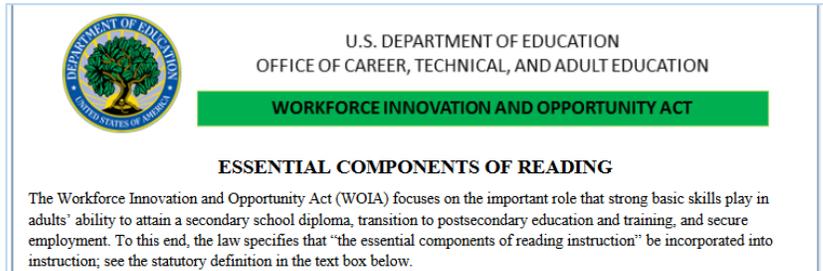


WIOA: EBRI & STAR

Federal law (WIOA) specifies that programs provide students with the appropriate combination and level of essential components of reading instruction, based on the results of their individual diagnostic assessment and ongoing formative assessments.

Access the relevant [2-page brief](#) by OCTAE, which also states that programs use “instructional practices that include the essential components of reading instruction” and that activities “are based on the best practices derived from the most rigorous research available.”



Reading
Excellence
Act, 1999

The success of these practices is demonstrated in two ways: by conducting research with data collected according to rigorous design, and by consensus among expert practitioners who monitor outcomes as part of their practice. These results—whether scientific data or expert consensus—must be valid and reliable and come from a variety of sources.

Research has identified four components essential to how reading develops and to the reading process:

1. phonemic awareness and phonics, collectively known as alphabetics
2. reading fluency, including oral reading skills
3. vocabulary development
4. reading comprehension strategies.

Essential Components of Reading

- Alphabetics
- Fluency
- Vocabulary
- Comprehension



Evidence-Based Reading Instruction (EBRI) refers to practices for teaching the components of reading, grounded in research.

EBRI strategies support students with challenges and learning difficulties.

Best practices include, among others:

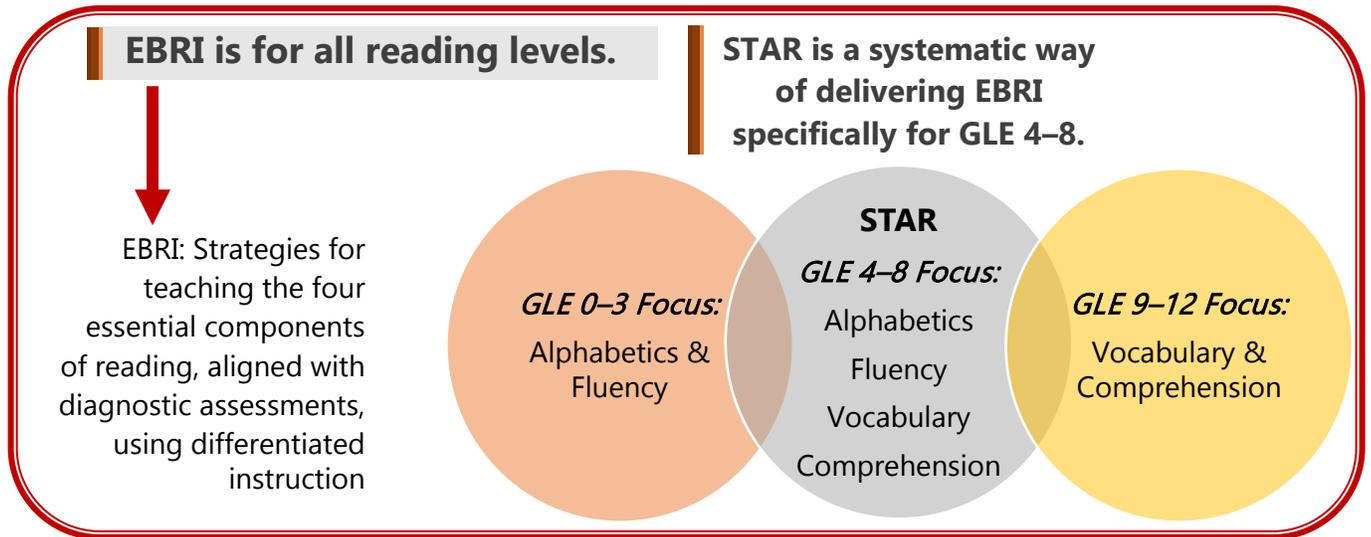
Individual diagnostic assessments to determine appropriate reading levels and instructional priorities	Formative assessment by teachers and learners to continuously gauge and monitor instructional effectiveness
Instruction designed around engaging topics and materials that are relevant to learners’ needs	Direct and explicit instruction with a gradual release of responsibility to learners

WIOA: EBRI & STAR



The Student Achievement in Reading (STAR) initiative focuses on building the reading skills of intermediate level adult learners (GLE 4.0–8.9). STAR is explicitly listed as the main way in which OCTAE “supports states in meeting these new WIOA requirements” (see the [2-page WIOA brief](#) referred to earlier in this document).

STAR is designed to work on all four essential components of reading, with instruction aligned to the results of diagnostic assessments that identify learners' individual strengths and weaknesses. Maintaining fidelity to the STAR model has been found to be highly effective.



In Massachusetts, the SABES PD Center for ELA Curriculum & Instruction supports EBRI for teachers of all reading levels with high-quality professional development (HQPD), coaching, and technical assistance.

