

Great Leaps

Reading Program



Karen Anderson

District 75

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What is Great Leaps?

- The ***Great Leaps*** Reading Program was designed to provide remedial reading practice to develop fluency for the emergent reader, concentrating on their prerequisite behaviors. The program has proven to be motivating for students due to its organization and increased opportunities for success.



Characteristics of Good Remedial Programs

1. Remedial instruction should not be substituted for highly cherished activities.
2. Remedial instruction should be managed so as not to classify the student in an embarrassing way.
3. Remedial reading periods should occur once a day (or oftener) as such, and should also occur in connection with other subjects.
4. The teacher should have sufficient time to plan and supervise the remedial work.
5. Remedial work may be either individual or group.
6. Remedial work should be begun when the student is rested and cooperative.
7. Successes should be emphasized when they occur.
8. Improvement should be measured and the record shown.

9. Materials used should be highly interesting to the pupil and, at first, relatively easy; as success and improvement result, the materials are gradually made more difficult.
10. The pupil's particular errors and successes should be detected.
11. The teacher's attitude should be optimistic and encouraging.
12. Practice should be so distributed as to avoid fatigue and boredom.
13. A variety of exercises and activities should be provided.
14. A plan should be dropped when it fails to produce results after a fair trial
15. Individual supervision should be continued until the pupil has his improved techniques well habituated.

Gates, A. I. – *The Improvement of Reading* (Third Edition). Macmillan, 1947.

Excerpted from: Ken Campbell's speech: Building Reading Fluency, at the NYC Branch of the International Dyslexia Association March 13-14, 2006.

What is **fluency**?

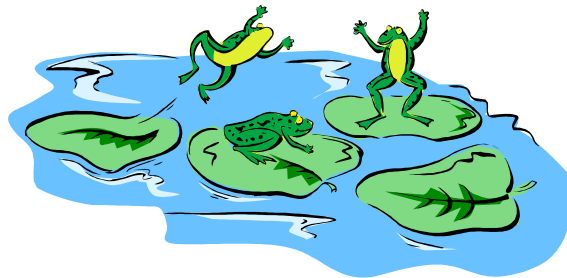
The ability to read text . . .

- _ quickly
- _ accurately
- _ with proper expression
(intonation & inflection)

Fluency ...

- High speed word recognition to free a reader's cognitive resources to address meaning.
- The ability to group words appropriately into meaningful grammatical units for interpretation.
- Requires the rapid use of punctuation and the determination of where to place emphasis or where to pause to make sense of a text.
- Requires preliminary comprehension to allow unconscious attention to interpretation.

- ❖ The *Great Leaps* program develops essential emergent skills and it allows significant progress for those students whose motivation levels or attention levels are presently low.
- ❖ Students make a “Great Leap” when they are able to read letters, words, phrases, and stories, within a one minute time frame.



Great Leaps Probes

- **Phonics**
 - **Develops letter sound/symbol relationships**
 - blends
 - prefixes & suffixes
- **Phrases**
 - **Chunks of repetitive sight words**
 - tracking
 - focus
- **Stories** (pre-primer to grade level 6)
 - **Oral reading passages**
 - fluency
 - Intonation
 - inflection
 - rhythm

Student Placement Assessments: A simpler method

- **Have the student read the Phonics probe on page 15. If the speed is under 35 sounds per minute, or more than 10% errors, the student should begin instruction on page 1 of the Phonics probes.**
- **All students should begin the Phrases probes on page 1 of that section.**
- **For stories, have student read the first story. If there are difficulties, begin there. If not, skip a few pages and have the student read again. Do this until you can determine where to begin. This can be where the student reads 75% or less of the story or has 5 or more errors in the one minute time frame.**

Goals for Students

- To read as much as they can in one (1) minute.
- To read from left to right as they do reading any text.
- To complete the page and have 2 errors (stories) or zero errors (phonics & phrases).
- To reread from the top, if time is still left in the minute after reading.

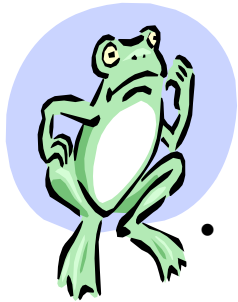
SCORING READING PASSAGES:
PHRASES and STORIES

RECORD AS ERRORS:

- ✗ **misread words**
e.g. *house* for horse, *hug* for huge, *home* for house
- ✗ **words the student cannot read within about 3 seconds**
- ✗ **words not read (omissions)**
e.g. “*all the fathers*” as “*all ___ fathers*”
- ✗ **extra words read (insertions)**
e.g. “*The sad cat’s hat.*” as “*The sad black cat’s hat.*”
- ✗ **reversals of letters within words**
e.g. “*saw*” for was
- ✗ **reversals of words within phrases**
e.g. “*the red, big dog*” for *the big, red dog*
- ✗ **skipping a whole line is counted as one error**

Do NOT RECORD AS ERRORS:

- ✓ **proper nouns that are mispronounced more than once**
- ✓ **self-corrections**
- ✓ **dialect or speech related mispronunciations**



IMPORTANT THINGS TO REMEMBER FOR GREAT LEAPS INSTRUCTION

- Choose daily program at point where reading speed is slow with more than two errors
 - Phonics can be eliminated if the student has a good phonics background and is a solid decoder of unfamiliar text.
 - All students should begin the phrases section at the start.
 - Stories should begin about 1 or 2 grades below their assessed level
- Chart timings of *Great Leaps* sections for ONLY THE FIRST READING OF THE DAY (i.e. do not practice BEFORE you chart).
- Do NOT go over previous errors made on other days before you chart.
- Students may practice on their own, AFTER each day's charting, but data is kept only on the FIRST effort of the day.
- Do NOT persist more than two weeks on a probe in which the data is flat (there is no substantive movement). You can move ahead, review, or design another intervention instead.