>5.07: Edit (with assistance) to use conventions of written language and format.</p> <p>5.08: Create readable documents with legible handwriting (<i>manuscript and cursive</i>).</p>

training for all of the districts that are non-Reading First districts. The RESAs establish contracts with professional trainers that have been prepared using the national standards for scientifically based reading research and organize staff development for the teachers within the non-Reading First districts. By establishing the RESAs, North Carolina has proven its support of the implementation of scientifically-based reading research in all schools in the future.

North Carolina Language Arts Textbook Adoption Process

Since all of the money from the Reading First grant was awarded to the initial eligible schools, there will no longer be any subgrants awarded to schools to implement the grant. However, the 2005-2006 school year is the year that new textbook adoptions will be done for Language Arts. The textbooks that North Carolina have approved for adoption are those that are based on scientifically based reading research. The districts that have Reading First schools in them are also often opting to adopt the same core program that the Reading First schools are using. This will make district-wide staff development in Language Arts system-wide and will also allow the Reading First schools to continue using their core adoption for the remaining two years after the end of the grant guidelines until the next state Language Arts adoption.

CHAPTER 5: IMPLEMENTING AN EFFECTIVE SCIENTIFICALLY BASED READING PROGRAM

As seen in research presented in this thesis, scientifically based reading research programs have been proven effective in schools. Even though SBRR is a proven method of teaching reading in schools, it takes time and multiple steps for the implementation of this type of program. Many could argue against the implementation of a SBRR in schools and the facts and data presented in the previous chapters. These arguments will be addressed in this chapter. This thesis will conclude with personal insights and knowledge gained from this writing experience.

Implementation of a SBRR Program

Implementing a SBRR program is not just taking a teacher's manual from a core reading program and teaching directly from it. It's not just teaching phonics, or one component of reading. A true SBRR program will use all of the components of reading and the other aspects described earlier. A successful implementation must also include the entire school community. Figure 3 shows the different aspects of a successful SBRR program implementation.

First of all, the entire implementation must be fully based on the research found by SBRR. None of the components in SBRR can be invented or stray off of the explicit and systematic teaching process that must be used in SBRR. All five reading tenets (phonemic awareness, alphabetic principle/phonics, vocabulary, fluency, and comprehension) must be taught daily in the program. Small group instruction must occur to address the needs of all students. This grouping occurs by using data-driven instruction developed from assessments administered throughout the year.

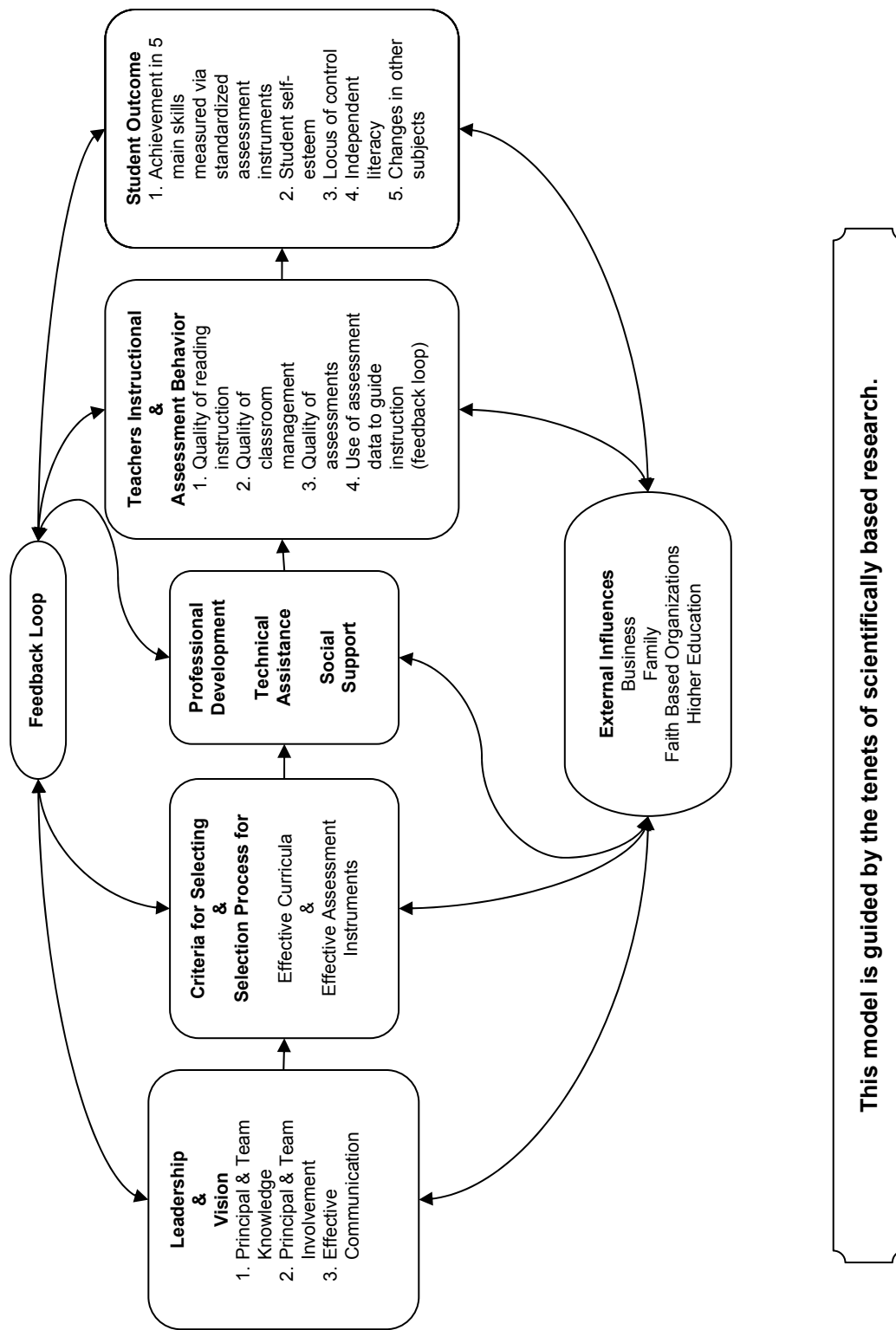


Figure 3. Model of SBRR implementation. Developed by UNC-Wilmington's EDN 523 class, Spring 2005.

The whole process of implementation occurs in different stages. However, all of the stages must continuously have feedback and be aware of the external influences that may affect any stage. At a school-level, leadership must include an administrator, grade level chairs, and literacy coach so that all levels of the school can have input on the implementation. This leadership team's vision must base all of the decisions on the previous data that has been obtained from assessments used at the school. There must also be criteria established for selecting the curricula and assessment instruments. Staff development and support must also be implemented for training in the new program and continued throughout the program. The teachers' instructional and assessment behavior must also be monitored to be sure they are maintaining the fidelity of SBRR. The final stage, the goal of all educational research, is reflected in the final stage of implementation: student outcome. This not only includes the achievement of the five components of SBRR, but also includes student self-esteem, locus of control, independent literacy, and changes in other subjects due to being exposed to the researched steps of learning.

Since the schools who will implement SBRR in the future will not be guided by the rules of Reading First, some of the schools or districts may decide not to adopt some of the guidelines of Reading First. Some may decide not to use an uninterrupted 90-minute reading block to do instruction. They may also decide not to adopt supplemental or intervention programs. They may choose to only use the SBRR core program that they have selected. However, in order to strengthen the use of SBRR in the individual classrooms and districts, schools would benefit from the use of all of these components if financial support is available. Appendices A and B offer basic checklists for district-level and school-level administrators to use when implementing a SBRR program. Appendix C presents an evaluation method for administrators to evaluate how

well teachers are implementing the use of one SBRR assessment tool, TPRI. The evaluation can be adapted to fit any SBRR assessment instrument.

Arguments Against SBRR Implementation

Arguments can be made against the implementation of SBRR in schools. Some may argue that other programs, such as whole language, embedded phonics, or four block methods, that are being used in schools presently are helping students progress enough to be proficient on standardized tests. They may also argue that students are able to read when they leave certain grade levels. In addition, some people may argue that the rise in test scores after one year of implementation may be skewed due to other factors.

To address these arguments, research shows that students who have not been taught to decode words using phonics are struggling readers when they reach the upper grades. “A large number of students who should be capable of reading ably given adequate instruction are not doing so, suggesting that the instruction available to them is not appropriate” (National Research Council, pg. 25). In a study of 285 children in eight schools and 53 teachers: 19 using whole-language instruction, 20 using embedded phonics, and 14 using direct phonics instruction, and 13 control groups using whole-language instruction (the particular district’s adopted program), the students were assessed and found to be at similar levels in word reading and phonological processing. After conducting the study, the research group found that “children taught via the direct code approach improved in word reading at a faster rate and had higher word recognition skills than children receiving whole-language instruction (either the research-based or the

district's standard version.)” The study also found that “a relatively large percentage of children in the two whole-language groups and the embedded phonics group exhibited not measurable gains in word reading over the school year.” However, the “direct instruction group showed growth in word reading that appeared more or less normally distributed” (pg. 205).

Although some of the schools included in the comparison of North Carolina Reading First schools after one year of implementation fell in the scores, the overall gain was phenomenal. There could have been some instances where the 2004-2005 group of third graders was just academically gifted or, at the other end, a low-achieving group. However, the data group, 93 schools of about the same poverty status and proficiency level, gives a good large enough sample group to accept the results as reliable.

Conclusion

From researching the effects of SBRR in schools and analyzing recent data formed from the implementation of the Reading First initiative, I have come to think differently about using SBRR in the classroom in all areas. By explicitly and systematically teaching the five components of reading (phonemic awareness, alphabetic principle/phonics, vocabulary, fluency, and comprehension), I know that all students are able to read. This includes students with disabilities and English as Second Language students. Even though the process may sometimes become monotonous to adults, the students require the systematic and explicit ways that the instruction is given.

By continuously assessing and using data-driven instruction, a teacher is sure to address the needs of all students. Through the use of small group instruction, core, supplemental, and intervention programs, the teacher is able to monitor students' continuous progress and gear

instruction toward the students' needs. The students are able to receive more individualized attention and instruction in the five components of reading.

As with the implementation of Reading First, professional development and monitoring of the implementation of any SBRR program must occur. In addition to textbook company professional development, districts must implement staff development in the five components of reading, using data-driven instruction, and using small group instruction. To monitor to be sure that the programs are implemented correctly and offer continual support during the implementation, districts who implement SBRR must have someone, equivalent to the Reading Coach for Reading First schools, to assist teachers with the implementation process and be sure all components are being implemented effectively. The person in these districts should be very familiar with SBRR, the core program that has been adopted, and well-trained in analyzing data to drive instruction. Also, the administrators of those schools who are implementing SBRR need to be fully trained in the program. If the administrators are not well-versed in the process of SBRR, the program may fail in their schools and observations would not be reliable.

By trying to extend the information about SBRR from the Reading First schools into the whole state, North Carolina will create a more literate and successful group of students in the future. With the gain of 6.7% per school after just one year of the Reading First implementation, the future test results will be much better once the entire state has implemented these strategies. The final results of the implementation of SBRR will really show us the effectiveness of its implementation with the 2008-2009 school year EOG scores. This will be after the final year of implementation of Reading First and will show the full effect of the strategies. I look forward to continuing this study as those results become available.

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APPENDIX

Appendix A. District-level administrator's checklist for implementing a SBRR program.

Steps in Implementing SBRR program	Goal date for completion	Completed (Y/N)	Date completed	Name of contact person(s)
Advertise for position(s) of district level SBRR literacy coach(es). (Be sure to define qualifications for position, i.e. strong background in SBRR and analyzing data to gauge instruction.)				
Interview qualified person(s) to serve as district level SBRR literacy coach(es).				
Establish a team to research for SBRR curricula. (Team must include district level SBRR literacy coach(es), superintendent or his/her designee, district curriculum coordinator(s), selected school level administrators and teachers, and financial officer. Team may also include anyone else superintendent deems necessary.)				
Educate committee about SBRR and the implementation process for a SBRR program. (See Figure 3.)				

Steps in Implementing SBRR program	Goal date for completion	Completed (Y/N)	Date completed	Name of contact person(s)
Literacy coach(es) research for SBRR curricula and compile a list of possible companies to present to the committee. (It is necessary to choose core curricula, but also intervention and supplemental curricula if financially possible.)				
District level literacy coach(es) present list of SBRR curricula to committee and textbook companies are contacted to make presentations.				
Textbook companies make presentations for their SBRR programs. (Be sure to question about staff development activities and materials included in purchase.)				
Committee selects curricula to adopt for entire district.				
District-wide staff development calendar is established.				
Selected curricula and staff development calendar are presented to all school level administrators.				
SBRR curricula materials are ordered for entire district.				

Steps in Implementing SBRR program	Goal date for completion	Completed (Y/N)	Date completed	Name of contact person(s)
Staff development about SBRR and chosen curricula is provided for all faculty and instructional leaders. (Keep this continuous throughout the first two years of implementation.)				
School level literacy coach(es) position(s) are advertised. (Be sure qualifications for position are similar to those of the district level coach's qualifications.)				
Interview for school level literacy coach(es).				
Establish new committee of all school level literacy coach(es) and district level coach(es).				
Establish system for reporting of evidence of data-driven instruction.				
Generate year-long calendar of monthly district literacy committee meetings.				

Appendix B. School-level administrator’s checklist for implementing a SBRR program.

Steps in Implementing SBRR program	Goal date for completion	Completed (Y/N)	Date completed	Name of contact person(s)
Advertise for position(s) of school level SBRR literacy coach(es). (Be sure to define qualifications for position, i.e. strong background in SBRR and analyzing data to gauge instruction.)				
Interview qualified person(s) to serve as school level SBRR literacy coach(es).				
Establish a team to research for SBRR curricula. (Team must include SBRR literacy coach(es), principal or his/her designee, grade level chairs, and EC chair. Team may also include anyone else principal deems necessary.)				
Educate committee about SBRR and the implementation process for a SBRR program. (See Figure 3.)				
Literacy coach(es) research for SBRR curricula and compile a list of possible companies to present to the committee. (It is necessary to choose core curricula, but also intervention and supplemental curricula if financially possible.)				

Steps in Implementing SBRR program	Goal date for completion	Completed (Y/N)	Date completed	Name of contact person(s)
Literacy coach(es) present list of SBRR curricula to committee and textbook companies are contacted to make presentations.				
Textbook companies make presentations for their SBRR programs. (Be sure to question about staff development activities and materials included in purchase.)				
Committee selects curricula to adopt for school.				
School-wide staff development calendar is established.				
Selected curricula and staff development calendar are presented to all school personnel.				
SBRR curricula materials are ordered for school.				
Staff development about SBRR and chosen curricula is provided for all faculty and instructional leaders. (Keep this continuous throughout the first two years of implementation.)				
Establish system for reporting of evidence of data-driven instruction.				

Steps in Implementing SBRR program	Goal date for completion	Completed (Y/N)	Date completed	Name of contact person(s)
Generate year-long calendar of monthly school literacy committee meetings.				

Appendix C. Evaluation for teacher's use of the Texas Primary Reading Inventory (TPRI).
 Developed by C. Cartrette and R. Price, Spring 2005.

Teacher's Name: _____ **Date:** _____

Evaluator's Name: _____ **Position:** _____

	Often	Sometimes	Rarely	Never
Does the teacher have all materials ready and available for easy access before beginning the TPRI testing?	4	3	2	1
Does the teacher show competency and demonstrate familiarity with the testing materials (and PDR, if used)?	4	3	2	1
As the teacher assesses the students using the TPRI testing instruments, does he/she follow the directions explicitly while administering the test?	4	3	2	1
Does the teacher use the proper enunciation and are his/her directions clear and easy for the student to understand?	4	3	2	1
Does the teacher use any type of coaching methods to coerce the student during the testing (i.e. inflection of voice tone, eye or body movements)?	4	3	2	1
Throughout the assessment, is the teacher accurately marking the errors as directed?	4	3	2	1
Does the teacher keep up with the student as he/she reads the words or passages?	4	3	2	1
Does the teacher use the timer correctly? (Does he/she pause, start, stop, and reset the timer accurately?)	4	3	2	1
If PDR is used, does the teacher immediately sync the PDR when testing is complete in order to record data into the database?	4	3	2	1
Does the teacher use the data from the TPRI assessment to properly plan differentiated instruction and intervention that will aid in the students' progress in reading?	4	3	2	1
Total of each score				
Overall Total =				

Guidelines for Training Based on Overall Total

- 30-40** Teacher is proficient in administering the TPRI. Be sure that teacher is evaluated at three points during the year (beginning, middle, and end).
- 20-29** Teacher needs refresher training in administering TPRI. Contact the School/District Reading Coach/Director for recommendations for training contacts. Reevaluate at next assessment period after refresher training.
- Less than 20** Teacher needs to be retrained in TPRI administration. Contact the School/District Reading Coach/Director for possible training classes. Reevaluate teacher at next assessment period after training.

BIOGRAPHICAL SKETCH

Cassandra Hilburn Cartrette was born on February 16, 1977, in Whiteville, North Carolina. She attended Williams Township School from kindergarten through ninth grade and graduated from South Columbus High School in 1995. She received her BA in Communication Studies from University of North Carolina-Chapel Hill and completed her teaching certification at University of North Carolina-Wilmington. She has been teaching since 1999 and is currently teaching first grade at Williams Township School. She is also a volunteer Paramedic in Columbus County, North Carolina. She is currently finishing her M.Ed. in Curriculum and Instructional Supervision at University of North Carolina-Wilmington and plans to continue her education until she receives her Ph.D. in Educational Administration.