

The 1-2-3 Program

A Classroom-based Literacy Program That Helps Students Overcome Reading Difficulties

Critical elements of reading instruction that prevent and/or correct reading difficulties

1. Aggressive teaching of phonology to an advanced level
2. Direct, explicit, and systematic phonics-spelling instruction
3. Ample opportunities to read extended text

-adapted from Kilpatrick, 2015

Suggested structure, organization, and components of the classroom

1. Students are homogeneously grouped based on assessment data and teacher input
2. 16 students maximum
3. Two teachers co-teach the classroom: a classroom teacher and a Title I teacher
4. The program takes place for a typical primary grade Tier 1 core-reading block amount of time: 90 to 110 minutes
5. Emphasis is on extended reading and writing; building word recognition
6. Instruction is at Tier 2 intensity; instruction uses many Tier 2 instructional practices, such as direct-explicit instruction, repeated and distributed practice, systematic phonics, repeated readings, etc.
7. Class-wide positive behavior reinforcement system is used
8. Additional Tier 3 intervention given for the smaller amount of children who need it (additional 30-minutes for perhaps 4-5 students)
9. Best practice: Implement the program in grades 1, 2, and 3
10. Can also be done in grades 2, 3, 4 or 3, 4 and 5

Daily Program

(based on 100-minutes; does not include additional Tier 3 intervention time)

- Direct, explicit, systematic spelling-phonics instruction
 - Daily; 20 minutes
 - Weaves in phonology and morphology, as well as some vocabulary

- Guided writing / Writer's Workshop
 - At least 1X every week, 45-minutes
 - Other extended writing opportunities (15-25 minutes) occur during guided reading / independent practice time

- Guided reading / independent practice
 - 50 minute block, four times per week
 - Four flexible guided reading groups, two per teacher
 - Each guided reading group meets with the teacher for 20 to 25 minutes; (two groups daily per teacher)
 - While two teachers instruct two guided reading groups, the other children have 20-25 minutes of concurrently occurring independent reading and writing time. Word study and pattern practice (phonics, vocabulary, spelling, grammar) is sometimes included. At 25-minutes, the groups are flipped. An "I Can..." list structures and manages the routine of independent work.

- Shared / whole group for everything else
 - Daily, one 30-minute block is available for any of the following: shared reading, comprehension, grammar, handwriting, read aloud, and assessment (formative / summative / progress monitoring).

Samples of growth scores

First and Second grades ran a co-taught, homogeneously grouped classroom but used a more traditional core-reading program and did not implement many 1-2-3 components. Third grade ran the 1-2-3 program as described above.

Sample of Third Grade Data: 2011-2012					
Name	DRA			DIBELS	
	1 st Growth 13=1	2 nd Growth 12=1	3 rd Growth 10 = 1	2 nd ORF 45 =1	3 rd ORF 30 =1
S. B	0.62	0.5	1.0	0.8	0.72
A. B	0.23	0.83	1.0	0.33	0.5
H. C.	0.46	0.83	1.2	0.17	0.63
G. C	0.54	0.5	1.2	0.55	0.37
M. G	0.54	0.67	1.4	0.64	0.67
A. G.	0.69	0.83	1.0	0.58	1.3

Sample of Third Grade Data: 2012-2013					
Name	DRA			DIBELS	
	1 st Growth 13=1	2 nd Growth 12=1	3 rd Growth 10 = 1	2 nd ORF 45 =1	3 rd ORF 30 =1
K. B	0.46	0.5	1.0	0.24	0.87
P. B	0.54	0.83	1.4	0.58	1.0
H. B.	0.38	0.83	2.0	0.82	0.77
D.B.	0.69	0.83	1.4	0.62	0.93
A.C.	0.38	0.67	1.0	0.16	1.4
C.H.	0.38	0.5	1.0	0.29	1.1
E.K.*	0.54	0.5	1.8*	0.24	0.9*