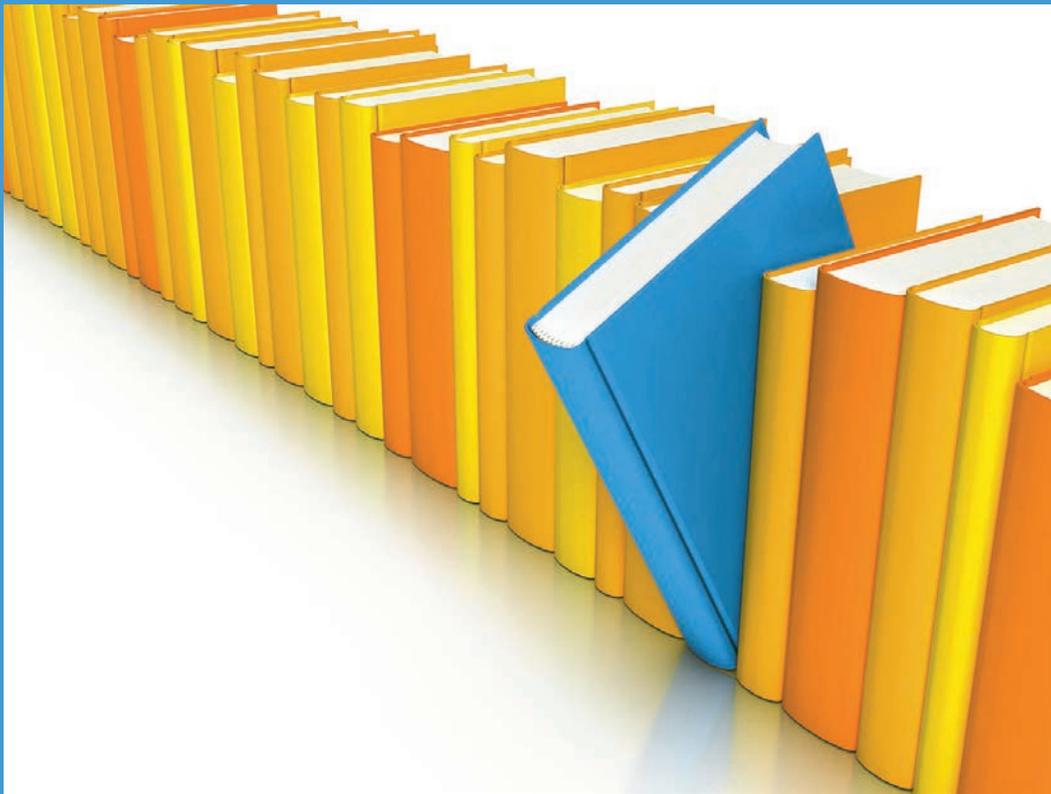


The Best and the Rest

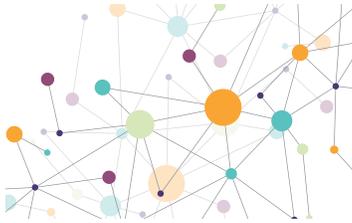
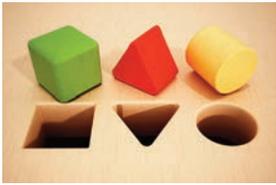
See How CR Success Compares



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Applying the Science of Reading and Best Practices in Instruction

Key Components	CR Success Description
<p>Focus on the Essentials</p> 	<p>Use the Science</p> <p>We thoroughly research and apply the science of reading and the best practices in instruction.</p> <p>Our programs address and coordinate the critical components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension) as well as spelling, handwriting, and writing.</p>
<p>Begin with the End in Mind</p> 	<p>Use a Backward Design</p> <p>We begin with essential understandings, which are specifically stated as goals for the teacher and the students. We determine how to monitor and promote practice.</p> <p>Our engaging, rigorous, and memorable lessons are then designed to fulfill the goals.</p>
<p>Be Clear and Concise</p> 	<p>Teach Explicitly, with Clarity and Simplicity</p> <p><i>Don't Teach What You Will Have to Unteach</i></p> <p>Our manuals have explicit instruction in key content. Our goal is to achieve active and successful student participation in every lesson.</p> <p>Our lessons are written with limited teacher talk that is concise and unambiguous. These teacher-friendly lessons follow best practices for instructional design.</p>
<p>Connect the Learning</p> 	<p>Develop the Interconnectedness of Learning</p> <p>Learning is enhanced when it is taught by building on connections.</p> <p>We use an integrative and multisensory approach to develop phonological skills while teaching systematic, synthetic phonics. Songs, stories, gestures, and visual posters add to the instruction of the phonetic concepts.</p> <p>Instruction in vocabulary, comprehension of connected text, spelling, and writing are all connected to the word study.</p>
<p>Engage the Student</p> 	<p>Let the Students Do the Work!</p> <p>Students are fully engaged through active learning.</p> <p>Rote recitation is avoided; inquiry is encouraged.</p> <p>Concepts and patterns are taught rather than rules.</p>
<p>Reach Every Student</p> 	<p>Use Data: Make the Program Fit the Student</p> <p>Our diagnostic and summative assessments provide a compass for placement in the program and for pacing, as well as the end-of-year or end-of-level assessment.</p> <p>Our formative assessments (progress monitoring) assessments assist teachers in adjusting instruction for individual needs of the learner. There is a high focus on meeting the individual needs of the students.</p>
<p>Provide Aligned Instruction</p> 	<p>Align, Align, Align!</p> <p>Through our different programs, we can align the strategies, concepts, and sequence of instruction, which research indicates will provide measurable results.</p> <p>Teacher materials are planned to use time in the most efficient way, thus increasing the quality, consistency, and even quantity of instruction.</p>

Science of Reading and Instruction

Program **A** _____

Program **B** _____



CR Success Learning Reading Program

How Does CRSL Compare?

A

B



INSTRUCTIONAL DESIGN			
Our programs address and integrate the critical components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension) as well as spelling, handwriting, and writing.			✓
The Gradual Release of Responsibility Framework guides the teacher in first modeling instruction, then supporting guided practice, and finally promoting independent practice.			✓
The background knowledge of concepts and explicit explanations are provided for the teacher.			✓
Teachers are prepared with the knowledge and skills to be effective.			✓
Instruction is explicit and systematic.			✓
Instruction is sequential, following a systematic, structured literacy plan.			✓
Teacher dialogue is scripted, but teachers are also given the tools to modify and support students, based on their individual needs.			✓
Active, multisensory learning is emphasized; students are fully engaged in the lesson.			✓
Lessons have stated objectives, which are monitored regularly.			✓
Instruction is meaningful; students understand the goals and have the background knowledge to succeed.			✓
Lessons are easy to follow.			✓
PHONEMIC AWARENESS			
Phonemic Awareness is taught systematically during all levels of the CRSL Literacy programs.			✓
Instruction focuses on those skills that directly relate to reading, spelling, and writing: identifying phonemes, blending phonemes, segmenting phonemes, and manipulating phonemes.			✓
Sounds are taught in a multisensory way, using visual posters, mouth positions, chants, and gestures.			✓
Students learn to segment sounds with finger pinching and to blend sounds, using One-Breath Blending (continuous blending).			✓
Students quickly link the sounds to letters, using the letter tiles on the Magnetic Folder.			✓
Advanced phonemic awareness skills (manipulating phonemes) become automatic through oral/ listening activities and then by manipulating letter tiles while spelling syllables.			✓

PHONICS/WORD STUDY			
Students learn a comprehensive approach to decode words, using the predictable patterns of sound-letter correspondences, six syllable types, morphemes, and spelling conventions.			✓
Sound-symbol associations are taught using visuals, gestures, listening activities, handwriting.			✓
The full phonetic code is taught in 25 concepts, which are reinforced by songs, stories, and visual aids.			✓
Nine word families are taught (-ing, -ang, -ink, -ank, -all, -ost, -old, -ild, -ind).			✓
A large number of prefixes and suffixes are presented, along with their meanings.			✓
Instruction begins with the most consistent and high-utility consonants and short vowels, then move to the most common spellings for long vowels, and finally teaches the more conditional and less frequent spellings for consonants and vowels.			✓
Students are able to use specific strategies to decode and encode multisyllabic words.			✓
Students learn patterns to categorize frequently-used spellings as Best Spellings and less-frequent spellings as Rest Spellings.			✓
T.R.I.C.K.Y WORDS (IRREGULAR OR HIGHER-LEVEL PHONETIC WORDS)			
The regularity of the spelling system is emphasized. Irregular or higher-level phonetic words are taught after students have understanding of the Alphabetic Principle.			✓
Students learn words that come from their reading.			✓
Words are taught gradually, both in isolation and in context.			✓
Students have many opportunities to read the word in text and to spell the word.			✓
A variety of activities are used to teach sight words.			✓
Students learn to analyze the words and discover what is irregular or is a "to-be-learned phonetic concept."			✓
Students learn words by fusing meaning to sounds and spellings (graphophonemic analysis).			✓
Students learn to differentiate between "T.R.I.C.K.y Words" and decodable words.			✓
HANDWRITING			
Instruction is developmental, recognizing the changing gross/fine motor skills and language/cognitive abilities of students.			✓
Stroke formation is taught in a clear and simple manner.			✓
The curriculum is systematic, organizing letters by beginning strokes.			✓
The goals are legibility and fluency.			✓
The handwriting program aligns and reinforces reading, spelling, and writing development.			✓

WORD STUDY			
Word study is grounded in inquiry, using authentic tasks that teach concepts, not rules.			✓
The curriculum is systematic and cumulative, using explicit instruction.			✓
Each level is organized around the same Phonetic Concepts and the Six Syllable Types as in the Reading Program, while systematically deepening students' understanding by adding layers of knowledge.			✓
Spelling conventions, irregular words, and syllabication strategies are directly taught.			✓
Word Sorts are utilized at each level, progressing from directed Word Sorts to Blind Word Sorts.			✓
Additional grammatical and vocabulary instruction is provided, including writing complex and compound sentences, applying verb tense correctly, exploring multiple meanings and connotations of words, using a dictionary, and completing analogies.			✓
Advanced word study thoroughly develops morphemic and etymologic knowledge.			✓
Weekly assessments go beyond rote testing: they inform instruction and evaluate the students' ability to apply and generalize what they have learned.			✓
Mid-week progress monitoring is conducted; differentiation ideas are provided.			✓
DECODABLE BOOKS			
The decodable books contain only words that have been previously taught, either to decode by phonetic concept or to learn as a T.R.I.C.K.y word.			✓
Books increase in length, thus developing reading stamina.			✓
The topics are familiar and engaging to students.			✓
Natural and meaningful language is used. Language complexity develops systematically.			✓
Readability is assessed and Lexile Levels are assigned.			✓
Narrative elements (character development, setting, problem/solution, sequence of events) are present in all stories.			✓
Expository text is connected to narrative text.			✓
Although there are reoccurring characters, the stories feature different cultures, families, and genders.			✓
FLUENCY			
Fluency is developed for foundational subskills, such as sound-symbol associations.			✓
Students read at their instructional or independent reading level.			✓
Students are intentionally given numerous opportunities to read and reread accessible, decodable text.			✓
Teachers model the fluent reading of text.			✓

A systematic method (2-2-2-Coaching Method) is used to promote fluency and provide feedback to the students.			✓
Phrasing is taught throughout levels.			✓
Assessment of fluency is multidimensional (rate, accuracy, expression, and phrasing). Fluency checks are provided.			✓
VOCABULARY			
Vocabulary is taught both directly and indirectly.			✓
New vocabulary is modeled through rich oral interaction.			✓
The concentration of vocabulary instruction is Tier 2 Words, including words with multiple meanings.			✓
Academic Vocabulary is specifically taught.			✓
Students are pre-taught vocabulary, using Focus Word and Four-Step Vocabulary.			✓
Students' word awareness is encouraged.			✓
Morphology, with an emphasis on the meaning of morphemes, is an important part of the curriculum.			✓
COMPREHENSION			
Comprehension strategies include oral language development and emphasize vocabulary, background knowledge, inferential thinking, an understanding of pronoun references and syntax, and sequential thinking.			✓
Narrative elements (characters, setting, problem, events, solution) are well developed.			✓
Teachers are encouraged to model "think-alouds" to explain comprehension strategies.			✓
Graphic organizers visually represent comprehension strategies.			✓
Students learn to answer literal and inferential comprehension questions.			✓
Theory of mind is developed from the earliest readers.			✓
Students make predictions before, during, and after reading.			✓
Students are frequently required to write about their reading.			✓
Students advance from using sentence frames, to writing simple sentences to writing connected sentences to composing paragraphs, using the REsponse Method.			✓