# Commonly Used Special Education Reading Programs

<table>
<thead>
<tr>
<th></th>
<th>Reading Mastery/Corrective Reading</th>
<th>Language!</th>
<th>Wilson Reading System</th>
<th>Saxon Reading</th>
<th>Hill Methodology</th>
<th>Edmark Reading Program</th>
<th>Unique Learning System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>√ (Elem Only)</td>
</tr>
<tr>
<td>Sight Words</td>
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<td>X</td>
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<tr>
<td>Phonics - Single Syllable Words</td>
<td>√</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td>√ (Elem Only)</td>
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<tr>
<td>Phonics - Multi-Syllable Words</td>
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<tr>
<td>Spelling</td>
<td>√</td>
<td>√</td>
<td></td>
<td>X</td>
<td></td>
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<td>√ (Elem/Int Only)</td>
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<tr>
<td>Fluency with Text</td>
<td>√</td>
<td>√</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>√</td>
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<tr>
<td>Vocabulary – Single Word</td>
<td>√</td>
<td>√</td>
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<tr>
<td>Comprehension – Text Structures</td>
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<tr>
<td>Comprehension – Language Comprehension</td>
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</tbody>
</table>

X = Primary Emphasis
√ = Secondary Emphasis
# Unique Learning System Overview

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Use suggested by ULS</th>
<th>Information</th>
<th>Supplemental/Additional Resources</th>
</tr>
</thead>
</table>
| **Student Profiles**| “The Profile provides a present level of the students reading, writing, math and access and participation skills”                                                                                                    |                                                                            | - Developmental Continuum (Hill, 2000)  
- Reading a-z  
- DIBELS  
- TPRI  
- DRA  
- other commercially available IRIs (QRI-4, Flynt-Cooter, Basic Reading Inventory)                                                                                                                                                        |
| **Reading Assessments** | The reading assessments “can be used to provide guidance on the level book that is an appropriate instructional level for a student.”  
The Early Reading Rubric “is designed as a guide for reading observations with students who have severe cognitive disabilities.”                                                                 |                                                                            | - Reading a-z  
- DIBELS  
- TPRI  
- DRA  
- Developmental Continuum (Hill, 2000)  
- other commercially available IRIs (QRI-4, Flynt-Cooter, Basic Reading Inventory)                                                                                                                                                        |
| **Unit Tests**      | “The Checkpoints assess the reading, math, and content understanding from the unit.”                                                                                                                                 | * Assessment matches content                                              | - Teacher developed assessments                                                                                                                                                                                                                                                               |
| **Communication Support** | The symbol set used for ULS is SymbolStix. “This symbol set was developed to symbolize current events) rather than based on a word list.” Topic based communication boards are available for each unit. |                                                                            | - Picture SET (www.setbc.org)  
- MeVille to WeVille (Don Johnston)  
- Boardmaker (Mayer Johnston)  
- aacinnovations.com                                                                                                                                                                                                                      |
| **Guided Reading Lists** | A Guided Reading Book List is provided to supplement Unique Learning System monthly units | *Extensive List*  
*Includes many titles from resources listed*  
*Available for each unit* | -Reading A to Z  
-School Library  
-Literacy Library  
-National Geographic Windows on Literacy  
-Accelerated Reader  
|---|---|---|---|
| **Student Texts** | Differentiated texts “are supported with multiple means of representation, including text, symbolized and picture formats. Additionally, all leveled books and chapter books are provided in a text-reading format to support the text versions.” | -Reading A to Z  
-RAZ Kids  
-School Library  
-Literacy Library  
-National Geographic Windows on Literacy  
-Weekly Reader AbleNet Edition (AbleNet)  
-Start to Finish Literacy Starters (Don Johnston)  
-MeVille to WeVille (Don Johnston)  
-Tarheel Reader |
| **Writing** | Template-based writing activities available in intermediate through high school bands. | -MeVille to WeVille (Don Johnston)  
-Writing A to Z  
-Intellitools Classroom Suite (Cadmium)  
-ReadWriteThink.org |
| **Vocabulary** | “Students engage in repeated application of unit vocabulary” | 5-25 targeted words per unit | -MeVille to WeVille (Don Johnston)  
-Vocabulary A to Z  
-Laureate Vocabulary Building Software (Laureate Learning Systems) |
| **Phonics** | Some word family based phonics activities available at the elementary level. | 2 word families per unit at the Elementary level(there are 37 common word families in English) | -Starfall.com  
-Early Literacy Skill Builder (Attainment)  
-Accessible Literacy Learning Curriculum (Mayer Johnson)  
-Systematic Sequential Phonics they Use  
-WordMaker (Don Johnston)  
-Words Their Way |
| **Sight Words** | Some high frequency spelling lists available at the elementary and intermediate levels. | 10 words per unit at the elementary level  
18 words per unit at the intermediate level | -Edmark |
**Math**

- Math activities corresponding to science and social studies content areas available in elementary through high school bands.
- 5-7 total math lessons per unit
- Time, money, measurement, charts and graphs at all levels
- Number sense at elementary and intermediate levels
- Story problems at middle and high school levels

**Science**

- “The monthly thematic units are centered on a science or social studies topic.”
- Topic of unit expository texts
- 1 experiment per unit

**Social Studies**

- “The monthly thematic units are centered on a science or social studies topic.”
- Topic of unit expository texts
- 1 history timeline per unit

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**Unique Alignment to Teaching Literacy to Students with Significant Disabilities Training Modules**

<table>
<thead>
<tr>
<th>Literacy Module Content</th>
<th>Unique Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared Reading (Module 3)</td>
<td>No</td>
</tr>
<tr>
<td>Shared Writing (Module 3)</td>
<td>No</td>
</tr>
<tr>
<td>Alphabet Knowledge (Module 4)</td>
<td>No</td>
</tr>
<tr>
<td>Phonological Awareness (Module 4)</td>
<td>No</td>
</tr>
<tr>
<td>Writing without Standards (Module 5)</td>
<td>No</td>
</tr>
<tr>
<td>Vocabulary (Module 7)</td>
<td>Yes</td>
</tr>
<tr>
<td>Text Comprehension (Module 7)</td>
<td>Some</td>
</tr>
<tr>
<td>Phonemic Awareness (Module 8)</td>
<td>Some in elementary</td>
</tr>
<tr>
<td>Phonics (Module 8)</td>
<td>Some in elementary</td>
</tr>
<tr>
<td>Fluency (Module 9)</td>
<td>No</td>
</tr>
</tbody>
</table>

- Teaching to Standards: Math (Attainment)
- Intellitools Classroom Suite (Cadmium)

- Science A to Z
- Teaching to Standards: Science (Attainment)
- National Geographic Windows on Literacy

- MeVille to WeVille
- National Geographic Windows on Literacy
- Start to Finish Literacy Starters (Don Johnston)
ULS Benchmarking Tool: level E – On the Farm

Student Name __________________________ Date ______________

Version A: Accuracy Rate
(Word count - errors) divided by word count x 100 = Reading accuracy
(112 - __________) divided by 112 = ____________% Reading accuracy

Version B: Modified Accuracy Rate
(Word count - errors) divided by word count x 100 = Reading accuracy
(15 - __________) divided by 15 = ____________% Reading accuracy

Accuracy Rate:
Version A: (read aloud) ________ % OR Version B: (selecting) ________ %

Comprehension Check: Keep the book available to the student to refer for comprehension responses. The student should be allowed to use the book to generate verbal, pointing or other indicators of a response. Accept reasonable responses that demonstrate a level of understanding.

1. What animal lives on the farm? (Student verbally states or indicates by pointing or other means: cow, chicken)

2. What vegetables grow on the farm? (Student verbally states or indicates by pointing or other means: tomatoes, corn)

3. How does the farmer help us? (Student verbally states or indicates by pointing or other means: gives us food)

4. What else can you tell me about this story? (Score 1 point for 1 response related to the story. Score 2 points for additional responses that demonstrate a further level of understanding)

5. Score _______/ 5

Observational Data:
____ Uses pictures to support text reading.
____ Attempts to use letters/sounds in decoding unknown words.
____ Self corrects to make meaning.
____ Other.

Analysis Guidelines: if the student’s accuracy rate is above 95% (90% for version B) and comprehension score is 4 or 5, this level of book is appropriate for independent reading. Level D books may be considered for instruction.
# Unique Learning System

Early Emerging Reading Rubric

<table>
<thead>
<tr>
<th>Name</th>
<th>Concepts of Print</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Engage the student in story reading activity:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attends to story reading as noted by _____ visual focus, _____ motor action, or _____ direct vocalization</td>
<td>Score 3</td>
</tr>
<tr>
<td></td>
<td>Participates in story progression (e.g., page turning, left-right reading) as noted by _____ visual focus, _____ motor action, or _____ direct vocalization</td>
<td>Score 3</td>
</tr>
<tr>
<td></td>
<td>Vocabulary: Engage the student in story reading activity:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shows interest or attention to pictures during story reading as noted by _____ visual focus, _____ motor action, or _____ direct vocalization</td>
<td>Score 3</td>
</tr>
<tr>
<td></td>
<td>Selects pictures in the context of story reading questions as noted by _____ visual focus, _____ motor action, or _____ direct vocalization</td>
<td>Score 3</td>
</tr>
<tr>
<td></td>
<td>Fluency: Engage the student in story reading activity:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shows awareness through participation in repetitive lines in a story as noted by _____ visual focus, _____ motor action, or _____ direct vocalization</td>
<td>Score 3</td>
</tr>
<tr>
<td></td>
<td>Comprehension: Engage the student in story reading activity:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Shows indications of understanding of spoken word and connected speech during reading activities as noted by _____ visual focus, _____ motor action, or _____ direct vocalization</td>
<td>Score 3</td>
</tr>
</tbody>
</table>

Total Score: /18
The Robin Goes Home

- is
- cold
- soon
- weather
- robin
- need
- new
- over
- home
- forest
- mountain
- fly
- good
- nice
- river
- city
- field
- eat
- in
- cool
- tree
- find
- busy
A Place for Me

My house, job and community. This is a place for me.
I want a house. I want a place to live.
I can eat at my house. I can sleep at my house.
I want a place for me.
I want a job. I want a place to work.
I can earn money at a job. I can work every day.
I want a place for me.
I want a community. I want a place to play.
I can bowl. I can go to the movie.
I want a place for me.
My house, job and community. This is a place for me.
People drive cars to many places. Who makes these cars? Cars are made in a factory. A factory is a place where people and machines make things. The Ford factory makes cars. Henry Ford built the Ford factory. Workers in the factory have special jobs. Workers in the factory put cars together. Each worker does a job. Workers paint the car. Workers put tires on the car. Workers put windows on the car. Workers look at the car. The car must work well. Now the car is ready to leave the factory. Big trucks take the cars to stores. The store sells the car.
How are Cars Made?
High School Chapter Book/ November Level J/K

People drive cars to work. People drive cars to go shopping. People drive cars to many places. Who makes these cars? How are cars made?

Cars are made in a factory. A factory is a place where people and machines make things.

The Ford Motor Company is a factory in Dearborn, Michigan. Many people work in this factory to make new cars. Henry Ford built the Ford factory in 1903.

Henry Ford wanted a way to make many cars. He started an assembly line at his factory.

An assembly line is a line of workers. Each worker has a special job. Each worker puts part of the car together.
Lesson 18

Instructional Targets:

Writing Process: Develop a main idea for writing; Use organizational strategies to plan writing; Use a variety of sentences and language; Prepare for publication using a format appropriate to the purpose; Proof for conventions

Writing Conventions: Use conventions of spelling, capitalization and punctuation

Which of your state standards are aligned to these instructional targets?

Classroom Activities/Lesson Plan:

Topic Paragraph: Newsletter and Activity Report

The topic paragraph activity is one that will serve as a way to report to family and friends on what has been learned in this unit and the activities that have happened. The final product will be a newsletter that is created with a paragraph submitted by each student.

- As a group, generate topics from the unit and put these on a web. This may include information learned in chapter reading or an activity that went along with one of the chapters. Once topics have been generated, each student will select what he/she will report on.
- Each student's topic will be developed in a planning process that follows the outlines provided: Name of the Activity, The Big Idea (What was the activity about?), Parts of the Activity (first, next, last), How did you feel about this activity? (a reaction), and Other Information. This may be generated in notes writing, using pictures or by dictating. Many pictures from the unit lessons can be incorporated in this lesson.
- Individualize the "writing" process also. Writing, typing, copying, dictating or using pictures are all acceptable formats that can be used for the topic paragraph. Use your own resources to develop this into a newsletter format.
- Share the newsletter at home or in the school.

Differentiated Tasks:

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will generate text or dictate five ideas related to a topic.</td>
<td>Students will use pictures to generate five ideas related to a topic.</td>
<td>Students will use a response mode to select five pictures related to a topic.</td>
</tr>
<tr>
<td>Students will write, type or dictate sentences related to a topic.</td>
<td>Students will select pictures to complete sentences related to a topic.</td>
<td>Students will use a switch to report ideas related to a topic.</td>
</tr>
</tbody>
</table>

Resources and Materials:

Topic Paragraph Planner

Notes:
The Big Idea

We went to ________________________________.

The Big Idea

We read about ________________________________.
How did you feel about this activity? (Pick one or write your own.)

- It was fun. 😊
- It was hard work. 😣
- I do not want to do this again. 😞
Now it’s time to write your story!
Topic Paragraph Planner

Name of the Activity: ________________________________________

By________________________________________________________

💡 The Big Idea: What was this activity about? (Finish a sentence or write your own.)

- We made ________________________________________________
- We went to ______________________________________________
- We read about ____________________________________________
- My own _________________________________________________

Parts of the Activity: List the things you did in order.

1. First ______________________________________________________
2. Next ______________________________________________________
3. Last ______________________________________________________
Topic Paragraph Planner

How did you feel about this activity? (Pick one or write your own.)

__________ It was fun. 🎈
__________ It was hard work. ⚒️
__________ I do not want to do this again. 🙄

My Own _____________________________________

Other information:

____________________________________________________
____________________________________________________
____________________________________________________
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Now it’s time to write your story!
Name of the Activity: _____________________________________

By _____________________________________________________

The Big Idea: What was this activity about? (Finish a sentence or write your own.)

We made ________________________________________________

We went to _____________________________________________

We read about __________________________________________

My own ________________________________________________

Parts of the Activity: List the things you did in order.

First ___________________________________________________

Next ____________________________________________________

Last ____________________________________________________
Now it’s time to write your story!