

Appendix B

Say It and Move It Card



From Blachman, B.A., Ball, E.W., Black, R., & Tangel, D.M. (2000). *Road to the code: A phonological awareness program for young children*. Baltimore: Paul H. Brookes Publishing Co.; reprinted by permission.

Appendix C

Helpful Web Sites

ASSESSMENT RESOURCES (UNIVERSAL SCREENING AND PROGRESS MONITORING)

AIMSweb: <http://www.aimsweb.com> Formative assessment of early reading, intermediate reading, writing, and spelling skills. (Math probes are also available.)

Curriculum-Based Measurement in Reading—(CBM-R): <http://www.rti4success.org/screeningTools> A chart of curriculum-based reading measures with descriptions and documentation of adequacy (e.g., reliability, validity, efficiency of use, and more).

DIBELS: <http://www.dibels.org> A formative assessment of early literacy skills.

TPRI: <http://www.tpri.org> A screening and diagnostic tool designed for students in kindergarten through third grade.

Reading Assessment Database: <http://www.sedl.org/reading/rad/database.html> Searchable database that describes in detail early literacy assessment tools; Pre-K–3.

OSEP National Center on Student Progress Monitoring: <http://www.studentprogress.org> Chart of progress monitoring tools, web resource library with PowerPoint presentations, links to additional resources.

OSEP National Center on Response to Intervention: <http://www.rti4success.org> Resources for Essential Components of RTI: Screening, Progress Monitoring, Multi-level Prevention System, Data-Based Decision Making.

ADDITIONAL ASSESSMENTS

San Diego Quick Assessment: <http://www.homeschooling.gomilpitas.com/articles/060899.htm> Quickword list reading assessment providing insight into independent, instructional, and frustration levels of student.

Irregular Word Test: http://www.scoe.org/depts./ell/5thacademicsuccess/irregularwords10_06.pdf

Word Reading Test: nifl.gov/readingprofiles/QARI_combined.pdf Word Reading test for grades 4 and above.

WIST: Word Identification and Spelling Test: <http://www.proedinc.com/customer/ProductView.aspx?ID=2031&sSearchWord=Barbara+A.+Wilson> Measures word identification, spelling, and sound-symbol knowledge; ages 7–0 through 18–11 years.

Test of Word Reading Efficiency: <http://lincs.ed.gov/readingprofiles/TOWRE.htm> Standardized test composed of subtests for sight word reading efficiency (reading real words) and phonemic decoding efficiency (reading pseudo words).

TOSWRF: Test of Silent Word Reading Fluency: <http://www.proedinc.com/customer/ProductView.aspx?ID=3088&sSearchWord=> Measures student's ability to recognize printed words accurately and efficiently; ages 6–6 through 17–11 years.

Test of Reading Comprehension—Fourth Edition (TORC-4): <http://www.proedinc.com/customer/ProductView.aspx?ID=4412&sSearchWord=> Tests silent reading comprehension; ages 7–0 through 17–11 years.

Alliteration or Rhyming Tasks from the Individual Growth and Development Indicators (IGDIs) (2001) suitable for children ages 3–5: http://ggg.umn.edu/get/procedures_and_materials/Alliteration/index.html

Comprehensive Test of Phonological Processing (CTOPP): <http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=015-8735-03X&Mode=summary> Helps identify students who need help in developing phonological awareness; ages 5–24.

Test of Preschool Early Literacy (TOPEL): <http://www.proedinc.com/customer/productView.aspx?ID=4020> Helps identify preschool students who are at risk for literacy problems; ages 3 through 5–11 years.

Phonological Awareness Literacy Screening (PALS): <http://pals.virginia.edu/tools-prek.html> PALS-PreK A scientifically based phonological awareness and literacy screening that measures preschoolers' developing knowledge of important literacy fundamentals; offers guidance to teachers for tailoring instruction to children's specific needs. Screening, diagnostic, and progress monitoring tool (see similar tests for K through third grade).

Reading Fluency Benchmark Assessor (RFBA): <http://www.readnaturally.com> Includes benchmark passages, software guide, and software to assist with record keeping; grades 1 through 8.

INTERVENTION PROGRAMS

Useful in finding evidence-based educational interventions:

The What Works Clearinghouse: <http://ies.ed.gov/ncee/wwc/reports/topicarea.aspx?tid=01> Reports that evaluate research on beginning reading curricula and instructional strategies, grades K–3. For a similar report for grades 4–12, go to <http://ies.ed.gov/ncee/wwc/reports/topic.aspx?tid=15>

Doing What Works: <http://dww.ed.gov/> Videos, slideshows, and tools for using proven teaching practices. Based on findings from the What Works Clearinghouse.

The Promising Practice Network: <http://www.promisingpractices.net/programs.asp> Summaries of programs that are proven to improve outcomes for children.

Center on Instruction: <http://www.centeroninstruction.org> Offers materials and resources on literacy and language arts that help educators improve academic outcomes.

Pacific Resources for Education & Learning: <http://www.prel.org> Provides a range of products and services in the areas of reading and literacy development across the grades for multi-language and multicultural communities.

FOCUS ON FLUENCY PROGRAMS & ASSESSMENTS

Great Leaps: <http://www.greatleaps.com/>

Quick Reads: <http://www.pearsonschool.com>

Read Naturally: <http://www.readnaturally.com>

FLUENCY ASSESSMENTS

AIMSweb: <http://www.aimsweb.com> Pearson Education, Inc.

Curriculum-Based Measurement in Reading—(CBM-R): <http://www.rti4success.org/screeningTools>

FAIR: Florida Assessments for Instruction Reading: <http://www.justreadflorida.com/instrreading.asp> Florida Department of Education, (2009). Tallahassee, FL: Author

DIBELS Next (seventh edition): Dynamic Indicators of Basic Early Literacy Skills <http://www.dibels.org>. (2010). Dynamic Measurement Group, Eugene, OR: Author

Reading Fluency Progress Monitor (RFPM): <http://www.readnaturally.com/products/rfpm.htm> Read Naturally Inc., n.d., 19 Oct. 2011 [http://](http://www.readnaturally.com/products/rfpm.htm)

Reading Fluency Benchmark Assessor (RFBA): Read Naturally Inc., n.d., 19 Oct. 2011 <http://www.readnaturally.com/products/rfba.htm>

TPRI: Texas Primary Reading Inventory <http://www.tpri.org> Austin, TX: Author

Tejas LEE: “El Inventario de Lectura en Español de Tejas” <http://www.tejaslee.org/> Austin, TX: Author

FOCUS ON VOCABULARY

Florida Center for Reading Research: <http://www.fcrr.org/FCRRReports/contents.htm> Analysis of commercial programs and teacher centers used by skilled teachers to provide effective instruction.

VOCABULARY OR MORPHOLOGY INSTRUCTION

Colorín Colorado: <http://www.colorincolorado.org> Ideas for teaching ELL.

Free Rice: <http://www.freerice.com> Players earn virtual rice to feed the hungry for every vocabulary question answered correctly, available in dozens of levels to suit every grade.

More Words: <http://www.morewords.com/examples> Provides a list of words that share the same spelling pattern, to find morphologically related words.

Online Etymology Dictionary: <http://etymonline.com> Provides the roots and affixes that make up a word and gives word origins.

Memidex: <http://www.memidex.com> Multipurpose reference tool: dictionary, thesaurus, pronunciation by dialect, etymology, etc.

PrefixSuffix.com: <http://www.prefixsuffix.com> Lists common prefixes and suffixes, with meanings and origin.

Spanish Cognates Dictionary: http://www.latinamericalinks.com/spanish_cognates.htm Many words in Spanish resemble words in English (Spanish cognates) and if studied will provide the Spanish student a quick source of building a strong Spanish/English vocabulary.

Visual Thesaurus: <http://www.visualthesaurus.com> Graphic word webs, plus many other tools and teaching tips.

VocabAhead: <http://www.vocabahead.com/Default.aspx> Brief videos teaching academic words.

Vocabulogic: <http://vocablog-plc.blogspot.com> Created for teachers, published by Susan Ebbers with numerous expert guest authors.

CORE PROGRAMS (REVIEWS)

Florida Center for Reading Research: <http://www.fcrr.org/FCRRReports/contents.htm> Analysis of commercial programs and teacher centers used by skilled teachers to provide effective instruction.

What Works Clearing house: <http://ies.ed.gov/ncee/wwc/reports/topic.aspx?tid=15> Source for review of adolescent literacy programs; grades 4–12. <http://ies.ed.gov/ncee/wwc/reports/advancedss.aspx> Source for review of elementary literacy programs.

Center on Instruction: <http://www.centeroninstruction.org/> Offers materials and resources on literacy and language arts that help educators improve academic outcomes.

Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide <http://www2.ed.gov/rschstat/research/pubs/rigorousetid/rigorousetid.pdf> Helps identify whether an intervention has strong or possible evidence to support it.

ENGLISH LANGUAGE LEARNERS (ELLs)

Colorín Colorado: <http://www.colorincolorado.org> Ideas for teaching ELL students; site filled with useful information, strategies, activities, and resources for all teachers of ELLs, whether an English as second language (ESL) teacher or a content area teacher with one or two English learners in your class.

Teaching Diverse Learners: <http://www.lab.brown.edu/tdl/elemlit/index.shtml> Information on ELL challenges and teaching practices; grades K through 6.

POLICY AND STANDARDS

Reading First/SBRR: http://en.wikipedia.org/wiki/Reading_First Provides summary of Reading First and valuable links to connected content such as NCLB and scientifically based reading instruction.

Put Reading First: <http://lincs.ed.gov/publications/pdf/PRFbrochure.pdf> Small brochure for educators, parents, and caregivers explaining the results of the National Reading Panel and SBRR specifically.

Put Reading First, kindergarten through grade 3: <http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf> Small booklet for educators, parents, and caregivers explaining the results of the National Reading Panel in plain talk and SBRR specifically.

Literacy Information and Communication System: <http://lincs.ed.gov/>

No Child Left Behind (NCLB): <http://www2.ed.gov/nclb/landing.jhtml> Provides not only the 2001 NCLB Act but current updated material as well. http://en.wikipedia.org/wiki/No_Child_Left_Behind_Act

The Elementary and Secondary Education Act (ESEA, 2001): <http://www2.ed.gov/policy/elsec/leg/esea02/index.html> Provides law in its entirety.

The Individuals with Disabilities Education Improvement Act: <http://idea.ed.gov/> Provides complete law. Law is also known as IDEA, [34 CFR 300.8(c)(10)] <http://nichcy.org/disability/categories> A web site that includes definitions and other information about IDEA and students with disabilities.

International Reading Association Standards for Reading Professionals: http://www.reading.org/Libraries/Reports_and_Standards/bk889.sflb.ashx IRA document designed to ensure that all students are knowledgeable and proficient users of language so they may achieve school and life success.

The Common Core State Standards: <http://www.corestandards.org/> The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.

The International Dyslexia Association, Knowledge and Practice Standards for Teachers of Reading: <http://www.interdys.org/Standards.htm> Serves as a guide to endorsing programs that prepare teachers in reading and/or programs that specialize in preparing teachers to work with students who have difficulties or disabilities.

The Texas College & Career Readiness Standards: http://www.thecb.state.tx.us/college_readiness/crs.pdf These standards specify what students must know and be able to do to succeed in entry-level courses at postsecondary institutions in Texas.

READING/LITERACY GENERAL

Anita Archer video series: <http://www.scoe.org/pub/htdocs/rla-media.html> Literacy expert provides videos of vocabulary, retelling, engagement, modeling.

Children of the Code: <http://www.childrenofthecode.org/> Public television document and social education project; videos; answering questions such as who is at risk, what is at stake, and what is involved in learning to read.

National Reading Panel: http://www.nichd.nih.gov/publications/pubs_details.cfm?from=&pubs_id=89 Report of the National Reading Panel: Teaching Children to Read, executive summary.

National Reading Panel: http://www.nichd.nih.gov/publications/pubs_details.cfm?from=&pubs_id=88 Report of the National Reading Panel: Teaching Children to Read: full report.

Put Reading First: Kindergarten through Third Grade: <http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf> The Research Building Blocks for Teaching Children to Read; simple, easy-to-read format.

Reading A-Z: <http://www.readinga-z.com/> Web site provides teachers instructional reading materials; K-5; leveled texts, decodable readers, poetry, letter flashcards, handwriting pages and more.

ReadingRockets: <http://www.readingrockets.org/teaching/reading101-course/toolbox/teacher-toolbox> Teachers' toolbox for struggling readers.

Doing What Works: <http://www2.ed.gov/nclb/methods/whatworks/> Site that translates research-based practices into practical tools used to improve classroom instruction.

Ivy's Dictionaries for Kids: <http://www.aboutus.org/IvyJoy.com> Provides links to reference web sites and fun word tools such as FactMonster, Bartleby.com, WordNet, Encarta and Merriam-Webster, Anagram Server, Tongue Twisters, Visual Thesaurus.

Kids Read: <http://www.kidsreads.com/> Designed to be used during literature circles or guided reading; newest books for children, trivia games/word puzzles; useful for planning before/during/after reading to build vocabulary and comprehension.

Neuhaus Education Center: <http://www.neuhaus.org/> Provides teacher continuing education online classes; onsite classes and effective teaching strategies and materials to prevent reading failure.

Lexile Levels at <http://www.lexile.com> If you want to check out titles of books that you are reading, you can find their lexile levels here.

The Meadows Center for Preventing Educational Risk: <http://www.meadowscenter.org/vgc/>

Resources, research, and instructional materials to teach reading to students, Pre-K-12, English language learners, and students with reading difficulties, including:

Essential Reading Strategies for the Struggling Reader

Reading Strategies & Activities Resource Book for Students at Risk for Reading Difficulties, Including Dyslexia

Supplemental Instruction for Struggling Readers Grades 3-5: A Guide for Tutors

A New Light on Literacy: Early Reading Interventions for English Language Learners

Text Project: <http://textproject.org/> Aims to bring beginning and struggling readers to high levels of literacy through a variety of strategies and tools, particularly the texts used for reading instruction.

RTI

National Research Center on Learning Disabilities: <http://www.nrcld.org> Site provides integrated research with improved policies and classroom practices See the article: "Understanding Responsiveness to Intervention in Learning Disabilities."

National Center on Response to Intervention: <http://www.rti4success.org> Site provides "all you need to know about Response to Intervention"; learn about the essential components of RTI.

Florida Center for Reading Research: <http://www.fcrr.org/interventions/RTI.shtm> Provides information about using ongoing progress monitoring to improve reading outcomes.

Center on Instruction: <http://www.centeroninstruction.org/topic.cfm?k=R> Site offers materials and resources on effective instruction within the RTI framework and implementation guidelines.

Intervention Central: <http://www.interventioncentral.org> Site provides tools and resources needed for all aspects of RTI implementation.

Research Institute on Progress Monitoring: <http://www.progressmonitoring.org> Progress monitoring tools and other resources helpful for RTI implementation.

RTI Wire: http://www.jmwrightonline.com/php/rti/rti_wire.php Site provides tools and resources needed for all aspects of RTI implementation.

Building RTI: <http://buildingrti.utexas.org/> Dessimination of information, resources, and tools designed to enhance instructional decision-making model in reading, mathematics, and behavior. Includes presentations slides and videos.

What Works Clearinghouse: <http://ies.ed.gov/ncee/wwc/> Various articles and practice guides for use in RTI model.

READING PROGRAM SELECTION

What Works Clearinghouse: <http://ies.ed.gov/ncee/wwc/> Find what works in reading programs by using this site.

Florida Center for Reading Research: <http://www.fcrr.org/fcrrreports/LReports.aspx> List reading programs and their evaluation; suspended in 2008.

The Institute for Development of Educational Achievement, The University of Oregon: <http://idea.uoregon.edu/>

PROFESSIONAL ORGANIZATIONS

Council for Exceptional Children: <http://www.cec.sped.org>

International Literacy Association <https://www.literacyworldwide.org/>

National Center for Learning Disabilities: <http://www.ld.org>

The International Dyslexia Association: <https://dyslexiaaada.org>

TECHNICAL ASSISTANCE AND RESEARCH CENTERS

University of Kansas Center for Research on Learning: <http://www.ku-crl.org>

Center for Applied Linguistics (National Literacy Panel on Language Minority Children and Youth): <http://www.cal.org/>

The IRIS Center: <http://iris.peabody.vanderbilt.edu/>

Texas Center for Learning Disabilities: <http://www.texasldcenter.org>

Center on Instruction: <http://www.centeroninstruction.org>

Consortium on Reading Excellence: <http://www.corelearn.com>

National Center on Intensive Intervention <http://www.intensiveintervention.org/>

National Center for Systemic Improvement <https://www.wested.org/project/national-center-for-systemic-improvement/>

CEEDAR Center www.ceedar.org

Meadows Center for the Prevention of Learning Difficulties www.meadowscenter.org

Appendix D

Lesson Plan Template

Date:

Teacher:

Target students *(Whole class or small group. Identify specific students who need differentiated instruction.)*

Objective of the lesson:

Required resources

Review of previous learning

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- Teacher:
- Explicit instruction with modeling
 - Systematic instruction with scaffolding

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