

*IDENTIFYING SCHOOLS WITH EFFECTIVE
READING PROGRAMS*

A NATIONAL INSTITUTE FOR LITERACY
STUDY

DOCUMENT REVIEW
PROTOCOL

Identifying Schools with Effective Reading Programs

District Name: _____

Date of Visit: _____

Reviewer(s): _____

The purpose of this review is to obtain information about the district's infrastructure for supporting effective reading instruction.

Identifying Schools with Effective Reading Programs

Document	Guidance	Evidence
Learning Standards	Learning standards identify the reading content knowledge and skills expected of all students at a particular grade-level. These standards articulate the following: • Clearly stated learning goals • Scientifically-based reading research in each of the critical components of reading: - o Phonemic Awareness - o Phonics - o Fluency - o Vocabulary - o Text Comprehension • Explicit, developmental sequence of knowledge and skills that is challenging, clear, and appropriate for the intended students • Depth of understanding rather than breadth of coverage • Application of skills, knowledge, and understandings	

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Document	Guidance	Evidence
Curriculum Guide(s)^{1,2}	The curriculum guide for reading instruction articulates the following indicators of a comprehensive reading program: • Grounding in scientifically-based reading research. • Schedule for adequate and uninterrupted instruction. • Instructional strategies and skills that include the critical components of reading: - o Phonemic Awareness - o Phonics - o Fluency - o Vocabulary - o Text Comprehension - o Writing linked to Reading. • Sequence of systematic and explicit instruction. • Alignment of materials (core, supplementary, and intervention), assessments, and texts. • System to regularly evaluate student progress using valid and reliable instruments. • Aligned interventions for students who require additional instruction.	

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Professional Development³	Professional development has been designed as a coherent, focused program that includes the following elements: • Content and pedagogy to increase teacher knowledge and skill: - o Scientifically-based reading research (SBRR) - a general knowledge and understanding of the five critical components of reading (see above). - o Scientifically-based reading instruction – application of SBRR concepts of teaching reading - o Assessment - administration and analysis/interpretation for instructional decision-making - o Intervention – strategies to accelerate the learning of struggling readers - o Program implementation – core, supplementary, and intervention models • Logical sequence (time & intensity): general understanding to in depth training on specific content or pedagogy • Ongoing support: follow-up training differentiated by teacher needs; opportunities for practice and collaboration with colleagues • Inclusion of other professionals who support reading instruction • High-quality, knowledgeable trainers • Evaluation for effectiveness	

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Document	Guidance	Evidence
Other	Document containing information about the district's infrastructure for supporting effective reading instruction	Type of Document:

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Document	Guidance	Evidence
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1. The Partnership for Reading. (n.d.). Reading: The foundation children need to succeed. Washington, DC: Author.
 2. The Partnership for Reading. (n.d.). Reading: Putting it first. Getting it right. Washington, DC: Author.
 3. National Center for Reading First Technical Assistance. (2004). Tips for designing a high quality professional development program. Austin, TX: RMC Research Corporation.