

Reading Horizons Curriculum Update Program for Students with Exceptionalities



Education Committee
April 10, 2018

Expect great things. 

Agenda

- What is Reading Horizons Curriculum?
- Which students benefit from using it?
- What does the data tell us?
- What do the students and teachers say about it?

What is Reading Horizons?



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Essential Framework

- 42 sounds
- 5 Phonetic Skills
- 2 Decoding Skills
- Murmur Diphthongs, Digraphs, Special Vowel Sounds



Discovery and Elevate



- Grade Levels: K-3rd (can use up to 5th as intervention)
- Teacher led instruction with software to supplement
- Focuses on review and response to instruction over providing initial instruction



- Grade Levels: 3rd-12th and Adult Education
- Software led instruction with reports to target teacher led instruction
- Differentiates for students with diverse needs through customized lessons tracks
- Initial assessments customize lesson structure automatically

Expect great things. 

Reading Horizons Software



Solid Foundation in Reading

The software provides students with learning skills that drastically decrease reading, spelling, and pronunciation errors.



Student Engagement

The software is designed to keep students engaged through differentiated activities that match and build their reading ability including decodable text stories and skills-based games.



Progress Monitoring

The software provides multiple assessments so teachers have the data to ensure each student is on the path to reading success.

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Unique Strengths of Reading Horizons





- Logically and sequentially teaches the framework of phonics, based on teaching the **42 Sounds of the Alphabet, Five Phonetic Skills** and **Two Decoding Skills**
- **Unique and simple marking system** is employed, which enables students to decode and encode words easily

bēside
prōgram

sūb|jēct
ēxplā|n

īntro|duce

5 Phonetic Skills

1. sūn 	2. hānd 	3. gō 	4. smile 	5. trāin 
Phonetic Skill #1: When one guardian consonant and nothing more follows, the vowel will be short.	Phonetic Skill #2: When the vowel is followed by two guardian consonants and nothing more, the vowel will be short.	Phonetic Skill #3: When a vowel stands alone, it will be long.	Phonetic Skill #4: Silent e makes the first vowel long.	Phonetic Skill #5: When vowels are adjacent, the second vowel is silent, and the first vowel is long.



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Decoding Skills

Reading Horizons® 2 Decoding Skills

Skill 1:

beside
program

Skill 2:

subject
explain

Skills 1 and 2:

introduce

Decoding skills create a foundation so students easily master more advanced reading skills. While learning this framework, exercises are layered in to build vocabulary, spelling, grammar, fluency, and comprehension skills.



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Unique Strengths of Reading Horizons

- Orton-Gillingham multi-sensory techniques are employed both in the classroom via **direct instruction** and through the use of an **interactive computer program (blended learning)**
- Intervention lessons are 20-30 minutes daily. Pacing is based on student proficiency. When used as in intervention, most students complete the program in **one to two years** and **gain two to three reading levels**.

Direct, Explicit Instruction +
Software Instruction



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Unique Strengths of Reading Horizons

- Computer software differentiates instruction and provides extensive practice, progress assessments, a complete student management and reporting system, and opportunities to transfer the Reading Horizons skills to connected text to build fluency
- Teacher training includes professional learning that provides **research-based best practices of effective reading instruction**. Initial training is provided through a one day onsite professional development session. In addition, teachers also participate in an online professional development course that consists of modules that can be completed and referenced throughout the year.



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Which Students Benefit from Using It?

Reading Horizons benefits students...

- struggling to acquire basic reading and spelling skills
- reading below grade level expectancies
- identified with a Specific Learning Disability in Reading



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How do our students feel when reading?

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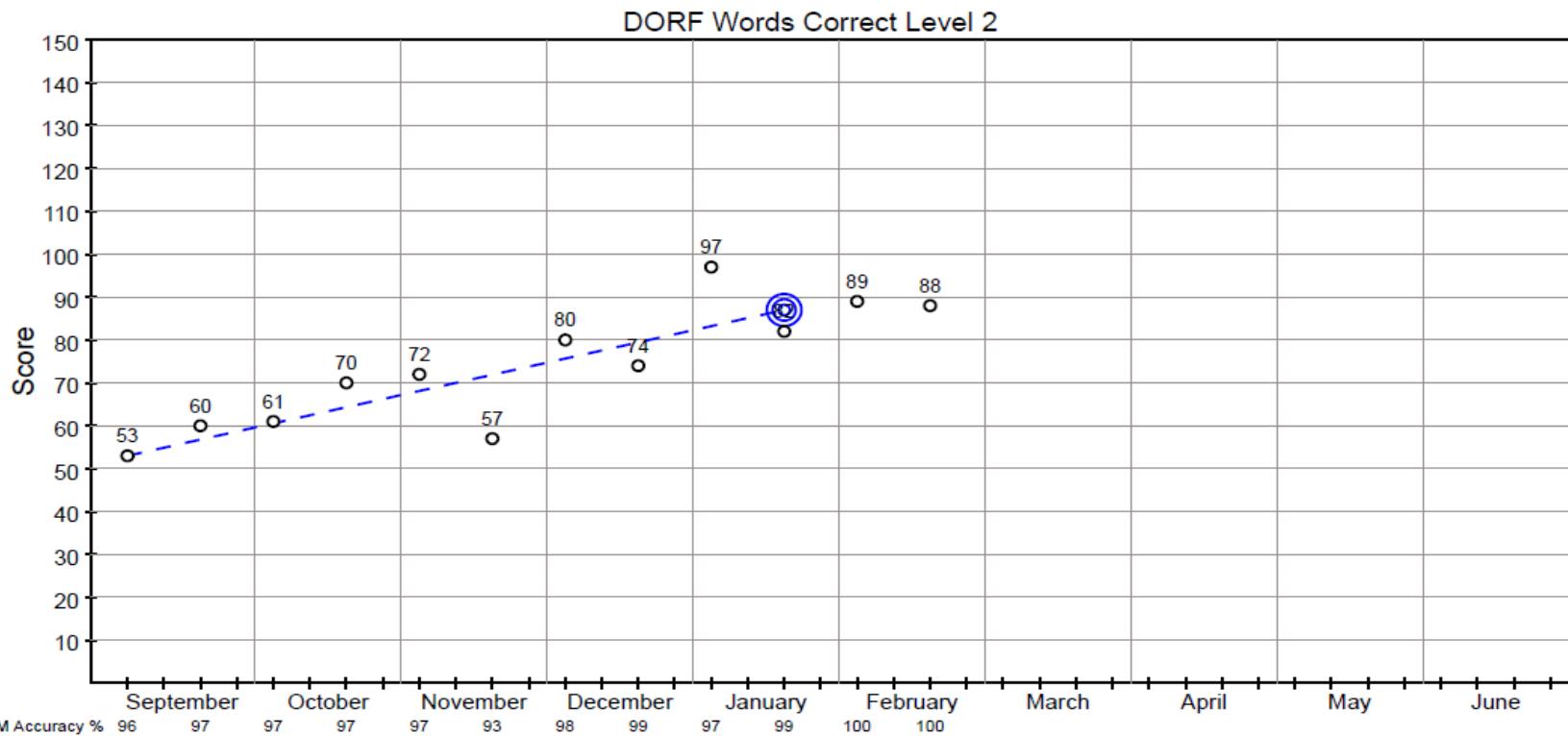
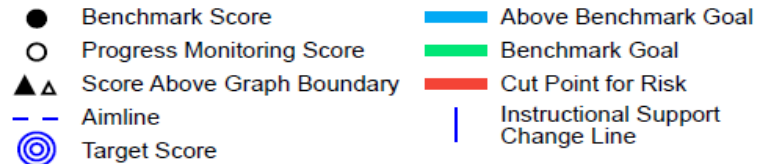
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Sample Elementary Class - DIBELS Data

Grade: Fifth Grade
Year: 2017-2018



- 6 out of 8 have shown increases in their DIBELS oral reading fluency and accuracy rates.
- 4 students have mastered their initial progress monitoring level, progressing to the next grade level 1 semester and on schedule to gain two grade levels this year.



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Sample Middle School Class – Lexile Data

GRADE	Initial LEXILE® MEASURE	LEXILE® MEASURE	LEXILE® GAIN
8	170L	615L	445
8	BR400L	110L	510
6	470L	145L	-325
7	BR100L	305L	405
7	295L	410L	115
8	425L	615L	190
7	BR215L	BR150L	65
8	BR155L	710L	865
5	BR155L	BR210L	-55
		Avg. GAIN	246L

- A Lexile measure is a valuable tool that measures a student's reading ability level. The average Lexile growth for one year for student in the lower 25th percentile is 140-150 Lexile points.
- The average Lexile gain at mid-year for this class is 246L which is 1.5 years gain in 1 semester.
- Mid-year assessments show that 4 students have made 3x-4x more than the expected one year growth. 2 students have made one year growth at mid-year.
- Note: Student with –325L gain is statistically unlikely which indicates students did not try on this assessment.



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What do the Students Say?

David: "You learn your vowels, how to read, and spell words. You can learn how to arch it and mark it. I'm not scared to read. You can earn coins and trophies by working hard and passing lesson on the computer. I feel proud when I move up a level."

Dior: "I like proving words. It is helping me to read."

Earl: "I feel like I can read better."

Marjai: "I like the games. I learned about voiced and voiceless sounds. I learned how to spell when certain suffixes are added. I learned a lot and want to keep learning. I can now read things on my own."

Tyler: "Every time I pass a lesson I get more books to read and games. I also like learning new skills from the lesson."

Isaiah: "I like reading books on the computer. I like how it teaches me words I didn't know before. I get to play fun games."

Eddie: "It's kind of cool. You earn coins through the lessons. There's books you can read."

Anthony: "I can work smart and it helps me learn to spell words."

Jemiyah: "It's helping me learn my words better. I like the trophies and the coins."



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What do the teachers say?

"Reading Horizons has opened my students' eyes to what it's like to have success in Reading. My students, in past years, were constantly frustrated with the programs we have provided for interventions in Reading. I felt that the students would hit a ceiling and then give up with little movement in their oral fluency scores. Behavior problems would then occur to avoid working with any element that involved Reading. Now...with the Reading Horizons program... my students are starting to feel success. The students are actively engaged in class and they constantly ask to go on the software. When I give Spelling tests, the students are utilizing the markings (how they mark up their words in Reading Horizons) to assist them in spelling out the assigned words!

I have many students who have very short attention spans and the time on task I see with Reading Horizons is amazing! They respond using the kinesthetic movements they were taught at the very beginning of the program. When given direct instruction, I know they are paying attention and participating when the movements are involved. They also ask to use the software when they have free time.

I have students that are feeling more confident and want to read or attempt to read material to adults. My students ask other teachers if they can read to them and are actually excited about Reading. I also love the skill checks that are included in the units. It is a nice reflection of what the students have mastered and what additional instruction the students may need."


–Tammie Jones, 3-5 LS Teacher, Langley

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What do the teachers say?

“As a learning support teacher for nearly thirty years, I have never found a reading intervention program as effective in turning non-readers into readers in a remarkably short time as READING HORIZONS. I am currently implementing this amazing program with two different groups of learning disabled students daily and I am astounded at the success and confidence-building my students are experiencing.

Robert is a fifth grade student who was essentially considered to be a non-reader. Among many other attempts at reading intervention programs, we enrolled him in the Wilson reading intervention program for at least two years. His progress was minimal and he was still unmotivated. He had terribly low self-esteem and was unable to function well in any of the regular education academic classes. He was inattentive, lost all of his books, has rarely done over many years, and engaged in all of the typical work-avoidant behaviors you could imagine. I was so concerned about what this student would be facing next year when he entered middle school. He was a student who, for all intents and purposes, could not read. Remarkably, after three months of daily instruction, I am thrilled to report that he is flourishing and LOVES coming to class. He LOVES marking up/proving the words. He comes early and sets up the room for his classmates. It is unbelievable how willing and eager he is to READ. He even announced this week that when he went away for a few days during spring break, he TOOK A BOOK with him to read.

While Robert’s results are astounding, he is not the only student showing success! Several of the students were far below grade level and struggling with basic short vowel sounds. They too are reading, improving their oral reading fluency and feeling confident, and most importantly, reading independently and enjoying it. At the end of the day, isn’t that what we want for all of our students?” 

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What do the teachers say?

“One student in particular took reading intervention time very seriously all year. He enjoyed learning the different phonetic skills and was always paying close attention to the marking system. His benchmark assessment showed impressive growth. He increased his oral reading fluency by 33 words per minute (going from 30 words to 63 words) and his accuracy increased from 84% to 97%.”

“One of my students was trying to read something off of a poster in the hallway. He was looking at the word, trying to read it, and made reference to one of the phonetic skills. Seeing the work we do in reading horizons come into play for him in the real world was an especially great moment for me.”

-Amber Orseno, 3-5 ES Teacher, Arlington

“Students [high school life skills] genuinely enjoyed the games in which they raced to mark up the words on the front board, they were energetic, involved, and excited about the experience.”

– Mark Onorato, Life Skills Classroom, Westinghouse



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