

# Reading Strategies and Programs

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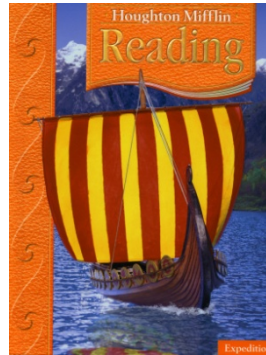
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# Houghton Mifflin Reading

- Used in Grades K-5
- Research Based Instruction and Strategies
- Includes materials and strategies for differentiation up and down
- Includes instructional skills and strategies to develop phonics, phonemic awareness, vocabulary, fluency and comprehension

# A Balanced Literacy Approach

## Shared Reading



Student  
Anthology

## Guided Reading



Leveled Readers

## Independent Reading

Theme  
Paperbacks



# Support for Struggling Readers

- Teacher's Edition offers support strategies and activities for every lesson.
- At lower levels, supplemental phonics readers and decoding activities (alphafriends and letter cards)
- Teacher's Edition offers reteaching lessons for every skill and strategy
- Kindergarten Assessments and Running Records assess all five areas of reading

# Support for Struggling Readers

- Guided Reading instruction with leveled readers provide targeted small-group instruction (flexible grouping)
- Extra-Support Handbook provides preteaching and reteaching lessons for every classroom lesson
- Leveled thematic texts are provided for each unit of instruction

# Supplemental Strategies/Programs

- Used for students that are making progress in Houghton Mifflin, but need additional targeted instruction in an area of weakness
  - Reading fluency
  - Decoding
  - Comprehension

# Supplemental Programs

	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
Earobics Software –For grades K-3, but can be used with older students	X	X			
Orton Gillingham –For Grades 1-12		X			
Read Naturally –For Grades 1-12		X	X	X	X
LEXIA –For Grades K-12	X	X			

# Alternative Programs

	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
<b>LANGUAGE! 3<sup>RD</sup> Edition</b> –Intended for 3 <sup>rd</sup> -12 <sup>th</sup> Graders –Reading level: PP-8 <sup>th</sup> Grade	X	X	X	X	X
<b>Reading Milestones</b> –For 1 <sup>st</sup> -12 <sup>th</sup> graders –Reading level: K-4	X	X	X	X	X

# Alternative Programs

	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension
PCI Levels 1 and 2 <ul style="list-style-type: none"> <li>•Intended for All ages</li> <li>•Reading Level: K-2.5</li> </ul>			X	X	X
Edmark <ul style="list-style-type: none"> <li>•Intended for Pre K-12<sup>th</sup> Graders</li> <li>•Reading level K-3</li> </ul>		X			X
Functional Reading Kits <ul style="list-style-type: none"> <li>•Intended for K-12<sup>th</sup> Graders</li> <li>•Reading level is undetermined</li> </ul>		X		X	X

# Reading Committee

- Members:

Cathy Hanson (Seaholm LRC, L! coach)

Dorit Ben-Gal (West Maple, LRC)

Elizabeth Priebe (Harlan ASD)

Guy Jones-Lau (Quarton, LRC)

Joanna Keil, (Seaholm, LRC)

Judy Teodoridis-Clark (Pierce, LRC)

Julie Palileo (Beverly, LRC)

Katie Maxwell (Berkshire LRC, L! coach)

Liz Case (West Maple, LRC)

Lynne Robertson, (Reading Recovery, Title I)

Maureen Martin (Teacher Consultant, Chair)

Trisha Sullivan (Pembroke, AI)

# Reading Committee

- Charge
  - Identify research based reading programs and strategies to meet the needs of students who needed something different or in addition to Houghton-Mifflin
  - Study the programs and teach sample lessons to see how students perform with them
  - Recommend the strategies and programs to the department that would meet the needs of students that need a program other than Houghton Mifflin

# Reading Committee Recommendations

- Houghton-Mifflin series should meet the needs of most LRC students with mild disabilities who are struggling readers.
- LANGUAGE! Provides a comprehensive alternate reading program for struggling readers
- PCI is preferred over Edmark at the elementary level for students needing whole word reading instruction.

# Reading Committee Recommendations

For targeted skill instruction the preferred programs of the committee included:

- Read Naturally – fluency
- Lexia and/or Explode the Code - phonemic awareness
- REWARDS – decoding, accuracy and fluency (not to be used in conjunction with Language!)

# NEXT STEPS

- PCI Reading is being purchased for Resource and ASD classrooms
- Functional Reading kits will be distributed upon their completion
- The needs of our students will continue to be monitored to make future decisions

# Reminders

- No one strategy or program is perfect for every learner
- Building teams and parents make determinations on which strategies or programs can best meet the learning needs of a student
- Decisions are made individually for each student