COMMONLY USED SPECIAL EDUCATION READING PROGRAMS

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

X = Primary Emphasis
√ = Secondary Emphasis

Unique Learning System Overview

Instrument	Use suggested by ULS	Information	Supplemental/Additional Resources
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 -Fountas and Pinnell (1996). *Guided Reading: Good First Teaching for All Children.* Portsmouth, NH: Heinemann.
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**	-Teaching to Standards: Math (Attainment) -Intellitools Classroom Suite (Cadmium)
Science	"The monthly thematic units are centered on a science or social studies topic."	**Topic of unit expository texts** **1 experiment per unit**	-Science A to Z -Teaching to Standards: Science (Attainment) - National Geographic Windows on Literacy
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**	-MeVille to WeVille -National Geographic Windows on Literacy -Start to Finish Literacy Starters (Don Johnston)

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

Literacy Module Content	Unique Content
Shared Reading (Module 3)	No
Shared Writing (Module 3)	No
Alphabet Knowledge (Module 4)	No
Phonological Awareness (Module 4)	No
Writing without Standards (Module 5)	No
Vocabulary (Module 7)	Yes
Text Comprehension (Module 7)	Some
Phonemic Awareness (Module 8)	Some in elementary
Phonics (Module 8)	Some in elementary
Fluency (Module 9)	No

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

Name   Date

Concepts of Print	Engage the student in story reading activity.	Minimal Prompts	Moderate Prompts	Full Prompts	No Response	Total Score
	Attends to story reading as noted by _____ visual focus, _____ motor action, or _____ direct vocalization	Score 3	Score 2	Score 1	Score 0	
	Participates in story progression (e.g., page turning, left-right reading) as noted by _____ visual focus, _____ motor action, or _____ direct vocalization	Score 3	Score 2	Score 1	Score 0	
Vocabulary	Engage the student in story reading activity.	Minimal Prompts	Moderate Prompts	Full Prompts	No Response	
	Shows interest or attention to pictures during story reading as noted by _____ visual focus, _____ motor action, or _____ direct vocalization	Score 3	Score 2	Score 1	Score 0	
	Selects pictures in the context of story reading questions as noted by _____ visual focus, _____ motor action, or _____ direct vocalization	Score 3	Score 2	Score 1	Score 0	
Fluency	Engage the student in story reading activity.	Minimal Prompts	Moderate Prompts	Full Prompts	No Response	
	Shows awareness through participation in repetitive lines in a story as noted by _____ visual focus, _____ motor action, or _____ direct vocalization	Score 3	Score 2	Score 1	Score 0	
Comprehension	Engage the student in story reading activity.	Minimal Prompts	Moderate Prompts	Full Prompts	No Response	
	Shows indications of understanding of spoken word and connected speech during reading activities as noted by _____ visual focus, _____ motor action, or _____ direct vocalization	Score 3	Score 2	Score 1	Score 0	
	Total Score					/18

no

The Robin Goes Home

robin	winter	weather
mountain	forest	home
field	city	river
		tree

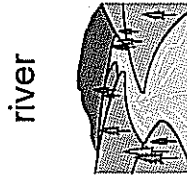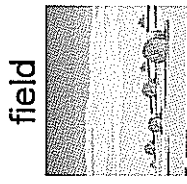| soon	cold	is
over	new	need
nice	good	fly
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yes
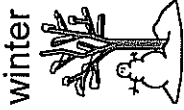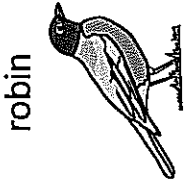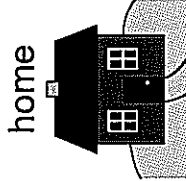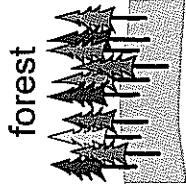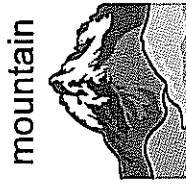
A Place for Me

High School Leveled Book/November Level C

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.
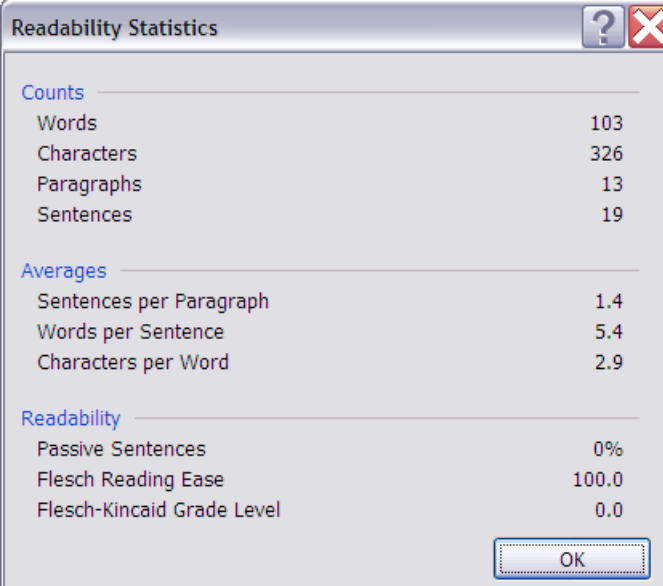I want a place for me.
I want a community. I want a place to play.
I can bowl. I can go to the movie.
I want a place for me.
My house, job and community.
This is a place for me.

Readability Statistics

Counts
Words	103
Characters	326
Paragraphs	13
Sentences	19

Averages
Sentences per Paragraph	1.4
Words per Sentence	5.4
Characters per Word	2.9

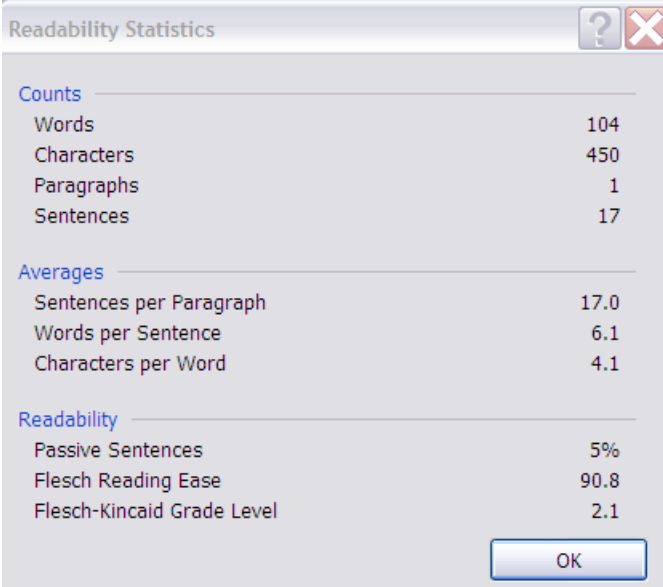Readability
Passive Sentences	0%
Flesch Reading Ease	100.0
Flesch-Kincaid Grade Level	0.0

OK

How are Cars Made?

High School Chapter Book/ November Level D

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.

Readability Statistics	
Counts	
Words	104
Characters	450
Paragraphs	1
Sentences	17
Averages	
Sentences per Paragraph	17.0
Words per Sentence	6.1
Characters per Word	4.1
Readability	
Passive Sentences	5%
Flesch Reading Ease	90.8
Flesch-Kincaid Grade Level	2.1

OK

How are Cars Made?
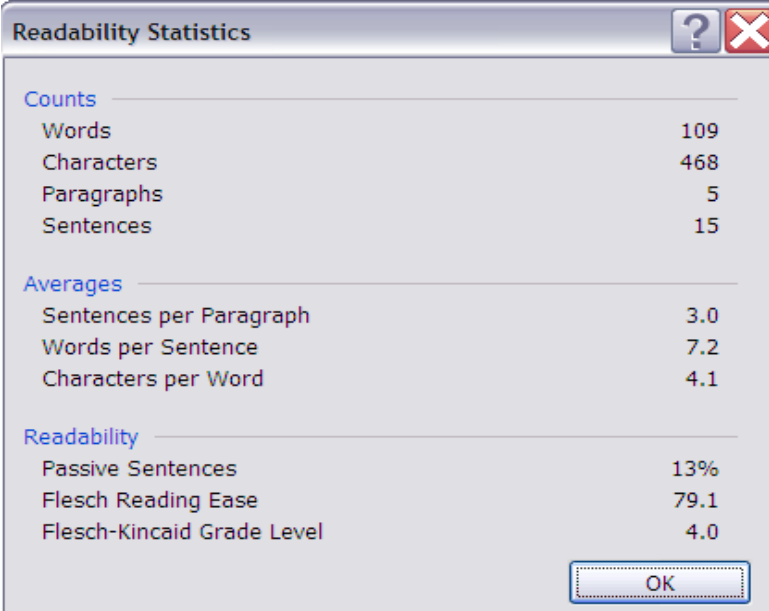
High School Chapter Book/ November Level J/K

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.

Readability Statistics

Counts	
Words	109
Characters	468
Paragraphs	5
Sentences	15

Averages	
Sentences per Paragraph	3.0
Words per Sentence	7.2
Characters per Word	4.1

Readability	
Passive Sentences	13%
Flesch Reading Ease	79.1
Flesch-Kincaid Grade Level	4.0

OK

Unit Topic: **What is an Ecosystem?**   Unit 10
Grade Band: **Middle School**
Unit Target: *Life Science*

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:		
Level 3	*Level 2*	*Level 1*
Students will generate text or dictate five ideas related to a topic.	Students will use pictures to generate five ideas related to a topic.	Students will use a response mode to select five pictures related to a topic.
Students will write, type or dictate sentences related to a topic.	Students will select pictures to complete sentences related to a topic.	Students will use a switch to report ideas related to a topic.

Resources and Materials:	Notes:
Topic Paragraph Planner	
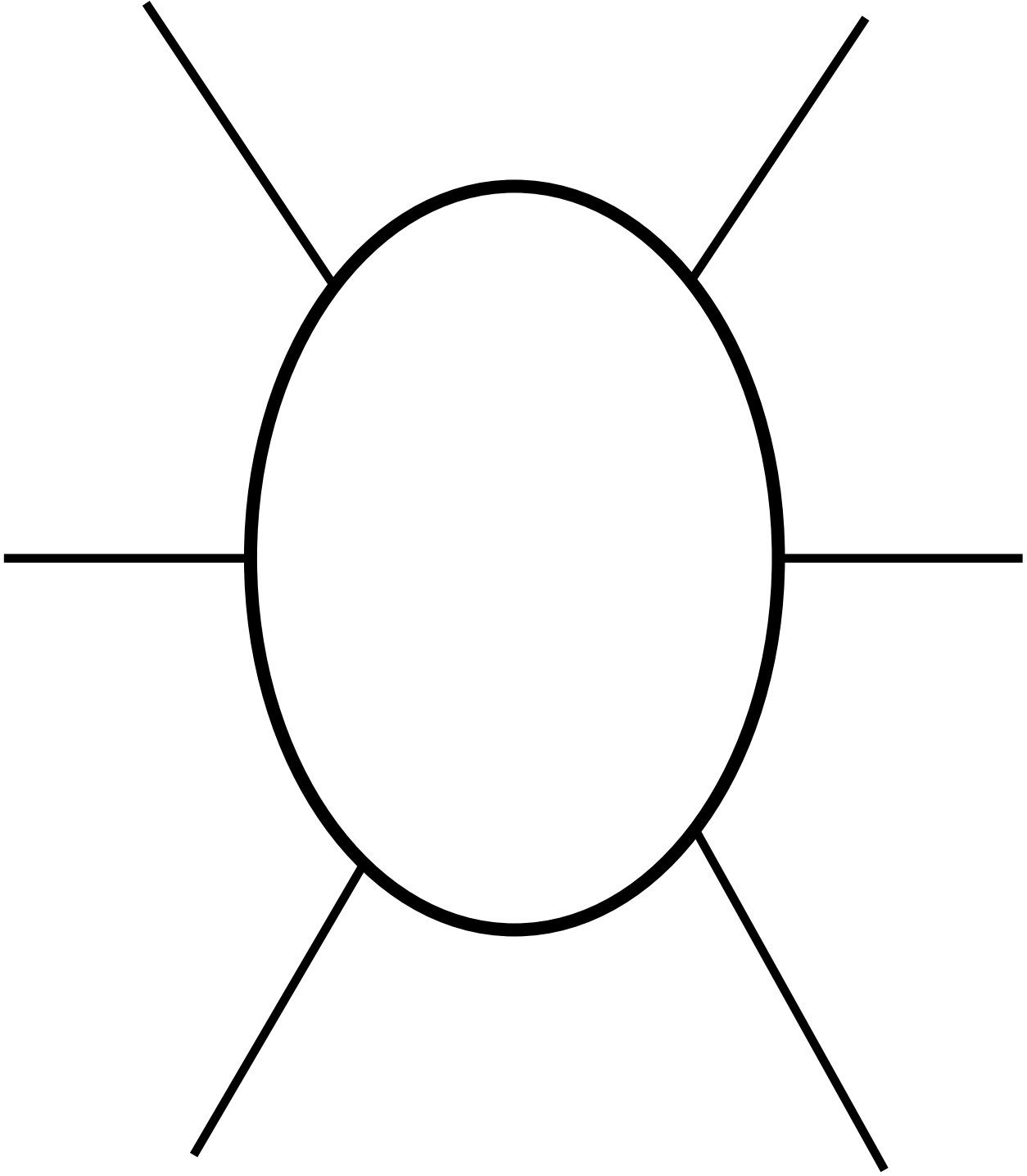
Topic Paragraph Planner

Name of the Activity: _____

By _____

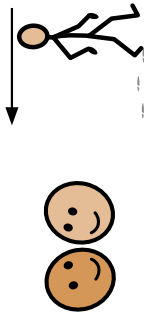## The Big Idea 💡

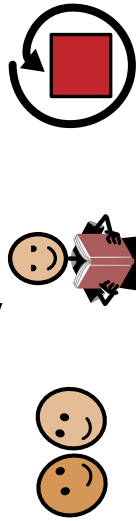We 🙂🙂 made 🙂🔴 _____

Topic Paragraph Planner

The Big Idea 💡

We went to _____ .

The Big Idea 💡

We read about _____

Topic Paragraph Planner

My Own

Parts of the Activity

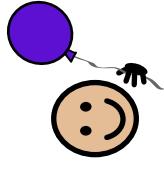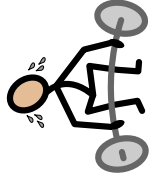| First	Next	Last

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.

Other information

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.

First _____

Next _____

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:

_____

_____

_____

_____

_____

_____

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.

    First _____

    Next _____

    Last _____

Now it's time to write your story!