



FCRR Reports: Reviews of Pre-K Reading Programs

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Goals for Today

1. Learn about the purpose, content, and process for reviews of instructional materials conducted at FCRR.
2. Learn how to access FCRR Reports and related resources.



Purpose of FCRR Reports

- To be a reliable resource for school districts and providers as they make decisions about instructional materials
- To report the alignment of instructional materials to current reading research



Types of FCRR Reports



– Reading Curricula

- Core
- Supplemental
- Intervention
- Middle and High School
- **Pre-K**
- Professional Development



Content of FCRR Reports

(Overview)

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1. Description
 2. Alignment with Current Research
 3. Review of Empirical Research
 4. Strengths and Weaknesses
 5. Florida districts/providers that implement the program
 6. Program's website link
 7. References

Content of FCRR Reports



1. Description

- Type of program: who, what, where, why
- Materials
- Instructional Design
- Lesson Format
- Assessment

Content of FCRR Reports



2. Alignment with Current Research (content and instructional design)

- How each component is addressed
- Explicit and Systematic
- Ample practice opportunities
- Professional development
- Use this as a “teaching tool” for our readers
- Describe specific weaknesses or concerns

Content of FCRR Reports



3. Review of Research
 - Empirical Research Summaries
4. Strengths and Weaknesses
5. Florida districts/providers that implement the program
6. Program's website link
7. References



Content of FCRR Reports

- Is
 - Informational
 - factual



- Should not be construed as an
 - Advertisement
 - Endorsement
 - “Approved” product



Process for FCRR Reports

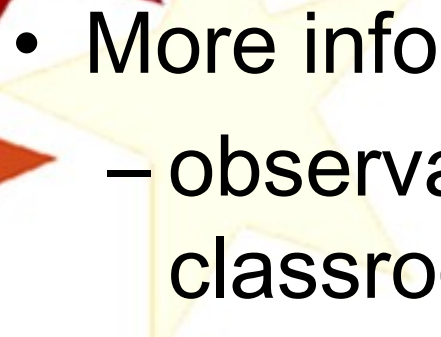
- Florida School districts/providers request a review.
- A comprehensive review of teacher and student materials is conducted.
- A thorough literature review is conducted and all available research is gathered. This research is analyzed and succinctly summarized.

FCRR Guidelines to Review Pre-K Literacy Programs

- Overall Instructional Design and Pedagogy
- Oral Language
- Phonological Awareness
- Print Awareness
- Assessment
- Professional Development
- Other descriptive qualities



Process for FCRR Reports

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- More information is gathered through
 - observations of the program in classrooms.
 - conference calls with people who use the program.
 - meetings with the author/publisher.
 - the program's website.



Process for FCRR Reports

- Collaborative effort by a review team with one team member taking the lead for each program.
 1. Report is written
 2. Team provides feedback (revisions are made)
 3. Director or Associate Director provides feedback (revisions are made)
 4. Author/Publisher feedback (revisions are made if applicable)
 5. Posted to FCRR website




Curriculum Review Team

- Former classroom teachers with Doctoral or Master's Degree in Education.
- Experience teaching struggling readers, teaching reading methods courses at the university level, developing reading curriculum, and coordinating reading research.



Goals for Today

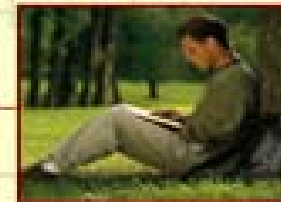


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www.fcrr.org

Florida Center for Reading Research



The Science of Reading
Reporting Network
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Assessment
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For Parents
Resources

A Florida State University Center

FCRR Reports



FCRR Reports



The Florida Center for Reading Research (FCRR) has established a review process for analyzing reading curricula and materials available for use in Florida. Please read the reports carefully. We have organized them such that a single report may be located under more than one category. You may also view an [alphabetical listing](#) or a [summary table](#) of FCRR Reports.

A Reader's Guide to FCRR Reports



This important one page document describes the purpose, content, and process of FCRR Reports.

Tier 3 Intervention Programs



Florida students who have been retained two times in third grade (Tier 3) are in need of instruction that is more intensive, more explicit, more systematic, and more motivating than instruction they have previously received. This section provides lists of programs that have been reviewed by FCRR and considered appropriate to be implemented with these students.

Frequently Asked Questions About FCRR Reports



This section contains a list of frequently asked questions and answers concerning FCRR Reports.

Information About Methods for Reviewing Materials and Programs



This section contains important information for school districts to consider when making decisions about instructional materials and programs.

we hope that these reports will be helpful to teachers, principals, and district personnel in their choice of materials for use in the classroom. Whether or not a product has been reviewed does not constitute endorsement or lack of endorsement by the FCRR.

Core Reading Programs

A Comprehensive Reading Program is intended to be the initial instructional tool used to guide high quality instruction in K-3 classrooms.

Supplemental and Intervention Programs

These materials are intended for flexible use as part of differentiated instruction or as interventions that meet student learning needs in specific areas (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Most students can benefit from the extra practice provided by Supplemental Programs. Other students will need an Intervention Program that guides more intensive instruction.

Technology-Based Programs

Programs that use technology to support instruction.

Programs that may be Implemented by Tutors or Mentors

These materials may be appropriate for Volunteers (Tutors or Mentors) to implement. It is important to note that training and supervision are critical components for successful student outcomes.

Intervention and Remedial Programs for Students Above Third Grade

These materials can be used to guide instruction for students who are lagging behind in reading.



Pre-Kindergarten Programs

These materials are intended to support literacy instruction for children in Pre-K classrooms.

Professional Development

These materials and procedures focus mainly on professional development to improve the knowledge and skills of teachers and other school personnel in the area of reading instruction. Ongoing professional development is essential to the long term success of any reading program.

Summary Tables of FCRR Reports

These tables provide summaries of our FCRR Reports. Educators are encouraged to read the full report to determine which programs best fit the needs of their students.



Pre-K Programs Reviewed

- [Building Language for Literacy](#)
- [Headsprout Reading Basics](#)
- [Ladders to Literacy](#)
- [Open Court Reading Pre-K](#)
- [Ready, Set, Leap!](#)
- [Waterford Early Reading Program Pre-K](#)



Pre-K Programs to be Reviewed

Curiosity Corner

Letter People

-DLM

-Literacy Express

-Scholastic


-High Scope Lit

-Bright Beginnings

-Circles (STEP)



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A decorative graphic on the left side of the slide. It features a large red star at the top left, with a young boy's face peeking out from behind it. Below this is a smaller orange star. To the right of these is a large, light yellow star.

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Thank You