Strengthening Our Approach to Teaching Reading

Expect great things.

Pittsburgh Public Schools
MTSS Advisory Committee (*February and March*)

- Reading Coordinators
- Reading Specialists
- Reading Coaches
- Principals
- Assistant Principals
- Personnel from Program for Students with Exceptionalities (PSE)
- Personnel from English as a Second Language
Goals for the MTSS

Identify reading programs to assist with one or more of the following:

1. Universal Screener to monitor student progress from PreK-12
2. Interventions for students that needing additional support (Tier 1 and Tier 2)
3. Diagnostic that provides teachers with specific phonetic skills to support students that are struggling with text efficiency and decoding
Reading Programs Reviewed

- Reading Horizons
- Achieve3000
- iStation
- Imagine Learning
- Edmentum
- 95 percent
- Scholastic Edge
- Leveled Literacy Interventions
- Comprehension Toolkit
- Pearson SuccessMaker
- Pearson Foundational Skills
- SRA Corrective Reading
- SRA Read to Achieve
- ReadyUp from ReadyGen
Reading Programs Reviewed

1. Reading Horizons
2. Achieve3000
3. 95 percent
Rubric

- Accessibility
- Content
- Free of Race, Gender, or Bias
Reading Horizons

• Accessibility – 9/9
• Content – 9/9
• Free of Race or Gender Bias – 6/6
Achieve3000

- Accessibility – 8/9
- Content – 8/9
- Free of Race or Gender Bias – 4/6
95 Percent

- Accessibility – 8/9
- Content – 7/9
- Free of Race or Gender Bias – 5/6
Research Behind Reading Horizons

Improving Reading Instruction Research
Harvard University Research

JEANNE S. CHALL, Ph.D. - Harvard University
Professor of Education and Director of the Reading Laboratory at the Graduate School of Education, Cambridge, Massachusetts

The Effectiveness of Reading Horizons as an Intensive Remedial Program
Used in Other Districts

- Los Angeles Unified
- Clark County Nevada (Las Vegas and surrounds)
- Shelby County Tennessee
- Rockford Illinois - Similar in size and demographics to Pittsburgh
- Promise Academy, Harlem New York (more than 90% African-American)
- Baltimore Public Schools-Commordore Rogers Academy (more than 90% African-American)
- Colonial School District, Delaware
- Red Clay Schools, Delaware
### Kindergarten

#### Chapter 1
- Alphabet Introduction
- Vowel A
- Consonant B
- The Slide
- Consonant F
- Consonant D
- Consonant G
- Building Words
- Nonsense Words
- MCW List 1 (the, of, and)
- Capitalization
- Consonant H
- Consonant J
- Consonant L
- Consonant M
- Vowel E
- MCW List 2 (a, to, in)
- Punctuation
- Consonant N
- Consonant P
- Consonant R
- Consonant S

#### Chapter 2
- Vowel O
- MCW List 3 (is, you, that, it)
- Sentence Structure
- Consonant T
- Consonant V
- Consonant W
- Consonant X
- Consonant Y
- Vowel U
- MCW List 4 (he, was, for, on)
- Consonant Q
- Consonant Z
- Vowel I
- Consonant C
- Consonant K
- Alphabetic Order
- Spelling with C and K
- MCW List 5 (are, as, with, his)

**Lesson Key**
- **= Skill Lesson**
- **= Most Common Words Lesson**
- **= Reference Lesson**
- **= Optional**

#### Chapter 6

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<th>First Grade</th>
<th>Second Grade</th>
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Proposal

- NWEAP
- Reading Horizons
- iLit
- iRead
- Dibels for progress monitoring
Universal Screener

- NWEA MAP
  - On Grade Level
  - Approaching
  - Falls Far Below

- Small Group and Enrichment
  - iLit/iRead
  - Small Group w/ReadyGen
  - Reading Horizons
  - Small Group w/ReadyGen