

Verizon Life Span Literacy Matrix:

Relevant Outcomes, Measures and Research-based Practices and Strategies



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Introduction

The Verizon Life Span Literacy Matrix was prepared for and introduced at the National Literacy Summit (October 2006) to inspire a national dialogue around effective, research-based practices to improve literacy achievement and to encourage broad collaborations among organizations and institutions engaged in building community literacy.

This tool outlines literacy outcomes, appropriate instruments for measuring the outcomes, and effective research-based practices that enable programs and individuals to increase literacy development across the life span. The outcomes, measures and key practices are culled, to the extent possible, from the latest research syntheses, additional further research and other relevant sources specific to the selected populations. Gaps in outcomes or practices in the matrix most likely pinpoint gaps in the research.

For this matrix, relevant outcomes, as well as practices that are scientifically proven to bring about these outcomes, were identified. Then, standardized measures were chosen to assess the outcomes resulting from the effective implementation of the connected practices.

The matrix is not an exhaustive collection of measures and research-based practices. Rather, it is an attempt to identify the outcomes that are most relevant to successful literacy development and the commonly used measures and key practices that lead to the outcomes.

Organization of the Matrix

The matrix is organized by populations focusing on domains and ages: early literacy (birth to three years; three to five years; parent involvement—birth to five years); elementary school (Kindergarten through Grade 5; parent involvement—Kindergarten through Grade 3); middle and high school; and adult learners (those participating in basic education and literacy programs). For each domain and age, the relevant outcomes are identified in the first column, followed in the second column by appropriate measures for assessing achievement in that outcome. The third column in the matrix identifies the key practices and strategies that have been proven through scientific research to lead to achievement in the relevant outcome. Sources for outcomes, measures and research-based practices and strategies are listed for each of the various populations at the beginning of that specific section of the matrix.

Outcomes

The information provided here identifies the primary literacy outcomes generally agreed upon as significant by the professional community, including both educators and researchers. Key research-based practices and strategies are connected to the identified outcomes.

Literacy interventions (tested by researchers) are instructional practices designed to achieve a specific learning outcome or outcomes. Once an intervention is proven effective, the practices and strategies that make up that intervention are generally replicated by other researchers. If a particular practice or strategy in the matrix is connected to a particular outcome, then that practice or strategy consistently has led to improved achievement in the outcome area.

Although the connections between practices and outcomes are generally straightforward and clear, a reader may question some of them. For instance, it might seem obvious that a strategy identified with one outcome also should be identified with another. When this does not occur, it likely means that the particular outcome was not measured within an intervention, so there is no evidence to make the connection between the outcome and the strategy or practice.

Measures

The measures cited are the most recent editions. As mentioned, the list of measures is not comprehensive, but representative. We have focused on providing a list of standardized measures that are commonly used, recognized by the field, and relevant to the outcomes. By using standardized measures with objective scores, programs are better able to compare results on outcomes both within their program and across programs that use the same measures. In addition, there is greater certainty that the results are accurate when measures have high degrees of validity and reliability, characteristics often documented by developers of standardized instruments.

We have chosen to exclude informal measures because scoring of such measures is usually more subjective, requiring the administrator's judgment. Informal measures are forms of assessment that are generally used in instructional contexts to determine students' performance on learning tasks. Informal measures are used to identify the strengths and needs of individual students and should guide day-to-day instruction without regard to grade or age norms. Unlike standardized tests, informal measures are not intended to provide a comparison to a broader group beyond the students in a local context. Our purposes here are to guide programs in determining overall accountability and effectiveness using standardized measures.

Programs may use outcome-based measures identified by their states for accountability purposes. These are certainly appropriate to use, because they often are standardized and allow programs to determine how well they are doing in comparison to other programs within their states. Because of sheer numbers, we were unable to research and identify the measures used by all the states across all the populations included in the matrix. Those using this matrix should be aware that programs may use specific instruments required by their states.

Populations

The matrix includes information for age ranges spanning birth to adulthood. Although some outcomes and measures are similar across these populations, it is not appropriate to assume that the same practices and strategies would necessarily work for each group. The reading acquisition process for children follows a typical sequence which generally can be applied in achieving the identified outcomes. However, this is not the case for older children and adults who have had more years of educational and life experiences that have affected their learning in various ways. General statements about reading-related outcomes cannot be made about these learners because they are not homogeneous groups. For various reasons, these older learners have not acquired reading component skills in the typical sequence, and their individual needs can only be identified through diagnostic assessment. In addition to their use as

outcome measures, many of the tests listed in the matrix also are used diagnostically to identify needs of struggling learners, older children, or adults. Their needs may be quite different from those of younger children and may require a focus on different practices and strategies, as well as outcomes.

Although the populations vary, there is considerable overlap in some of the relevant outcomes, measures and practices, so it is not surprising to see, for example, that fluency is not only a relevant outcome for grades K-12, but also for adults learning to read. In addition, measures appropriate at the early literacy level may also be appropriate for grades K-12 and adults if they are standardized for all these age levels.

Future Directions: Technology and Literacy

Technology will be leveraged at an increasing rate to advance literacy outcomes. There is great interest in identifying the research-based practices, outcomes and measures related to technology-driven literacy instruction and approaches. Current research indicates promising results but is very limited. Focused and continuous study of this area is recommended.

Verizon Life Span Literacy Matrix Children's Early Literacy—Ages Birth to Three Years



Sources: Standardized Assessments of Children's Emergent Literacy Skills (Lonigan, McDowell, & Phillips as cited in Wasik, 2004) and preliminary findings of the National Early Literacy Panel (National Institute for Literacy, 2006).

Relevant Outcomes	Measures	Key Research-based Practices and Strategies
Oral Language	Peabody Picture Vocabulary Test – Fourth Edition (PPVT-4) Expressive One-Word Picture Vocabulary Test – 2000 Edition (EOWPVT-2000) Preschool Language Scale – Fourth Edition (PLS-4) MacArthur-Bates Communicative Development Inventories (CDI) Rossetti Infant-Toddler Language Scale Sequenced Inventory of Communication Development – Revised (SICD-R) Battelle Developmental Inventory – Second Edition (BDI-2)	Scaffold child's language attempts through: <ul style="list-style-type: none"> • Parallel talk • Expansion of verbalizations • Recasting child's verbalizations Encourage use of 2-3 word combinations within a social context. Engage in games that include peek-a-boo, hide-and-seek, and build-up, knock-down. Implement dialogic reading ¹ (effective shared reading program for young children ages 2 to 5 years).

¹ Dialogic reading is a shared reading practice between an adult and child. It is based on three broad practices: (a) encouraging the child to participate in the book reading experience; (b) providing feedback to the child regarding his participation; and (c) adapting your reading style to the child's growing linguistic abilities. For more information on dialogic reading see Westberg, L. (2005, Fall). Parents and children reading together can make a difference. *Connecting the World of Family Literacy*, 5(1), 14-18.

Verizon Life Span Literacy Matrix Children's Early Literacy—Ages Three to Five Years



Sources: Standardized Assessments of Children's Emergent Literacy Skills (Lonigan, McDowell, & Phillips as cited in Wasik, 2004) and preliminary findings of the National Early Literacy Panel (National Institute for Literacy, 2006).

Relevant Outcomes	Measures	Key Research-based Practices and Strategies
Oral Language	<p>Peabody Picture Vocabulary Test – Fourth Edition (PPVT-4)</p> <p>Expressive One-Word Picture Vocabulary Test – 2000 (EOWPVT-2000)</p> <p>Test of Preschool Early Literacy (TOPEL)</p> <p>Preschool Language Scale – Fourth Edition (PLS-4)</p> <p>Clinical Evaluation of Language Fundamentals – Preschool – Second Edition (CELF Preschool-2)</p> <p>Oral and Written Language Scales (OWLS)</p> <p>Test of Language Development – Primary – Third Edition (TOLD-P:3)</p> <p>Battelle Developmental Inventory – Second Edition (BDI-2)</p>	<p>Implement dialogic reading (effective shared reading program for young children ages 2 to 5 years).</p> <p>Provide teachers with intensive professional development in phonological and print awareness instruction.</p> <p>Read to children and link instruction (phonics, vocabulary) to the book reading.</p> <p>Involve families in literacy activities in the classroom.</p> <p>Teach children syntactic, semantic and pragmatic skills.</p> <p>Verbally label objects with which children are involved.</p> <p>Encourage children to ask questions and elaborate.</p> <p>Read books to children that include rhyme, alliteration, and repetitive phrases.</p>

<p>Phonological Awareness</p>	<p>Preschool – Comprehensive Test of Phonological and Print Processing (Pre-CTOPPP)</p> <p>Woodcock Johnson – Third Edition (WJ-III)</p> <p>Lindamood Auditory Conceptualization Test – Third Edition (LAC-3)</p> <p>Test of Language Development – Primary – Third Edition (TOLD-P:3)</p> <p>Developing Skills Checklist (DSC)</p> <p>Test of Preschool Early Literacy (TOPEL)</p> <p>Phonological Awareness and Literacy Screening – PreK (PALS-PreK)</p> <p>Test of Phonological Awareness – Second Edition: Plus (TOPA-2+)</p>	<p>Use educational computer software focused on phonological awareness.</p> <p>Teach children:</p> <ul style="list-style-type: none"> • Phonological awareness • Letter-sound correspondence • Phoneme segmentation • Phoneme blending • Rhyme • Syllables • Phoneme analysis • Onsets and rimes <p>Teach children the above components in the context of print.</p>
<p>Print Awareness</p>	<p>Test of Early Reading Ability – Third Edition (TERA 3)</p> <p>Test of Preschool Early Literacy (TOPEL)</p> <p>Preschool – Comprehensive Test of Phonological and Print Processing (Pre-CTOPPP)</p> <p>Developing Skills Checklist (DSC)</p> <p>Phonological Awareness and Literacy Screening – PreK (PALS-PreK)</p> <p>Get Ready to Read! Screening Tool (GRTR)</p> <p>Clay’s Observation Survey of Early Literacy Achievement (subtest)</p>	<p>Use direct instruction in alphabetic principles, phonemic awareness, analyzing words, sight words, and reading connected text.</p> <p>Select books that have few words on each page, with a large type size, and illustrations on each page; ask children print-focused questions while reading these books.</p>

<p>Alphabet Knowledge</p>	<p>Clay's Observation Survey of Early Literacy Achievement (subtest)</p> <p>Woodcock Reading Mastery Test – Revised Normative Update (WRMTR/NU) (letter identification subtest)</p>	<p>Use direct instruction in alphabetic principles and phonemic awareness.</p> <p>Teach small groups of children onsets and rimes, phonemes, rhyming, and letter-sounds.</p> <p>Give children opportunities to manipulate, trace, and hear the sounds of letters.</p> <p>Use letter activities such as the alphabet song, letter introductions, and rhyming.</p>
<p>Decoding</p>	<p>Woodcock Reading Mastery Test – Revised Normative Update (WRMTR/NU) (word identification (ID) subtest)</p> <p>Woodcock Reading Mastery Test – Revised Normative Update – (WRMTR/NU) (word attack subtest)</p>	<p>Use direct instruction in alphabetic principles, phonemic awareness, analyzing words, sight words, and reading connected text.</p> <p>Use activities involving word and syllable awareness, rhyming, first-sound isolation, onset-rime level blending and segmenting.</p> <p>Provide teachers with intensive professional development in phonological awareness instruction.</p> <p>Combine phonological awareness training with letter-sound instruction.</p>

Verizon Life Span Literacy Matrix

Parent Involvement—Ages Birth to Five Years



Sources: Standardized Assessments of Children’s Emergent Literacy Skills (Lonigan, McDowell, & Phillips as cited in Wasik, 2004) and preliminary findings of the National Early Literacy Panel (National Institute for Literacy, 2006).

Relevant Outcomes: Outcomes are for children only and are based on parents’ intervention with their child.

Practices and Strategies: The practices and strategies described in this section are directed toward teachers to support parent involvement. Many practices may be replicated by parents at home, with training or support.

Relevant Outcomes	Measures	Key Research-based Practices and Strategies
Oral Language	MacArthur-Bates Communicative Development Inventories (CDI) Rossetti Infant-Toddler Language Scale Sequenced Inventory of Communication Development – Revised (SICD-R) Peabody Picture Vocabulary Test – Fourth Edition (PPVT-4) Expressive One-Word Picture Vocabulary Test – 2000 (EOWPVT-2000) Preschool Language Scale – Fourth Edition (PLS-4) Clinical Evaluation of Language Fundamentals – Preschool – Second Edition (CELF Preschool-2)	Implement dialogic reading (effective shared reading program for young children ages 2 to 5 years). Train parents on the practices that will support their child’s language development: <ul style="list-style-type: none"> • Open-ended questions • Narrative talk • Context-eliciting questions • Vocabulary • Verbal reciprocity between family members and the child • Expanding on child’s verbalizations • Praising child’s verbalizations • Ask what and why questions • Label and describe child’s activities and environment Provide a lending library for parents.

<p>Oral Language (Continued)</p>	<p>Oral and Written Language Scales (OWLS) Test of Language Development – Primary – Third Edition (TOLD-P:3) Battelle Developmental Inventory – Second Edition (BDI-2)</p>	<p>Use books and toys to stimulate conversations (parent and child also can make the toys together to stimulate conversation). Provide home visitor interaction with parent and child to provide the parent with information on child development, songs to sing, and book reading strategies. Use a language program designed for parents of children with language delays, such as the Hanen Early Language Program.²</p>
<p>Print Awareness</p>	<p>Test of Early Reading Ability – Third Edition (TERA 3) Preschool – Comprehensive Test of Phonological and Print Processing (Pre-CTOPPP) Developing Skills Checklist (DSC) Phonological Awareness and Literacy Screening – PreK (PALS-PreK) Get Ready to Read! Screening Tool (GRTR) Clay’s Observation Survey of Early Literacy Achievement (subtests)</p>	<p>Instruct parents on how to use nonverbal and verbal print-referencing practices when reading to their children.</p>

² Pepper, J., & Weitzman, E. (2004). *It takes two to talk: A practical guide for parents of children with language delays*. (Rev. ed.). Toronto: The Hanen Centre.

Verizon Life Span Literacy Matrix Elementary School, Kindergarten through Grade 5



Sources: *Report of the National Reading Panel* (NICHD, 2000), *Handbook of Literacy Assessment and Evaluation* (Harp, 2006) and *Put Reading First: The Research Building Blocks for Teaching Children to Read* (Armbruster & Osborn, 2001).

Relevant Outcomes	Measures	Key Research-based Practices and Strategies
Phonemic Awareness	<p>Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (initial sound fluency and phoneme segmentation fluency)</p> <p>Comprehensive Test of Phonological Processing (CTOPP)</p> <p>Test of Phonological Awareness – Second Edition: Plus (TOPA-2+)</p> <p>Phonological Awareness and Literacy Screening – Kindergarten (PALS-K)</p> <p>Phonological Awareness and Literacy Screening – 1st – 3rd Grade (PALS-1-3)</p>	<p>Provide explicit, systematic phonemic awareness instruction.</p> <p>Include manipulation of sounds in spoken language in the following ways:</p> <ul style="list-style-type: none"> • Phoneme blending • Phoneme segmentation • Phoneme isolation • Phoneme identity • Phoneme categorization • Phoneme deletion • Phoneme addition • Phoneme substitution <p>Teach only one or two types of phoneme manipulation at a time.</p> <p>Begin with easier types of manipulation first, such as phoneme identity, deletion or addition, and culminate with phoneme blending and segmentation.</p> <p>Teach phoneme manipulation along with letters.</p> <p>Teach phonemic awareness in small groups so that children can listen to their peers and receive feedback from the teacher.</p>

<p>Phonics</p>	<p>Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (letter naming fluency and nonsense word fluency)</p> <p>Woodcock Reading Mastery Test – Revised Normative Update (WRMTR/NU) (word attack and word identification subtests)</p> <p>Phonological Awareness and Literacy Screening – Kindergarten (PALS-K)</p> <p>Phonological Awareness and Literacy Screening – 1st – 3rd Grade (PALS-1-3)</p>	<p>Provide explicit, systematic phonics instruction that follows a logical sequence identifying sound-letter relationships for single letters and larger units of written language, as well as spelling patterns.</p> <p>Teach phonics early (in kindergarten and first grade) by including letter shapes and names, phonemic awareness, and all major letter-sound relationships.</p> <p>Incorporate phonics instruction into:</p> <ul style="list-style-type: none"> • Listening to stories and informational texts read aloud • Learning the alphabet • Reading texts (out loud and silently) • Writing letters, words, messages and stories <p>Ensure that children have ample opportunity to apply practices and strategies.</p>
<p>Fluency</p>	<p>Dynamic Indicators of Basic Early Literacy Skills (DIBELS) (oral reading fluency)</p> <p>Gray Oral Reading Tests – Fourth Edition (GORT-4)</p> <p>Phonological Awareness and Literacy Screening – 1st – 3rd Grade (PALS-1-3)</p>	<p>Provide instruction that includes repeated and monitored oral reading.</p> <p>Model fluent reading for students by reading aloud to them daily; ask students to read text aloud.</p> <p>Provide texts that are relatively short and contain words the students can successfully decode.</p> <p>Include a variety of texts such as stories, nonfiction and poetry.</p> <p>Use a variety of ways to practice oral reading:</p> <ul style="list-style-type: none"> • Student-adult reading • Choral (or unison) reading • Tape-assisted reading • Partner reading • Reader’s theater

<p>Vocabulary</p>	<p>Peabody Picture Vocabulary Test – Fourth Edition (PPVT-4) (oral)</p> <p>Expressive Vocabulary Test – Second Edition (EVT-2) (oral)</p> <p>Gates-MacGinitie Reading Tests – Fourth Edition (GMRT) (reading vocabulary subtest)</p>	<p>Teach vocabulary indirectly and directly.</p> <p>Engage in conversations with students to help them learn new words and their meanings.</p> <p>Read to students daily, pausing to define unfamiliar words and discussing the book upon completion of reading.</p> <p>Encourage children to read on their own.</p> <p>Provide instruction by explicitly teaching specific words and word-learning strategies.</p> <p>Teach students specific words they will encounter in the text prior to reading.</p> <p>Capitalize on opportunities to use new words in many contexts over an extended period of time.</p> <p>Teach word-learning strategies, such as using:</p> <ul style="list-style-type: none"> • Dictionaries, glossaries, thesauruses and other reference aids to broaden and deepen knowledge of words • Information about word parts like affixes, base words, and root words to deepen knowledge of word meanings • Context clues to determine word meanings
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<p>Text Comprehension</p>	<p>Woodcock Reading Mastery Test – Revised Normative Update (WRMTR/NU) (passage comprehension subtest)</p> <p>Stanford Diagnostic Reading Test – Fourth Edition (SDRT 4)</p> <p>Group Reading Assessment and Diagnostic Evaluation (GRADE)</p> <p>Gates-MacGinitie Reading Tests – Fourth Edition (GMRT)</p> <p>Phonological Awareness and Literacy Screening – 1st – 3rd Grade (PALS-1-3)</p>	<p>Teach students specific comprehension strategies, such as</p> <ul style="list-style-type: none"> • Monitoring • Using graphic and semantic organizers • Answering questions • Generating questions • Recognizing story structure • Summarizing <p>Teach comprehension strategies by:</p> <ul style="list-style-type: none"> • Direct explanation • Modeling • Guided practice • Application <p>Use cooperative learning to teach comprehension strategies.</p> <p>Incorporate opportunities for multiple-strategy instruction through which students can learn to coordinate and adjust several strategies to assist comprehension.</p>
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Verizon Life Span Literacy Matrix Parent Involvement—Elementary School, Kindergarten through Grade 3



Sources: *The Effect of Family Literacy Interventions on Children’s Acquisition of Reading from Kindergarten to Grade 3: A Meta-Analytic Review* (Sénéchal, 2006).

Relevant Outcomes: Outcomes are for children only and are based on parents’ intervention with their child.

Practices and Strategies: The practices and strategies described in this section are directed toward teachers to support parent involvement. Many practices may be replicated by parents at home, with training or support.

Relevant Outcomes	Measures	Key Research-based Practices and Strategies
Early Literacy <ul style="list-style-type: none"> • Print Awareness • Letter Identification • Writing 	Clay’s Observation Survey of Early Literacy Achievement (subtests)	Provide training or support for parents so they can: <ul style="list-style-type: none"> • Support children’s early attempts at name writing and writing words • Assist in identifying and naming letters of the alphabet • Use parent-child shared reading to develop book awareness • Choose a spot for reading in the home and read daily at the same time each day
Vocabulary	Peabody Picture Vocabulary Test – Fourth Edition (PPVT-4)	Provide training for parents on how to engage children in extended discussions about a book. Provide training or support for parents so they can extend children’s vocabularies by: <ul style="list-style-type: none"> • Engaging in conversations at mealtime • Reading daily • Discussing experiences not shared by all family members

<p>Vocabulary (Continued)</p>		<ul style="list-style-type: none"> • Labeling, defining, describing and relating words to their attributes • Asking children to recall words in response to clues given by parents • Asking children to describe “mystery” objects pictured on cards for the parent to guess
<p>Word Reading</p>	<p>Woodcock Reading Mastery Test – Revised Normative Update (WRMTR/NU) (subtests)</p> <p>Woodcock Johnson – Third Edition (WJ-III) (reading subscales)</p>	<p>Provide parents with word cards for home use so that parents can review four words each day with their child by:</p> <ul style="list-style-type: none"> • Showing and reading the word to their child • Reading the sentence containing the word • Rereading the word • Asking their child to read the word and sentence • Repeating the procedure four times • Earmarking unrecognized words for the next day
<p>Decoding</p>	<p>Woodcock Reading Mastery Test – Revised Normative Update (WRMTR/NU)</p>	<p>Provide training and support for parents so they can assist children in:</p> <ul style="list-style-type: none"> • Recognizing and saying beginning consonant sounds and vowel-consonant ending sounds • Blending beginning and ending sounds <p>Provide workshops for parents in how to work at home with their children; demonstrate strategies for parents and offer them opportunities to practice.</p>

<p>Comprehension</p>	<p>Woodcock Johnson – Third Edition (WJ-III) (reading subscales)</p> <p>Comprehensive Test of Basic Skills – Fifth Edition (CTBS) (subtests)</p> <p>Metropolitan Achievement Test – Eighth Edition (MAT 8) (subtests)</p> <p>Neale Analysis of Reading Ability – Third Edition (NARA)</p>	<p>Provide parents with training and support so they can:</p> <ul style="list-style-type: none"> • Engage in Paired Reading³ with their child • Tutor children using reading programs such as Direct Instruction⁴ designed especially for parents • Listen to their child read at home with both classroom readers and self-selected books <p>Provide parents with a handbook of background information and instructional strategies, such as:</p> <ul style="list-style-type: none"> • Pre-reading skills and methods of teaching reading • Definitions of reading terms • Phonics rules • The reading program used in the classroom • Various sight word lists • Lists of words illustrating the sound/symbol correspondence of consonants and vowels • Recommended trade books for elementary school children <p>Provide parents with weekly calendars of activities, designed for home use, that reinforce reading skills taught to the children in class.</p> <p>Provide workshops for parents in using specific reading programs and how to tutor their children in reading strategies.</p>
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³ Paired Reading is a proven method used by parents for improving children’s reading achievement. It is a reading activity in which the child and a skilled reader (the parent) read a text together. The child takes over reading in sections where he feels confident. For more information on Paired Reading, see Topping, 1987.

⁴ Direct Instruction (DI) is based on the fast-cycle component of DISTAR Reading I and II programs. For more information see Engelmann, 1980; Engelmann et. al., 1983; and Engelmann and Bruner, 1975.

Verizon Life Span Literacy Matrix Middle School and High School Students



Sources: The measures listed below were used in research cited in the *Report of the National Reading Panel* (NICHD, 2000), other adolescent reading studies included in a National Center for Family Literacy (NCFL) literature review on adolescent literacy (McShane, 2005) (funded by the Carnegie Corporation of New York), and/or *The Handbook of Literacy Assessment and Evaluation* (Harp, 2006). The outcomes and instructional practices are based on the *Report of the National Reading Panel* (NICHD, 2000) and the NCFL literature review.

Population and Outcomes: Older students who need to improve their reading skills are different from younger children who are developing skills at a normal rate. Reading outcomes for older students who have not acquired reading skills in the typical sequence (for various reasons) must be identified on an individual basis. The outcomes listed below are appropriate for some, but not all, middle school and high school students.

Relevant Outcomes	Measures	Key Research-based Practices and Strategies
Alphabetic Skills	<p>Comprehensive Test of Phonological Processing (CTOPP)</p> <p>Wide Range Achievement Tests – Third Edition (WRAT-3) (word identification)</p> <p>Stanford Diagnostic Reading Test – Fourth Edition (SDRT 4) (decoding)</p> <p>Lindamood Auditory Conceptualization Test – Third Edition (LAC-3) (phonemic awareness)</p> <p>Slosson Oral Reading Test – Revised (SORT-R) (word identification)</p> <p>Iowa Tests of Basic Skills (ITBS) (word analysis)</p> <p>Test of Word Reading Efficiency (TOWRE) (word identification)</p> <p>Woodcock Johnson III Diagnostic Reading Battery (WJRIII DRB) (subtests)</p> <p>Woodcock Reading Mastery Test – Revised Normative Update (WRMTR/NU) (word attack and word identification subtests)</p>	<p>Teach explicit, structured, systematic phonics, which includes development of phonemic awareness.</p> <p>Focus on sound-symbol relationships in word identification to improve students' ability to decode and spell words (phonics instruction alone may not be sufficient to improve reading comprehension in older students).</p>

Fluency	<p>Gray Oral Reading Tests – Fourth Edition (GORT-4) (measures rate and accuracy in passage reading)</p> <p>Test of Word Reading Efficiency (TOWRE)</p>	<p>Provide regular opportunities to do <i>guided, repeated oral reading</i> of connected text.</p>
Vocabulary	<p>Peabody Picture Vocabulary Test – Fourth Edition (PPVT-4) (receptive oral vocabulary)</p> <p>Nelson-Denny Reading Test (reading vocabulary subtest)</p> <p>Gates-MacGinitie Reading Tests – Fourth Edition (GMRT) (reading vocabulary subtest)</p> <p>Expressive Vocabulary Test – Second Edition (EVT-2) (expressive oral vocabulary)</p> <p>Comprehensive Test of Basic Skills – Fifth Edition (CTBS) (reading vocabulary)</p> <p>Group Reading Assessment and Diagnostic Evaluation (GRADE) Levels M, H (reading vocabulary)</p> <p>Stanford Diagnostic Reading Test – Fourth Edition (SDRT4)</p> <p>Test of Reading Comprehension – Third Edition (TORC-3) (general reading vocabulary and math, science, and social studies vocabulary)</p> <p>Iowa Tests of Basic Skills (ITBS) (reading vocabulary subtest)</p> <p>California Achievement Test – Sixth Edition Survey (CAT/6)</p> <p>Woodcock Reading Mastery Test – Revised Normative Update (WRMTR/NU) (reading vocabulary subtest)</p> <p>Woodcock Johnson III Diagnostic Reading Battery (WJRIII DRB) (reading vocabulary subtest)</p> <p>Language Assessment Scales, Reading and Writing (LAS R/W) (for English language learners)</p>	<p>Expand students' vocabularies through:</p> <ul style="list-style-type: none"> • Direct instruction in word meanings and word-learning strategies • Indirect approaches involving broad reading in varied content areas <p>Provide repeated and multiple exposures to new words.</p>

<p>Comprehension</p>	<p>Stanford Diagnostic Reading Test – Fourth Edition (SDRT 4)</p> <p>Stanford Achievement Test – Tenth Edition (Stanford 10)</p> <p>Gates-MacGinitie Reading Tests – Fourth Edition (GMRT)</p> <p>Comprehensive Test of Basic Skills – Fifth Edition (CTBS)</p> <p>Iowa Tests of Basic Skills (ITBS)</p> <p>Woodcock Johnson III Diagnostic Reading Battery (WJRIII DRB)</p> <p>Woodcock Reading Mastery Test – Revised Normative Update (WRMTR/NU) (passage comprehension subtest)</p> <p>Nelson-Denny Reading Test</p> <p>California Achievement Test – Sixth Edition Survey (CAT/6)</p> <p>Gray Oral Reading Tests – Fourth Edition (GORT-4)</p> <p>Peabody Individual Achievement Test – Revised (PIATR) (reading comprehension subtest)</p>	<p>Use the following strategies to improve comprehension:</p> <ul style="list-style-type: none"> • Comprehension monitoring • Graphic and semantic organizers • Question answering • Question generation • Story structure • Summarization • Cooperative learning • Multiple-strategies instruction <p>Provide direct and explicit strategy instruction over a long term.</p> <p>Promote use of comprehension strategies by subject-matter teachers across academic disciplines (literature, social studies, and science).</p> <p>Include programs that focus on learners with reading disabilities and others that infuse reading instruction into content area classes, such as social studies and science.</p> <p>Use computer-assisted instruction to build comprehension.</p> <p>Increase student motivation—an important factor in working with adolescent readers—by giving students successful reading experiences, encouraging them to focus on their own improvement rather than making comparisons with others, and using a variety of reading materials to expand their experience with language and build background knowledge.</p> <p>Find appropriate reading materials; this may be especially important for English language learners because of differences in cultural experience and knowledge.</p>
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Verizon Life Span Literacy Matrix

Adult Learners in Basic Education and Literacy Programs



Sources: The measures listed below are among those being used by Adult Literacy Research Network grantees (funded by the National Institute for Literacy, the National Institute for Child Health and Human Development, and the Office of Vocational and Adult Education, U.S. Department of Education). The outcomes and instructional practices are based on the *Report of the National Reading Panel* (NICHD, 2000), *Research-based Principles for Adult Basic Education Reading Instruction* (Kruidenier, 2002) and *Applying Research in Reading Instruction for Adults* (McShane, 2006).

Population and Outcomes: Adults who need to improve their reading skills are different from young children who are developing skills at a normal rate. Reading outcomes for adults who have not acquired reading skills in the typical sequence (for various reasons) must be identified on an individual basis. The outcomes listed below are appropriate for some but not all adult learners.

Relevant Outcomes	Measures	Key Research-based Practices and Strategies
Alphabetic Skills	Comprehensive Test of Phonological Processing (CTOPP) Lindamood Auditory Conceptualization Test – Third Edition (LAC-3) (phonemic awareness) Test of Word Reading Efficiency (TOWRE) (word identification) Woodcock Johnson III Diagnostic Reading Battery (WJRIII DRB) (subtests) Woodcock Reading Mastery Test – Revised Normative Update (WRMTR/NU) (word attack and word identification subtests) Wide Range Achievement Tests – Third Edition (WRAT-3) (word identification)	Teach explicit, structured, systematic phonics, which includes development of phonemic awareness.

<p>Fluency</p>	<p>Test of Word Reading Efficiency (TOWRE)</p> <p>Woodcock Johnson III Diagnostic Reading Battery (WJRIII DRB) (subtest)</p> <p>Nelson-Denny Reading Test (subtest)</p> <p>Gray Oral Reading Tests – Fourth Edition (GORT-4) (measures rate and accuracy in passage reading)</p>	<p>Provide adults with regular opportunities to practice <i>guided, repeated oral reading</i> of connected text; guidance may be provided by a teacher or tutor, another adult learner, or audio-taped texts.</p>
<p>Vocabulary</p>	<p>Peabody Picture Vocabulary Test – Fourth Edition (PPVT-4) (receptive oral vocabulary)</p> <p>Woodcock Johnson III Diagnostic Reading Battery (WJRIII DRB) (reading vocabulary subtest)</p> <p>Woodcock Reading Mastery Test – Revised Normative Update (WRMTR/NU) (reading vocabulary subtest)</p> <p>Nelson-Denny Reading Test (reading vocabulary subtest)</p> <p>Gates-MacGinitie Reading Tests – Fourth Edition (GMRT) (reading vocabulary subtest)</p> <p>Test of Adult Basic Education Reading – 9/10 (TABE) (reading vocabulary)</p>	<p>Assess adults’ vocabulary with an oral vocabulary test as a measure of their reading potential. Oral vocabulary represents reading potential because if students know the word meanings from their experience with oral language, they need only to be able to identify the words in print.</p> <p>Expand adult learners’ vocabularies through:</p> <ul style="list-style-type: none"> • Direct instruction in word meanings and word-learning strategies • Indirect approaches involving broad reading in varied content areas <p>Provide repeated and multiple exposures to new words.</p>

<p>Comprehension</p>	<p>Woodcock Johnson III Diagnostic Reading Battery (WJRIII DRB)</p> <p>Woodcock Reading Mastery Test – Revised Normative Update (WRMTR/NU) (passage comprehension subtest)</p> <p>Nelson-Denny Reading Test</p> <p>Gray Oral Reading Tests – Fourth Edition (GORT-4)</p> <p>Gates-MacGinitie Reading Tests – Fourth Edition (GMRT)</p> <p>Test of Adult Basic Education Reading – 9/10 (TABE) (reading subtest)</p> <p>Comprehensive Adult Student Assessment System (CASAS) Life Skills Tests (reading subtest)</p> <p>Basic English Skills Test (BEST) Literacy Skills (for English language learners)</p>	<p>Provide:</p> <ul style="list-style-type: none"> • Explicit instruction in reading comprehension strategies • Instruction in the other reading components—decoding/word identification, fluency, and vocabulary—because the components relate to and reinforce each other <p>Use the following broad strategies to help improve comprehension:</p> <ul style="list-style-type: none"> • Comprehension monitoring • Graphic and semantic organizers • Question answering • Question generation • Story structure • Summarization • Cooperative learning • Multiple-strategies instruction
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Glossary of Terms

The terms in this glossary are defined as they are used or referred to in the matrix. Sources for some of the definitions include:

Armbruster, B. B., Lehr, R., & Osborn, J. (2001). *Put reading first: The research building blocks for literacy*. Washington, DC: The Partnership for Reading: National Institute for Literacy, National Institute of Child Health and Human Development, and U.S. Department of Education.

Greene, F. & Monson, D. (eds.). (1995). *The literacy dictionary: The vocabulary of reading and writing*. Newark, DE: International Reading Association.

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Southwest Educational Development Laboratory. (n.d.). Glossary of reading-related terms. Retrieved October 12, 2003, from <http://www.sedl.org/reading/framework/glossary.html>

Accuracy (in word identification) *n.* The ability to correctly identify words while reading.

Affix *n.* An attachment to the end or beginning of a base or root word. A generic term that describes prefixes and suffixes.

Alliteration *n.* The repetition of the initial sounds in neighboring words or stressed syllables, as “The fair breeze blew, the white foam flew / The furrow followed free” (Samuel Taylor Coleridge, “The Rime of the Ancient Mariner”).

Alphabet Knowledge *n.* A state of familiarity with the alphabet, which is the complete set of letters or other graphic symbols representing speech sounds used in writing a language or in phonetic transcription.

Alphabetic Principle *n.* Understanding that spoken words are decomposed into phonemes, and that the letters in written words represent the phonemes in spoken words when spoken words are represented in text.

Alphabetic Skills *n.* The skills related to using letters to represent the sounds of language (the sound-symbol relationship); includes both phonemic awareness and decoding.

Analogy *n.* A partial similarity; a general comparability or likeness; a vocabulary development game designed to elicit associations between a concept and students’ background knowledge.

Base Word *n.* A word to which affixes may be added to create related words; for example, *teach* in *reteach* or *teaching*.

Blend **1.** *v.* To combine the sounds represented by letters to pronounce a word; sound out; **2.** *n.* The joining of the sounds represented by two or more letters with minimal change in those sounds; consonant cluster.

Choral (or Unison) Reading *n.* Group reading aloud. Note: Choral reading may be used with a group to develop oral fluency or to make a presentation to an audience. It may also be used by two people, one of whom usually is a better reader and serves as a model during the reading.

Comprehension *n.* The reconstruction of the intended meaning of a communication; accurately understanding what is written or said.

Comprehension Monitoring *n.* In the act of reading, the noting of one’s successes and failures in developing or attaining meaning, usually with reference to an emerging conception of the meaning of the text as a whole, and adjusting one’s reading processes accordingly.

Context *n.* The sounds, words, or phrases adjacent to a spoken or written language unit; linguistic environment; the social or cultural situation in which a spoken or written message occurs.

Context Clue *n.* Information from the immediate textual setting that helps identify the meaning of a word or word group, as by words, phrases, sentences, illustrations, syntax, typography, etc.

Context-Eliciting Question *n.* Who, What, Where, When, and Why questions asked by adults to children in order to prompt children to respond to the context of a story or experience.

Cooperative Learning *n.* Any pattern of classroom organization that allows students to work together to achieve their individual goals. Also **collaborative learning**.

Decode *v.* Using knowledge of the conventions of spelling-sound relationships and knowledge about pronunciation of irregular words to derive a pronunciation of written words.

Dialogic Reading *n.* The process of incorporating conversation as an oral technique in teaching reading skills. Dialogic Reading is based on the research of Grover Whitehurst, et al. (1994).

Direct Instruction **1.** *n.* Explicit teaching of content and strategies through a structured approach. **2.** *n.* A prescribed program of reading instruction that follows identified content and strategies.

Early Literacy *n.* Development of the association of print with meaning that begins early in a child's life and continues until the child reaches the stage of conventional reading and writing; the domain of skills and abilities of young children prior to development of conventional literacy.

First-Sound Isolation *n.* The ability to recognize the initial sound in a word or syllable. See **Phoneme Isolation**.

Fluency *n.* The clear, easy, written or spoken expression of ideas; automaticity; the ability to produce words or larger language units in a limited time interval.

Graphic Organizer *n.* A diagram or chart that visually represents the relationships among ideas and information in a text. Some kinds of graphic organizers are called maps or webs.

Guided Practice *n.* Opportunities for students to try out various reading strategies with support from the teacher.

Guided Reading *n.* Reading instruction in which the teacher supports readers in using and developing effective strategies for processing new texts at increasingly challenging levels of difficulty; leads to successful and independent use of reading strategies.

Indirect Approach (for teaching vocabulary) *n.* Teaching or learning new vocabulary by hearing and seeing words used in many different contexts; for example, through conversations with others, through being read to, and through reading extensively on one's own.

Language Delay *n.* An achievement in expressive or receptive language that is below expected norms for chronological age or grade level.

Letter Identification *n.* The ability to name or recognize letters of the alphabet.

Letter-Sound Correspondence *n.* The relationship between a letter and its sound.

Letter-Sound Instruction *n.* See **Phonics**.

Modeling *n.* The act of serving as an example for a reading behavior or reading strategy.

Morpheme *n.* The smallest meaningful unit of speech. A morpheme can be a free form (as in *pin*) or a bound form (-s in *pins*), that contains no smaller meaningful parts. The morpheme is a subcomponent of vocabulary; many words only have one morpheme, but some, such as compound words or words with affixes, have more than one.

Multiple-Strategies Instruction *n.* A method that teaches students how to use strategies flexibly as needed in order to assist their comprehension. A well-known example is called ‘reciprocal teaching,’ in which the teacher and students work together so that the students learn four comprehension strategies: asking questions about the text, summarizing parts of the text, clarifying confusing words or sentences, and predicting what might occur next in the text.

Narrative Talk *n.* Practice in which an adult (most likely a parent) narrates his/her activities to a child in a stream-of-consciousness fashion (e.g., “Now I am going to stir the soup. I better get a wooden spoon out of the drawer first. Let’s see. Yes, the spoons are here in this drawer by the sink...”).

Onset *n.* That part of a syllable preceding the vowel such as *str* in *strip*.

Open-Ended Question *n.* A type of question used to explore a person’s understanding of what is read or heard and intended to produce a free response rather than a directed one; a question that encourages divergent rather than convergent thinking; a question that cannot be answered yes or no.

Oral Language *n.* Spoken communication as opposed to written communication.

Oral Reading *n.* The process of reading aloud to communicate to another or to an audience; the act of oral interpretation, as giving a dramatic reading.

Oral Vocabulary *n.* The words that one uses in speaking or recognizes in listening.

Paired Reading *n.* A method for improving reading achievement where a less-skilled and more-skilled reader read a text together. The less-skilled reader takes over reading sections when he feels confident.

Parallel Talk *n.* Practice in which an adult (most likely a parent) verbally directs comments to his/her child regarding the child’s current activities (e.g., “You are trying to reach your toes, aren’t you?” “Look at the big, brown bear you are holding!” “I see you smiling at mommy.”).

Partner Reading *n.* Paired students take turns reading aloud to each other. This can be done by pairing a more fluent reader with a less fluent reader, or by pairing together children who read at the same level.

Phoneme *n.* A minimal sound unit of speech that, when contrasted with another phoneme, affects the meaning of words in a language, as /b/ in *book* contrasts with /t/ in *took*, /k/ in *cook*, and /h/ in *hook*.

Phoneme Addition *n.* Forming a new word by adding a phoneme to an existing word; if you add /s/ to *park* you get *spark*.

Phoneme Blending *n.* Listening to a sequence of separately spoken phonemes and combining these phonemes to form a word, which can then be written and read; /b/ /i/ /g/ is the word *big*.

Phoneme Categorization *n.* The ability to recognize the word in a set of three or four words that has the “odd” sound; for example, *rug* does not belong in the sequence *bus*, *bun*, and *rug* because it does not begin with /b/.

Phoneme Deletion *n.* The recognition of the word that remains when a phoneme is removed from another word; *smile* without the /s/ is *mile*.

Phoneme Identity *n.* The recognition of the same sounds in different words; the first sounds, /f/, is the same in *fix*, *fall*, and *fun*.

Phoneme Isolation *n.* The recognition of individual sounds in a word; the first sound in *van* is /v/.

Phoneme Manipulation *n.* When children or adults work with phonemes in words. There are many types of phoneme manipulation, including blending, segmenting, deleting, adding, and substituting phonemes.

Phoneme Segmentation *n.* Breaking a word into its separate sounds, saying each sound as you tap out or count it, and then writing and reading the word; for example, there are four sounds in *grab*, /g/ /r/ /a/ /b/.

Phoneme Substitution *n.* Substituting one phoneme for another to make a new word; by changing the /g/ in *bug* to /n/ you get the word *bun*.

Phonemic Analysis *n.* Tasks that require the learner to break apart phonemes to analyze words and word parts as in phoneme segmentation, phoneme isolation, phoneme identity and phoneme categorization.

Phonemic Awareness *n.* The awareness of the sounds (phonemes) that make up spoken words.

Phonics *n.* A way of teaching reading and spelling that stresses symbol-sound relationships, used especially in beginning instruction.

Phonological Awareness *n.* A broad term that includes awareness of phonemes, rhymes, words, syllables, and onsets and rimes.

Pragmatic *adj.* The use of language that reflects understanding of accepted social and cultural interactions as the basis of practical day-to-day situations.

Print Awareness *n.* A learner's growing recognition of conventions and characteristics of a written language. This includes such features as the recognition of directionality in reading text, that print in the form of words corresponds to speech, that white space marks the boundaries of printed words, etc.

Print-Referencing Practices *n.* Adult-child shared reading practice in which the adult verbally (e.g., question asking) or nonverbally (e.g., pointing to words or letters) explicitly directs the child's attention to the print in the book.

Prosody *n.* The pitch, loudness, tempo, and rhythm patterns of spoken language.

Question Answering *n.* A reading strategy in which teachers guide and monitor students' comprehension by asking students questions about what they have read.

Question Generation *n.* A reading strategy in which students generate questions during reading to help them make inferences about what they are reading in order to gain greater understanding of the text.

Rate of Reading *n.* An individual's reading speed.

Reader's Theater *n.* A performance of literature, as a story, play, poetry, etc., read aloud expressively by one or more persons, rather than acted.

Reading Disability *n.* A condition characterized by reading achievement that is significantly below expectancy for both an individual's reading potential and for chronological age or grade level.

Reading Vocabulary *n.* The number of different words recognized and understood in reading.

Recast *v.* To remodel or refashion, as in a child's verbal utterances or expressions.

Rhyme 1. *n.* Identical or very similar recurring final sounds in words within or, more often, at the ends of lines of verse. **2.** *v.* To write, speak or sing words or lines of verse with such recurring sounds.

Rime *n.* That part of a word or syllable that includes the vowel and any following consonant such as *im* in *swim* (*sw* is the onset).

Root *n.* The basic part of a word that usually carries a main component of meaning and that cannot be further analyzed without loss of identity; in a complex word, the meaningful base form after all affixes are removed. Note: A root may be independent, or free, as *read* in *unreadable*, or may be dependent, or bound, as *-liter-* (from the Greek for letter) in *illiterate*.

Root Word *n.* A word from another language that is the origin of an English word; about sixty percent of all English words have Latin or Greek origins.

Scaffold *v.* To gradually withdraw adult support, as through instruction, modeling, questioning, feedback, etc., for a child's performance across successive engagements, thus transferring more autonomy to the child.

Segment *v.* To separate words into distinct parts, such as syllables, prefixes, onsets, rimes or phonemes.

Semantic *adj.* Pertaining to the study of meaning in language, as in the analysis of the meanings of words, phrases, sentences, discourse, and whole texts.

Semantic Organizer *n.* Graphic organizers that look somewhat like a spider web in which lines connect a central concept to a variety of related ideas and events.

Sight Word *n.* A word that is immediately recognized as a whole and does not require word analysis for identification. Note: Words that are phonically irregular or are important to learn before students have the skills to decode them are often taught as sight words.

Sound-Symbol Relationship *n.* The relationship between the use of letters in a language and the corresponding sounds they represent; may also be referred to as Letter-Sound Correspondence.

Standardization *n.* The process, act, or result of establishing criteria for the evaluation of something; specifically, in educational testing, the building of tests to meet established criteria with respect to validity, reliability, curriculum relevancy, etc.

Story Structure *n.* An understanding of the general organization, structure, and features of stories that improves students' comprehension and memory.

Student-Adult Reading *n.* The student reads one-on-one with an adult. The adult reads the text first, providing the students with a model of fluent reading. Then the student reads the same passage to the adult with the adult providing assistance and encouragement. The student rereads the passage until the reading is quite fluent. This should take approximately three to four readings.

Summarization *n.* A synthesis of the important ideas in a text; requires students to determine what is important in what they are reading, to condense this information, and to put it into their own words.

Syllable *n.* A minimal unit of sequential speech sounds comprised of a vowel sound or a vowel-consonant combination. In most languages, vowels play a central role in syllable formation since, by definition, a syllable always contains a vowel or vowel-like speech sound.

Syllable Awareness *n.* An awareness of syllables, the minimal units of sequential speech sounds comprised of a vowel sound or a vowel-consonant combination, and their function.

Syntactic *adj.* Referring to the study of how sentences are formed and of the grammatical rules that govern their formation; the pattern or structure of word order in sentences, clauses, and phrases.

Tape-Assisted Reading *n.* Students read along in their books as they hear a fluent reader read the book on an audiotape. For the first reading, the student should follow along with the tape, pointing to each word in her or his book as the reader reads it. Next, the student should try to read aloud along with the tape. Reading along with the tape should continue until the student is able to read the book independently, without the support of the tape.

Text *n.* The entirety of a linguistic communication, as a conversation and its substantial context; a segment of spoken or written language available for description or analysis; written or printed matter on a page or in a book, in contrast to illustrations.

Text Comprehension *n.* An active, intentional process in which the reader engages with the text to both extract and construct meaning from written language.

Verbalization *n.* Expressing oneself in words; making an utterance.

Verbal Reciprocity *n.* Engaged conversation between an adult and child in which both are active participants and encourage the verbal response of the other.

Vocabulary *n.* All the words of a language; the words understood by individuals; a list of words, as in a dictionary or glossary.

Word Analysis *n.* A general, imprecise label applied to word identification or decoding.

Word Attack *n.* Another term for word identification or decoding.

Word Identification *n.* The process of determining the pronunciation and some degree of meaning of an unknown word; also referred to as word recognition. Note: Word-identification skills commonly taught are phonic analysis, structural analysis, context clues, configuration clues, dictionary skills, and sometimes picture clues.

Word Reading *n.* The ability to recognize and read words individually in printed or written form.

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Standardized Measures

Key:

[i] = tests that are individually administered

[g] = tests that may be group or individually administered

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Hoover, H. D., Hieronymus, A. N., Frisbie, D. A., & Dunbar, S. B. (1996). *Iowa Tests of Basic Skills*. Itasca, IL: Riverside Press.

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Notes:

