

## **A Short Description of Fusion Reading**

The Fusion Reading Program (FRP) is a supplemental reading course (i.e., a separate class apart from core course requirements such as English, science, etc.) that is designed to meet daily for one class period during the 9<sup>th</sup> grade and 10<sup>th</sup> grade years. Classes consist of 12-15 adolescent struggling readers (ASRs) who score between the 5<sup>th</sup> and 30<sup>th</sup> percentile on a standard reading assessment measure. The FRP is a highly structured course designed to teach an array of high-leverage reading strategies within a scaffolded scope and sequence of instruction, practice, feedback, and ongoing assessments for progress monitoring. A major goal of FRP is to increase student motivation, engagement, and reading outcomes. Reading instruction in the FRP is built upon the two primary components of the Simple View of Reading (Hoover & Gough, 1990): **word recognition** (consisting of instructional components designed to teach ASRs advanced phonics, decoding, word recognition, and fluency skills and strategies) and **linguistic comprehension** (consisting of instructional components designed to enhance ASRs skills in making predictions, summarizing text elements, building a strong vocabulary, and using high leverage reading strategies in taking standardized examinations (e.g., state AYP assessments). Importantly for practitioners, FRP is a fully developed instructional package. All FRP materials (seven teacher manuals and three student workbooks) have been produced and are “off the shelf” ready for full-scale implementation. The FRP Curriculum can best be understood by considering: (1) its scope and sequence, (2) its assessment system, (3) the instructional methodology, and (4) lesson format and daily structures. Each will be described in the following paragraphs.

### ***The FRP Curriculum***

**Scope and sequence.** Because the achievement gap that must be closed for ASRs is so large, any instructional materials or programs used with these students must be sound from both a curricular and pedagogical standpoint. The FRP was designed with these realities in mind. Additionally, this program was designed with considerable input from field practitioners to ensure that it would be feasible to implement in classroom settings. A key element of the FRP’s design is the scope and sequence of the various curriculum elements (See Figure 1, Appendix A). The following paragraphs describe in detail: the structure of the course, how students are introduced to the course, and the sequence and integration of the course components.

To launch the course, teachers use the *Establish the Course* unit (Hock, Brasseur-Hock-Hock, & Deshler, 2005) to provide students with rationales for the course, an overview of course content, and expectations for classroom management procedures that support a positive learning environment. Additionally, students learn procedures for acquiring essential vocabulary from context, how to participate in Thinking Reading activities, daily warm ups, out-of-class extended reading through Book Study, and procedures for summative, progress, and formative assessment.

During the first day of class, students are introduced to *Thinking Reading*. This instructional routine engages students in oral reading and discussion of highly engaging text (both expository and narrative text). Initially, the teacher leads this activity by reading aloud and modeling expert reader cognitive and metacognitive strategies. As part of this process, the teacher engages students in conversations about how to effectively

navigate various text demands. The cognitive strategies are designed to enable students to effectively respond to word-level *and* reading comprehension demands. For example, the teacher might model a strategy for identifying unfamiliar multisyllabic words within the selection being read. The teacher thinks aloud about what she does before, during, and after reading and **implicitly** demonstrates advanced phonics, decoding, word recognition, and fluency skills found in the Bridging Strategy. The teacher would also model other reading strategies for making predictions, learning unfamiliar vocabulary, or connecting prior knowledge to current text. Eventually during Thinking Reading, students take more responsibility for reading and asking questions as they read the selection. Reading strategies that are **explicitly** taught during another instructional segment of the class are also talked about and applied to the reading selection during Thinking Reading. Thus, strategies are taught and applied within the immediate context of highly engaging text in a fashion similar to that found in Reciprocal Teaching (Palincsar & Brown, 1984).

Also during *Establish the Course*, students learn the Vocabulary Strategy (Brasseur-Hock, Hock, & Deshler, 2006). This seven-step process includes group, partner and individual analysis, discussion and application of context-based vocabulary words. Students learn how to determine the meaning of unknown vocabulary through the analysis of affixes and context clues. Student learning and application occurs through extensive classroom discussion regarding multiple word meanings, word usage in a variety of contexts, and similarities of the target word to other words.

The second instructional unit in the FRP is *The Prediction Strategy* (TPS) (Hock, Brasseur-Hock, & Deshler, 2005). This strategy includes several sub strategies that help students learn how to preview reading selections, link prior knowledge to the subject, make predictions and inferences about content, and evaluate the reading to answer student generated questions and predictions.

*Possible Selves* (Hock, Brasseur-Hock, & Deshler, 2005), the third instructional unit, is designed to surface individual student long-term goals for the future and establish action plans that directly link instruction in the FRP to the personal, learner, and career goals expressed by students. Possible Selves directly links the attainment of personal goals to reading proficiency. Again, while students participate in Possible Selves, they read literature during Thinking Reading in which the hopes and fears for the future of the main characters are highlighted.

The fourth instructional unit in the FRP is *The Bridging Strategy* (TBS) (Brasseur-Hock, Hock, & Deshler, 2006). TBS includes instruction in advanced phonics, decoding, word recognition, and reading fluency. Advanced phonics and decoding instruction has been designed so that high school students will participate in the activities and not find them elementary or far removed from the reading process. For example, the review of sounds is presented through the analogy of a warm-up or stretching type activity that athletes or musicians do prior to beginning a performance. In this fashion, students learn and apply a variety of basic word-level skills in short, structured activities as they prepare to engage in reading activities.

Once students master the Prediction, Vocabulary and Bridging strategies, they learn how to integrate all of these strategies during the process found in *Strategy Integration* (Brasseur-Hock, Hock, & Deshler, 2006), the fifth instructional unit in Fusion Reading. The main outcome during Strategy Integration is that students fluently use multiple strategies acquired during the course while reading and discussing content class material.

Students engage in Strategy Integration after each new major strategy is learned so that the reading process supports the transition from *learning reading strategies to reading strategically*. When students read strategically, in a fashion similar to expert readers, they personalize strategies and use them in a manner that is responsive to the unique demands of diverse content areas. They don't typically think in terms of strategy steps but focus on having a conversation with text and authors. Strategy Integration is an extensive unit that lasts about 8 to 10 weeks and is taught two to three times during the course.

The sixth instructional unit in the FRP is the *Summarization Strategy* (TSS) (Hock, Brasseur-Hock, & Deshler, 2005), which includes strategies for generating questions about the topic, finding main ideas and important details, paraphrasing, and summarization of larger sections of text. Once TSS has been mastered, it is applied in another Strategy Integration unit. By now students are applying, predicting, questioning, paraphrasing, summarizing, analyzing unknown vocabulary, and all the word-level skills found in TBS to narrative and expository text directly related to content course materials that are specific to individual schools.

The final unit in the FRP is the *Pass Strategy* (Hock, Brasseur-Hock, & Deshler, 2006). In this unit, the primary outcome is that students apply the reading strategies they have mastered to reading passages from the state reading assessment. For example, students in Florida will learn how to make predictions, draw inferences, paraphrase, summarize, and generate questions using released items from the FCAT. Students would learn how to use all the reading strategies they have learned and practiced in multiple Strategy Integration units to pass the state measure. Students also learn how to efficiently and effectively take standardized measures of reading achievement.

The instruction described above is designed to follow a logical progression that engages disengaged students in the reading process. It addresses the need for orderly, well managed instructional conditions, and builds acquisition of reading skills in a sequence that recognizes the need for simultaneous instruction in word level and comprehension skills and strategies as suggested in the Simple View of Reading (Gough & Tunmer, 1986; Hoover & Gough, 1990).

**Assessment system.** The overarching goal of FRP is to improve the reading comprehension of ASRs. In order to support that goal, an assessment system has been embedded in the overall course, each instructional unit, and daily instruction of skills and strategies. In the FRP, assessment informs instruction and is designed to provide teachers and students with regular feedback on student performance so individual student needs are identified and addressed. Accurate assessment allows teachers to differentiate instruction and significantly accelerate reading growth.

Assessment is addressed in the FRP in each of the daily lesson plans, and all of the necessary assessment probes and materials are provided for teachers. The different goals and purposes of the FRP assessment system are: (1) *To determine the extent to which the FRP is successful in helping all students meet or exceed grade level standards by the end of the year.* At the state, district, and school level, educators need to know at the end of each year how many students at each grade level can meet the state-level literacy standards. They also need to know whether the number of students who can achieve at the highest levels is improving from year to year, and whether the number of students at the lowest levels is declining. (2) *To monitor the progress of FRP students during the academic year in acquiring the knowledge and skills required to meet and exceed current*

*grade-level standards in reading.* Teachers need periodic assessments during the year. Such assessments tell them which students are making adequate progress toward meeting grade-level standards so they can make adjustments and allocate resources while there is still time to help students in need. In addition, classroom teachers need frequent assessments to help both themselves and their students understand the “next steps” required to improve their literacy skills. Each instructional unit in the FRP has progress or benchmark assessments built into the lessons including guidelines for administering the assessment, scoring procedures, and providing feedback to students. (3) *To provide information helpful in monitoring the effectiveness of daily instruction in the FRP so that instruction can be responsive to student learning and mastery of skills and strategies.* The FRP has formative assessments to monitor students’ progress in acquiring the targeted reading skills. These formative assessments are given daily and shared with students immediately.

**Instructional methodology.** Explicit instruction is one of the core features of the FRP. While some measure of implicitness is found in the FRP, explicit mastery instruction dominates the FRP and is used to teach individual skills and strategies. For each strategy in the curriculum, teachers describe the strategy being learned, discuss the potential benefits and rationale for using it, and then explain and model specific cognitive and metacognitive steps of the strategy. Students verbally practice the steps of the strategy, and then practice using the strategy with materials written at their instructional reading level. They receive elaborated feedback from the teacher as they become proficient in the use of the strategy. Next, they practice using the strategy with more and more difficult materials until they attain proficiency with materials written at or close to their grade level. Once they are proficient with the strategy, they begin to use the strategy in a generative way; that is, they apply the strategy to assignments in a wide variety of materials and settings. For example, they may apply the strategy to short stories or reading selections similar to what they will encounter in the district’s language arts classes. Further, as each strategy is taught, it is directly linked to the highly engaging literature in Thinking Reading. For example, when students learn classroom procedures and expectations, they read *Coach Carter* and discuss expectations for success, the need for discipline and commitment, the value of teamwork, and the relationship of effort to success found in the novel. If they are learning a reading strategy, they see the strategy applied to text during Thinking Reading so that reading strategies are not taught out of the context of real world reading tasks. As instruction progresses, reading material becomes more rigorous moving from novels like *Coach Carter* to novels and short stories like *White Fang* and *The Most Dangerous Game*. Our foundational research has shown that 98% of all the low-achieving adolescents who have been taught learning strategies in this way have mastered them if the instructional procedure described here is followed carefully (Ellis, Deshler, Lenz, Schumaker, & Clark, 1991; Schumaker & Deshler, 1994).

**Daily lesson format.** A standard but flexible lesson format has been developed to support intensity of instruction and the use of multiple instructional activities that include whole class explicit instruction, guided practice, partner practice, and teacher-led individualized instruction. The format provided in the FRP responds to both 90-minute block schedules and 45-minute class schedules that we have found to be common in secondary schools. Hence, daily lessons have been written for both 45- and 90-minute schedules and both are included in the FRP curriculum manuals. The 90-minute block

schedule version is described below, as this structure is more common in the high schools that will participate in the study.

First, each instructional class begins with 5 minutes of structured *Warm-Up* activities tied directly to vocabulary discovery (exploration) or Thinking Reading. Students complete warm ups as the teacher takes role and provides immediate feedback on student performance during this activity. Second, the whole class participates in a 20-minute *Thinking Reading* activity. Thinking Reading is a whole class read-along activity in which engaging literature is read by the teacher and students. The goal of Thinking Reading is to get disengaged readers to place “eyes on the page” (Vaughn, 2006). Third, students engage in *Explicit Strategy Instruction* in the reading skills and strategies that make up the FRP. They participate in explicit instruction for about 40 minutes of each 90-minute instructional period. During explicit instruction, the teacher *explains strategies, provides expert models, and guides student practice* toward mastery of the targeted strategy. Next, students spend 20 minutes learning *Vocabulary* words situated in context. Teachers and students have rich discussions about unknown vocabulary found in the passages they are reading and use the Vocabulary Strategy to learn the words. Finally, students participate in a *Wrap-Up* activity where the work of the day is summarized, tomorrow’s lesson is forecasted, and progress and goal charts are updated by each of the students. Schools that use 45-minute class schedules follow the same general structure described above but adjust the timeframe.

**Individual lesson plans, model scripts, teacher & student materials.** Each of the instructional units described above has extensive lesson plans, model or example scripts, and all of the teacher and student materials needed to teach a lesson. First, for each lesson, teachers are provided a one-page overview, which includes learning objectives and a lesson-at-a-glance chart. The chart includes the lesson format, approximate time needed for each activity, a short description of the activities for the lesson, and the required materials. Second, each lesson is presented with an example script that adds detail to the overview initially presented. In a step-by-step process with both written and visual cues, teachers have a model of what the lesson should look like when taught with a high level of fidelity. While complete, these example lessons and activities are usually only 2 to 3 pages long. Finally, all the teacher and student materials necessary to teach the lesson are included within each lesson so that teachers do not need to search for them. The teacher and student materials include such items as strategy cue cards, reading passages, formative assessment score sheets and feedback forms, and progress graphs and charts.

### ***Empirical Support for Individual Fusion Reading Components***

The individual strategies that have been packaged into FRP focus on teaching students to comprehend written text by (a) paraphrasing, (b) summarizing, (c) clarifying, (d) predicting, (e) recognizing complex words, (f) increasing reading fluency, and (g) learning new vocabulary. The research base on the efficacy of these strategies is considerable (Deshler & Schumaker, 1986, Deshler & Lenz, 1989; Fisher, Schumaker, & Deshler, 2002; Peterson, Caverly, Nicholson, O’Neal, & Cusenbary, 2000; Schumaker & Deshler, 1992; Swanson & Deshler, 2003; Swanson & Hoskyn, 1998). More than 20 research studies have been completed (e.g., see Schumaker & Deshler, 1992; Schumaker & Deshler, 2006 for reviews). Documented effect sizes have ranged from .6 (Lenz &

Hughes, 1990) to 1.8 (Bulgren, Hock, Schumaker, & Deshler, 1995). Indeed, the use of learning strategies by students with LD and other low achievers has been shown to enable them to perform at levels that are comparable to those of their normally achieving peers (Schumaker & Deshler, 1992; Schumaker & Deshler, 2006; Schumaker, & Woodruff, 2005; Swanson, 1999; Swanson, & Deshler, 2003; Swanson & Hoskyn, 2001).

Previous work with our interventions and those of other researchers supports specific instructional principles that help define the science of instruction that underpins FRP. Among these principles are: (a) direct or explicit instruction; (b) student engagement; (c) transactional strategy instruction (metacognition); (d) elaborated feedback; (e) multiple controlled and independent practice opportunities; (f) teacher modeling; (g) scaffolded support; and (h) and the use of small interactive learning groups (Dole, Duffy, Roehler, & Pearson, 1991; Gersten, Fuchs, Williams, & Baker, 2001; Kline, Schumaker, & Deshler, 1991; NICHD, 2000; RAND Reading Study Group, 2002; Swanson & Hoskyn, 1999; Torgesen et al., 2006). This instructional methodology is central to teaching all reading strategies found in Fusion Reading.

### ***The Descriptive Study***

The first purpose of the Goal 2 study previously mentioned was to develop a reading profile of struggling adolescent readers in urban high schools (Hock et al., in press). Specifically, this study described the differences between proficient and struggling readers according to the Simple View of Reading and the four core components of reading: alphabeticity, fluency, vocabulary, and comprehension. The data from this study were then used to guide the development of the Fusion Reading Program and its key instructional components. Examination of the struggling reader group (202 students) in this sample showed that 121 (60%) were low on every component (Hock et al., in press). The struggling readers were found to be approximately one standard deviation below the mean in each reading component. The findings of the Descriptive Study informed the development of FRP.

### ***The Latent Class Analysis***

In an attempt to answer the question, “Do adolescents with below average comprehension exhibit differentiated profiles of component reading skills?” a Latent Class Analysis (LCA) was used to describe empirically the reading comprehension achievement and component skill profiles of below average comprehenders in the descriptive study sample above (Kieffer, Hock, Brasseur, Biancarosa, & Deshler, 2008). Results of the LCA indicated substantial heterogeneity within the population of below average comprehenders. Specifically, five classes were found to be somewhat ordinal in the severity and multiplicity of their weaknesses. The class that performed lowest on all measures was designated as *Readers with Severe Global Weaknesses (14.4%)*. This class demonstrated skills that were more than two standard deviations below national norms on GORT passage accuracy, phonemic decoding efficiency, and word attack. The next class was designated *Readers with Moderate Global Weaknesses (36.4%)*. This class also demonstrated below average performance on all measures, though to a lesser degree, typically performing a standard deviation below national norms. The third class, designated *Dysfluent Readers (29.2%)*, demonstrated language comprehension and word reading accuracy skills in the average range, but fluency skills that were below average. Alternately, the class designated *Weak Language Comprehenders (10.8%)* demonstrated word reading accuracy and fluency skills in the average range, but a relative weakness in

listening comprehension. The final class, designated as *Weak Reading Comprehenders* (9.2%), demonstrated component reading skills that were all in the average range, indicating that their specific weakness lie primarily in the reading comprehension tasks themselves. The LCA confirmed the descriptive study in large measure and results suggest that a great deal of heterogeneity in strengths and weaknesses of component reading skills exists at each of the three lowest reading achievement levels. The FRP program was designed to respond to this reality.

***Research Supporting Fusion Reading***

The purpose of an IES Goal 2 development study is to support the “development of educational interventions, curricula, instructional approaches and programs” (IES, 2007, p. 52). While the IES stresses that Goal 2 efforts are about development, there is an expectation that evidence of *feasibility and promise* of effectiveness be demonstrated. Thus, while our Goal 2 study focused on the development of the FRP, we also chose to conduct a random assignment study to bolster claims of promise in preparation for the current Goal 3 proposal. Findings from this study are described below.

Two teachers were assigned by the district to teach the FRP. One of the teachers had just finished her student teaching experience. The other teacher had experience as a study hall supervisor but no previous classroom experience. Second Chance teachers were all experienced (range of 4 to 29 years teaching) and had all been teaching Second Chance for multiple years (mean=7 yrs). Students in the experimental condition received instruction in the FRP. The control condition was Second Chance Reading (Swartz, 1998).

Due to school administrative preferences, staffing needs, and building schedules, both the experimental and control reading programs were taught in multiple instructional configurations. These configurations were not always driven by sound instructional principles. For example, students in one configuration received the first part of the program in the fall of 2005 in a double-blocked 90-minute class. Then, they received the second part of the program in the fall of 2006 in another double-blocked 90-minute class. Thus, students had no reading instruction between fall 2005 and fall 2006. In a final third-year configuration, students received both parts of the intervention in one year with double-blocked 90-minute classes. This instructional configuration was the final iteration of the curriculum and most intense instructional model. At the end of instruction for the final iteration, all students were administered the GRADE (Williams, 2001) a standardized measure of reading proficiency. The results from the final iteration study are reported below.

Following a design study paradigm (Cobb, et al., 2003; Kelly, 2004), the developers took the FRP through multiple iterations (design experiments) to refine various components of FRP based on data generated during each trial. These data coupled with feedback from consultants, teachers, and the developers themselves, the FRP was revised three times. The final iteration of the curriculum was tested with 34 students who received Fusion Reading and 35 students who received instruction in Second Chance Reading. The data were analyzed using a hierarchical linear modeling (HLM) approach as implemented in SAS PROC MIXED. The dependent variables in these analyses were the standard and raw scores on the GRADE composite and the GRADE total. The students had three possible measurement occasions: pre, mid-year, and post. We found a significant interaction between treatment and measurement occasion for the standard

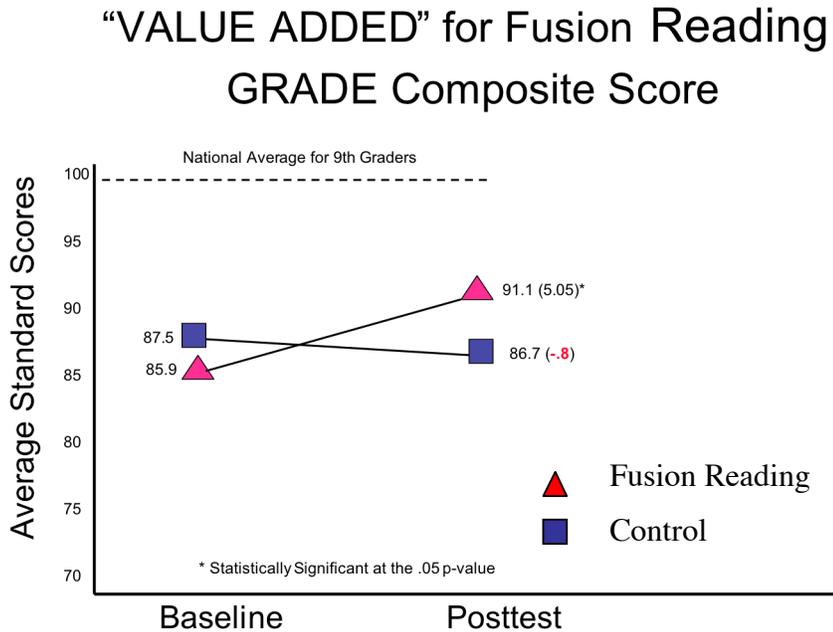
score on the GRADE Composite,  $F(2, 88) = 3.53$ ,  $p = .03$ , indicating that there were differences between the experimental and control groups over the three time points. The GRADE composite score is a measure of sentence and passage comprehension. Follow up analyses with the LSMEANS option estimated that the post score means for the two groups were: Experimental, 91.1 and Control, 86.9. This represented an estimated increase for the experimental group of 5.05 standard score units compared an estimated small loss of -.8 standard score units for the control group. The pre to post gain for the experimental group was statistically significant,  $F(2,88) = 4.59$ ,  $p = .01$ . The effect size (Hedges'  $d$ ) for this subtest score is raw score  $= .70$  ( $F(2,93) = 3.06$ ;  $Prob = .05$ ) and effect size  $.66$  ( $F(2,93) = 3.73$ ;  $Prob = .03$ ) for standard scores. This is a moderate to large effect, especially given that the overall effect size gain on the GRADE norming sample was  $.07$  on total test score (Williams, 2001) and that 9<sup>th</sup> grade students typically make effect size gains on standardized reading measures of  $.19$  (Bloom, Hill, Black, & Lipsey, 2007). On the GRADE Total standard score, (vocabulary, passage comprehension, sentence comprehension) the results for the interaction effect were not statistically significant, but the probability for the interaction was relatively small,  $F(2,86) = 1.79$ ,  $p = .17$ . However, the effect sizes for the GRADE Total were moderate:  $.55$  for raw scores and  $.45$  for the standard scores.

In the initial iterations of the curriculum (Year 1 of the study) and while the FRP curriculum was being developed, experimental and control condition students were compared. In these initial design studies, 299 students were taught either FRP or Second Chance Reading over a 1 ½ year period. Students in the experimental condition ( $n = 121$ ) were taught the FRP curriculum and students in the control condition ( $n = 178$ ) were taught Second Chance Reading. In a pre/post test design study, students in the experimental condition made statistically significant gains on the GRADE Total Test Standard Score  $F(1,73) = 8.64$   $p = .0044$ . In contrast, students in the control condition did not make statistically significant gains on the GRADE Total Test Standard Score  $F(1,115) = 2.29$   $p = .1329$ . While statistical significance was not attained for direct comparisons between the treatment and control during these early iterations, students did make significant pre/post gains, curriculum development was informed, and the curriculum was modified for further testing.

**Research Summary Figure: What makes me think this will work?**

Fusion Reading is a comprehensive, research-based program that has been rigorously field-tested—primarily in large, inner-city high schools. The results have been impressive. Students who participated in Fusion Reading significantly increased their reading comprehension scores an average of 5.05 standard score points (1/3 of a standard deviation) as measured by the Group Reading And Diagnostic Evaluation (GRADE) reading measure, a standardized measure of Listening Comprehension, Vocabulary, Sentence Comprehension, and Passage Comprehension (Williams, 2003). In contrast, students in the control condition (another research-based reading program) actually *decreased* standard score points -0.8 standard score points (see Figure 1). The difference between the Fusion Reading student scores and the control reading program student scores is statistically significant at the .05 level. Fusion Reading students have narrowed the achievement gap. A detailed research report is located behind the research tab in the Fusion Reading Launching the Course manual.

Figure 3



## **Fusion Reading: Descriptions of Program Components**

### **I. Publications**

#### **Books/Manuals**

*Brasseur, I.F., Hock, M.F., Deshler, D.D. (2007). Fusion Reading: Establish the Course. Lawrence, KS: The University of Kansas Center for Research on Learning.*

**Fusion: Establish the Course.** The ETC manual is a reference tool that provides an overview of the Fusion Reading Course, the daily lesson plans, expanded descriptions and models of the key instructional component found in the daily instruction structure such as classroom procedures, daily warm-ups, and program assessment.

*Hock, M.F., Brasseur, I.F., Deshler, D.D. (2007). The PASS the Test Strategy. Lawrence, KS: The University of Kansas Center for Research on Learning.*

**Fusion: The PASS Strategy.** The PS is a strategy designed to teach students how to approach, think about, and apply critical reading strategies while taking standardized assessments. The two primary outcomes for this strategy are: 1) for students to become effective and efficient standardized test-takers, and 2) for students to be able to apply the reading strategies they have learned to the reading material they encounter on tests.

*Brasseur, I.F., Hock, M.F., Deshler, D.D. (2007). The Book Study Program. Lawrence, KS: The University of Kansas Center for Research on Learning.*

**Fusion: Book Study.** The book study program is designed to extend student application and engagement of the reading process. Book study scaffolds the application of Fusion Reading strategies and provides optional assignments to complete on student selected reading material. The students complete the book study assignments outside of the classroom as homework.

*Hock, M.F., Brasseur, I.F., Deshler, D.D. (2007). Fusion Strategy Integration. Lawrence, KS: The University of Kansas Center for Research on Learning.*

**Fusion: Strategy Integration.** The SI program teaches students to think about, select, and apply strategies appropriate to reading material found in core content classes. In SI, students are taught to apply strategies they have learned in a flexible manner by having a conversation with the text. SI includes monitoring forms and progress measures.

*Brasseur, I.F., Hock, M.F., Deshler, D.D. (2007). The Bridging Strategy-revised. Lawrence, KS: The University of Kansas Center for Research on Learning.*

**Fusion: The Bridging Strategy.** The Bridging Strategy manual is a major revision of the old Bridging strategy and now includes advance phonics, decoding, word identification/recognition, and fluency. The TBS was completely restructured from the Adolescent Literacy version given the response of the validation studies conducted in KCK, Alameda, CA, and Palm Beach County School District, FL.

*Hock, M.F., Brasseur, I. F. & Deshler, D.D. (2007). The Prediction Strategy-revised. Lawrence, KS: The University of Kansas Center for Research on Learning.*

**Fusion: The Prediction Strategy.** TPS is a major revision of the original version of the strategy and is designed to be part of a two-year high school reading curriculum. The PS teaches student to look for clues before reading, link clues to prior knowledge, and make predictions before reading a passage. Then student reflect on the accuracy of their prediction and make new predictions. TPS is a context-based focus in which the strategy taught in the context of engaging literature. The PS was restructured to incorporate progress monitoring and an assessment measure.

*Brasseur, I. F., Hock, M.F., & Deshler, D.D. (2007). The Summarization Strategy-revised. Lawrence, KS: The University of Kansas Center for Research on Learning.*

**Fusion: The Summarization Strategy.** TSS is a strategy designed to be part of a two-year high school reading curriculum. The TSS teaches student to look for clues before reading, paraphrase, and summarize sections of reading material. The SS was restructured to incorporate progress monitoring and an assessment measure.

*Brasseur, I. F. & Hock, M.F., (2007). The Thinking Reading Program-revised. Lawrence, KS: The University of Kansas Center for Research on Learning.*

**Fusion: Thinking Reading.** TR was formally known as Guided Reading. TR is embedded within the Fusion reading daily curriculum and also can be a stand-alone program. Thinking reading has 4 main purposes: (a) Forecast, application, and integration of reading strategies, (b) expert reading model by the teacher (c) student practice and application of learned strategies, and (d) engagement of students in the reading process.

*Hock, M.F., Brasseur, I. F. & Deshler, D.D. (2007). The Vocabulary Program. Lawrence, KS: The University of Kansas Center for Research on Learning.*

**Fusion: Vocabulary.** Vocabulary is embedded within all the Fusion reading strategies and also can be a stand-alone program. The vocabulary program uses extensive reading and classroom discussion of vocabulary with multiple examples of new words learned in the context of the student's lives. Students also learn how to use context to expand their knowledge of new vocabulary.

*Student Anthologies:* Multiple anthologies of short readings (400 word passages) in expository text covering various content areas have been created and are used when strategies are learned. Each anthology has lexiled passages and comprehension questions. The anthologies are used as students learn each of the main reading strategies that anchor the program, and they are used to extend the quantity and nature of reading materials used in the program.