

**Series Launchers© and Reading for Success© :  
Two Literature Based Direct Instruction™ Programs  
for the Teaching of Reading  
©Novel Ideas, Inc.  
By Fay Goodfellow and Terry Dodds**

Literature Based Direct Instruction™ is an instructional approach to teaching reading that combines the highly structured direct instruction research proven teaching methods with a wide variety of children's literature that allows students to develop sophisticated vocabulary, comprehension, and literary analysis skills.

*Series Launchers*© is a Literature Based Direct Instruction™ program that provides short novel studies which introduce students to popular series of children's chapter books. Each novel study is designed to offer two to three weeks of instruction. Lessons include vocabulary exercises, guided story reading, comprehension activities, test practice, and written expression activities. The goal of Series Launchers is to establish confidence in young readers who are working in Direct Instruction and other reading programs to become independently involved in a choice reading program.

*Reading for Success*© is an explicitly taught Literature Based Direct Instruction™ program that provides full-length novel studies for award-winning pieces of children's literature. Most novel studies are designed to offer approximately one month of instruction. Lessons include vocabulary exercises, guided story reading, comprehension activities, fluency building exercises, vocabulary development and vocabulary notebook, written follow-up activities, and enrichment and extension activities. The goal of Reading for Success is to provide readers from late primary to middle school with a literature-based direct instruction reading program that uses unabridged novels. These novel studies can be used to supplement any basal reading or literature series or as a component in a trade book based approach to reading instruction.

**Students for Whom these Materials are Appropriate:**

The novel studies found in *Series Launchers* and *Reading for Success* are appropriate for students who have mastered beginning decoding skills. Novel studies are categorized by both readability and interest level.

Readability is the instructional reading level of the materials. This means students should be able to read the materials, with teacher direction, if they are within the designated readability range. Readability is only one measure of the reading level of the book. Many higher level books are at a lower level of readability, but are inappropriate for younger readers due to the higher level literary concepts found in that book or because of the appropriateness or maturity level of the content.

Stronger readers have higher than grade placement reading levels. Weaker readers have lower than grade placement reading levels. This is when it is particularly important to consider the interest levels of materials selected for instruction. Even though a book may have a lower level readability, it may have an interest level for older students who are beginning readers. Interest level should also be considered for guiding you in making age-appropriate selections for younger students who are reading at a higher level.

The novel studies in *Reading for Success* and *Series Launchers* are generally written to cover the state standards of a three grade range in reading and literary analysis, written expression, and spoken language. For example, *Charlotte’s Web*, by E. B. White, is written to cover the state standards for grades 4 to 6 as appropriate to the novel study. The scope and sequence included with each novel study enables teachers to easily match the content of the novel study to their state standards.

The following charts summarize the readability, interest level and state standards coverage for *Series Launchers* and *Reading for Success*.

<b>Title of <i>Series Launcher</i>© Series (Novel Study)</b>	<b>Readability Range</b>	<b>Interest Level</b>	<b>State Standards Coverage</b>
<b>Level 1</b>			
Mouse Tales by Arnold Lobel ( <i>Mouse Tales</i> )	Grade 1.5-2.3	Age 5-8 years	Grades 1-3
Little Bear by Else Holmelund Minarik ( <i>Little Bear</i> )	Grade 1.5-2.3	Age 5-8 years	Grades 1-3
Henry and Mudge: by Cynthia Rylant ( <i>Henry and Mudge: The First Book</i> )	Grade 1.5-2.3	Age 5-8 years	Grades 1-3
Amelia Bedelia by Peggy Parish ( <i>Play Ball, Amelia Bedelia</i> )	Grade 1.5-2.3	Age 5-8 years	Grades 1-3
Nate the Great by Marjorie Weinman Sharmat ( <i>Nate the Great and and the Big Sniff</i> )	Grade 1.5-2.3	Age 5-9 years	Grades 1-3
Marvin Redpost by Louis Sachar ( <i>Marvin Redpost: Kidnapped at Birth?</i> )	Grade 1.5-2.3	Age 5-10 years	Grades 1-3
<b>Level 2</b>			
Junie B. Jones by Barbara Park ( <i>Junie B. Jones and the Stupid Smelly Bus</i> )	Grade 2.0-3.0	Age 5-10 years	Grades 2-4
The Arthur Series by Marc Brown ( <i>Arthur Accused</i> )	Grade 2.0-3.0	Age 6-10 years	Grades 2-4
Books by Judy Blume ( <i>The One in the Middle is a Green Kangaroo</i> )	Grade 2.0-3.0	Age 6-10years	Grades 2-4
Pixie Tricks by Tracey West ( <i>Sprite’s Secret</i> )	Grade 2.0-3.0	Age 6-10 years	Grades 2-4
A to Z Mysteries by Ron Roy ( <i>The Absent Author</i> )	Grade 2.0-3.0	Age 6-12 years	Grades 2-4
Magic Tree House by Mary Pope Osborne ( <i>Dinosaurs Before Dark</i> )	Grade 2.0-3.0	Age 6-12 years	Grades 2-4
The Dragon Slayer’s Academy by Kate McMullen ( <i>The New Kid at School</i> )	Grade 2.0-3.0	Age 6-12 years	Grades 2-4
The Stanley Series by Jeff Brown ( <i>Stanley and the Magic Lamp</i> )	Grade 2.0-3.0	Age 7-10 years	Grades 2-4

<b>Title of Series Launcher© Series (Novel Study)</b>	<b>Readability Range</b>	<b>Interest Level</b>	<b>State Standards Coverage</b>
<b>Level 3</b>			
Cam Jansen by David A. Adler ( <i>The Mystery of the Stolen Diamonds</i> )	Grade 2.8-3.9	Age 7-12 years	Grades 3-5
Julian, by Ann Cameron ( <i>Julian's Glorious Summer</i> )	Grade 2.8-3.9	Age 7-12 years	Grades 3-5
Horrible Harry by Suzy Kline and Frank Remkiewicz ( <i>Horrible Harry and the Dungeon</i> )	Grade 2.8-3.9	Age 6-12 years	Grades 3-5
Andrew Lost by J.C. Greenburg and Debbie Palen ( <i>Andrew Lost: On the Dog</i> )	Grade 2.8-3.9	Age 7-12 years	Grades 3-5
Ziggy and the Black Dinosaurs by Sharon Draper ( <i>The Buried Bones Mystery</i> )	Grade 2.8-3.9	Age 8-12 years	Grades 3-5
The Secrets of Droon by Tony Abbott ( <i>The Hidden Stairs and the Magic Carpet</i> )	Grade 2.8-3.9	Age 7-12 years	Grades 3-5
The Bailey School Kids by Debbie Dadey and Marcia Thornton Jones ( <i>Genies Don't Ride Bicycles</i> )	Grade 2.8-3.9	Age 7-12 years	Grades 3-5
Box Car Children by Gertrude Chandler Warner ( <i>The Box Car Children</i> )	Grade 2.8-3.9	Age 7-12 years	Grades 3-5
The Littles by John Petersen ( <i>The Littles Take a Trip</i> )	Grade 2.8-3.9	Age 7-12 years	Grades 3-5
Carole Marsh Mysteries by Carole Marsh ( <i>The Awesome Aquarium Mystery</i> )	Grade 2.8-3.9	Age 7-12 years	Grades 3-5
If You Series by Ellen Levine and others ( <i>...If Your Name Was Changed at Ellis Island</i> )	Grade 2.8-3.9	Age 8-12 years	Grades 4-6
<b>Level 4</b>			
Dive by Gordon Korman ( <i>Dive Book One: The Discovery</i> )	Grade 4.0-5.9	Age 11-13 years	Grades 5-8
The Chronicles of Narnia by C.W Lewis ( <i>The Lion, the Witch, and the Wardrobe</i> )	Grade 4.0-5.9	Age 10-13 years	Grades 5-8

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<b>Title of Reading for Success© Novel Study</b>	<b>Readability</b>	<b>Interest Level</b>	<b>State Standards Coverage</b>
<i>The Box Car Children Copy Cat Mystery</i> by Gertrude Chandler Warner	Grade 3.0	Grades 2-5	Grades 2-4
<i>Julian, Secret Agent</i> by Ann Cameron	Grade 3.1	Grades 2-5	Grades 3-5
<i>Tippy Lemmey</i> by Patricia McKissack	Grade 3.4	Grades 3-5	Grades 3-5
<i>Who Stole the Wizard of Oz?</i> by Avi	Grade 3.6	Grades 3-5	Grades 3-5
<i>The Gadget War</i> by Betsy Duffy	Grade 3.7	Grades 4-7	Grades 4-6
<i>Charlotte's Web</i> by E. B. White	Grade 4.4	Grades 3-7	Grades 4-6
<i>Freedom Crossing</i> by Margaret Goff Clark	Grade 4.4	Grades 4-8	Grades 4-6
<i>Holes</i> by Louis Sachar	Grade 4.6	Grades 4-8	Grades 6-8
<i>Hush</i> by Jacqueline Woodson	Grade 4.6	Grades 6-8	Grades 6-8
<i>Maniac Magee</i> by Jerry Spinelli	Grade 4.7	Grades 5-8	Grades 6-8
<i>Where the Red Fern Grows</i> by Wilson Rawls	Grade 4.9	Grades 5-8	Grades 6-8
<i>Bud, Not Buddy</i> by Christopher Paul Curtis	Grade 5.0	Grades 5-8	Grades 6-8
<i>Esperanza Rising</i> by Pam Muñoz Ryan	Grade 5.0	Grades 5-8	Grades 6-8
<i>Touching Spirit Bear</i> by Ben Mikaelson	Grade 5.0	Grades 6-8	Grades 6-8
<i>The Wanderer</i> by Sharon Creech	Grade 5.2	Grades 5-8	Grades 6-8
<i>The Clay Marble</i> by Minfong Ho	Grade 5.4	Grades 6-8	Grades 6-8
<i>The Other Side of Truth</i> by Beverley Naidoo	Grade 5.4	Grades 5-8	Grades 6-8
<i>Iqbal</i> by Francesco D'Adamo translated by Ann Leonori	Grade 5.4	Grades 6-8	Grades 6-8
<i>Island of the Blue Dolphins</i> by Scott O'Dell	Grade 5.5	Grades 5-8	Grades 6-8
<i>Hatchet</i> by Gary Paulsen	Grade 5.7	Grades 5-8	Grades 6-8
<i>Soldier's Heart</i> by Gary Paulsen	Grade 5.7	Grades 5-8	Grades 6-8
<i>The Giver</i> by Lois Lowry	Grade 5.7	Grades 7-8	Grades 6-8
<i>A Single Shard</i> by Linda Sue Park	Grade 6.2	Grades 6-8	Grades 6-8
<i>The Door in the Wall</i> by Marguerite De Angeli	Grade 6.5	Grades 6-8	Grades 6-8

## **Program Design**

The carefully designed teaching sequence is one of the reasons for the high level of student success. Confidence and fluency develop through teacher directed instruction and cumulative practice. New skills are scaffolded onto previous skills. For example; once the students have mastered the basic concepts of literary analysis—characters, setting, and plot in the easier novel studies, they use this knowledge as a base for learning the more complex skills such as character growth over time, multiple settings, external and internal conflict, conflict resolution, and climax. Skills are coordinated to state standards for reading, across the United States. Accountability is built into each novel study, with multiple opportunities for testing fluency, and a comprehensive end of unit test that includes: vocabulary and comprehension with both short answer and extended writing activities. Students edit and evaluate their writing using the Six Traits of Writing. The six traits are defined and practiced under teacher guidance, and in "student-friendly" language. This enables them to evaluate written expression for content, organization, voice, sentence fluency, word choice, and conventions.

Each novel study in Series Launchers and Reading for Success addresses the following key areas of reading instruction as identified by the National Reading Panel (2000):

- Fluency
- Comprehension
  - Vocabulary instruction
  - Text comprehension instruction

## **Program Components**

### Series Launchers

Each Series Launcher novel study includes the following components:

- Teacher’s Presentation Book
  - Fully scripted lessons with blackline masters (BLMs) for overheads and extension activities if required.
  - Decoding exercises include initial decoding, firming it up, and practice to the mastery level—developing fluency at the individual word level.
  - Vocabulary Words and Expressions exercises provide a clear instructional routine for helping students enlarge their reading and speaking vocabularies.
  - Guided reading includes literal and abstract questions in accordance with state standards. Literary analysis skills are an important part of the guided reading procedure. Each day’s reading begins with a “What’s Happened So Far.”
  - Reading fluency is developed through a checkout procedure that begins with a teacher modeled reading, silent reading, paired practice with a peer of similar reading ability, and culminates in a teacher directed checkout for selected lessons. Charts for calculating and recording reading rate progress are provided at the end the teacher’s presentation book.

- Student Book:
  - Words I Want to Remember—An individualized word bank offers a place for you or your students to record words that are important to their reading and writing.
  - Introducing the Author—Expository passages introduce the author of each series and provide background information as required.
  - Words from the Story—Vocabulary lists are firming to mastery in each lesson, with meanings presented in a variety of formats. Word analysis skills from various state standards such as root word, prefixes, and suffixes are covered.
  - Learning about Words—Follow-up activities include fill in the blanks, multiple choice in test-practice format, word and phrase replacement, meaning from context, synonyms, and opposites/antonyms.
  - Understanding the Story—Follow-up comprehension activities offer a variety of formats including cloze procedure, multiple choice, and short answers.
  - Showing What I Have Learned—Extension activities include a wide range of activities including expanded written responses, sketching, drawing, labeling, webbing, cooperative activities, technology, and projects.
  - Writer's Checklist—Evaluation of writing projects is based on the Six Traits writing model that was developed by the Northwest Regional Laboratory. This model defines the key qualities that define strong writing. A process is provided that will help your students make editing choices that lead to improved written expression as they develop as writers.
  - End of Unit Test—Each chapter book or novel has an end of unit test for evaluation purposes which includes word reading, paragraph reading for fluency and accuracy, vocabulary, short answer comprehension, and a paragraph writing component. The highest level guides students through a written response that is a multi-paragraph essay.
  - Evaluation Summary—The summary letter form provides you with a tool to assist you in giving parents specific feedback on their child's individual progress including reading rate and accuracy.
  - Read a Second and Third Book—The student booklet includes open-ended response forms for two additional books in the series or by the same author. This format also lends itself to the use of literature circles in your classroom.
  - Read-On—A bibliography of other selections in the series or by the same author is listed on the back cover of the student book.

Reading for Success

Each Reading for Success novel study includes the following components:

- Teacher’s Presentation Book
  - Explicit direct instruction lessons with BLMs for overheads and extension activities if required.
  - A scope and sequence chart for the skills covered in that particular novel study.
  - Decoding exercises that develop fluency including initial decoding, firming it up, and practice to the mastery level.
  - Vocabulary Words and Expressions exercises with a clear instructional routine for helping students enlarge their reading and speaking vocabularies. An optional format for vocabulary development can be found near the end of each lesson.
  - Guided reading includes literal and higher level questioning in accordance with state standards. Literary analysis and higher level thinking skills are an important part of the guided reading process.
  - Reading fluency is carefully developed through a teacher-delivered model, silent reading, paired practice, and individually administered reading checkouts. A chart for recording reading rate progress is provided at the end of the Student Workbook. A blackline class summary chart for recording checkout data is provided at the end of the teacher presentation book.
  - Enrichment and extension activities provide a wide range of activities that include extended written responses and integration into other subject areas such as social studies, science, and fine arts as is applicable for each novel study.
  - An answer key is provided for each lesson found in the Student Workbook.
- Student Workbook
  - A Student Workbook provides for written follow-up activities that include vocabulary, comprehension, and extension activities.
  - End of Unit Test—Each novel study has an end of unit test for evaluation purposes which includes responses to test vocabulary and reading comprehension with short and extended responses to each piece of literature. This test can be found in the Student Workbook. A class summary chart for recording class scores is provided at the end of the teacher presentation book as a blackline master.
  - A bibliography of other selections related to the topic or by the same author is listed on the back cover of the student workbook.
- Blackline Master Envelope
  - Blackline masters for a glossary of all of the vocabulary words that have been discussed is included for student reference to assist with vocabulary items.
  - Blackline masters that can be used to produce the pages for an optional student vocabulary notebook.
  - Blackline masters for additional and extension activities
  - Blackline master for class summary chart
  - Blackline master for chart showing individual student’s fluency data

### **Research Base and Principles of Instruction**

The methodology used in *Series Launchers and Reading for Success* is based on current research in effective instruction generally and specifically in instruction in reading. In their review and consolidation of empirically-supported effective teaching principles, Ellis, Worthington, and Larkin (1994) identify ten key principles of effective instruction:

**Principle 1:** *Students learn more when they are engaged actively during an instructional task.*

**Principle 2:** *High and moderate success rates are correlated positively with student learning outcomes, and low success rates are correlated negatively with student learning outcomes.*

**Principle 3:** *Increased opportunity to learn content is correlated positively with increased student achievement. Therefore, the more content covered, the greater the potential for student learning.*

**Principle 4:** *Students achieve more in classes in which they spend much of their time being directly taught or supervised by their teacher.*

**Principle 5:** *Students can become independent, self-regulated learners through instruction that is deliberately and carefully scaffolded.*

**Principle 6:** *The critical forms of knowledge associated with strategic learning are (a) declarative knowledge, (b) procedural knowledge, and (c) conditional knowledge. Each of these must be addressed if students are to become independent, self-regulated learners.*

**Principle 7:** *Learning is increased when teaching is presented in a manner that assists students in organizing, storing, and retrieving knowledge.*

**Principle 8:** *Students can become more independent, self-regulated learners through strategic instruction.*

**Principle 9:** *Students can become independent, self-regulated learners through instruction that is explicit.*

**Principle 10:** *By teaching sameness both within and across subjects, teachers promote the ability of students to access potentially relevant knowledge in novel problem-solving situations.*

As well, G. Adams (1996), in his meta-analysis of over 350 publications established that the overall success of explicit instructional practices is substantial. Careful use of direct instruction design principles (big ideas, conspicuous strategies, mediated scaffolding, strategic integration, judicious review, and primed background knowledge) and a delivery system that features group instruction and a high level of teacher and student interactions provides effective instruction for all students.



*Reading for Success* and *Series Launchers* incorporate the key principles of effective instruction, explicit instructional practices, and direct instruction design, organization, and delivery of instruction in its instructional approach.

### Vocabulary

According to the report *Put Reading First: The Research Building Blocks of Reading Instruction* (2<sup>nd</sup> ed., June, 2003) the research points to two important conclusions:

“(1) most vocabulary is learned indirectly, and (2) some vocabulary must be taught directly....Students learn vocabulary indirectly when they hear and see words used in many different contexts—for example, through conversations with adults, through being read to, and through reading extensively on their own. Students learn vocabulary directly when they are explicitly taught both individual words and word-learning strategies. Direct vocabulary instruction aids in reading comprehension.”

Brett, Rothlein, and Hurley’s research (1996) indicate pre-instruction of vocabulary is an effective way to increase both vocabulary and comprehension. Knowledge of prefixes, suffixes, base words, and root words all enhance students’ understanding of vocabulary words they encounter in both oral and written form. (White, Sowell, & Yanagihara, 1989.)

In their book *Bringing Words to Life* (2002), Beck, McKeown, and Kucan define three levels of vocabulary instruction by placing words into three tiers. Words in the first tier are words that do not require direct instruction. They are words that students learn indirectly in their everyday lives. The second tier of words are those words that require explicit direct instruction. They are words that will allow children to expand their vocabulary into the world of mature speakers. Tier two words enable children to become more precise and descriptive with their language. Tier three words are words that are best taught within a certain subject area such as science or social studies.

Vocabulary instruction in *Reading for Success* and *Series Launchers* focuses on decoding unknown words, using word parts (prefixes, suffixes, base words, and root words) to expand student vocabulary through generalization to similar words, and learning meanings for Tier II words as well as Tier III words essential to the story. Students use a spelling process both as a correction procedure for unknown words and when adding and removing affixes from base and root words. Students are introduced to derivatives and word origins to help them decipher the meanings of words. Students learn that certain words have multiple meanings and that how the word is used determines its part of speech.

### Comprehension

The report of the subgroup on Text Comprehension Instruction (*Report of the National Reading Panel. Teaching children to read: an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction, 2000*): identified 7 categories of instruction that “appear to have a firm scientific basis for concluding that they improve comprehension in normal readers.” These seven categories of instruction are:

1. comprehension monitoring
2. cooperative learning
3. graphic and semantic organizers including story maps
4. question answering
5. question generation
6. story structure
7. summarizing

All of these categories of comprehension instruction are utilized in both *Reading for Success* and *Series Launchers*, often in a multiple strategy process whereby students and teachers use a combination of the seven categories as they jointly interact with the text.

### Fluency

According to a study conducted by Pinnell, et al (1995) for the National Assessment of Educational Progress, 44% of a representative sample of grade four students were not fluent readers of grade-level material. This same study also found a strong relationship between fluency and reading comprehension. In a summary of research related to fluency in reading, the National Reading Panel (2000) concluded; “guided repeated oral reading procedures that included guidance from teachers, peers, or parents had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels.” This same panel also advocates teachers modeling fluent reading, before having students reread the text on their own. For most students reading a text four times is sufficient to improve reading. The practice procedure in both *Reading for Success* and *Series Launchers* exemplifies the implementation of the research on fluency: teacher modeling, individual practice, paired practice with a partner, and two or three opportunities during the novel studies for an individual timed reading with the teacher, as well as an individual timed reading as part of the end of unit test.

In summary, Literature Based Direct Instruction™ as presented through *Series Launchers* and *Reading for Success* puts reading research into practice through exemplary instructional strategies in vocabulary, text comprehension, and fluency.

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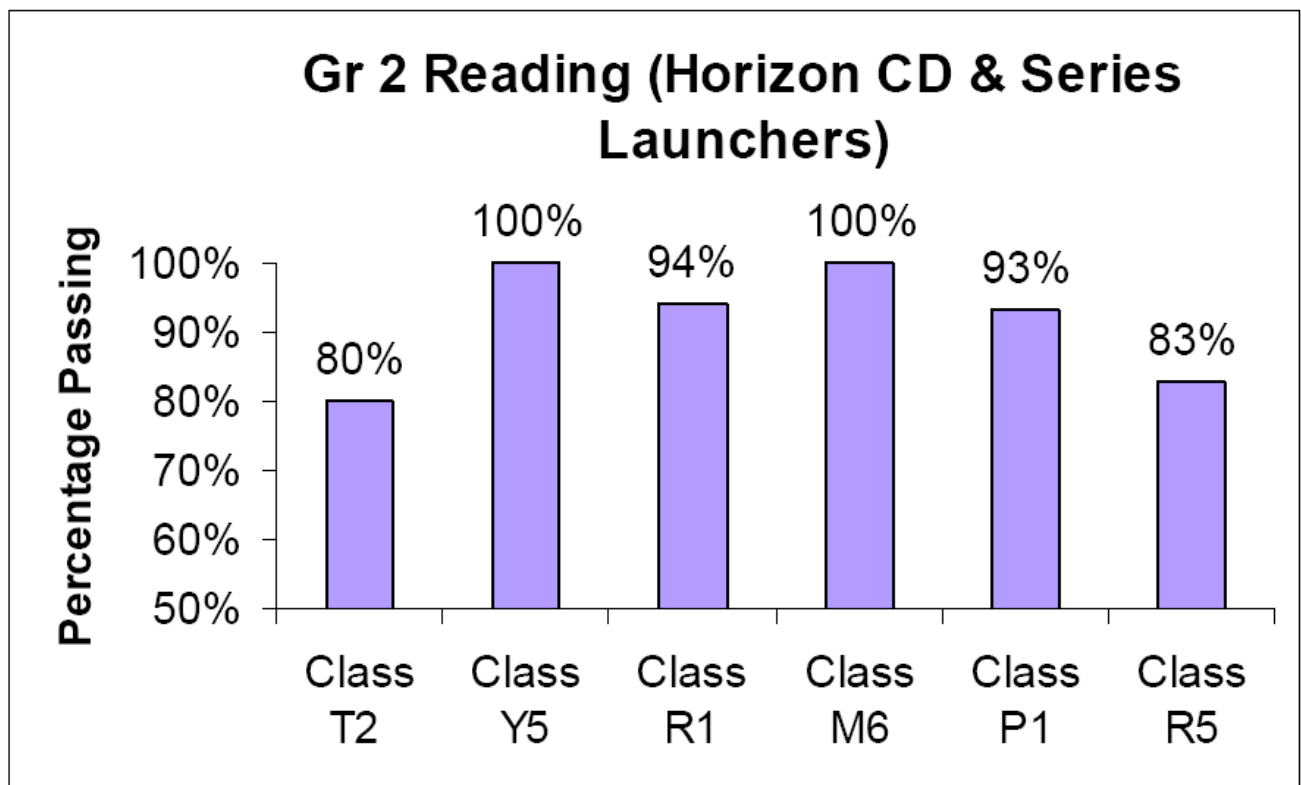
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**Effectiveness**

Study 1: The first study presented shows the results achieved by six grade two classes in a rural Title 1 school in Georgia. The graph represents the percentage of students who passed the state achievement tests.

**Instruction**

The students received instruction in Horizon C/D (©SRA McGraw Hill) and three Series Launchers. The teachers of classes identified as Y5, R1, M6, and P1 achieved a high level of fidelity of implementation. Teachers of classes identified as T2 and R5 achieved an adequate level of fidelity of implementation.



Note: To facilitate the ease of discussion, once a copyright on a program has been cited, it will not be cited again during the remainder of the discussion.

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Study 2: The second study presented shows the class average scores earned by students in an inner city charter school in Ohio on the state reading test. A score of 400 was required to pass the test.

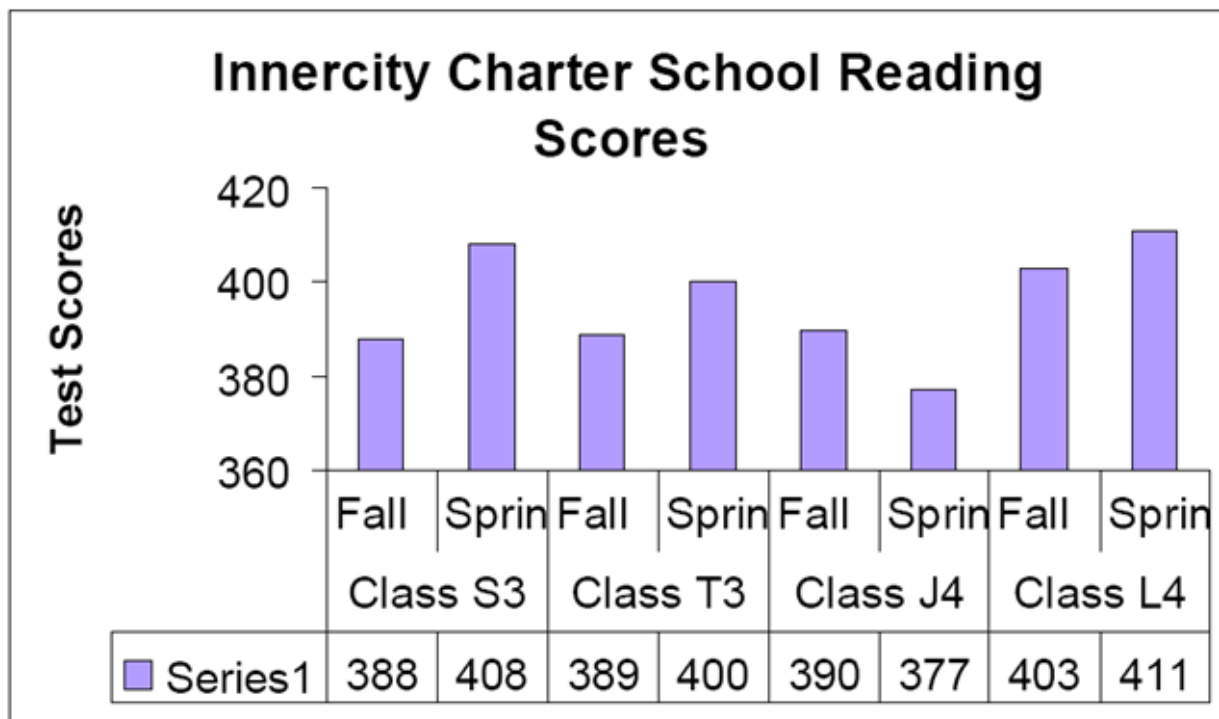
Instruction

Class S3: Students received Literature Based Direct Instruction™, completing novel studies from *Series Launchers*, *Reading for Success*, and *Learning through Literature* (©SRA McGraw Hill).

Class T3: Students received instruction in Horizons C/D as well as Literature Based Direct Instruction™, completing novel studies from *Series Launchers*, *Reading for Success*, and *Learning through Literature*.

Class J4: Students received in *Reading Mastery* (©SRA McGraw Hill).

Class L4: Students received Literature Based Direct Instruction™, completing novel studies (*Reading for Success*), and *Learning through Literature*.

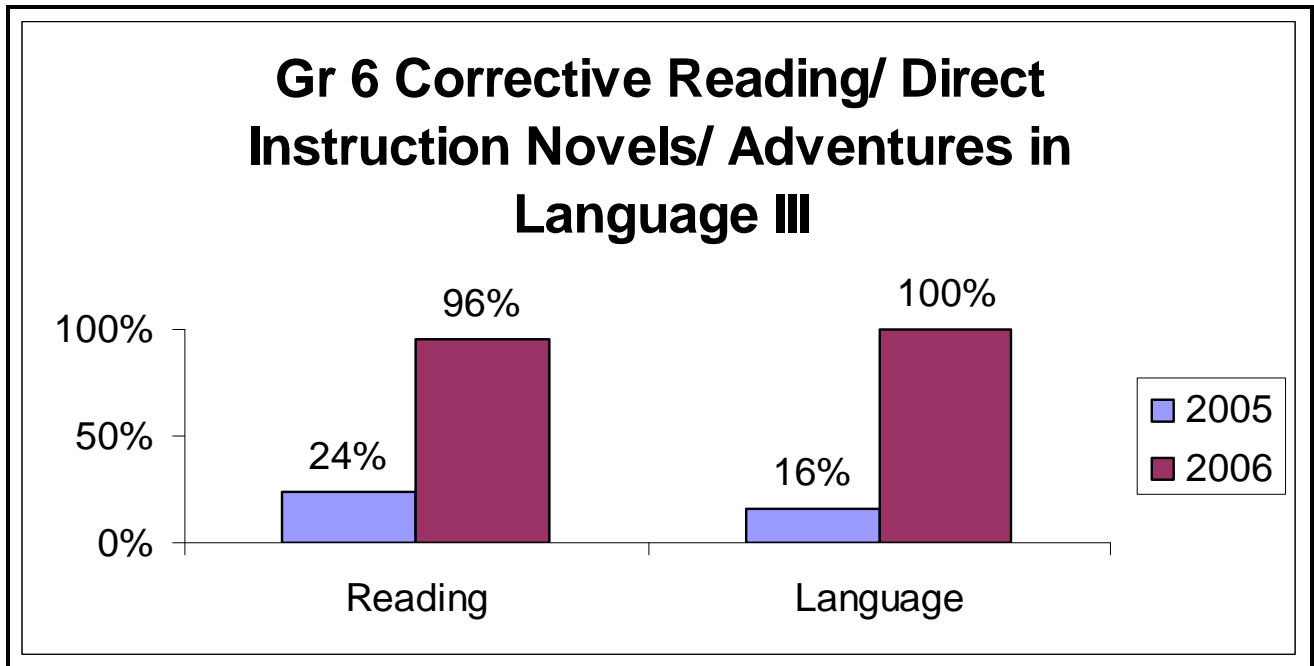


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Study 3: The third study presented shows the results achieved by a grade six corrective Reading group in a rural Title 1 school in Georgia. The graph represents the percentage of students who passed the state achievement tests.

Instruction

This group received one additional hour of language arts instruction each day that included *Corrective Reading Decoding B2* (©SRA McGraw Hill), Literature Based Direct Instruction™ novel studies from *Reading for Success* and 80 lessons of *Adventures in Language Level III*. There was a high degree of fidelity of implementation.



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Study 4: The fourth study presented shows the cumulative results achieved by six classes of grade six students from 2002-2006. These students attended school a rural Title 1 school in Georgia. The graph represents the percentage of students who passed the state achievement tests.

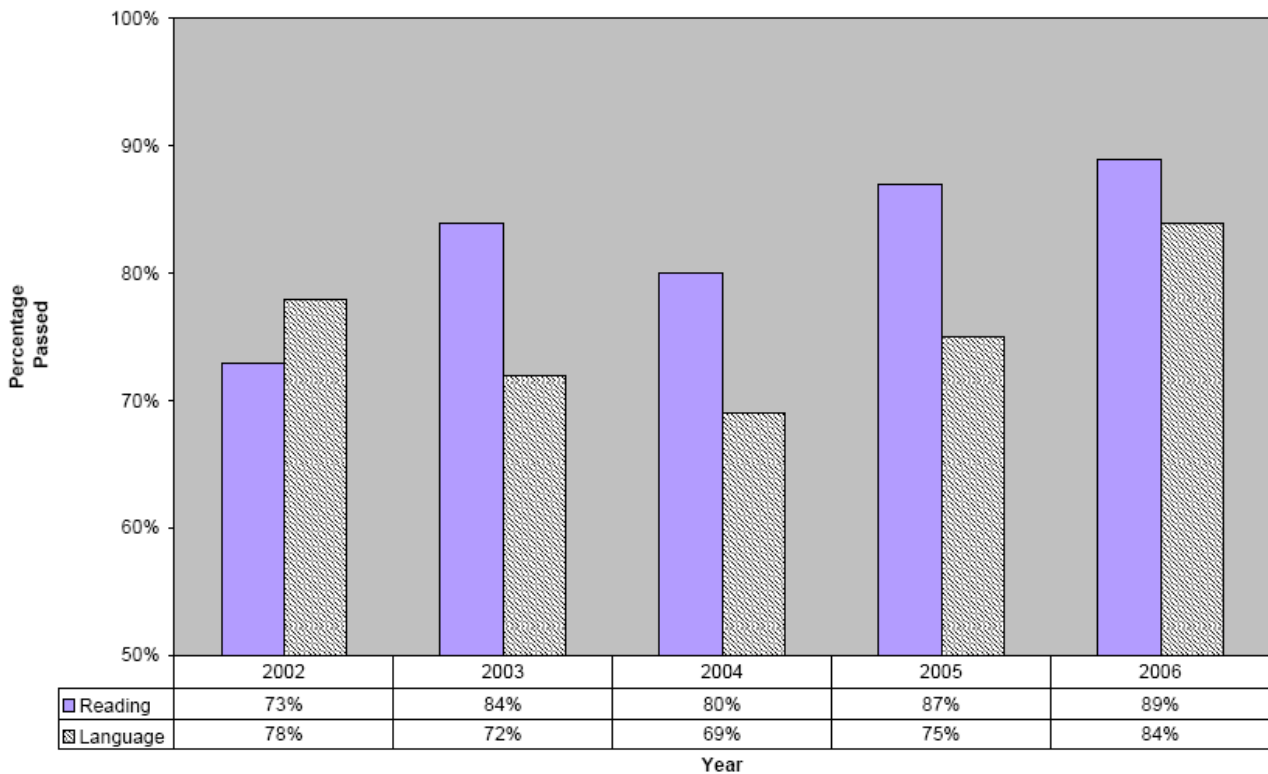
Instruction

2004: 2 classes *Reading Mastery*, 2 classes *Corrective Reading*, and 2 classes core literature

2005: 2 classes *Reading Mastery*, 2 classes Literature Based Direct Instruction™ novel studies, (*Reading for Success* and *Learning Through Literature*, 2 classes Literature Based Direct Instruction™ (*Reading for Success* and *Learning Through Literature*, mysteries unit from *Readers and Writers* (©SRA McGraw Hill)

2006: 2 classes Literature Based Direct Instruction™ (*Reading for Success* and *Learning Through Literature*, 4 classes Literature Based Direct Instruction™ (*Reading for Success* and *Learning Through Literature* and two units from *Readers and Writers* (©SRA McGraw Hill).

**Reading & Language Test Scores Grade 6**



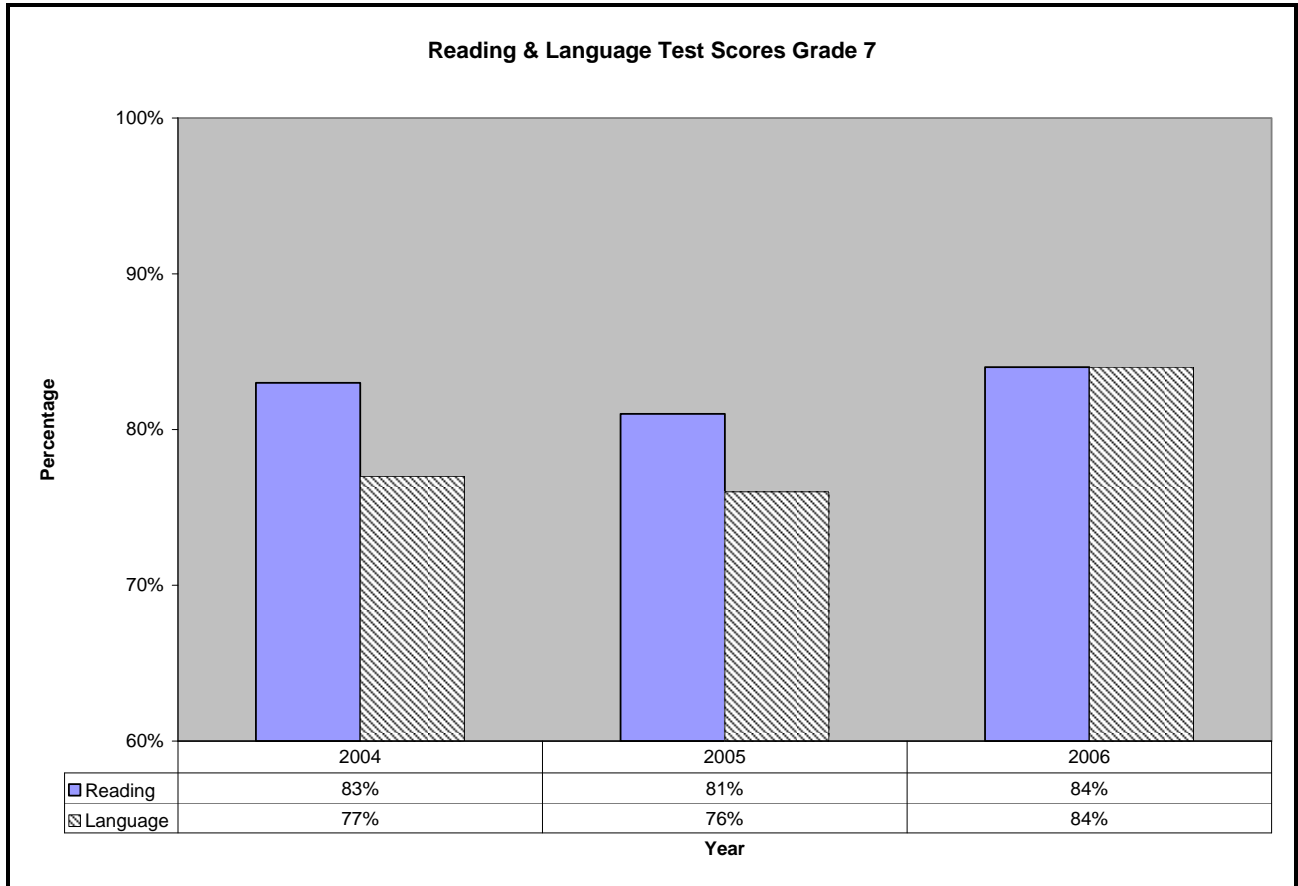


Study 5: The fifth study presented shows the results achieved by a grade seven class in a rural Title 1 school in Georgia. The graph represents the percentage of students who passed the state achievement tests.

Instruction

2005: the students completed *Adventures in Language III* (60 lessons.) as well as one of the *Reading for Success* Literature Based Direct Instruction™ novel studies.

2006: the students finished *Adventures in Language Level III* and completed 80 lessons of *Adventures in Language IVA and B*. They also received instruction in six *Reading for Success* Literature Based Direct Instruction™ novel studies, and 2 units from *Readers and Writers*.

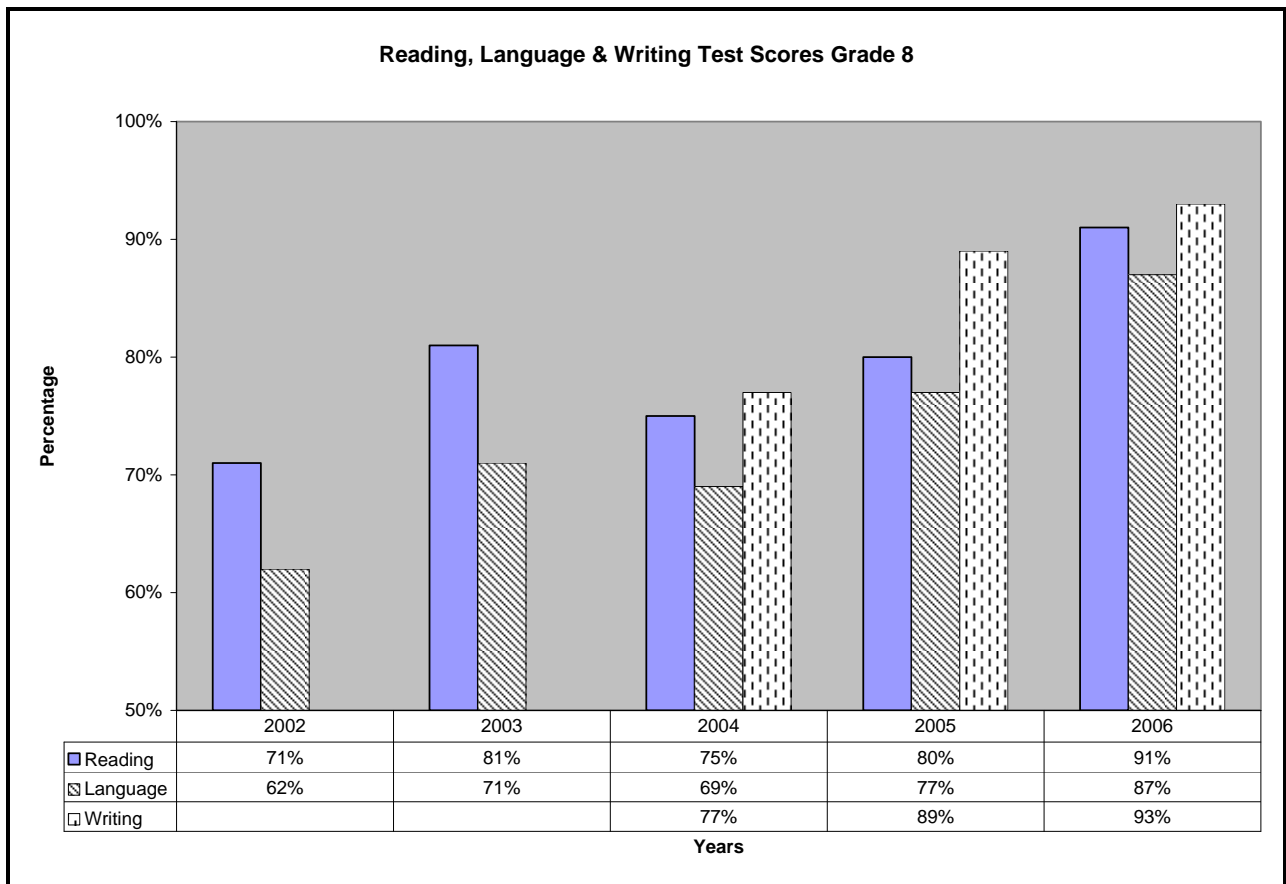


Study 6: The sixth study presented shows the results achieved by two grade eight classes in a rural Title 1 school in Georgia. The graph represents the percentage of students who passed the state achievement tests.

Instruction

2005: the students completed *Adventures in Language IVA and B* (80 lessons) and *Corrective Reading Decoding C*, as well as Literature Based Direct Instruction™ novel studies from *Reading for Success* and *Learning through Literature*.

2006: the students completed Literature Based Direct Instruction™ novel studies from *Reading for Success* and two units from *Readers and Writers*. They also received instruction in *High Performance Writing* (©SRA McGraw Hill).



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Study 7: The seventh study presented shows the results achieved by the grade 8 students in a rural Title 1 school in Georgia. The graph represents the percentage of students who passed the state achievement tests.

### Instruction

2002: Students received instruction in teacher-designed reading program.

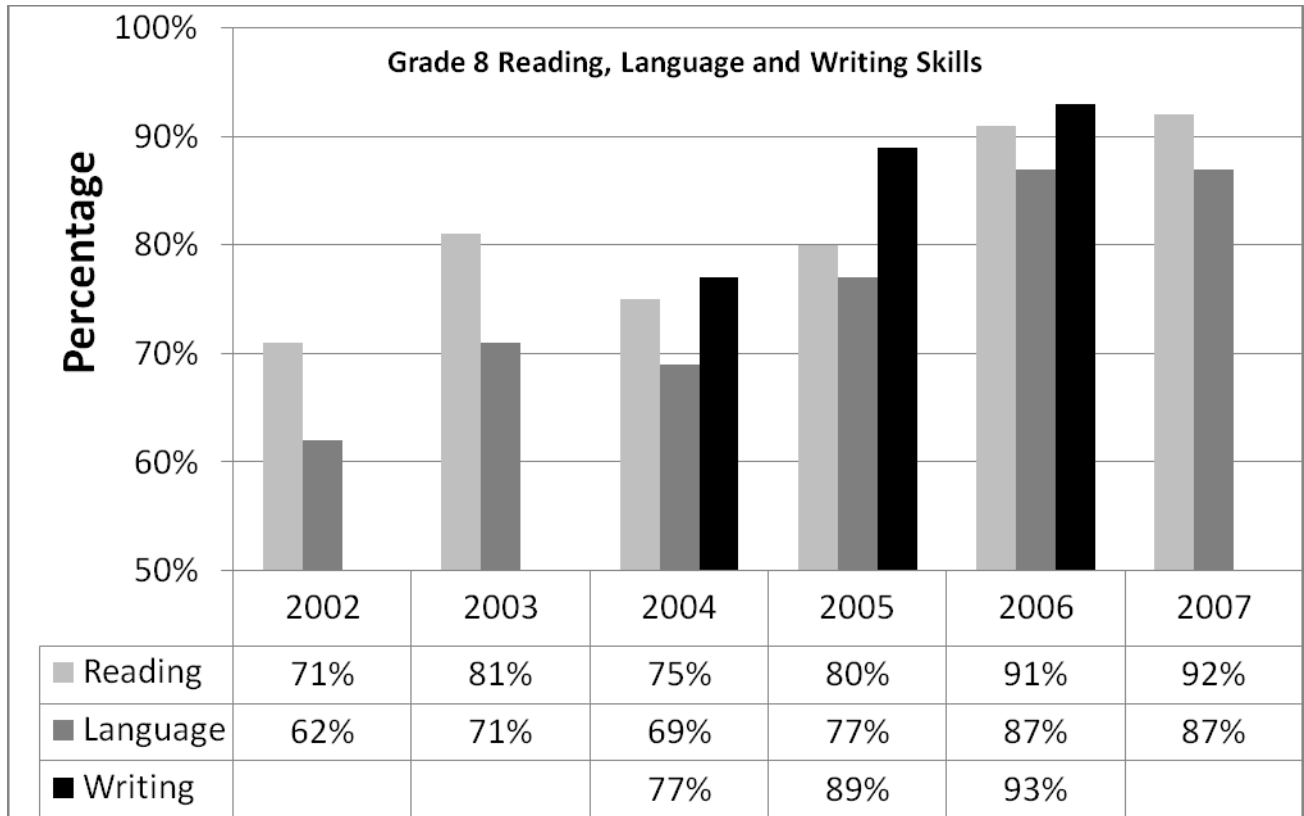
2003: Students received instruction in teacher-designed reading program.

2004: the students continued with the program as established with the addition of one Literature Based Direct Instruction™ novel studies from *Learning Through Literature*

2005: the students completed *Reading Mastery Level 6* as well as receiving instruction in Literature Based Direct Instruction™ novel studies from *Reading for Success* and *Learning Through Literature*.

2006: the students reading program was entirely Literature Based Direct Instruction™, with novel studies from *Reading for Success Learning through Literature*, and *Readers and Writers*

2007: the students reading program was entirely Literature Based Direct Instruction™, with novel studies from *Reading for Success Learning through Literature* and *Readers and Writers*



Study 8: The eighth study presented shows longitudinal school wide results in reading over four years for an inner city school in Ohio. The graph represents scores achieved on the Reading Subtest of the Stanford 10 nationally-normed test. (©Pearson).

### Instruction

2004-2005: All students in grades 1-5 received instruction in read aloud literature programs: *Learning Through Literature* story studies and *Language Through Literature*. Students in grades 1 and 2 received instruction in *Reading Mastery* and completed at least one *Series Launcher*. One class of students in grade 3 received instruction in *Horizons C/D* and *Learning Through Literature* novel studies. One class received instruction in *Reading for Success* and *Learning Through Literature* novel studies. One class of students in grade 4 received instruction in *Reading Mastery V* and *Reading for Success* and *Learning Through Literature* novel studies. Students in grade 5 received instruction in *Reading Mastery VI* and *Learning Through Literature* novel studies.

2006: Students received core Direct Instruction (*Reading Mastery*.) An administrative decision reduced the amount of time allocated to Literature Based Direct Instruction™ novel studies.

2007: School-Wide Implementation of Literature Based Direct Instruction™. All students received instruction in the read aloud literature programs *Learning Through Literature* story studies and *Language Through Literature*.

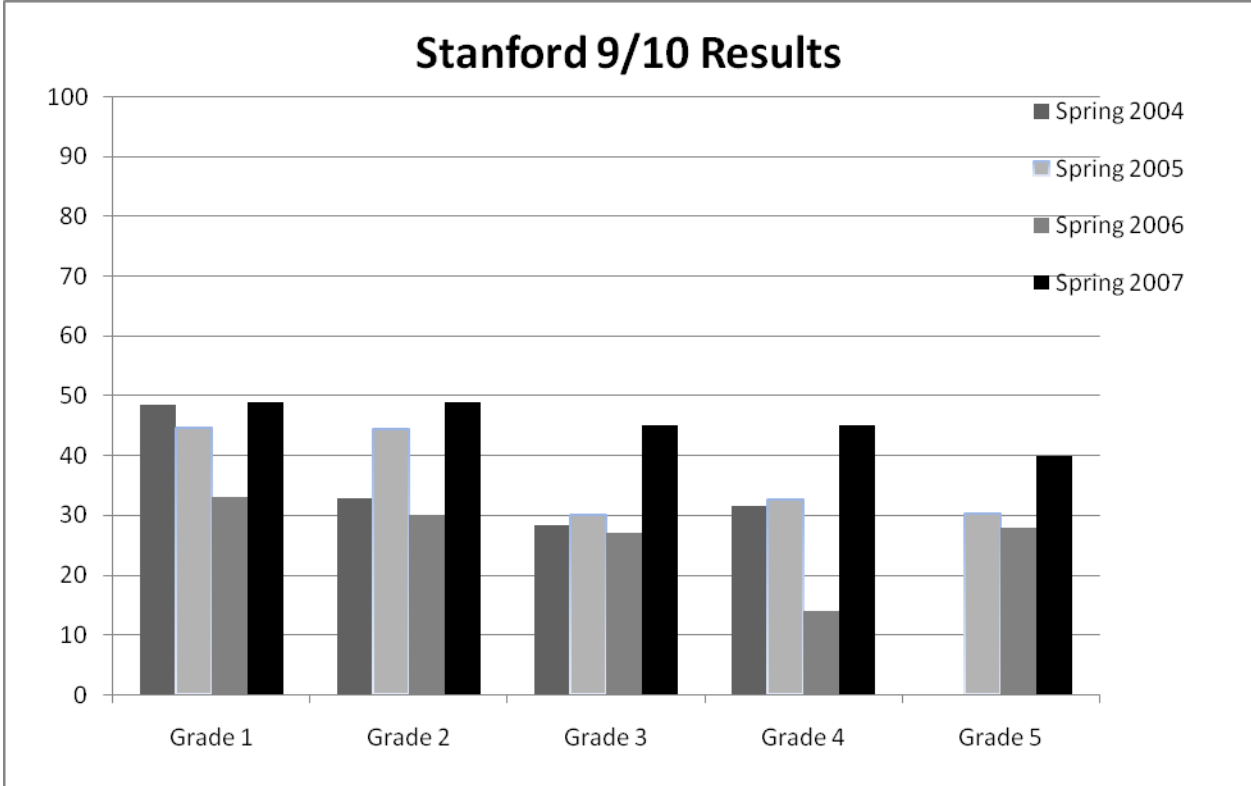
Grade 1—Students received instruction in *Reading Mastery* and *Series Launchers*.

Grade 2—Students received instruction in *Reading Mastery* and *Series Launchers*.

Grade 3—Students in 1 class received instruction *Horizon C/D Series Launchers, Learning Through Literature, and Reading for Success*, 2<sup>nd</sup> class received instruction in only in Literature Based Direct Instruction: *Series Launchers, Reading for Success* and *Learning Through Literature*.

Grade 4—Students in 1 class received instruction in *Reading Mastery, Reading for Success, and Learning Through Literature*; 2<sup>nd</sup> class received instruction only in Literature Based Direct Instruction™: *Series Launchers, Reading for Success, and Learning Through Literature*.

Grade 5—Students received instruction in *Reading Mastery, Reading for Success, Series Launchers, and Learning Through Literature*.



Study 9: The ninth study presented shows the results achieved by grades three, five, and seven over a two year period. The students attended an inner city school in the Midwest. The school is a Title 1 school with a population of 98% Hispanic students; 95 % non-native speakers; and 99% living at or near the poverty level. This Core Knowledge/Direct Instruction school has been using Reading Mastery and Literature Based Direct Instruction™: *Series Launchers*, *Reading for Success*, and *Learning Through Literature*. since 2006. The graph represents the percentile achieved on the Iowa Test of Basic Skills.

