

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

95 Literacy Intervention System (2024) + Instructional Materials (95 Phonics Lesson Library, 2014-2016; 95 Phonics Chip Kits, 2012), 2024; 2014-2016, 2012

VENDOR

95 Percent Group

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Phonological and Phonemic Awareness, Phonics and Word Study	Yes

Vendor Information

VENDOR WEBSITE

<https://www.95percentgroup.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

95 Literacy Intervention System (2024) + Instructional Materials (95 Phonics Lesson Library, 2014-2016; 95 Phonics Chip Kits, 2012), 2024; 2014-2016, 2012

PROGRAM SPECIFIC WEBSITE

<https://www.95percentgroup.com/95-literacy-intervention-system/>

PROGRAM OVERVIEW

95 Literacy Intervention System is an online suite of assessments: 95 Phonemic Awareness Screener for Intervention (PASI) (Grades K–2) and 95 Phonics Screener for Intervention (PSI) (Grades 1–12). The suite centralizes assessment administration, reporting, and instructional grouping tasks for educators. Together, PASI and PSI measure 11 phonemic awareness skills and 15 phonics skills (including 75 sub-skills) that make up the backbone of our intervention instructional materials. Assessment results directly link student skill gaps to 95 Percent Group's Tier 2 Instructional Materials: 95 Phonics Lesson Library (levels are Basic, Advanced, Multisyllable, K–12) and 95 Phonics Chip Kits (levels are Basic, Advanced, Multisyllable, K–12). Teachers can also deliver digital or paper 95 Phonics Lesson Library end-of-unit assessments (Basic, Advanced, Multisyllable) to capture granular phonics sub-skill proficiency for progress monitoring purposes.

95 Phonics Lesson Library is an evidence-based program for intervention offering three levels of instruction and easy-to-use, fully prepared lessons. As a precision tool, the 95 Phonics Lesson Library gives students the targeted intervention they need to fill specific skill gaps. As a step-by-step phonics program, it builds skills in students who need additional support across the board.

95 Phonics Chip Kit is a fun and effective tool that helps students understand phonics patterns through the use of manipulatives and sound-spelling mappings, which help teachers focus on sound-spelling pattern identification rather than whole-word reading. Kits are broken down by level of difficulty (Basic, Advanced, and Multisyllable) and are aligned to the Phonics Lesson Library.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

The instructional methodology used is aligned with key science of reading strategies: Explicit Phonics Instruction: The program emphasizes explicit phonics instruction, teaching students the relationship between letters and sounds.

Structured and Sequential: Phonics skills are introduced and modeled in an explicit, systematic, and sequential fashion, from simple to complex, with cumulative review spiraling through the program.

Explicit instruction produces the best results. 95 Percent Group's phonics products use an explicit approach where students are directly told the phonics concept. The phonics pattern is emphasized and made more explicit in several ways: by using manipulatives (letter-sound strips and colored phonics chips), by using gestures for the syllable types, and by reinforcing learning with the reading-writing connection through word chaining, writing words in sound boxes, and writing sentences from dictation.

Assessment and Progress Monitoring: Weekly end-of-unit assessments monitor student progress. Data from these assessments inform instructional decisions, thus allowing for targeted support.

Professional Learning: Educators are engaged in professional learning courses and ongoing coaching sessions to effectively implement the program.


Alignment with Research: The program is grounded in the science of reading research, including reports from the National Reading Panel (Teaching Children to Read, 2001), David A. Kilpatrick's "Essentials of Assessing, Preventing, and Overcoming Reading Difficulties" (2015), and other papers and studies. More information about our approach can be found at <https://www.95percentgroup.com/insights-the-science-of-reading/> and our free e-book, "Science of Reading 2.0: Implementation Made Easy."

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Training for the 95 Literacy Intervention System is included with a school-based purchase. An asynchronous online course trains educators to identify skill gaps at a granular level using the program's comprehensive diagnostic tools, and then how the program automatically groups students into similar skill levels (across classrooms, grades, and schools). Educators will learn to feed real-time data up to the district level, empowering key decision-makers to make informed curriculum and instructional choices.

95 Phonics Lesson Library live virtual training sessions (additional purchase) provide participants with detailed information on the three library levels available: Basic, Advanced, and Multisyllable. The session options range from 1.5 to 2 hours and provide participants with in-depth information on lesson design and components contained in the three different levels. Designed for educators committed to high-quality implementation of their phonics instruction, these sessions will provide a deep dive into the implementation and delivery of the Phonics Lesson Libraries.

95 Phonics Chip Kits live virtual training sessions (additional purchase) provide participants with detailed information on the three kit levels available: Basic, Advanced, and Multisyllable. The session options range from 1 to 1.5 hours and provide participants with in-depth information on lesson design and components contained in the three different levels. Designed for educators committed to high-quality implementation of their phonics



instruction, these sessions will provide a deep dive into the implementation and delivery of Phonics Chip Kits.

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PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

95 Phonemic Awareness Suite, 2024

VENDOR

95 Percent Group

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade	Phonological and Phonemic Awareness, Phonics and Word Study	Yes

Vendor Information

VENDOR WEBSITE

<https://www.95percentgroup.com>

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

95 Phonemic Awareness Suite, 2024

PROGRAM SPECIFIC WEBSITE

<https://www.95percentgroup.com/phonemic-awareness/>

PROGRAM OVERVIEW

95 Phonemic Awareness Suite (Grades K–2) represents a comprehensive solution offering targeted instruction that is appropriately differentiated based on individual needs. The solution includes core instructional materials, assessments, and Tier 2 intervention materials; everything needed to ensure 95% or more of students entering grade 2 will succeed.

Components of the suite include:

95 Pocket PA (Tier 1). This book for phonemic awareness instruction provides 50 weeks of lessons, providing a recommended 10 minutes of instruction per day. Lessons are aligned with the latest research on phonemic awareness and provide ample opportunity for student mastery by focusing on one to two skills per week.

* Lessons 1–35 are designed for Kindergarten.

* Lessons 15–50 are designed for Grades K–2.

Assessment. The suite includes 95 Phonemic Awareness Screener for Intervention (PASI). This easy-to-administer informal assessment is designed to provide information about a student beyond what curriculum-based measures such as DIBELS® and AIMSweb® can provide. PASI enables teachers to pinpoint deficits, determine where to start instruction, and how to group by skill deficits. Information from this assessment eliminates guessing and allows teachers to make informed decisions about applying Tier 2 and Tier 3 instruction. Optionally, a district can upgrade to our 95 Literacy Intervention System, which includes grouping, reporting, and associated lessons.

95 Phonemic Awareness Intervention Resource (95 PAIR) (Tier 2). 95 PAIR, a classroom-ready resource for phonemic awareness instruction, was specifically designed for intervention groups. Lessons are divided into two sections: alphabetic awareness lessons, which help students build letter-sound correspondence, and phonemic awareness skills, which touch on all aspects of phoneme manipulation, especially segmenting and blending. It helps educators and students move seamlessly from assessment to instruction with lesson skill numbers that match the PASI numbers. This solution helps teachers easily deploy manipulatives to enhance awareness, making manipulation of sounds more accessible and helping phonemes become more concrete.

For large district implementations, 95 Phonemic Awareness Suite offers an optional paid upgrade to the 95 Literacy Intervention System. This digital diagnostic system links our core

phonics instruction with our intervention resources, thus making it easier to frequently assess students, group them, manage small group interventions, and directly link student skill gaps to specific and relevant learning resources.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

95 PA Suite is grounded in the current research on the science of reading and phonemic awareness and utilizes a structured literacy approach to teach the target skills and is cumulative to ensure mastery of the most important phonemic awareness skills. This format aligns with the science research on design and delivery of instruction so students are adequately prepared to focus on phonics and other word reading skills once they have acquired the “must” phonemic awareness skills and letter/sound correspondence. Each lesson is systematically delivered following the gradual release model (I Do, We Do, You Do).

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM


The PA Suite Training comprises four asynchronous training sessions provided with the purchase of the complete PA Suite. The training, included with purchase, is delivered through the 95 Percent Group's One 95 Platform, which houses training and ancillary teaching resources.

The courses include:

- The Pocket PA Online Course is a five-hour course that opens with an explanation of the why behind the lessons. After a short module that builds background for the instructional practices found within the materials, the remainder of the course walks teachers through the key primary instructional routines. It offers explanations of each routine with video and interactive elements.
- The 95 PAIR Online Course is a five-hour course that steps teachers through every instructional routine needed to deliver the program. The course includes animated examples of lessons and video explanations of key routines.
- The PASI Online Course is a five-hour course that guides teachers step-by-step through administering the assessment. There is an opportunity to practice delivering the PASI and support for interpreting data and grouping for instruction.
- Finally, the PA Data Coach is a virtual PLC that guides teachers through interpreting a sample data set for instructional delivery.

All of the courses are self-paced with rolling enrollment, which allows teachers the flexibility they need to start coursework when it works for them and the pace is according to their schedules. The training is available for the first full year of purchase.

In addition to intentional teacher training before using the 95 Phonemic Awareness Suite, the front matter for 95 Pocket PA serves as a great reference point for how to teach the product.



Teacher tips are interspersed throughout the teacher's editions, providing just-in-time guidance for effective teaching.

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PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

95 RAP (Reading Achievement Program), 2024

VENDOR

95 Percent Group

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

95 RAP (Reading Achievement Program), 2024

PROGRAM SPECIFIC WEBSITE

<https://www.95percentgroup.com/products/95-rap/>

PROGRAM OVERVIEW

95 RAP instruction embraces the core tenets of structured literacy while supporting the teacher to deliver Tier 3 one-on-one instruction to students in a small group setting. Leveraging the power of the individualized instruction model of Orton Gillingham, daily lessons are explicit, systematic, diagnostic, cumulative, and multisensory. It supports teacher-led instruction for each student, but never replaces the teacher by providing any instruction. 95 RAP systematically teaches students the relationships between letters and their corresponding sounds, fostering strong foundational skills in reading and spelling.

Instructional Focus. 95 RAP includes the five essential components of a successful reading program as put forth in the National Reading Panel Report of 2000. Phonological awareness, phonics, fluency, vocabulary, and comprehension are the core components of the daily instructional program. 95 RAP is a structured literacy program, as defined by the International Dyslexia Association (IDA) in 2014 to describe programs characterized by systematic, explicit, cumulative, and diagnostic instruction that emphasize the structure of language across phonology, orthography, syntax, morphology, and semantics.

Intended Use. 95 RAP's structured literacy approach is essential for helping Tier 3 students who demonstrate persistent, significant reading deficiencies. It can be used for students in Tier 3 intervention or special education settings.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

95 RAP includes the five essential components of a successful reading program as put forth in the National Reading Panel Report of 2000. Phonological awareness, phonics, fluency, vocabulary, and comprehension are the core of the daily instructional program.

95 RAP is a structured literacy program. Structured literacy is a term adopted by the International Dyslexia Association (IDA) in 2014 to describe programs characterized by systematic, explicit, cumulative, and diagnostic instruction that emphasize the structure of language across phonology, orthography, syntax, morphology, and semantics. A structured literacy approach is essential for students with persistent reading difficulties, tier 3.

95 RAP has undergone rigorous research and independent evaluation. Empirical Education’s independent confirms that four studies, including Downing et al. (cited above), show 95 RAP has promising evidence (ESSA Evidence Tier 3) of effectiveness. The research brief can be reviewed at <https://www.95percentgroup.com/products/95-rap/>.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

All teachers who use 95 RAP must first complete coursework, training, and coaching in the RAP methodology and the science of reading that underlies it.

The Training and Coaching Package features two self-paced online courses.

Our Breaking the Code Online Course is a 10-hour self-paced course. We suggest teachers participate in 60-90-minute training blocks over the span of 9 sessions. This online course engages participants in a deep dive into content that enables them to support readers in the challenge of breaking the alphabetic code.

Our 95 RAP Online Course is a 10-hour self-paced course. It must be completed before attending a 6-hour live webinar. We suggest teachers participate in 60-90-minute training blocks over the span of 9 sessions. Upon completion, teachers understand how to:

- Identify the components of a 95 RAP lesson and their recommended times
- Identify the explicit teaching cycle within a lesson
- Incorporate multisensory strategies and instructional practices to support reading development
- Review a 95 RAP WAT skill introduction that utilizes the explicit teaching cycle
- Locate 95 RAP reports and identify their use
- Apply data decisions to guide them in identifying ideal students for 95 RAP
- Understand the 95 RAP assessment process and placement into instruction.

During training are introduced to key research, best practices for implementation, and activities to demonstrate understanding through interactive responses and instructional simulations.

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PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Academic, Behavioral, & Cognitive Supports for Student Success (ABC's of Student Support)
Edition 1, 2024

VENDOR

University of Cincinnati

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
6th Grade	Vocabulary, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://allohioliteracy.org>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Academic, Behavioral, & Cognitive Supports for Student Success (ABC's of Student Support)
Edition 1, 2024

PROGRAM SPECIFIC WEBSITE

<https://allohioliteracy.org/abcs-of-student-support/>

PROGRAM OVERVIEW

ABCs of Student Support aims to support learners in developing knowledge and skills to persevere through middle school and beyond. The “ABC” stands for Academic, Behavioral, and Cognitive supports for students. This quarter-long intervention is designed for middle school students with language comprehension weaknesses in their reading profiles. The literacy curriculum focuses on strengthening word analysis skills and the ability to analyze complex texts to enhance reading comprehension. Thematic lessons aligned with grade-level content build background knowledge and deepen understanding of subject-area instruction. The intervention emphasizes word analysis strategies to enhance understanding of word parts and comprehension of complex texts. Through guided practice, students learn to analyze complex texts using strategies that facilitate comprehension and application of knowledge. Furthermore, word analysis is promoted through strategies such as morphology instruction, explicit vocabulary routines, unknown word reading strategies, and etymology instruction. Similarly, strategies for analyzing complex texts include main idea identification, questioning techniques, inferencing strategies, and citing textual evidence. Additionally, each lesson incorporates explicit instruction in behavioral and cognitive learning, providing strategies to foster prosocial behaviors. Explicit instruction in behavioral and cognitive learning equips students with intrapersonal and interpersonal skills that promote prosocial behaviors and academic success.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

The ABCs of Student Support intervention program addresses language comprehension skills for students who have already mastered word recognition skills and read at an appropriate pace, but who continue to experience reading challenges. Proficient language comprehension skills serve as the indicator of a successful adolescent reader (Oakhill, et al., 2015; Institute of Education Sciences [IES], 2008). The program addresses the language comprehension strands of Scarborough’s Reading Rope (2001), including background knowledge, language structures, vocabulary, and verbal reasoning. Emphasizing vocabulary and comprehension supports language development at multiple levels (word and sentence)

and constructing a mental model of the text (Oakhill & Cain, 2012; Oakhill et al., 2015). Recommendations in the IES Practice Guide, *Improving Adolescent Literacy: Effective Classroom and Intervention Practices* (IES, 2008) facilitate comprehension strategy implementation, discussion, and writing. National Reading Panel (2000) recommended that word learning strategies be featured twice in each unit, including dictionaries to confirm word meanings, morphemic analysis to gain in-text word meanings, and inferential meaning via contextual analysis. Units include comprehension strategies that complement word study lessons on alternative days. Instructing comprehension strategies explicitly provides students ideas for main-idea keywords and inferencing.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

All individuals who implement the program receive a 2-part training. Each training is 4 hours in length and can be provided as 1 full-day session or two half-day sessions. Training sessions are thoughtfully structured to cover essential aspects of the program, specifically emphasizing a content-focused approach, active learning engagement, collaborative opportunities, and modeling the curriculum (both the facilitators and the interventionists). The sessions unfold systematically to equip individuals with the knowledge and skills necessary to effectively implement the intervention with small groups of students.

Virtual coaching is provided as an ongoing support, and offered monthly. Individuals implementing the program share progress on how the intervention is going and how students are progressing. Coaches provide performance-based feedback (based on a pre-recorded video provided by the interventionist) and, as needed, coaches reteach aspects of the intervention to improve implementation.

The aim of the the program is for an individual from the school/district to become an "expert" in the intervention and to provide coaching to individuals in their district who are implementing the intervention with students.

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PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

ARC Accelerator Elementary Grades, 2023

VENDOR

American Reading Company

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://americanreading.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

ARC Accelerator Elementary Grades, 2023

PROGRAM SPECIFIC WEBSITE

<https://americanreading.com/intervention/#elementary>

PROGRAM OVERVIEW

ARC Accelerator is an intervention for students not yet reading at grade-level and an enrichment tool for students working on or above grade level. It is designed to rapidly increase the level of text complexity that each student can read and understand independently. It is designed to be implemented as an additional reading intervention, as a tutoring program, or as an after school/extended year intervention program. The daily lesson structure is designed to: 1.) Teach all students high-utility strategies that are transferable to texts at almost any level and content area (e.g., determine the meaning of a new word using sentence-level context clues). 2) Provide small-group instruction on the specific skill(s) each student needs to learn next (these skills are organized by text complexity level for efficient instruction/practice—first on a phonics scope and sequence and then on a continuum of vocabulary/knowledge acquisition). 3) Provide high-volume reading practice to ensure students accelerate the pace at which they are acquiring automaticity, vocabulary, and world knowledge.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Tightly aligned with the Science of Reading, ARC Accelerator Elementary Grades' high-quality instructional materials incorporate the five pillars of effective reading instruction identified by the National Reading Panel— phonemic awareness, phonics, fluency, vocabulary, and comprehension (NRP, 2000), enabling students to develop the reading skills required to meet state standards in literacy. As advocated by Guthrie et al. (2004), strategies for increasing motivation to read are interwoven into every component.

ARC Accelerator Elementary Grades is designed to accelerate learning so students can make substantial reading progress in all areas, increase their motivation to read, and build reading stamina. Aligned with evidenced-based recommendations from the What Works Clearinghouse (WWC) IES practice guides (Foorman, et al., 2016; Kamil et al., 2008; Vaughn et al., 2022), ARC Accelerator offers explicit instruction and practice while providing students with direct models and scaffolds to apply the necessary skills to enhance reading comprehension.

Daily whole class instruction progresses through a sequential pacing guide and is provided with predictable, explicit routines. Teachers use the IRLA formative assessment to assess students' current phonics skills and identify instructional needs. Small group foundational skills intervention with teacher scripting and expected student responses targets skill gaps. As students advance through the program, the skills focus shifts from text complexity and phonics to vocabulary and a range of reading genres making it ideal for students who would benefit from enrichment.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

ARC's Professional Learning (PL) is designed to support high-quality implementation of ARC Accelerator Elementary Grades through an improvement-science mindset. Adaptable and flexible, ARC's job-embedded professional development can be provided in person, virtually, or asynchronously as best fits the needs of the district and/or school. ARC's team works side by side with teachers and leaders to establish conditions for success, guide implementation, grow expertise, and change outcomes for all students.

An Introductory Workshop orients teachers to the work of ARC Accelerator Elementary Grades. ARC Executive Coaches ground teachers in the research behind the intervention program as well as the daily routines within it. Teachers plan the first week of instruction together with their ARC Executive Coach.

Teachers develop a high capacity to deliver strong instruction driven by ARC Accelerator Elementary Grades through ongoing and embedded coaching. ARC Executive Coaches work collaboratively with teachers prior to, during, and after instruction as they learn to effectively implement the program. While engaged in side-by-side PL with ARC Executive Coaches, teachers become adept at delivering strong and differentiated instruction that meets the needs of all students.

ARC's performance management system, SchoolPace, provides ongoing access to a variety of resources that further support teachers throughout their implementation of ARC Accelerator such as instructional protocols, student practice materials, and take-home skills cards that reinforce key elements of student learning.

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PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

ARC Accelerator™ Secondary Grades, 2023

VENDOR

American Reading Company

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://www.americanreading.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

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PROGRAM

ARC Accelerator™ Secondary Grades, 2023

PROGRAM SPECIFIC WEBSITE

<https://americanreading.com/intervention/#secondary>

PROGRAM OVERVIEW

ARC Accelerator Secondary Grades is a flexible reading intervention program that provides rapid, efficient instruction to help students accelerate skills to grade level and beyond. It is designed to be implemented as an additional reading course, as a tutoring program, or as an after school/extended year intervention program. The daily lesson structure is designed to: 1) Teach all students high-utility strategies that are transferable to complex texts across disciplines. 2) Remediate specific skill gaps. 3) Provide high-volume reading practice to ensure students accelerate the pace at which they are acquiring the automaticity, vocabulary, and world knowledge required to reach grade level.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Tightly aligned with the Science of Reading, ARC Accelerator Secondary Grades' intervention enables students to develop the reading skills necessary to meet state standards in literacy. ARC Accelerator is systematic, cumulative, diagnostic, and employs research-based methodology. Its direct and explicit instruction in the five pillars of effective reading instruction identified by the National Reading Panel is augmented by including word study and motivation to read (Roberts, et. al., 2008).

ARC Accelerator Secondary Grades is designed to accelerate reading growth so students can make substantial progress toward reading successfully in content area classes, increase their motivation to read, and build reading stamina. Aligned with evidence-based recommendations from the What Works Clearinghouse IES practice guides (Kamil et al., 2008; Vaughn et al., 2022), ARC Accelerator provides explicit instruction and practice with direct models and scaffolds to apply the necessary skills to meet the increasing text demands of school and work. In addition, the evidenced-based recommended action steps from Reading Between the Lines: What the ACT Reveals About College Readiness in Reading (ACT, 2006) provided valuable insights that influenced critical components of the program, ensuring its theoretical grounding and practical efficacy in enhancing reading skills and comprehension.

Daily whole class instruction progresses through a sequential pacing guide and is provided with predictable, explicit routines. Teachers use the IRLA formative assessment to assess

students' current phonics skills and identify instructional needs. Small group foundational skills intervention with teacher scripting and expected student responses targets skill gaps. As students advance through the program, the skills focus shifts from text complexity and phonics to vocabulary and a range of reading genres.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

ARC's Professional Learning (PL) is designed to support high-quality implementation of ARC Accelerator Secondary Grades through an improvement-science mindset. Adaptable and flexible, ARC's job-embedded professional development can be provided in person, virtually, or asynchronously as best fits the needs of the district and/or school. ARC's team works side by side with teachers and leaders to establish conditions for success, guide implementation, grow expertise, and change outcomes for all students.

An Introductory Workshop orients teachers to the work of ARC Accelerator Secondary Grades. ARC Executive Coaches ground teachers in the research behind the intervention program as well as the daily routines within it. Teachers plan the first week of instruction together with their ARC Executive Coach.

Teachers develop a high capacity to deliver strong instruction driven by ARC Accelerator Secondary Grades through ongoing and embedded coaching. ARC Executive Coaches work collaboratively with teachers prior to, during, and after instruction as they learn to effectively implement the program. While engaged in side-by-side PL with ARC Executive Coaches, teachers become adept at delivering strong and differentiated instruction that meets the needs of all students.

ARC's performance management system, SchoolPace, provides ongoing access to a variety of resources that further support teachers throughout their implementation of ARC Accelerator such as instructional protocols, student practice materials, and take-home skills cards that reinforce key elements of student learning.

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PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Benchmark Phonics Intervention, 2024

VENDOR

Benchmark Education Company, LLC

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency	Yes

Vendor Information

VENDOR WEBSITE

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Benchmark Phonics Intervention, 2024

PROGRAM SPECIFIC WEBSITE

<https://www.benchmarkeducation.com/benchmarkeducation/all-series/benchmark-phonics-intervention.html>

PROGRAM OVERVIEW

Benchmark Phonics Intervention is a Tier III phonics intervention program that delivers systematic and explicit phonics instruction for students performing 2-3+ years below grade level, including students with dyslexia or other learning challenges.

Benchmark Phonics Intervention offers four levels, with 30 units per level. Each unit is supported by a teacher's guide and student consumable books called a Reading Collection that offers daily reading and writing applications across a variety of text types integrating the unit's phonics skill. The skills addressed during instruction and within texts follow a carefully constructed sequence that progresses from easier to more complex skills and separates confusing letters and sounds.

Lessons are intended to be delivered in a small group setting with students who have similar phonics needs, as determined by assessment data. All lessons support targeted skill instruction. Each unit consists of 5 to 10 lessons. After 5 intervention lessons have been delivered, teachers assess students to determine if the additional 5 lessons are needed, or if the student is ready to move on.

Benchmark Phonics Intervention features include:

- Multi-modal, cumulative instruction to foster language learning
- A wealth of decodable texts for student practice and repetition
- Flexibility, giving teachers options to customize the pace, intensity, and focus of learning as needed
- A digital experience with an interactive student/teacher interface
- A suite of assessments to evaluate students' needs and monitor their progress
- Direct connection to the Benchmark Advance scope and sequence

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Combination of computer-based or online instruction and teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

The program is built upon the most current research and key science of reading tenets. Wiley Blevins, renowned phonics and science of reading expert, directed the development of

Benchmark Phonics Intervention to include direct, systematic, and explicit phonics instruction with built-in review and frequent application for transfer to reading and writing. Each unit follows a systematic scope and sequence of phonological and phonemic awareness skills, with abundant and varied support for the student and teacher.

Structured literacy explicitly teaches phonics and word study skills and strategies. Explicitly teaching these skills benefits all students, but especially students with dyslexia. Benchmark Phonics Intervention is built upon the pillars of structured literacy. Benchmark Phonics Intervention provides deliberate, clear teaching of all aspects of foundational skills in the program. The focus is on daily application of both reading and writing-not isolated skill practice. The lessons in the program are multimodal, focusing on reading, writing, speaking, and listening to sounds, letters, and words and engaging students in multimodal learning, such as dictation, word building, and phonics songs and videos. The program includes Jan Hasbrook's Quick Phonics Assessment, continuous progress monitoring assessments, and cumulative assessments which assist educators in determining skill mastery versus decay and making immediate course corrections.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Benchmark Education provides a variety of options to learn about the resources. Both online classes and on-site/ in-person sessions are available. Online classes are on-demand and self-paced through Benchmark's online platform called Benchmark Universe. On-site/ in-person offerings are available for initial training and recommended as needed for follow-up/ongoing support.

Implementation I: Initial Product Training

Implementation I is an overview for teachers, administrators, and specialists implementing Benchmark Phonics Intervention. This training introduces participants to the research-based instructional design, components, and how the resources work in the classroom.

- Program Overview Class is an on-demand, self-paced 45 min. class located on Benchmark Universe. It introduces the instructional framework, design, and components of Benchmark Phonics Intervention.
- Consultant Training is live and can be provided virtually (2 ½ hours) or on-site (3 hours) with a Benchmark Consultant. This training goes deeper into the instruction within Benchmark Phonics Intervention and how to effectively implement with students.

Implementation II: Follow-Up Training

Follow-up is made up of on-demand classes as well as office hours and/or meetings. These opportunities will enhance teachers' understanding of the components in order to support student success.

- Routine Class is an on-demand, self-paced 45 min. class located on Benchmark Universe. It reviews the necessary routines such as blending, high-frequency words,

and reading decodable books that teachers and students will use within Benchmark Phonics Intervention.

- Assessment Class is an on-demand, self-paced 45 min. class located on Benchmark Universe. It is a comprehensive review to help participants determine initial placements and support progress monitoring. The assessments assist teachers in determining skill mastery versus skill decay so they can be responsive to students' learning and adjust teaching as needed.

Sustaining Professional Learning

For districts wishing to go beyond Implementation I and II, coaching is available for purchase for further job-embedded learning.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Blast, 2023

VENDOR

Really Great Reading Company

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
2nd Grade, 3rd Grade, 4th Grade, 5th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Fluency	Yes

Vendor Information

VENDOR WEBSITE

<https://www.reallygreatreading.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Blast, 2023

PROGRAM SPECIFIC WEBSITE

<https://www.reallygreatreading.com/blast-foundations>

PROGRAM OVERVIEW

Blast Foundations lessons can be taught in various group sizes, depending on the tier of instruction. When it is taught as an intervention, it is typically taught in smaller groups.

The Blast Foundations scope and sequence are systematic and cumulative.

The scope and sequence cover explicit instruction in the foundational skills needed to help students struggling with basic reading skills in 1st Grade. They will learn how to master reading words with complex consonant constructions in Closed Syllables, Open Syllables, Vowel-Consonant-e Syllables, Vowel Team Syllables, and inflectional endings. Students also learn how to apply functional strategies to successfully read multisyllabic words with ease. Blast targets the skills students need to build confidence with decoding skills to become accurate, fluent readers. Blast has 25 units which are comprised of 5 lessons per week. Each lesson keeps students actively engaged in the learning process with multisensory teaching. Students are immersed in 75-100 minutes of explicit instruction in one week.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Bring the Science of Reading to Life in Your Classroom

Are you looking for a Science of Reading curriculum solution? Don't decide without looking at our exceptional, efficient, and scientifically aligned approach and reading programs. We have been teaching the science of reading for 18 years. Every aspect of what we do is grounded in the Science of Reading, including our diagnostics tools, professional development, reading instruction, vocabulary instruction, ELL support, handwriting, decodable eBooks, and more. Our outcomes are excellent, and we transform emergent, developing, and struggling readers into lifelong learners.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Really Great Reading created Virtual Implementation Training Courses to help prepare teachers for implementation. The self-paced, interactive courses are now available for the following programs: Countdown, Blast, & HD Word. Each Virtual Implementation Teacher

Training contains five “courses.” Content is accessible from July 1-June 30 allowing teachers to revisit as needed.

Course 1 – Self-paced modules – 2.5 hours of content

Course 2 – Self-paced modules – 3 hours of content

Courses 3, 4, and 5 – Self-paced modules – 45 minutes of content each

Courses 1 and 2 are designed to be completed before beginning instruction. Courses 3, 4, and 5 are designed to be completed after 6, 10, and 12 weeks of instruction.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Comprehensive Orton-Gillingham Plus, 2022

VENDOR

Institute of Multi-Sensory Education

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

imse.com

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Comprehensive Orton-Gillingham Plus, 2022

PROGRAM SPECIFIC WEBSITE

<https://imse.com/training-descriptions/compog/>

PROGRAM OVERVIEW

IMSE Comprehensive Orton-Gillingham Plus curriculum is based on the tenets of the science of reading and structured literacy, IMSE Comprehensive OG+ has an explicit, systematic, sequential, cumulative, and multisensory program used for various instructional components to target the five essential components of reading instruction (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

The components are designed to build automaticity in decoding and encoding, critical foundations for reading and writing fluency. Each lesson is written with the bigger picture in mind, ensuring instruction is systematic, sequential, and cumulative. IMSE's systematic approach is integral to every lesson. Consistent routines that carry throughout the content are rooted in guided procedures where the new skill is introduced, defined, and modeled with opportunities for review and repeated practice. Systematic instruction supports students' confidence as learned routines are used on a daily basis.

This consistency provides a sense of pride as the ability to focus on the application, practice, and review of the skill leads to acquisition and, eventually, automaticity. The target audience is any student (K-12) who is performing below grade-level benchmarks and is in need of intervention in decoding and encoding skills to support word recognition, accuracy, and fluent reading.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

IMSE's Structured Literacy curriculum sets the standard in building literacy knowledge through professional development, an early literacy curriculum with a scope and sequence, a teacher guide, and student workbooks, plus extensive resources – creating confident teachers who feel equipped to face the everyday challenges of working with readers at all levels and capabilities.

IMSE's program is based on the following four theoretical models: the Simple View of Reading (Gough & Tunmer, 1986), Scarborough's Reading Rope (Scarborough, 2011), Ehri's Four Phases of Word Reading (Ehri, 1996), and the Four-Part Processing Model for Word Recognition (Seidenberg & McClelland, 1989).

Many students require the explicit instruction of a Structured Literacy approach, but all students can benefit from it. According to the International Dyslexia Association (IDA, 2015), “This approach [Structured Literacy] not only helps students with dyslexia, but there is substantial evidence that it is more effective for all readers”. IMSE is an IDA-accredited program.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Comprehensive OG+ Structured Literacy Course (30 hours) is delivered in-person or synchronous virtually. Registration can occur using vouchers, as a district, or individually. Courses are done in many options: traditional sessions (Monday-Friday, 6 hours per day); semester (10 sessions, 10 weeks); evening sessions (10 sessions, 3 hours per session); weekend sessions (4 sessions, 7.5 hours per session); 1-day per week (5 sessions, 5 weeks) or bi-weekly sessions (twice a week for 5 weeks).

There are courses for teachers, administrators, interventionists, or educational assistants.

The courses explore the research in the science of reading and structured literacy instruction; systematic, explicit, sequential multi-sensory instruction; phonological awareness and phonics and the ability to assess, implement intervention, and teach word recognition skills (e.g., phonology, decoding, spelling regular and irregular words), fluency, vocabulary, and comprehension through all Levels (A-D) of intervention.

Included in the course—and mailed to participants’ homes—are printed copies of training manuals, all teaching materials (K-3), manipulatives, and digital copies of student materials. The interactive course uses explicit instruction, role play, lesson planning, assessment, and routines to span the scope and sequence, K-2, and how to address older learners (grade 3+).

After one week of intensive training, teachers can walk into their classrooms and implement the curriculum immediately.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Countdown, 2023

VENDOR

Really Great Reading Company, LLC

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
1st Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Fluency	Yes

Vendor Information

VENDOR WEBSITE

<https://www.reallygreatreading.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Countdown, 2023

PROGRAM SPECIFIC WEBSITE

<https://www.reallygreatreading.com/countdown-kindergarten>

PROGRAM OVERVIEW

Countdown is an essential supplement to any core reading program. This powerful, sequential, and efficient exposure to key literacy concepts ensures that your students establish a firm foundation in the subskills that lead to strong decoding and fluent reading. Countdown is 28 weeks of playful, targeted instruction in phonological and phonemic awareness, letter knowledge, phonics, and high-frequency words. Easy, ready-to-teach scripted lessons, complemented by a ready-made, colorful, image-based, animated teacher presentation tool. For Reading Intervention: RTI Tier II, early intervention for K-1, and intensive small-group intervention for emerging readers in Grades 2-3

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Really Great Reading is a pioneer in evidence-based literacy instruction. For 18 years, Really Great Reading has brought research to the classroom. Everything we do is grounded in the Science of Reading.

We help students develop foundational literacy skills. In 20-30 minutes a day, we easily plug into your instructional day with preventative first instruction, reading interventions, and revolutionary visual vocabulary.

Our tested and trusted solutions build foundational reading mastery, develop strong vocabulary skills, address comprehension issues, reduce special education referrals and retention, develop handwriting skills, and support English Language Learners. You can do all this while creating systemic change, giving the gift of literacy, and jumpstarting student outcomes across the PK-12 curriculum.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Really Great Reading created Virtual Implementation Training Courses to help prepare teachers for implementation. These self-paced, interactive courses are now available for the following programs: Countdown, Blast, & HD Word. Each Virtual Implementation Teacher Training contains five “courses.”

Course 1 – Self-paced modules – 2.5 hours of content

Course 2 – Self-paced modules – 3 hours of content

Courses 3, 4, and 5 – Self-paced modules – 45 minutes of content each

Courses 1 and 2 are designed to be completed before beginning instruction. Courses 3, 4, and 5 are designed to be completed after 6, 10, and 12 weeks of instruction.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

enCore k-12, K-5 2020; 6-8 2022; 9-12 2023

VENDOR

TeachTown

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Prekindergarten, Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://www.teachtown.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

enCore k-12, K-5 2020; 6-8 2022; 9-12 2023

PROGRAM SPECIFIC WEBSITE

<https://web.teachtown.com/solutions/encore/>

PROGRAM OVERVIEW

enCORE is a comprehensive state-aligned modified core curriculum designed to meet the needs of students with moderate and severe disabilities. The program provides lesson plans, visuals, worksheets, adapted literature, and technology lessons for ELA, Math, Science, and Social Studies for grades K-12. The curriculum utilizes evidence-based teaching procedures that are easy to implement and differentiated across three student support levels. enCORE can be implemented with a blend of hands-on manipulatives, interactive small-group instruction, and independent technology-delivered student lessons to provide a comprehensive classroom solution. Data tracking across all instructional platforms provides districts with student progress across state-specific standards and student-specific IEP goals.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Combination of computer-based or online instruction and teacher-directed instruction.

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

The English Language Arts (ELA) domain of enCORE was systematically designed based on the Science of Reading. Every unit of enCORE (K-12) focuses on vocabulary that is embedded within that unit's literature. Vocabulary instruction is incorporated into the teacher lesson plans and the technology lessons. enCORE (K-2) addresses rhyming skills and phonological/phonemic awareness skills by following a developmental progression. enCORE (3-5) begins at the word level and progresses to the phoneme level. It also reviews all of the skills taught in enCORE (K-2) and adds morphological awareness. enCORE Middle School and High School includes phonemic awareness skills in the Skills Review units. Every unit of enCORE (K-12) contains phonics instruction. enCORE (K-2) phonics instruction begins with single sound-letter correspondences and short vowels and progresses through digraphs, initial and final blends, common inflections, and silent "e". Decoding is also addressed at the word level. enCORE (3-5) addresses phonics instruction the same way as enCORE (K-2) but at an accelerated pace. enCORE (3-5) addresses the full scope of phonics instruction including vowel teams, vowel digraphs, r-controlled vowels, word patterns, and the most common prefixes and suffixes. enCORE Middle School and enCORE High School contain a phonics review within every unit. Repeated readings are embedded in the enCORE implementation guide within every unit. enCORE Elementary contains leveled comprehension questions for every book, as well as a recall or sequencing activity. enCORE Middle School contains leveled

comprehension questions for every chapter in the adapted chapter books and for every companion text, as well as a review/recall technology lesson and graphic organizers that focus on story grammar elements, character maps, poetry elements, main ideas, etc. enCORE High School contains everything that enCORE Middle School contains as well as additional comprehension application activities that focus on making text-to-text, text-to-self, and text-to-world connections.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

The enCORE Professional Learning Program is designed to help teachers confidently and effectively implement enCORE with their students. After completing the series, teachers will know how to teach all core academic subjects in a blended learning model by using the scripted lesson plans, worksheets, and materials, as well as the online learning technology. Each 3-hour session targets specific skills that help special education teachers and their teams incorporate enCORE into their daily routines while reducing their overall planning burden.

enCORE 101 Learning Objectives

Teachers will be able to:

- Identify the appropriate learning level for each student & assign levels for all students
- Log students into enCORE using a student username and password or Single Sign-On (SSO)
- Teach one segment of one classroom-based scripted lesson plan using the appropriate resources
- Teach one teacher-led lesson with one student

enCORE 102 Learning Objectives

Teachers will be able to:

- Collect and analyze data across all subject areas using lesson plans, worksheets, materials, and technology (both teacher-directed and student-directed)
- Explain how to collect and analyze data from multiple sources across the school day and school week to create a whole picture of the student's progress

enCORE 103 Learning Objectives

Teachers will be able to:

- Access data and reports across enCORE programs, including adjusting reports according to date or domains
- Interpret data reports to find areas where students may struggle or need support
- Use data within enCORE to inform and guide IEP development (goals, progress notes, etc.)

In addition, one-on-one coaching allows for a TeachTown expert to model a lesson or observe a lesson and provide feedback to ensure fidelity. All TeachTown users have ongoing support through our Help Center and an assigned Client Success Manager.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Exact Path, 2023

VENDOR

Edmentum, Inc.

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://www.edmentum.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Exact Path, 2023

PROGRAM SPECIFIC WEBSITE

<https://www.edmentum.com/products/exact-path/>

PROGRAM OVERVIEW

Exact Path is designed to help K-12 students master essential skills by determining where they are academically and identifying strengths and weaknesses for each student. Unlike other adaptive learning solutions, Exact Path offers flexibility in the entry point for students to engage with the program. Districts can use scale scores from the Exact Path's integrated diagnostic assessment, or our partnership solutions (NWEA® MAP® Growth™ or Renaissance® Star®), to automatically identify skill-specific learning deficits and enter students into an individualized data-driven learning path. Alternatively, educators can create a learning path based on student grade level. All learning paths adapt based on the student's performance on a progress check assessment of each skill. This offers targeted instruction aligned to educators' goals and paced to students' needs. The learning path takes students to age-appropriate content for their instructional level, regardless of grade level. Exact Path provides targeted lessons, assessment-driven practice, reinforcement, and support. Data is reported in real-time via actionable, easy-to-read visuals, providing a time-saving and engaging way to identify and teach students at their instructional level, and identify trends, successes, and historical data for students.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Combination of computer-based or online instruction and teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Exact Path supports the science of reading through engaging instruction using scientifically based reading research (SBRR) methods aligned to the five pillars of reading as defined by the National Reading Panel: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Specifically, Exact Path includes comprehensive tools tailored to each stage of the literacy journey, ensuring thorough coverage of:

- **Phonemic Awareness:** The phonemic awareness sequence of instructional activities includes, but is not limited to, rhyming, alliteration, syllabication, splitting and blending syllables into onsets and rimes, phonemic segmentation, and manipulation tasks.
- **Phonics:** Exact Path includes a systematic, sequenced approach to phonics across the early elementary grade levels. Skills related to phonics (e.g., letter-sound correspondence, beginning consonants, single vowel sounds, blends, syllable

patterns, two vowel digraphs) are placed sequentially into the learning progression, and give learners practice developing skills of hearing and identifying the sounds (phonemes) and their representative spelling patterns (graphemes).

- **Fluency:** Lessons about reading accurately with expression and prosody are included to provide students with the strategies that lead to fluent reading. Students also learn about setting a purpose and scanning for unfamiliar words and phrases before reading. Decodable readers provide students with opportunities to practice fluency skills including rereading.
- **Vocabulary:** Exact Path teaches most vocabulary using texts so students get a contextual experience. The words featured in the lessons and practices are chosen carefully using a variety of researched lists to select high-utility academic and domain-specific words including those found in the work of Dr. Marzano.
- **Comprehension:** Lessons and practices teach comprehension strategies using research-based best practices. This includes teaching strategies such as main idea and details, summarizing, theme, and integrating texts, all of which lead to metacognition.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Edmentum offers customizable consulting, workshops, and learning engagements to boost student outcomes. Sessions follow a clear sequence, focusing on Exact Path's functionality, data-driven learning optimization, assessment, progress monitoring, and differentiated instruction planning. Each session is customized to district goals and objectives for their Exact Path implementation plan. Professional Development offerings begin with an introduction session centered on Exact Path's functionality. This allows teachers to familiarize themselves with the program, grasp its instructional support capabilities, assess progress, differentiate between student mastery and challenges, and access supplemental resources for additional student support. Next, educators engage in sessions on leveraging data to drive learning outcomes, followed by a focus on assessment for learning and progress monitoring. The final session involves utilizing advanced reporting and student growth analysis to strategically plan differentiated instruction. Each session ends with an objective review and attendee self-evaluation, with anonymous feedback shared with district administrators to enhance professional learning support.

Our commitment to supporting educators extends beyond initial implementation, providing ongoing access to a wealth of resources and support tailored to their needs. Through our dedicated Customer Success Managers (CSMs) assigned specifically to Ohio districts, educators have a direct point of contact for personalized assistance and guidance throughout their journey with Exact Path. Additionally, Exact Path's embedded Help Center and searchable Learn and Support site serve as comprehensive repositories of resources, including video tutorials, quick reference cards, administration best practices, and guides and best practices, empowering educators to explore and deepen their understanding at their own pace. Lastly, Ohio educators are supported through Edmentum Customer Support team by phone (1-800-447-5286) or email (support@edmentum.com) ensuring educators can quickly resolve any challenges they encounter. With these robust support mechanisms in

place, educators can feel confident in their ability to leverage Exact Path effectively to drive positive outcomes for their students.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Focused Phonics, 1st edition, 2024

VENDOR

Teacher Created Materials

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade	Phonics and Word Study	Yes

Vendor Information

VENDOR WEBSITE

<https://www.teachercreatedmaterials.com/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Focused Phonics, 1st edition, 2024

PROGRAM SPECIFIC WEBSITE

<https://www.teachercreatedmaterials.com/series/focused-phonics-562/>

PROGRAM OVERVIEW

Focused Phonics is a multi-modal, engaging phonics program. Instruction is explicit, providing ample modeling and practice opportunities, including regular practice with interesting, multi-genre decodable texts. Focused Phonics follows a systematic sequence, ensuring that students regularly encode and decode, developing their phonics skills. Focused Phonics uses instructional routines to provide consistency in instruction, allowing for effective learning as students are consistently encountering new skills. As an intervention, Focused Phonics follows a typical scope and sequence, thus providing an excellent additional dosage of high-quality phonics instruction. Embedded assessment is regular and provides teachers with structures to support students who continue to need additional opportunities for skill development. The key features or essential components of Focused Phonics include:

- Teacher's Guide with ready-to-implement lesson plans and Instructional Routine Cards that support instruction to maximize planning and preparation time.
- 30 Decodable Books, 6 copies of each, in print and digital formats.
- Student Guided Practice Book that will help students to reinforce phonics skills, practice using high-frequency words, and foster reading and writing growth with appropriately scaffolded activities. (Each kit includes a single copy; additional copies can be ordered.)
- Management Guide that dives into the current research and best practices for promoting efficient and effective reading development.
- Assessment Guide to monitor growth in phonemic awareness and phonics through flexible assessment opportunities.
- Student Resources to create a fun reading experience and extend phonics learning with online phonics games and multisensory student learning materials.
- Digital Resources to make instruction as flexible and effective as possible.

The program's scope and sequence of phonics skills are presented sequentially from least to most complex and are also accessible individually so skills can be taught sequentially or specifically targeted for students needing intervention.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Focused Phonics is rooted in the fundamental understanding of the Science of Reading, the large and ever-growing body of research that articulates evidence-based practices from the lenses of educators, cognitive scientists, and linguistic experts. With a focus on the development of foundational reading skills, Focused Phonics provides students with systematic and explicit instruction. The program's scope and sequence of phonics skills are presented sequentially from least to most complex and are also accessible individually, allowing for targeted instruction based on student data and needs. Instruction within Focused Phonics is explicit, clearly teaching the relationship between phonemes and graphemes, essential for decoding and encoding.

Throughout Focused Phonics, students have extensive opportunities to engage through multiple modalities. This includes instruction that is visual, auditory, and kinesthetic to reinforce the learning of skills. Students have opportunities to use manipulatives including sound boxes, stretchy bands and are provided chances to engage with writing using a variety of formats and tools. Further, instruction includes regular and varied practice to reinforce the learning of new skills and promote retention. Daily quick reviews ensure that students are consistently provided opportunities to practice and apply skills previously learned.

Focused Phonics provides teachers with adequate opportunities to consistently check in on student progress through a range of assessment options including formative assessments within each lesson, unit assessments at the end of each unit, and benchmark assessments. The range of assessment options ensures that students are provided timely and corrective feedback to support their changing needs.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

To support implementation and application of high-yield instructional strategies, TCM's professional development services can support the needs of all leadership staff and teachers—virtually or in person—guiding them toward becoming reflective practitioners who bring about sustainable change. Several training formats and options are offered that include: engaging onsite and virtual workshops; job-embedded, face-to-face teacher coaching; professional learning communities; and sustained professional learning using webinars. When effectively implemented, TCM's professional development fosters reflective practitioners to support increased student achievement. TCM believes that research-based pedagogy forms the foundation of effective professional development. All professional development and coaching sessions delivered by TCM embed best practices with hands-on application, so participants can utilize the skills and strategies learned immediately in their classroom instruction. TCM's consultants work closely with school and district representatives to tailor the topic and content to meet specific audience needs.

Focused Phonics' professional development and ongoing support begin with initial training, ensuring that teachers have the foundational knowledge to effectively implement Focused

Phonics. This initial training includes program components, practical application, and opportunities to consider best practices in instruction.

Beyond the initial learning, TCM offers a range of support modules which allow for teachers to reengage with learning, focusing on nuances of classroom instruction or intervention. These support modules include:

- Using and engaging with decodable books
- Using and engaging with the sound wall
- Using and engaging with Instructional Routines
- All About Assessment
- Deep Dive into Phonics (including HFW)—encoding and decoding
- Deep into Phonemic Awareness

Each of these professional development offerings support the implementation of Focused Phonics ensuring quality implementation.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Foundational Reading and Linguistics, 2023

VENDOR

ThinkCERCA.com, Inc.

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency	Yes

Vendor Information

VENDOR WEBSITE

<https://www.thinkcerca.com/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Foundational Reading and Linguistics, 2023

PROGRAM SPECIFIC WEBSITE

<https://www.thinkcerca.com/foundationalreading>

PROGRAM OVERVIEW

ThinkCERCA's Foundational Reading program offers Ohio districts and schools a comprehensive, research-based approach to support struggling readers in grades 6-12. Designed by educators and literacy experts, and under review by top university programs, this program addresses gaps in word recognition, phonological awareness, and decoding.

Program Features:

- **Systematic Instruction:** The curriculum follows a sequential structure, beginning with phonology (sound patterns) and progressing through morphology (word parts), syntax (sentence structure), semantics (vocabulary), and pragmatics (context clues). This structured approach ensures foundational skills are built incrementally.
- **Decoding and Encoding:** Emphasizes systematic decoding and encoding, connecting phonics and spelling to enhance reading accuracy and fluency.
- **Advanced Lessons:** Includes lessons on advanced decoding, morphology, and sentence structure, with a final unit offering 35 lessons on common roots and affixes to expand vocabulary and comprehension.
- **Flexible Implementation:** The program allows for various implementation models, is self-paced for students, and provides audio support, making it independent of teacher skill levels.
- **Accessibility Features:** Offers picture dictionaries, audio support, text and audio translations, visual aids, multiple assessment attempts, and immediate feedback to cater to diverse learning needs.

Intended Use:

ThinkCERCA's Foundational Reading program is designed to fill the foundational gaps that adolescent struggling readers cannot close independently or in standard Language Arts classes. The program provides systematic and explicit instruction, following the science of reading principles to maximize student gains. By reinforcing decoding skills and promoting reading fluency, the program helps students bridge the gap to comprehension.

Overall, ThinkCERCA's program ensures that all students, particularly those at risk for reading difficulties, receive the structured, supportive instruction necessary to improve their literacy skills and achieve academic success in secondary education.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Combination of computer-based or online instruction and teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

The Foundational Reading program by ThinkCERCA aligns with the science of reading, providing Ohio districts and schools with a comprehensive, research-based approach to effective literacy instruction for students in grades 6-12 who struggle with word recognition, phonological awareness, and decoding.

The program employs a systematic and explicit instructional approach to address foundational gaps that struggling readers often face, gaps that cannot be closed in typical secondary Language Arts classrooms. It offers flexible implementation models, audio support, and professional development, ensuring accessibility and support for all educators and students.

Designed by classroom teachers, literacy coaches, and reading experts, and under review by top-rated university programs, the curriculum follows a sequential and hierarchical structure. It starts with phonology (sound patterns and rules) and progresses through morphology (word parts and building), syntax (sentence structure), semantics (vocabulary), and pragmatics (context clues). This structured scope and sequence ensure that decoding skills are taught methodically, building from simple to complex.

The curriculum includes 18 units and integrates systematic decoding and encoding instruction, emphasizing the connection between phonics and spelling to enhance decoding abilities.

Advanced decoding, morphology, and sentence structure lessons are strategically placed throughout the curriculum. The final unit includes 35 lessons on common roots and affixes to expand students' vocabulary, reading fluency, and comprehension. This comprehensive approach helps build reading fluency, bridging decoding and comprehension by promoting automatic word reading accuracy and speed.

ThinkCERCA's Foundational Reading program incorporates research-backed practices, providing flexible and accessible resources like picture dictionaries, audio support, visual aids, and immediate feedback. This ensures that all students, especially those struggling with reading, receive the necessary support to succeed in secondary education.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

ThinkCERCA offers comprehensive professional learning and ongoing support for districts and schools to ensure effective program implementation. Partnering with the University of California at San Diego, ThinkCERCA provides a practicum in Secondary Foundational Reading and Linguistics, designed by course experts. This practicum equips educators with the skills needed to address the literacy and linguistic needs of adolescents in middle and high school classrooms.

The featured course, EDUC-42516: Foundational Reading & Linguistics for Teachers of Adolescents, provides practicing educators with essential knowledge for teaching reading and language development. Participants explore literacy instruction principles and the interplay between linguistics and pedagogy tailored for adolescent learners. Upon completion, educators gain a profound understanding of reading principles, linguistic theories, and differentiated instruction strategies. They also learn to utilize formative and summative assessments to inform instructional decisions, ensuring effective literacy support for adolescents.

To support ThinkCERCA implementation, School Success Managers are available to train and assist district leaders, school principals, and teachers. The ThinkCERCA Success Team, composed of experienced educators including National Board Certified Teachers, district administrators, and nationally recognized professional development providers, offers continuous support, feedback, and idea-sharing. This team ensures the seamless integration of ThinkCERCA into school instruction, aligning with the specific vision and goals of school leaders.

Through tailored support and comprehensive training, ThinkCERCA ensures that educators are well-prepared to implement the program effectively, fostering an environment conducive to the literacy and linguistic development of adolescent learners. For more information, please visit <https://info.thinkcerca.com/ucsd>.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Foundations, Second Edition, 2020

VENDOR

Wilson Language Training

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade	Phonics and Word Study	Yes

Vendor Information

VENDOR WEBSITE

<https://www.wilsonlanguage.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Foundations, Second Edition, 2020

PROGRAM SPECIFIC WEBSITE

<https://www.wilsonlanguage.com/programs/foundations/>

PROGRAM OVERVIEW

Foundations® utilizes a structured literacy approach grounded in the science of reading to make learning to read fun while laying the groundwork for lifelong literacy. The program's research-based approach and extensive materials allow K–3 teachers to confidently present a carefully structured reading, spelling, and handwriting curriculum using engaging, multisensory techniques. Foundations® is aligned with the science of reading and guides teachers to provide effective instructional practices.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Foundations® is grounded in the Science of Reading. Instruction and practice occur in a systematic, cumulative, explicit, diagnostic, and integrated manner, allowing students to experience greater gains in the skills required for independent reading and spelling. Click this link for more information on how Foundations activities align to the Science of Reading: <https://www.wilsonlanguage.com/wp-content/uploads/2023/10/FUN-Activities-Alignment-to-the-SOR-2.pdf>

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Foundations Launch Workshops

Throughout the Foundations Launch Workshop, educators participate in a variety of hands-on activities using the Foundations materials. One of these activities includes planning an effective Foundations lesson. After participants have had time to orient themselves with Foundations materials and plan a lesson, the instructor reviews the lessons and provides feedback, and answers any questions participants may have.

Foundations Intervention Workshop

This two-day workshop provides guidance for implementing Foundations as part of a multi-tiered system of support within a Response to Intervention (RTI) framework. It focuses on procedures and strategies for implementing Foundations as an early intervention (Tier 2) program, specifically, how to plan intervention lessons, use the Foundations curriculum-based

measurement tool, collect and use data to plan and provide targeted student instruction, and include automaticity and fluency practice, including the process outlined in the Wilson Fluency/Basic program and other options for strategic repeated reading practice.

Fundations Virtual Implementation Support

This program includes live interactive study sessions with a Literacy Specialist; curated content and links to resources on the Fundations Learning Community; access to the self-paced version of the Fundations Launch Workshop; opportunities to collaborate with colleagues via a monitored discussion board to share successes and brainstorm solutions.

Fundations Facilitator Certification

The Fundations Facilitator Certification Program is a year-long course that helps build staff capacity by supporting the implementation of Fundations and contributes to teacher and student success. The Facilitator Certification course develops teacher leaders and a culture of collaborative professional learning that enables school and individual development. This course builds capacity within a school or district to move toward institutionalization of practices and increased independence.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

HD Word, 2023

VENDOR

Really Great Reading

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
2nd Grade, 3rd Grade, 4th Grade, 5th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Fluency	Yes

Vendor Information

VENDOR WEBSITE

<https://www.reallygreatreading.com/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

HD Word, 2023

PROGRAM SPECIFIC WEBSITE

<https://www.reallygreatreading.com/hd-word-2nd-12th>

PROGRAM OVERVIEW

HD Word for Grades 3–12 - Intervention for non-cognitively delayed students in small to medium groups who have mastered basic phonics skills, but struggle with more advanced phonics features. The lessons systematically teach the essential phonics structures that unlock the English code in both simple and complex words. While the focus of HD Word is word study (phonics and phonemic awareness), there is a high rate of transfer to students' skills in other areas of reading, such as fluency and comprehension. The net effect is faster, more accurate, and more confident readers. HD Word has 33 units (weeks), each with five daily lessons. In one week, students are immersed in 75-100 minutes of explicit foundational skills instruction.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

We're a pioneer in evidence-based literacy instruction. For 18 years, Really Great Reading has brought research to the classroom. Everything we do is grounded in the Science of Reading.

We help students develop foundational literacy skills. In 15 to 20 minutes a day, we easily plug into your instructional day with preventative first-instruction, reading interventions, and revolutionary visual vocabulary. Our tested and trusted solutions build foundational reading mastery, develop strong vocabulary skills, address comprehension issues, reduce special education referrals and retention, develop handwriting skills, and support English Language Learners. You can do all this while creating systemic change, giving the gift of literacy, and jumpstarting student outcomes across the PK-12 curriculum.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

To help teachers maximize their success with our lessons, Really Great Reading has created a series of self-paced, interactive professional development courses. Each Virtual Implementation Training Series features courses designed to be completed before teaching (approximately 2 1/2 hours) and others designed to be completed incrementally throughout the year to refine and improve your teaching. Getting started with them is easy and affordable. Most classroom setups include annual access for the teacher. Each Course

contains five modules. Module 2 is approximately 3 hours, and Modules 3-5 are approximately 45 minutes each. Our high-touch support has consistently proven successful in districts of varying sizes and demographics. We excel at serving and leading schools on their journey to become exemplary Science of Reading schools.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

iLit45, 2024

VENDOR

Savas Learning Company LLC

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://www.Savas.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

iLit45, 2024

PROGRAM SPECIFIC WEBSITE

<https://www.savvas.com/solutions/supplemental/personalized-learning/ilit45>

PROGRAM OVERVIEW

iLit45 is an intensive, research-proven, teacher-led digital English language arts intervention solution designed to accelerate reading proficiency for students in grades 6 and up who are reading two or more years below grade level. The instructional goal of the program is to increase students' reading abilities by up to two grades in one school year.

iLit45 teachers get access to robust digital instructional support as they deliver direct, explicit instruction before gradually releasing responsibility to students. The iLit45 teacher materials provide teachers with everything they need to teach an iLit45 lesson, including point-of-use digital teaching support for each part of the 6-step iLit45 lesson: Time to Read, Vocabulary, Read Aloud, Think Aloud, Classroom Conversation, Whole Group Instruction, and Work Time.

iLit45 lessons are centered around rigorous grade-level texts. Teachers pre-teach the vocabulary needed and provide the embedded scaffolding students need to access the grade-level text. During Classroom Conversation and Whole Group Instruction, the teacher guides the class as they work together to practice specific instructional skills modeled and taught in the lesson. Students then apply the skills at their own level in adaptive activities during Work Time.

iLit45 can be implemented in a digital or blended format. The iLit45 instructional model includes 180 daily 45-minute lessons in six units that span a full school year. The program is designed to be implemented in a Tier 2 or Tier 3 intervention setting for students who are reading two or more years below grade level.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Combination of computer-based or online instruction and teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Aligned with the science of reading, iLit45 provides explicit instruction in the skills necessary for learning to read and reading to learn. The program provides explicit instruction in all 5 elements of reading. During whole-group instruction, teachers incorporate the Gradual Release Model. Instruction is built around the iLit45 “I do, we do, you do” model—a system that is designed to build confidence and independence and to slowly release control to students.

The program’s research-based instructional model features a four-part approach for raising student reading achievement levels:

1. Explicit teaching and modeling of comprehension strategies and vocabulary development to build student reading proficiency
2. Ongoing formative assessments used to plan curriculum, differentiate instruction, and create learning goals for students
3. Engagement and motivation to improve reading comprehension
4. Modeling comprehension strategies that provide students with metacognition

For instruction, the program incorporates the six reading strategies identified by the National Reading Panel as crucial for developing comprehension skills: activating background knowledge, student questioning, searching for information, summarizing, organizing graphically, and learning story structure for literary materials.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Our professional learning services for iLit provide options for multiple stakeholder groups to engage in professional learning that supports all facets of the implementation. Available virtually and onsite, our services begin with Foundational Training and span to include follow-up professional learning and Job-Embedded Services that focus on key implementation strategies and data analysis to inform instruction.

Upon adoption, we will work with Ohio districts to create an agile professional learning plan that aligns with your district’s goals to implement for student outcomes and will guide and support stakeholders through the implementation process.

Foundational Training—Launching Your Curriculum

Introduces educators to our Savvas programs and provides a preliminary overview training for teachers and administrators, which includes a guided exploration of program resources, technology, and instructional design—integrating the components of the program with implementation. Sessions include:

- Initial Training – An introduction to the program, helping educators prepare for day one.
- Implementation Essentials – This follow-up workshop deepens practices and helps educators get the most out of their implementation.
- Administrator Workshop – 3-hour training helps them successfully launch their program.
- MySavvasTraining.com <https://mysavvastraining.com> – 24/7 online, program-specific training resources, videos, asynchronous courses, and tutorials include real-time assistance.

Ongoing Support for Teachers

Enhance instructional practices to improve student outcomes and build capacity among teachers and administrators. This suite of offerings helps empower educators with

pedagogical strategies, best practices, and targeted coaching supports to change practice and confirm implementation efficacy. Sessions include

- Program Specific Workshops
- Job-Embedded Support for Teachers

Ongoing Support for Leaders

Discover opportunities to support your teachers and use the challenges of teaching to lead a high-performing school. Build community and support high expectations with a professional partner and coach.

- Develop professional learning plans
- “Focus Visits” in classrooms
- Data review and analysis
- Tailored to administrator needs
- Progress monitoring
- Continuous improvement

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Imagine MyPath, 2024

VENDOR

Imagine Learning LLC

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://www.imaginelearning.com/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Imagine MyPath, 2024

PROGRAM SPECIFIC WEBSITE

<https://www.imaginelearning.com/products/mypath/>

PROGRAM OVERVIEW

Imagine MyPath Reading is a supplemental reading/ELA curriculum for grades K-12 that offers age-appropriate, continuously adaptive individualized learning paths (ILPs). It starts with an adaptive placement assessment to identify areas of unfinished learning. As an alternative, Imagine MyPath also supports the import of data from the NWEA Map Growth assessment or Renaissance STAR assessment.

The program focuses on critical skills within high-leverage standards, providing personalized and adaptive instruction to accelerate students to grade level using personalized instruction, guided practice, and independent practice. The content focuses on essential skills deeply to build strong foundations and enable students to catch up and keep up with grade-level work. It also allows students at or above grade level to accelerate their learning.

Imagine MyPath Reading utilizes a cycle of assessment, assignment, adaptivity, analysis, and action. The lessons include explicit instruction to develop metacognitive skills and engaging rewards to motivate students. Educators can differentiate instruction with high-impact lessons and adaptable activities that provide real-time data. Offline teaching resources including Teacher Toolkits are available for additional support with every lesson.

Recommended weekly usage varies based on students' proficiency levels and implementation model:

On grade level: 30 minutes

Below grade level: 60-90 minutes

Above grade level: 15-20 minutes

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Combination of computer-based or online instruction and teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Imagine MyPath Reading aligns with the science of reading by focusing on foundational literacy skills:

Phonological Awareness: Activities include rhyming, alliteration, sentence structure, syllable counting, and sound manipulation.

Phonics: Strong emphasis on blending and manipulating phonemes with letters, supported by visuals.

Fluency: Teachers model fluent reading, emphasizing accuracy, prosody, and punctuation.

Vocabulary: Lessons explore morphology to understand word meanings through affixes and base words.

Comprehension: Explicit teaching of comprehension strategies using narrative and expository texts, with audio and visuals for support.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Imagine Learning offers a comprehensive professional development plan with four levels of sessions focusing on adult learning theory and clear objectives. For example, in the Getting Started with Imagine MyPath session, participants receive a checklist covering Goals and Uses, Explore Content, Set-up Tasks, Monitoring Progress, and Best Practices. For districts that select additional professional development, Imagine Learning teachers can also be provided with Data Best Practices for Educators to help them use assessment data effectively for student support and intervention.

Professional Development Specialists provide structured in-person or virtual training sessions with specific tasks and learning objectives. For example, the Getting Started with MyPath Session aims to help teachers understand the program design, experience the platform as both a teacher and student, manage class and student accounts, monitor student progress using data tools, and plan implementation based on district, class, and student needs while ensuring access to essential resources.

The Imagine MyPath Help Center offers support for teachers in their first 30, 60, and 90 days of implementation. It is searchable for easy access to tasks and questions. The Teachers' Lounge extends the Professional Learning Community, allowing teachers to connect, innovate, and learn through live Professional Development sessions and discussions with the Imagine Learning community.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

i-Ready Assessment and Personalized Instruction, 2023

VENDOR

Curriculum Associates, LLC

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://www.curriculumassociates.com/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

i-Ready Assessment and Personalized Instruction, 2023

PROGRAM SPECIFIC WEBSITE

i-Ready Assessment: <https://www.curriculumassociates.com/programs/iready-assessment>

i-Ready Personalized Instruction: <https://www.curriculumassociates.com/programs/iready-learning/personalized-instruction>

PROGRAM OVERVIEW

i-Ready Personalized Instruction (K–8), also available in Spanish, uses Diagnostic insights to create a personalized path of online lessons, that are active, supportive, and relevant to their lives. Teachers can add lessons, adjust the lesson sequence for their students, and know that their students are receiving explicit and systematic instruction.

The computer-adaptive Diagnostic (K–12), is highly rated by the National Center on Intensive Intervention (NCII) and approved by the Ohio Department of Education and Workforce (Department) for multiple assessment uses. The Diagnostic assesses Foundational Skills (Phonological Awareness, Phonics, and High-Frequency Words), Vocabulary, and Comprehension (Informational Text and Literature).

i-Ready includes reporting at the District/School, Class, and Student levels. i-Ready also provides the following assessment and progress monitoring tools:

- Growth Monitoring (K–8): A computer-adaptive general outcome measure form of progress monitoring that can be used for students who are performing below level and can be used monthly to project whether students are on track for appropriate growth.
- Standards Mastery (2–8): A fixed-form mastery measurement form of progress monitoring ideal for determining student understanding of each on-grade-level standard before, during, or after instruction.
- Literacy Tasks (K–6): Provide fixed-form offline tasks for benchmark or progress monitoring assessment information on how a student is performing in phonological awareness, encoding, and fluency-related reading skills. Many tasks are also available in Spanish.
- i-Ready Assessment of Spanish Reading (K–6): A fixed-form online assessment of a student’s reading performance in Spanish relative to grade level to support Spanish-speaking English Learners and Spanish Learners.
- Tools for Instruction (performing at K–8 [Spanish, K–6]): Short, targeted resources for teacher-led instruction tied directly to students’ skills needs.
- Tools for Scaffolding Comprehension (performing at 3–8): Materials that help teach the critical skills for grade-level reading instruction and position students to participate in grade-level content.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Combination of computer-based or online instruction and teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Evidence-backed findings from the body of reading research called the Science of Reading are at the core of all Curriculum Associates reading products. Curriculum Associates designed i-Ready for reading on best practices drawn from decades of research on (1) how the brain acquires the skill to read, and (2) the importance of a systematic and intensive approach to early reading instruction and intervention. We examined a large, international body of research from education, cognitive science, neuroscience, linguistics, and developmental psychology, including the research by the National Institute of Child Health and Human Development on the Science of Reading.

To put Science of Reading research into practice, data from i-Ready pinpoints each student's literacy needs, and then, as a supplement to a core reading program, Personalized Instruction provides a sequence of lessons to meet those needs. This efficient data-driven system helps develop more fluent reading through explicit, systematic instruction grounded in the Science of Reading. At the core of the theoretical model behind i-Ready is the understanding that proficient reading consists of two essential abilities: Word Recognition (requires efficient decoding, accurate sight word recognition, and fluent word reading) and Language Comprehension (ability to understand the different elements of spoken or written language, like the meaning of words and how words are put together to form sentences).

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Our professional learning can be delivered onsite or remotely and is purposefully designed to help move educators along the path to success with i-Ready. Sessions available for New Users include:

- Starting Strong with i-Ready
- Getting Good Data with i-Ready
- Using Data to Plan Instruction
- Tailored Support

In subsequent years of implementation, we also offer a Practicing Users and Advanced Users professional learning curriculum for succeeding years of implementation. While these curriculums are designed to be consecutive, the exact sequence of courses is often dependent upon each school's specific needs. In subsequent years, we will work with the District to determine the best path to meet the needs of educators and students.

i-Ready also includes embedded help resources, including direct links to resources on i-Ready Central, such as videos, tips, and planning tools to support a successful implementation of i-Ready. Valuable supplements to onsite professional learning, i-Ready Central offers on-demand, 24/7 access to best-practice tips, how-to guides, videos, webinars, planning tools, and additional training and implementation resources. Educators can watch videos and

webinars and download resources from any device or browser. i-Ready’s Teacher Success Guide and Leadership Success Guide (found on i-Ready Central) provide educators with the essential tools and resources needed to ensure a successful i-Ready implementation. We also provide the Educator Prep Series and Collaborative Learning Extensions (CLEs) to school and District leaders to help them continue professional learning with teachers throughout the school year.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

iSPIRE, 4th Edition, 2021

VENDOR

EPS Operations, LLC

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://www.epslearning.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

iSPIRE, 4th Edition, 2021

PROGRAM SPECIFIC WEBSITE

<https://www.epslearning.com/products/ispire-online>

PROGRAM OVERVIEW

iSPIRE: Remote Reading Intervention for Ohio Students

iSPIRE, 4th Edition, a web-based companion to SPIRE, empowers Ohio districts with a flexible solution for remote reading intervention.

KEY FEATURES:

- **Online Delivery:** Offers the same rigorous curriculum as SPIRE in a user-friendly online format, accessible anywhere.
- **Engaging & Adaptive:** Interactive lessons with games and rewards keep students motivated, while adaptive learning personalizes instruction.
- **Real-Time Feedback & Detailed Reports:** Students receive immediate feedback to track progress, while educators gain valuable data to monitor performance and adjust instruction.

IDEAL FOR:

- **Virtual Intervention:** Structured program for remote reading support.
- **Differentiation:** Supplemental practice for students needing extra help.
- **Summer Learning:** Helps maintain reading skills and prevent summer slide.

iSPIRE extends the reach of reading intervention programs, ensuring continued student support regardless of location.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Combination of computer-based or online instruction and teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

iSPIRE: Science-Based Reading Support for Remote Learners in Ohio

iSPIRE, 4th Edition, a web-based reading intervention program, aligns with the science of reading to support Ohio's students remotely.

SCIENCE OF READING ALIGNMENT:

- **Explicit Instruction:** iSPIRE emphasizes explicit instruction in foundational skills like phonemic awareness, phonics, and decoding, crucial for reading development.

- **Systematic and Cumulative Learning:** Lessons follow a structured sequence, ensuring students master foundational skills before moving on to more complex concepts.
- **Multisensory Integration (Optional):** Educators can leverage iSPIRE alongside offline manipulatives to reinforce concepts through sight, sound, and kinesthetic elements.
- **Direct Instruction in Morphology:** iSPIRE teaches students about word parts (prefixes, suffixes, roots) to enhance vocabulary development and reading comprehension.

Effective Literacy Strategies:

- **Adaptive Learning:** iSPIRE tailors instruction to individual student needs, identifying skill gaps and delivering targeted practice.
- **Real-Time Feedback:** Students receive immediate feedback on their responses, helping them learn from mistakes and solidify understanding.
- **Data-Driven Insights:** Detailed reports provide educators with valuable data to monitor student progress and inform instructional decisions.

By providing a science-based, data-driven approach to remote reading intervention, iSPIRE empowers Ohio districts and schools to ensure continued student growth, regardless of location.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

iSPIRE: Seamless Implementation Support for Ohio districts

iSPIRE, 4th Edition, understands the importance of smooth program implementation. We offer comprehensive support for Ohio districts and schools:

- **Online Training:** Convenient web-based workshops ensure educators receive thorough training in delivering iSPIRE's effective reading instruction.
- **Quick-Start Guides:** Easy-to-follow guides help educators get started with iSPIRE and navigate the program's features.
- **Dedicated Support Team:** Our experienced consultants are readily available to answer questions and address challenges through phone calls, email, and online communities.
- **Data Analysis Resources:** We provide guidance on utilizing iSPIRE's data to monitor student progress and make data-driven instructional decisions.
- **Ongoing Professional Development:** We offer optional webinars and resources to deepen educators' understanding of the science of reading and best practices for remote instruction.

This multifaceted support system empowers Ohio educators to confidently implement iSPIRE and maximize its impact on student learning, even in remote settings.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

IXL Language Arts, 2024

VENDOR

IXL Learning Inc.

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Prekindergarten, Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://www.ixl.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

IXL Language Arts, 2024

PROGRAM SPECIFIC WEBSITE

<https://www.ixl.com/membership/educators/language-arts>

PROGRAM OVERVIEW

IXL Language Arts is the end-to-end learning solution to support all tiers of intervention. IXL is built on five key components working seamlessly in a single integrated platform:

Real-Time Diagnostic. IXL's Real-Time Diagnostic provides continuous and benchmark assessment of students' grade-level proficiency, both in ELA and reading overall, and in key strands. The Diagnostic helps teachers strategically plan small-group instruction and creates a personalized Action Plan for each student with specific next steps for effective support for each tier of intervention.

Comprehensive PK-12 curriculum and personalized guidance. IXL has over 2,400 adaptive skills aligned to the Ohio Learning Standards. IXL seamlessly integrates into daily instruction with interactive skill plans custom-built to standards, textbooks, and assessments, and offers tailored skill recommendations for each student. IXL also offers Learn to Read and Reading Intervention skill plans for targeted instruction.

Instructional resources and classroom engagement tools. IXL helps students learn independently with thousands of video tutorials, example solutions, and immediate feedback. Collaborative features like Group Jam and IXL Leaderboards make learning fun and engaging.

Actionable district-wide analytics. IXL provides real-time data and flexible reporting from the district to the student level. Administrators understand how well learners and teachers are engaging with the platform and whether students are meeting grade-level expectations. Teachers can get up-to-the-minute insights that help them support students at the right level. Students also have their personal analytics so they may track their own progress and make choices in their learning.

District partnership, professional learning, and implementation services. IXL is a committed partner and will work closely with district leaders to ensure streamlined onboarding, seamless integration, tailored professional development, and successful ongoing implementation. The IXL team will collaborate with district leaders to understand goals and objectives, and provide ongoing guidance on how best to support teachers and students on IXL.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Combination of computer-based or online instruction and teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

IXL’s approach is based on the science of reading with explicit instruction in foundational reading in addition to developing fluency, comprehension strategies, and vocabulary.

Phonemic awareness. For the youngest grades, IXL emphasizes phonemic awareness through skills that teach how to hear and identify individual sounds in words, and to blend sounds together to create a word. Please see www.ixl.com/ela/phonemic-awareness.

Phonics. IXL offers a robust set of phonics skills for early readers, and the skills progress in a systematic manner. Please see www.ixl.com/ela/phonics.

Vocabulary. IXL explicitly teaches generalizable strategies for learning new words, such as breaking words into parts and attending to context clues. This type of explicit instruction has been shown to effectively support vocabulary growth. Even before students become fluent readers, IXL begins to boost their vocabularies by introducing new words with image and audio support. Please see www.ixl.com/ela/vocabulary.

Fluency. On IXL, students practice with high-frequency words and the same words across multiple skills. IXL also supports fluency through read-alone informational and literary texts, giving students the opportunity to practice their skills on varied passages of connected text. Please see: www.ixl.com/ela/sight-words; www.ixl.com/ela/literary-texts; and www.ixl.com/ela/informational-texts.

Comprehension. In kindergarten and Grade 1, students build comprehension through read-along texts in which each word is highlighted as a narrator reads the text aloud in a professional-quality recording. Across all grade levels, IXL incorporates syntactic variety, includes rich vocabulary, and is designed to build content knowledge—which is strongly related to reading comprehension—at the same time as they build other reading skills. As students read, they are able to both practice and learn more about content in other areas, such as science, history, etc. Please see: www.ixl.com/ela/reading-comprehension.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

IXL professional development (PD) is designed to help teachers maximize the platform’s impact on student learning: effectively implementing the platform, establishing best practices to ensure usage with fidelity, and leveraging actionable insights to personalize instruction. IXL tailors training for district and school-level implementation in alignment with instructional objectives. IXL offers virtual, on-demand, and on-site options for flexible year-long PD.

IXL PD sessions are delivered by IXL’s Professional Learning Group (PLG), composed of former educators with decades of combined experience in elementary and secondary education and a diverse range of specialties. They also have experience as instructional coaches, curriculum designers, and school and district administrators. With this breadth and depth of experience, the PLG designs and delivers practical, authentic professional learning opportunities that are rooted in the realities of today’s classrooms. In particular, they are passionate about

supporting struggling students, and work regularly with IXL teachers to help them accelerate progress for the learners who need it most.

IXL also offers complementary, embedded PD opportunities. These include:

IXL Minis, which offers a collection of quick, easy professional learning videos to launch teachers and administrators into learning about everything that's available on IXL's platform. These engaging bite-sized videos are packed with actionable insights to inspire classroom instruction, dive into student data, and engage classrooms.

Complimentary webinars, regularly scheduled 30-minute webinars on essential IXL functions. See www.ixl.com/resources/webinar-schedule.

Online help center (www.ixl.com/help-center) which provides helpful information including user guides and answers to frequently asked questions related to IXL features, accounts, rostering, and licenses.

Teacher Resources (www.ixl.com/resources) include implementation guides and videos on implementation strategies.

Administrator Resource Center (www.ixl.com/resources/admin-resource-center) with tips on common district-level functions like how best to track progress and performance at the district and school level.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Just Words, First Edition, 2009

VENDOR

Wilson Language Training

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Phonics and Word Study	Yes

Vendor Information

VENDOR WEBSITE

<https://www.wilsonlanguage.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Just Words, First Edition, 2009

PROGRAM SPECIFIC WEBSITE

<https://www.wilsonlanguage.com/programs/just-words/>

PROGRAM OVERVIEW

Just Words is a highly explicit, multisensory decoding and spelling program is for students in grades 4–12 and adults who have mild to moderate gaps in their decoding and spelling proficiency but do not require intensive intervention.

Just Words supports those who have not mastered the foundational skills of language structure typically learned in grades K–3 with strategies that will allow them to independently read and spell words and build the skills necessary to access and master grade-level standards. Emphasizing phonemic awareness, phonics, word study, and spelling, Just Words is the word study component of the Wilson Reading System® curriculum at an accelerated pace so the instructional principles mirror each other. Combine Just Words with your literature-rich core English language arts (ELA) program.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Just Words is grounded in the Science of Reading. It supports students who have not mastered the foundational skills of language structure typically learned in grades K-3 with strategies that will allow them to independently read and spell words and build the skills necessary to access and master grade-level standards. Click this link to see the rationale behind each Just Words activity and how they align to the Science of Reading:

<https://www.wilsonlanguage.com/wp-content/uploads/2023/11/JW-Activities-Alignment-to-the-SOR.pdf>.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Just Words Launch Workshops provide the practice and guidance needed to effectively begin teaching the Just Words curriculum. This full-day workshop is highly interactive and allows for teacher input and active engagement via activities and discussions. The workshop covers an overview of the program, a dive into the materials and resources needed to teach Just Words, a look at how to use the instructor manual and practice planning a lesson, and wraps up with a chance to see Just Words in action. A debrief and look at “next steps” helps participants kick

Just Words® off their Just Words instruction.

Just Words Virtual Implementation Support (VIS) is a comprehensive web-based support that provides teachers with access to a virtual collaborative community where they can interact and learn from colleagues and a Wilson Literacy Specialist to develop the knowledge and skills required for successful implementation of Just Words. VIS professional learning spans one school year. It is designed for intervention teachers in a Tier 2 setting in their initial year of implementation, or those looking to deepen their understanding of how to teach Just Words lessons efficiently.

VIS includes live interactive study sessions with a Literacy Specialist (each about 45 minutes in duration); curated content and links to resources on the Just Words Learning Community; and opportunities to collaborate with colleagues via a monitored discussion board to share success and brainstorm solutions.

Just Words Facilitator Certification is a year-long course. It develops teacher leaders and a culture of collaborative professional learning for school and individual development. It builds capacity within a school or district by training local teachers to help their peers implement Just Words. It promotes teacher and student success, and moves the school/district toward institutionalization of practices and increased independence.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Kendore Kingdom Word Play, 2024

VENDOR

Kendore Learning

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://kendorelearning.com/store/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Kendore Kingdom Word Play, 2024

PROGRAM SPECIFIC WEBSITE

<https://kendorelearning.com/store/workshops-trainings-c-4/>

PROGRAM OVERVIEW

Kendore Kingdom Word Play is a curriculum accredited by the International Dyslexia Association (IDA) and the International Multisensory Structured Language Education Council (IMSLEC) for structured literacy, multisensory reading instruction, and intervention for grades K-8, and remediation. The program addresses the following components: phonemic and phonological awareness, the alphabetic principle (phonics), fluency, syllabication, high-frequency words, comprehension, vocabulary (including grammar, etymology, and morphology), spelling, handwriting, oral language, and assessment. It can be used in whole-group classroom settings for Tier I instruction, as well as small-groups and one-on-one for intervention for Tier II and III settings. Educators are provided with a teacher manual, multisensory teaching tools, fluency drills, games and activities, tools for assessment, instructional routines, and ongoing support from Kendore trainers. The teacher manuals clearly outline goals for instruction, and we provide Instructional Routines for each core activity, word lists of pre-mapped high-frequency and vocabulary words, and answers to phonological awareness activities. Teachers will work through the Kendore Kingdom Word Play program sequentially to systematically provide students with basic literacy skills before advancing to more advanced concepts.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Per the tenets of the Science of Reading body of research, the Kendore Kingdom Word Play curriculum and instructional practices are structured, sequential, cumulative, repetitive, cognitive, synthetic, analytic, multi-modal, and involve a speech-to-print approach, meaning students are systematically taught fundamentals and progress through to advanced morphology. Educators will use their teacher manual and activities to provide systematic, direct, and explicit instruction in phonics, which involves blending, fluency, handwriting, and oral language prompts. Our IDA and IMSLEC-accredited training uses a vetted scope & sequence that walks teachers through the research and the activities supporting it. Educators follow along with their teacher manuals to provide Kendore lessons and activities that embed phonological awareness, sound-symbol correspondences, fluent decoding of single-syllable

and multisyllabic words, spelling conventions, vocabulary, and morphology to build oral language and comprehension skills.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

The Kendore Kingdom Word Play training provides teachers with a myriad of delivery models and activities for practicing skills. Educators take part in hands-on activities that mimic the routines used in the classroom and receive feedback in real-time from Kendore trainers. In addition, they receive coaching and unlimited access to Kendore trainers for questions about implementation or content. In addition, they have a resources web page with downloadable materials, and a YouTube library with game and activity demonstration videos, content explanation videos for review, and webinars. We send teachers email newsletters during the year that follow our scope and sequence and provide more information about content and activities. Trained teachers may attend a training more than once if they need a refresher for no additional cost.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

LANGUAGE! Live, 2nd Edition, 2022

VENDOR

Lexia Voyager Sopris Inc.

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://www.voyagersopris.com/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

LANGUAGE! Live, 2nd Edition, 2022

PROGRAM SPECIFIC WEBSITE

<https://www.voyagersopris.com/products/reading/language-live/overview>

PROGRAM OVERVIEW

LANGUAGE! Live is an effective program blending personalized, online learning with teacher-directed instruction to empower struggling learners in grades 5–12. This allows students to focus on fundamental skills as they practice at their own pace online, while still receiving teacher-directed instruction for more complex literacy skills. LANGUAGE! Live's balance of individualized learning and teacher support ensures student success and growth. The systematic scope and sequence and learning progression in LANGUAGE! Live improves students' basic decoding, spelling, grammar, comprehension, vocabulary, and writing skills.

LANGUAGE! Live is thoughtfully designed to build students' foundational skills: phonological awareness, phonics, spelling, word use, sentence structure, and fluency. Using the two daily learning components, the Word Training component allows students to become proficient in these essential foundational skills through a self-paced environment before starting more advanced word study teacher-led instruction in the Text Training component. Since spelling, word recognition, and recognition of meaningful parts of words (morphemes) depend on the same underlying knowledge of language forms and systems, students learn to analyze words structurally. Focusing on identifying the constituent parts of words results in improved spelling, better word attack skills, and a stronger ability to read fluently for comprehension.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Combination of computer-based or online instruction and teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

LANGUAGE! Live was carefully crafted to support secondary teachers with the science to teach reading effectively, everything from phonics and grammar to comprehension and writing. It includes reliable, effective measures to assist in planning instruction, determining grouping strategy, differentiating instruction, and measuring effectiveness through progress monitoring.

Applied through Structured Literacy, LANGUAGE! Live's instruction grounded in the science of reading is explicit, systematic, cumulative, diagnostic, and responsive. Students learn skills and concepts explicitly through clear models and targeted practice, follow developmental sequence and order from simple to complex, and continuously increase knowledge through

the introduction of more complex concepts and skills, all while monitoring with adjustments to instruction as needed.

LANGUAGE! Live was developed by an author who has spent her lifetime studying the science of reading. Dr. Louisa Moats (along with contributing authors Debra D. Coultas, M.A., Sheryl Ferlito, Ed.S., and Anne Whitney, Ed.D., CCC-SLP) intentionally developed the program around the fundamental understanding of the reading brain.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Voyager Sopris supports effective implementation of our high-quality instructional programs through responsive training options, provided to strategically meet teachers where they are and equip them with the tools and strategies that are shown to empower student achievement. Our Customer Success team delivers customized implementation plans that drive professional learning support toward meeting customers' instructional goals. Voyager Sopris offers varied courses and modalities for training, ensuring that our partners have true flexibility in selecting professional learning that meets their unique needs. We value educators' time, prioritizing virtual support so that teachers can digest and internalize professional learning resources at their own pace.

Our Customer Success team aims to build strong partnerships based on successful implementations of our solutions through robust offerings:

- Initial and ongoing product training designed to promote effective delivery of instruction.
- Continuous progress-monitoring that empowers our partners to align support toward achieving instructional goals for teachers and academic proficiency goals for students, driven by data.
- High-quality, in-the-moment support for teachers and other personnel through calls, emails, and on-demand self-service resources—intentionally designed to meet the needs of today's educators.

Our professional learning design is easy to implement across the district, at many different schools, or individual schools. It consists of training sessions, optional coaching, and educator self-evaluations, all of which ensure fidelity of implementation. In addition to live professional learning available for purchase, LANGUAGE! Live teachers and administrators have access to on-demand professional learning and implementation support resources online. Questions can also be submitted by contacting support@voyagersopris.com or (800) 547-6747.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Lexia Power Up Literacy, V5.1, 2023

VENDOR

Lexia Learning Systems, LLC

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
6th Grade, 7th Grade, 8th Grade, 9th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://www.LexiaLearning.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Lexia Power Up Literacy, V5.1, 2023

PROGRAM SPECIFIC WEBSITE

<https://www.lexialearning.com/powerup>

PROGRAM OVERVIEW

Lexia® PowerUp Literacy®, Grades 6+ enhances core English Language Arts instruction for non-proficient readers. Based on the Science of Reading, PowerUp blends browser-based online student-driven instruction with offline educator-delivered lessons and independent skill-based activities to accelerate the development of fundamental literacy and higher-order thinking skills through addressing the instructional needs of a wide range of students, from students not on grade level to nearly proficient readers.

The program identifies skill gaps and provides a personalized, systematic instructional environment focused on Word Study, Grammar, and Comprehension, with vocabulary development woven into all the strands. This explicit instruction prepares students to comprehend and engage with complex texts across a range of genres. Embedded progress monitoring, actionable data, and targeted lessons empower teachers to deliver the exact instruction each student needs.

Over 800,000 adolescent students across the U.S. received literacy assistance from PowerUp during the 2022-2023 school year. Result: the number of students working on advanced comprehension skills increased 5x across the school year.

- See PowerUp: The Research Speaks for Itself.
(<https://view.highspot.com/viewer/65d8018347aeb4c9b0625b5b>)
- Please review the PowerUp Overview Brochure for more information about this comprehensive and personalized program.
(<https://view.highspot.com/viewer/65d886832789a8f557b8cc42>)

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Combination of computer-based or online instruction and teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Research evidence from comprehensive literature reviews informed PowerUp’s design and development process and its scope, sequence, and instructional approach. The keystone of PowerUp’s success is its basis in the Science of Reading. The program’s research-based scope and sequence is rooted in the components of reading comprehension identified by the Simple View of Reading: Word Study (Decoding), Grammar (Language Comprehension), and

Comprehension (Reading Comprehension). These components are predictive of reading and academic success.

In the Word Study Strand, students learn skills and concepts that advance their accuracy and automaticity for reading texts and their ability to decode and understand multisyllabic academic words. The Word Study strand also helps students build phonological and phonemic awareness through blending, segmenting, and sound manipulation activities. They engage in activities that increase their awareness of the orthography of English, such as matching sounds to letters, and building knowledge of reliable spelling patterns.

In the Grammar Strand, students build skills with grammar concepts, sentence construction, and the structure of various text genres while further developing comprehension and composition skills.

In the Comprehension Strand, students learn skills and strategies that help them analyze literary and informational texts of increasing complexity for deep meaning and understanding.

For more information, please see PowerUp and the Science of Reading for Ohio at <https://view.highspot.com/viewer/65d887f72789a8ff420b09b4>.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Varied learning pathways are available through live, facilitated, and self-paced sessions that provide opportunities for robust discussion, reflection, and application. Options include synchronous and asynchronous Professional Learning Sessions, National Live Online virtual sessions, the online Lexia Academy, and Professional Learning Community Guides.

Lexia offers both free support and premium Success Partnerships to assist educators with implementation:

- **Help Desk Support:** Lexia’s Customer Support is available through email, online chat, and telephone. In addition, Lexia offers an online Help Center—a self-serve, searchable database that provides customers with information about Lexia’s programs, rostering, and technical setup at any time. For more information on how to Contact Support, please see <https://help.lexialearning.com/s/>.
- **myLexia Resources:** The myLexia educator website contains a Resources Hub comprised of hundreds of useful resources to help teachers, administrators, and literacy leaders utilize and understand Lexia’s programs. The Hub includes items such as a Scope and Sequence, a Reports Guide, a Teachers Manual, and access to a Demo Site for educators to explore at any time.
- **Lexia Customer Success Partnerships:** Strong leadership teams are essential to launching and sustaining successful initiatives. Lexia Success Partnerships bundle services, tools, expertise, and guidance to support school and district leaders. Success Partnerships include targeted conversations, tools, and professional learning to build capacity and enhance the strengths of school and district leaders. Lexia’s District Success Partnerships and School Success Partnerships empower leaders in different

roles to develop their capacity, knowledge, and confidence to successfully lead the Lexia implementation and produce student literacy gains.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Lexia® Core5® Reading v5.1, 2023

VENDOR

Lexia Learning Systems, LLC

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://www.lexialearning.com/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Lexia® Core5® Reading v5.1, 2023

PROGRAM SPECIFIC WEBSITE

<https://www.lexialearning.com/core5>

PROGRAM OVERVIEW

Lexia® Core5® Reading, Grades PreK-5, is the company's award-winning flagship product that has set the standard for technology-based reading instruction. Built upon the Science of Reading, Core5 provides students of all abilities with a truly adaptive and individualized learning experience to advance their reading skills in phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension. Core5 targets skill gaps as they emerge, providing teachers with the data and student-specific resources they need for individual or small-group instruction. This research-proven approach accelerates reading skill development, predicts students' year-end performance, and provides teachers with data-driven action plans to help differentiate instruction. The educator website, myLexia®, provides Core5 reports and resources for accelerating learning.

As a SaaS solution, Core5 is available anytime and anywhere and has successfully improved the reading achievement of students in Tier II, Tier III, and Special Education intervention programs. Students with a range of intellectual disabilities use Core5 in self-contained classrooms with highly qualified Special Education teachers. Among those students with moderate to severe intellectual disabilities, Core5 is often used to develop early literacy skills such as letter naming, rhyming, and listening comprehension. Schools serving students on the autism spectrum and other non-verbal students have found Core5 to be an engaging and essential aspect of their language curriculum.

Please review the Core5 Overview Brochure for more information about this comprehensive and personalized program that is closing the literacy gap with 3.7 million students nationwide at <https://view.highspot.com/viewer/65d86a8d086e32abceaeaa55>.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Combination of computer-based or online instruction and teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Core5 is grounded in scientific research on best practices for reading development and instruction. The program's pedagogical background is based on key principles derived from the Science of Reading, emphasizing the cumulative and systematic nature of reading development. The systematic scope and sequence ensure that skills are built over time. As students work through online activities and offline lessons, they receive explicit instruction in

essential elements, including phonemic awareness, phonics, vocabulary, fluency, and comprehension. Diagnostic information is collected as students work through embedded assessments. This ongoing data collection helps educators differentiate instruction without the need to stop instruction for a testing event and provides personalized, data-driven action plans and resources for each student.

For more information on Core5's pedagogical background, see:

- Core5 Alignment to Evidence-Based Reading Principles (<https://lexialearning.highspot.com/items/6512e350bbc3b842f84e2385?lfrm=srp.1>)
- Core5 & The Science of Reading for Ohio (<https://view.highspot.com/viewer/65d86bc1174731bef22e660d>)

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Varied learning pathways are available through live, facilitated, and self-paced sessions that provide opportunities for robust discussion, reflection, and application. Options include synchronous and asynchronous Professional Learning Sessions, National Live Online virtual sessions, and Professional Learning Community Guides.

Lexia offers both free support and premium Success Partnerships to assist educators with implementation:

- **Help Desk Support:** Lexia's Customer Support is available through email, online chat, and telephone. In addition, Lexia offers an online Help Center—a self-serve, searchable database that provides customers with information about Lexia's programs, rostering, and technical setup at any time. For more information on how to Contact Support, please see <https://help.lexialearning.com/s/>.
- **myLexia Resources:** The myLexia educator website contains a Resources Hub comprised of hundreds of useful resources to help teachers, administrators, and literacy leaders utilize and understand Lexia's programs. The Hub includes items such as a Scope and Sequence, a Reports Guide, a Teachers Manual, and access to a Demo Site for educators to explore at any time.
- **Lexia Customer Success Partnerships:** Strong leadership teams are essential to launching and sustaining successful initiatives. Lexia Success Partnerships bundle services, tools, expertise, and guidance to support school and district leaders. Success Partnerships include targeted conversations, tools, and professional learning to build capacity and enhance the strengths of school and district leaders. Lexia's District Success Partnerships and School Success Partnerships empower leaders in different roles to develop their capacity, knowledge, and confidence to successfully lead the Lexia implementation and produce student literacy gains.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Magnetic Reading Foundations, 2023

VENDOR

Curriculum Associates, LLC

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Fluency	Yes

Vendor Information

VENDOR WEBSITE

<https://www.curriculumassociates.com/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Magnetic Reading Foundations, 2023

PROGRAM SPECIFIC WEBSITE

<https://www.curriculumassociates.com/programs/i-ready-learning/magnetic/magnetic-k-2>

PROGRAM OVERVIEW

Magnetic Reading Foundations for grades K–2 is a Science of Reading- and standards-aligned foundational skills program that includes everything educators need to deliver explicit, systematic foundational skills instruction to K–2 students in several key areas of the 5 components of reading, including the foundational skills domains of phonological awareness, concepts of print, letter formation, phonics, high-frequency words, word analysis, and fluency. Specifically, phonics, fluency, and phonological awareness make up core components of the foundational coverage. High-interest fiction and nonfiction texts draw young readers to grade-level learning, helping to solidify crucial foundational skills. Age-appropriate learning opportunities ensure all students are engaged and have access to the right content at the right time.

The program’s routines at point of use support easy implementation with fidelity, and assessments ensure teachers know what to do next. Students read about real topics and build background on the unit topic through activities in the unit opener and topically connected texts.

Digital Access for *Magnetic Reading Foundations* (through *Magnetic Reading Foundations Teacher Toolbox*) provides educators with digital access to session materials and assessments to differentiate instruction for individuals and small groups, plus interactive tutorials and supplemental resources (e.g., slides for every session, articulation videos, Fluency Practice & Assessment) to support student achievement.

The program allows for a wide range of letter knowledge and ability in a kindergarten class, and it includes generous periods of review at the beginning of grades 1 and 2. There are opportunities for differentiation with reteach moments during the session that differ from the regular instruction. Instructional Next Steps, tied to the assessments, are offered, and Tools for Instructions are also included and appropriate for small group differentiation. English Language Supports appear at point of use throughout the instructional sessions.

All assessments in *Magnetic Reading Foundations* provide Instructional Next Steps that give teachers actionable next steps for differentiating instruction based on student progress. Students also have an opportunity to demonstrate mastery during the Let’s Read! part of the lesson. A robust offering of small-group resources is also available in *Magnetic Reading Foundations Teacher Toolbox*. These are aligned to each week of instruction. Teachers can use these resources flexibly with small groups of students to meet Tier 2 requirements. Many of

these resources include multiple ways of teaching each skill, providing educators with a range of options for meeting students' needs.

Magnetic Reading Foundations has earned perfect scores and an exemplary “all-green” rating from EdReports, receiving all possible points across all indicators in both Foundational Skills Gateways.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Magnetic Reading Foundations is a Science of Reading-aligned, comprehensive foundational skills program. Careful attention was paid during program development to adhere to best practices, such as no reference to memorizing sight words or use of decoding strategies that promote guessing.

The program includes explicit instruction followed by teacher modeling and student application and practice. Instruction is systematic and follows a research-based scope and sequence that starts with simple sounds and concepts and progresses to more complex sounds and concepts.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Curriculum Associates' professional learning offerings strengthen instructional practice to create engaging, foundational literacy classrooms through in-person or virtual sessions for teachers, instructional coaches, and leaders.

Whether educators are just getting started or looking for tailored support sessions to reinforce specific practices, choose from our offerings to curate a professional learning experience to make the biggest impact on instruction and accelerate growth for all students. Session topics include:

- Building Foundational Skills
- Monitoring and Assessing Student Performance
- Planning for Small Group Instruction
- Supporting All Learners with Flexible Small Group Instruction
- Teaching with Multimodal Approaches
- Strengthening Instructional Routines (Coming Back to School 2024)
- Planning and Pacing Magnetic Reading Foundations Instruction (Coming Back to School 2024)

Consultative leader-focused sessions provide opportunities to reflect on Magnetic Reading Foundations implementation and identify actionable next steps to support teachers. Areas of focus include Small Group Instruction, Data-Driven Instruction, and Planning and Pacing.

For continued training, we offer free professional learning through our Online Educator Learning (OEL) platform. Our digital courses teach product features, suggest implementation

best practices, and share ways educators across the country use Curriculum Associates products in their classrooms. i-Ready Central (<https://i-readycentral.com/>) is a website teachers can access 24/7 for resources around planning, teaching, monitoring, scaffolding, and differentiating. Additionally, we offer Collaborative Learning Extensions (CLEs) via i-Ready Central. Additional implementation resources are also available on i-Ready Central. Users can also access the Program Implementation resources via the Teacher Toolbox, which provides a wide array of resources to support implementation, such as background information on the curriculum and routines, instruction planning resources, resources to address learner variability, and more.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

mClass Intervention, 2022

VENDOR

Amplify

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://www.amplify.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

mClass Intervention, 2022

PROGRAM SPECIFIC WEBSITE

<https://amplify.com/programs/mclass-intervention/>

PROGRAM OVERVIEW

mCLASS Intervention combines staff-led instruction with automated targeting of students' specific needs leveraging the power of advanced mobile technology and sophisticated data-analysis algorithms.

Designed to meet the needs of K-6 students who are struggling with reading, mCLASS Intervention is a staff-led, intervention program. It encompasses the five core concepts of reading: phonological awareness, phonics, vocabulary, fluency, and comprehension.

The process begins with mCLASS Intervention automatically analyzing item-level DIBELS 8th Edition data to pinpoint the ideal focus area for each student. It then groups students with similar focus areas into small, homogeneous clusters. Following this, lessons are prepared, targeted explicitly for the educators, and modified based on progress monitoring data.

These lessons are compiled from a repository of over 4000 engaging, research-backed activities, using the skill profiles and optimal focus areas of the students in each group.

The program allows educators to devote more time to serving students by relieving them from the burden of time-consuming data analysis and spreadsheet manipulation.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

mCLASS Intervention is anchored in the principles of the science of reading and the simple view of reading. It emphasizes the five components of reading, as well as oral language. The Simple View of Reading underscores the necessity of two major skills: decoding (converting written words into speech) and comprehension (understanding the decoded speech). While decoding skills enable efficiency in reading new words and developing reading fluency, students are required to master the written code for successful reading. mCLASS Intervention targets the specific skills students need based on data to help students master the written code and basic comprehension using strong, research-based instructional activities.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

For more than a decade, Amplify has provided high-quality customized professional development to meet the specific needs of educators at all levels and improve student outcomes across multiple schools, districts and states. Amplify provides robust professional development offerings that may be tailored to meet the specific needs of educators throughout Ohio. Our professional development opportunities are proven to support effective implementation, skill-focused data analysis, and strategic instructional planning to improve outcomes for all students. As a result, participants in our sessions leave feeling excited and prepared by our training sessions.

Amplify looks forward to collaborating with district stakeholders to deliver a targeted professional development plan that will help educators deepen their ability to leverage data and use it to improve student outcomes through mCLASS Intervention.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Morphology Plus, 2022

VENDOR

Institute for Multi-Sensory Education

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://www.imse.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Morphology Plus, 2022

PROGRAM SPECIFIC WEBSITE

<https://imse.com/training-descriptions/morphology/>

PROGRAM OVERVIEW

IMSE's Morphology Plus curriculum includes teacher and student materials to equip teachers with implementing IMSE's morphology scope and sequence for teaching prefixes, suffixes, Latin bases, and Greek bases.

IMSE Morphology Plus curriculum is based on the tenets of the science of reading and structured literacy and has an explicit, systematic, multisensory process used for various instructional components (e.g., reviewing previously taught concepts [Three-Part Drill], teaching a new concept, application of words and sentences, applying morphemes to connected texts, and explicit vocabulary instruction). Consistent routines that carry throughout the content and are rooted in guided procedures where the new skill is introduced, defined, and modeled with opportunities for review and repeated practice. Systematic instruction supports students' confidence as learned routines are used on a daily basis.

Concepts are introduced through a carefully planned sequence, progressing from easier to more difficult. Cumulative reviews are an important component of IMSE's methodology. The curriculum has a heavy focus on morphology recognition and analysis, spelling, and writing, fluency, vocabulary, and comprehension. Instruction is designed to build automatic decoding and encoding of multisyllabic words containing morphemes in order to build fluency and vocabulary knowledge as pathways to comprehension.

Materials in IMSE's Morphology Plus course are designed to be used at all tiers—for general education students, small group, and students requiring intensive intervention. Providing morphological instruction is an evidenced aligned means to engage students in developing a more sophisticated layer of language and vocabulary knowledge. The approach also benefits second language learners in helping to bridge first language and second languages.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Teachers are provided with current, evidence-based practices and resources grounded in reading science. Our Structured Literacy materials are based on the Science of Reading, including the following four theoretical models: the Simple View of Reading (Gough &

Tunmer, 1986), Scarborough’s Reading Rope (Scarborough, 2011), Ehri’s Four Phases of Word Reading (Ehri, 1996), and the Four-Part Processing Model for Word Recognition (Seidenberg & McClelland, 1989). According to the International Dyslexia Association (IDA, 2015), “This approach [Structured Literacy] not only helps students with dyslexia, but there is substantial evidence that it is more effective for all readers.”

IMSE Morphology + is aligned with the following research underscoring the importance of explicitly teaching morphology:

- Knowledge of morphemes (the smallest units of meaning in language) provides additional information regarding spelling and reading; it also expands vocabulary (Henry, 1988, 1993, 2010a, 2019).
- Studies suggest that proficient readers and spellers use morphological knowledge as they read and spell, whereas poor readers and spellers “lack awareness of the presence of base forms within derived counterparts, and they lack specific knowledge about how to spell suffixes and how to attach suffixes to base words correctly” (Carlisle, 1987, pp. 106-107).
- Morphological awareness training significantly increases comprehension and spelling of complex words in 4th- and 5th-grade students (Elbro & Arnbak, 1996; Arnbak & Elbro, 2000).
- Greek and Latin bases are found within multisyllabic words and make up 60% of the English language (Henry, 2010a).

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Morphology+ Structured Literacy Course (30 hours) is delivered in-person or synchronous/virtually. Registration can occur using vouchers, as a district, or individually. Courses are conveniently done in many options: traditional sessions (Monday-Friday, 6 hours per day); semester (10 sessions, 10 weeks); evening sessions (10 sessions, 3 hours per session); weekend sessions (4 sessions, 7.5 hours per session); 1-day per week (5 sessions, 5 weeks) or bi-weekly sessions (twice a week for 5 weeks). Registration can occur at <https://imse.com/training/>.

Morphology+ Structured Literacy Course is for teachers of students grades 3 and up and explores the research, assessment, intervention and application of orthography (the conventional spelling system of a language), morphology (the study of the forms of words using affixes, Latin and Greek bases), advanced word study/spelling; assessment; planning and implementing intervention; fluency, vocabulary, and comprehension; research and characteristics of struggling reading, including those of dyslexia.

Included in the course—and mailed to participants’ homes—are printed copies of training manuals, all teaching materials (K-3), manipulatives and digital copies of student materials. The interactive course uses explicit instruction, role play, lesson planning, assessment, and routines to span the scope and sequence, K-2 and how to address older learners (grade 3+).

After one week of intensive training, teachers can walk into their classrooms and implement the curriculum immediately.

Support beyond the course:

- Assigned District Partnership Consultant to ease implementation
- Coaching is available
- IMSE can support Ohio educators in meeting the Ohio requirements for K-3 teachers and District/Site Specialists.
- IMSE's courses are approved for graduate credits through Ashland University.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Connections: OG in 3D®, 9th Edition, 2007

VENDOR

The APPLE Group, INC.

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://www.applegroupdyslexia.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Connections: OG in 3D®, 9th Edition, 2007

PROGRAM SPECIFIC WEBSITE

<https://applegroupdyslexia.com/connections>

PROGRAM OVERVIEW

Connections: OG in3D® is a structured literacy, IDA-Accredited Plus Program, with accreditation based on both efficacy and effectiveness, as supported by student data. It is designed to systematically teach the entire structure of the English language for both general education and students at risk for reading difficulties. Concepts are taught from concrete to abstract through hands-on lessons with 3D materials. Students can "hold" and manipulate a sound in their hands. Five levels of phonemic awareness, 26 letters, 44 sounds, and 166+ ways to spell those sounds are taught using multisensory techniques and manipulatives.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Connections® training and curriculum is based upon decades of rigorous reading research and cognitive science showing how the brain learns to read and why some students have difficulty learning to read. Teachers learn this research through hands-on demonstrations and then learn to apply the research within each part of the Connections® lesson. Connections® is completely aligned with the science of reading. The most extensive review for a program's alignment to standards and practices for foundational skills and alignment with the science of reading and strategies for effective literacy instruction is through the International Dyslexia Association and The Center for Effective Reading Instruction. Vetted for many months by a committee of science of reading experts, The Apple Group/Connections® was accredited at the highest level for teaching the Knowledge and Practice Standards of the Science of Reading. Those accreditations are achieved only through proof of effectiveness of instruction. Two years of data are required for submission and review of efficacy.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Known for its integrated training combining both theory and hands-on practice, the Connections program includes interactive materials for participants to use when learning and in their own classrooms. Curriculum encourages professional learning that deals concretely with how the materials can be effectively implemented. The material in the training is taught to mastery with constant trainer/teacher interaction. After the initial training, the participants

have access to free, ongoing training providing continued training, modeling, and support. This occurs via live video using ZOOM and Thinkific. Scheduled video training sessions and webinars occur every month and feature topics requested by participants. The sessions also review and demonstrate advanced lessons as the interventionist/classroom teachers progress through Connections lessons with their students. Connections: OG in 3D-trained interventionist/classroom teachers have access to the trainers daily, by email or by phone. There is a Connections: OG in 3D-trained live Facebook site that is the most used support system for daily communication, question and answer sessions, and continued uploading of videos and resources by trainers. Additional ongoing training and support: The APPLE Group offers ongoing training and support packages for school districts who request scheduled walk throughs and onsite follow-up training.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Phonics First Level 1, 2024

VENDOR

Brainspring

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade	Phonological and Phonemic Awareness, Phonics and Word Study	Yes

Vendor Information

VENDOR WEBSITE

<https://www.brainspring.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Phonics First Level 1, 2024

PROGRAM SPECIFIC WEBSITE

<https://brainspring.com/phonics-first-1/>

PROGRAM OVERVIEW

Phonics First® Level I is intended for grades K-3 General Education and K-5 Special Education, Intervention, and Resource.

This comprehensive and highly intensive course qualifies teachers to bring Orton-Gillingham multisensory instruction to their classrooms. Phonics First® transforms beginning, struggling, at-risk readers, and students with dyslexia and learning differences into skilled learners through our effective, fun, multisensory approach to reading and spelling.

Participants learn to teach:

- Alphabet and phonological awareness strategies
- Basic and advanced phonetic concepts for decoding and encoding
- A Three-Part Drill for structured review
- Tactile/kinesthetic spelling techniques for phonetic and non-phonetic words
- Syllabication for multisyllabic words (8 Syllable Types/3 Syllable Patterns)
- Higher-level spelling skills
- Oral reading/connected text fluency

Additional benefits:

- Guidance with lesson planning and classroom implementation
- Opportunities for hands-on lesson practice with other participants
- Emphasis on teaching reading to beginning, struggling, at-risk readers, and students with dyslexia and learning differences using Orton-Gillingham methodology
- Complimentary Brainspring Members Area Access: reproducible lesson resources and activities

Upon completion, participants will:

- Receive a document of completion
- Be prepared to teach Phonics First® phonics (decoding and encoding) content to kindergarten through 5th grade students at all Tiers
- Be eligible for Level II and to apply for Brainspring's nationally recognized certification program
- Be eligible to purchase two Graduate Credits (Ashland University)

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Based on comprehensive research in phonological awareness, phonics, fluency, vocabulary, and comprehension, the Phonics First® Level I program directly incorporates the Science of Reading into each part of its Five-Part Lesson Plan. Below are examples of essential components of the program. Each component reinforces and supports the Science of Reading framework.

- Explicit/systematic phonological awareness practice moves students from accuracy to stability to automaticity in phonological awareness skills
- Explicit/systematic phonic decoding and encoding practice build students' orthographic lexicon
- Spiral review of taught phonemes/graphemes
- Multisensory introduction of new phonemes/graphemes through auditory/visual/kinesthetic discovery
- Use of Sound Wall aids in improving encoding and decoding
- Opportunities for practice in encoding and decoding newly learned phonemes/graphemes
- Vocabulary development through meaning discussions of words that have been decoded/encoded
- Inclusion of orthographic mapping in the discussion of irregularly spelled sight words
- Opportunities for repeated practice with reading controlled/decodable text builds fluency

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Phonics First® Level I is offered in the following platforms:

- In-Person
- Self-Paced
- Livestream
- Hybrid

*All materials are included in Brainspring's professional development.

Ongoing Support includes:

- Phonics First® Review- For participants who completed the professional development, the review provides one-year access to the content taught in Phonics First® Level I.
- Brainspring Interactive Library- Provides instant access to key teaching materials. The digital materials include automatically updated content, ensuring teachers always have the current edition, which reflects updates and new content.

- Members Area (included with course)- Brainspring Members Area contains information and resources to support educators with implementation, classroom activities, and other tools to support instruction.
- Coaching- Refresh instructional strategies from the course, learn ways to individualize components for all students, and receive guidance for incorporating Phonics First® into your schedule.
- Private group on social media platform for trained educators to ask questions, share ideas, and receive feedback.
- YouTube channel- Quick videos on a variety of topics. We publish videos on the use of our three-part drill, blending board, sand trays, and other aspects of our program.
- Brainspring Newsletter- Keeps educators informed of upcoming professional development, webinars, events, conferences, legislative changes, and a multitude of other education-related information.
- Brainspring Orton-Gillingham Podcast- Brainspring has a regular podcast released on Pod Bean, Apple Podcast and Android phones. We answer listener questions, conduct interviews, and cover related topics in the educational field.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Phonics for Reading, 2024-2025

VENDOR

Curriculum Associates, LLC

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Fluency	Yes

Vendor Information

VENDOR WEBSITE

<https://www.curriculumassociates.com/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Phonics for Reading, 2024-2025

PROGRAM SPECIFIC WEBSITE

<https://www.curriculumassociates.com/programs/i-ready-learning/phonics-for-reading>

PROGRAM OVERVIEW

Authored by Dr. Anita Archer, Phonics for Reading 2024-2025 is an intensive phonics intervention program designed for students in grades 3–12. The program provides systematic, explicit instruction to accelerate student acquisition of foundational skills—phonemic awareness, phonics, high-frequency words, and spelling—in service of decoding, word recognition, and fluency. Phonics for Reading also provides instructional support for vocabulary, background knowledge and comprehension. Notable features include:

- Instructional design informed by the most recent reading research
- Explicit, systematic instruction with embedded routines that allows for seamless implementation
- Proven scope and sequence that accelerates the acquisition of decoding skills
- Plentiful targeted practice
- Close monitoring of student performance with immediate feedback
- Embedded strategic support for vocabulary and comprehension
- Designed to support older students, students with dyslexia, and English Learners

Three levels of content (Student Book, Teacher’s Guide, and Teacher Toolbox) can be used to improve students’ decoding skills. Designed to appeal to older students, each level features consistent teaching routines, repeated practice, and immediate corrective feedback.

Longer, decodable texts—both informational and literary—help students build confidence while engaging with age-appropriate information and sophisticated ideas.

Differentiation is driven by data:

- Identify Striving Readers with i-Ready: i-Ready data pairs seamlessly with Phonics for Reading to identify the students who will benefit from intensive phonics intervention. Educators can also use other assessments to identify these students.
- Start each student where they will succeed: Phonics for Reading includes a fast-paced, facilitator-administered Placement Test to group students and start them in the level where they will make the most progress.
- Monitor progress and see meaningful results: Frequent Unit Check-Ups in Phonics for Reading identify the students who are ready to move ahead and those who need additional practice.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Phonics for Reading is founded on the Science of Reading. The program builds on decades of key research findings about how students acquire the skills they need to become fluent, accurate readers. Each explicit and systematic lesson integrates research on best practices for intervention, including routine-based instruction, clear modeling, targeted practice, and immediate corrective feedback. Phonics for Reading integrates the Science of Reading with a thoughtful instructional design to support older students to accelerate mastery of decoding skills.

Dr. Anita Archer leverages decades of reading research into both the Science of Reading and the Science of Instruction.

What You Teach: The Science of Reading

- Phonemic Awareness
- Phonics and Word Recognition: Single-Syllable and Multisyllabic Words
- High-Frequency Words
- Encoding (i.e., Spelling)
- Comprehension and Vocabulary
- Fluency (i.e., Accuracy, Rate, Expression)

How You Teach It: The Science of Instruction

- Explicit, Systematic Instruction
- Skills progress from simple to complex
- Lessons include clear explanations and consistent routines
- Teacher demonstrates (i.e., I do)
- Students actively participate
- Teacher provides corrective feedback (i.e., We do)
- Lessons include targeted, independent practice (i.e., You do)

What They Learn: Fluent, Accurate Reading

- Fluent, accurate readers will build more vocabulary, more background knowledge, and more comprehension

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Curriculum Associates offers fee-based professional learning, plus ongoing support, to help educators integrate the research-based instructional practices that underlie Phonics for Reading.

After the initial product training, there is optional add-on implementation and coaching support for teachers. This training is intended to strengthen using the program, data routines

(via progress monitoring and i-Ready), and ensure foundational understanding of program strengths and benefits and how it complements core instruction.

Targeted Intervention with Phonics for Reading 2024-.02025: (fee-based). In this introductory course, educators explore how Phonics for Reading provides systematic, explicit phonics intervention for striving readers in grades 3–12. They examine the program organization and lesson design as well as how to make placement and grouping determinations.

Introducing Phonics for Reading 2024-2025: This digital course (free) offers an overview of Phonics for Reading 2024-2025. It includes steps for getting started including identifying students who will benefit from intervention and grouping students based on results from the Placement Test as well as how to deliver engaging and interactive lessons. Throughout the course, educators answer questions to create an implementation plan of next steps they need to take to implement Phonics for Reading.

Phonics for Reading Activity Library: This digital offering (free) builds on learning from the Targeted Intervention with Phonics for Reading 2024-2025 course by providing exploration of each activity in the program with videos to support learning.

Coming in Fall 2024! Consultative leader-focused sessions provide opportunities to reflect on Phonics for Reading implementation and identify actionable next steps.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Phonics, Reading, and Me TM, 1st Edition, 2023

VENDOR

Learning Without Tears

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade, 3rd Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Fluency	Yes

Vendor Information

VENDOR WEBSITE

<https://www.lwtears.com>

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Phonics, Reading, and Me TM, 1st Edition, 2023

PROGRAM SPECIFIC WEBSITE

<https://www.lwtears.com/solutions/reading/phonics-reading-and-me>

PROGRAM OVERVIEW

Target Audience: K-3; Instructional Focus: K-3 foundational skills curriculum: phonological and phonemic awareness, phonics and word study, fluency. Instruction includes 1) explicit, systematic phonics instruction, 2) explicit instruction in lessons, 3) small-group / intervention/ independent texts, and 4) assessments to support students at differentiated levels. It is designed to be used flexibly alongside other literacy curricula, complement core programs, and supplement foundational skills gaps through the use of extensive reading with rich, connected text.

The program prioritizes phonological/phonemic awareness (Sets A and B), phonics, word study skills, and fluency.

Phonological and Phonemic Awareness (Sets A and B): refers to the ability to hear, identify, and manipulate individual sounds, or word parts, in spoken words.

Phonics is the ability to connect sounds with spelling patterns. Phonics, Reading, and Me (PRM) supports orthographic mapping so that students become automatic readers. Word Study includes morphological knowledge and knowledge of syllable patterns. The carefully created scope and sequence explicitly teaches like skills together for repetition to cement the learning.

Fluency: The program's fluency focus is to build letter-sound and word automaticity at the early grades then move to accessible text with multiple levels of support. In Sets C and D, each lesson begins with fluency modeling and practice to build with multiple opportunities during the multiple reads of texts to build appropriate levels of fluency with informational and fictional decodable text.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Combination of computer-based or online instruction and teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Phonics, Reading, and Me targets the transfer of foundational skills to fluent reading. It is built on reading science. It's based on meta-analyses that have shown results with phonemic awareness, phonics, word study, oral language, vocabulary, fluency, and comprehension. Reading experts including Dr. Miriam Ortiz, Dr. Deborah Reed, Dr. Kathleen (Kit) Mohr, and Dr.

Katherine (Kay) Stahl advised. Evidence was gathered from beta, pilot, and efficacy sites, and materials were adjusted based on findings. PRM is based on the science of reading with 1) a systematic framework, moving from simpler to more complex skills, 2) explicit instruction with ample modeling and practice, 3) cumulative review, 4) focus on high-utility skills, 5) meaningful application with a high volume of reading and responsive writing, and 6) intensive data-based scaffolding and purposeful extensions.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Learning Without Tears (LWT) believes in creating interactive professional learning opportunities that incorporate a hands-on, minds-on approach to inspire, empower, and help educators thrive. This belief is evident throughout PRM's professional learning opportunities. During the Getting Started learning experience, educators will explore and prepare to teach their first lesson within their assigned set. Educators will also have opportunities throughout to synthesize their learning independently and collaboratively and reflect on their practice.

- In addition, to the real-time application occurring within the professional learning session, educators will complete a short knowledge check following Getting Started and Deeper Dive sessions, which also provides formative data for the Implementation Coaching which can follow.
- PRM includes several support resources embedded within the print and digital components to ensure a strong implementation. Each lesson includes point-of-use supports to ensure educators can meet the diverse needs of their learners such as, decoding, and multilingual learner supports embedded within each teacher lesson card. In addition to the lesson cards, formative assessment cards support the work at the beginning of each unit and within each component of the instructional routine within each lesson. The formative cards aid in responsive support including if/then statements based on small-group and independent work.
- PRM digital teacher dashboard is a plethora of digital-based supports to aid and enhance instruction. Embedded within each digital version of lesson content are real-time supports such as the articulation videos. Teachers can preview digital texts and student activities to better understand what students are expected to know and do.
- The Teacher Support tab provides educators with just-in-time professional learning that focuses on unit and lesson support, suggestions/tips for instructional strategies, and ways to leverage LWT resources during PRM instruction. There are additional support documents within the Program Resources tab to enhance/support instruction and build teacher efficacy.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Read 180, 2024

VENDOR

Houghton Mifflin Harcourt

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://www.hmhco.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Read 180, 2024

PROGRAM SPECIFIC WEBSITE

<https://www.hmhco.com/programs/read-180>

PROGRAM OVERVIEW

Read 180 is a literacy program for students in Grades 3–12 who are reading one or more years below grade level. Read 180 serves as a Tier 2 and Tier 3 intervention solution, focusing on developing students' foundational literacy, vocabulary, fluency, and comprehension skills to achieve grade-level reading proficiency.

As one of the most well-researched literacy intervention programs on the market, Read 180 has been validated by numerous independent studies (Baye et al., 2016; Herrera et al., 2016), What Works Clearinghouse reports, and external evaluation sites. Evidence for ESSA, a site managed by researchers from the Center for Research and Reform in Education (CRRE) at Johns Hopkins University School of Education, has categorized Read 180 as a program demonstrating Strong evidence – the highest ESSA rating. As more than 90+ studies show, Read 180 has been successful with students of diverse backgrounds, including multilingual learners, students with disabilities, and economically disadvantaged students across the nation. Click here to review the research: <https://hnhco.com/read180research>.

The Read 180 instructional model supports multiple tiers by balancing Whole- with Small-Group Learning that is targeted to different skills based on students' needs. Read 180 offers explicit instruction in the Five Pillars of Reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension, as well as writing and knowledge-building. Each Read 180 class typically begins with Whole Group Instruction, then transitions into a rotational model including teacher-led Small-Group Instruction that include opportunities for targeted differentiation, individualized instruction and practice in the adaptive Student App, and Independent Reading that includes texts across a wide range of genres and readability. Read 180 is available in 3 Stages of instruction (upper elementary, middle, and high school) to ensure students are engaging with content that is both developmentally appropriate and at their instructional level.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Combination of computer-based or online instruction and teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Read 180 is established in the Science of Reading research and offers explicit instruction in the Five Pillars of Reading:

1. Read 180 provides purposeful phonemic awareness instruction targeting demonstrated gaps in student learning, a comprehensive sequence of skills that increases in complexity from words and syllables to smaller phonemes, and a clear connection between phonemic awareness and phonics instruction so that students can move quickly toward letter-sound correspondence and decoding/encoding. Multisensory phonemic awareness instruction includes rhyming, syllabication, blending and segmentation, and phoneme manipulation.
2. Read 180's phonics scope and sequence, designed by Dr. Marilyn Adams, systematically integrates lessons on sounds, sound spellings, high-utility high-frequency words, and strategies for unlocking multisyllabic words, providing deep instruction and systematic, adaptive practice. Assured of mastery, students then apply their learning to new words and decodable text. This allows striving readers to immediately begin building toward fluency and develop their ability to access diverse texts with increasing success.
3. Read 180 provides explicit fluency instruction across the three areas of reading: accuracy, rate, and prosody. The fluency scope and sequence includes explicit instruction in fluency development such as self-monitoring/self-correcting, rate/accuracy, and prosody, then provides narrow focus for each lesson, such as how to use end punctuation to ready for prosody. Throughout, students engage in purposeful repeated readings of the same text to build automaticity, pace, and prosody.
4. Read 180 provides research-based vocabulary instruction that includes high-priority academic and domain-specific words aligned to the unit's themes and concepts, providing multiple exposures to the words. Students are taught new words, including pronunciation and definitions, they practice new vocabulary embedded within sentence frames, and revisit as they read texts.
5. Before reading a text students watch an Anchor Video, ensuring they have the content and vocabulary knowledge necessary for comprehension. Read 180 lessons include daily text-based discussion and close reading questions that range from literal comprehension to analysis of craft & structure and author's purpose.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Implementation Support Included with Read 180:

- Getting Started: Introduction to Read 180
 - During this session participants will learn the program organization and how it aligns with the Science of Reading, lesson structure, and essential print and digital components, preparing educators to implement the first 2-3 weeks of instruction focusing on the Science of Reading.
 - Hours for Getting Started sessions are calculated based on the number of student digital subscriptions
- Read 180 Teacher Success Pathway: Unlimited Access to Guided Learning

- Educators can also access a guided learning pathway on Ed that provides a recommended sequence of live sessions, on-demand interactive media, and videos to help educators plan, teach, and assess learning using Read 180. They can join and rewatch sessions, access shared materials, and download certificates from their dashboard. Through their Ed Administration Account, leaders can register educators for Teacher Success Pathway live events to encourage usage, and gain insights on their progress through the Professional Learning Report.
- Teacher's Corner: Yearlong On-Demand Support and Live Events
 - Houghton Mifflin Harcourt (HMH) will continue to engage educators throughout the school year and adoption via Teacher's Corner on Ed. Educators will find a searchable library including classroom model lesson videos, tips from other Read 180 educators, and additional content and support from experienced Instructional Coaches.
- Leader's Corner: Yearlong On-Demand Support and Live Events
 - Offers district and site-based leader access to program support and resources in their Ed administration account to help them assist teachers with program implementation and lead a successful implementation.
- Leader Success Session: Targeted support for leaders.
 - During this one-hour live online session, leaders learn about the design and resources of Read 180. HMH Coaches share best teaching and student learning practices to observe in the classroom and help leaders develop a plan to guide implementation and set up educators for a successful start.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Reading Horizons Discovery, 2023

VENDOR

HEC Software, Inc. (d/b/a Reading Horizons)

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade, 3rd Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://www.readinghorizons.com/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Reading Horizons Discovery, 2023

PROGRAM SPECIFIC WEBSITE

<https://readinghorizons.com/reading-curriculum/elementary-reading-curriculum/>

PROGRAM OVERVIEW

Reading Horizons Discovery® is a comprehensive K–3 reading intervention program designed to equip students with foundational literacy skills essential for proficient reading. Through its strategic alignment across all grades, Reading Horizons Discovery® ensures a seamless implementation process for educators. The program's consistent instructional method employs an intentional and logical sequence, progressing from simple to complex concepts, utilizing a multisensory approach to phonics instruction.

One key differentiator of Reading Horizons Discovery® lies in its explicit and systematic lesson plans, addressing the challenge of cognitive overload commonly experienced by students in literacy acquisition. By providing scripted lessons incorporating essential reading components, such as teacher-led instruction, guided practice, and independent application, Reading Horizons Discovery® reduces cognitive load, maximizing student success.

Moreover, Reading Horizons Discovery® offers flexible resources for differentiation, catering to diverse learning profiles and individual needs. By empowering interventionists with adaptable tools, the program enables targeted support to enhance student proficiency in reading skills.

Assessment plays a pivotal role in Reading Horizons Discovery®, offering versatile options, including both digital and paper-based assessments. These assessments facilitate comprehensive data collection, enabling educators to accurately evaluate student progress and tailor interventions effectively.

Robust reporting suites further enhance Reading Horizons Discovery®'s efficacy by providing educators with comprehensive tracking and analysis capabilities. This empowers educators to identify areas of strength and weakness, make data-driven instructional decisions, and optimize learning outcomes for students.

Continuous professional development is facilitated through Real-Time Coaching, ensuring interventionists deepen their understanding of program methodologies and receive guidance for effective implementation.

Reading Horizons Discovery®'s multimodal engagement techniques and age-responsive design address challenges related to instructional confusion and age-appropriate content, respectively, fostering a supportive learning environment conducive to optimal student growth and achievement across diverse age groups.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Combination of computer-based or online instruction and teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Reading Horizons Discovery® aligns seamlessly with the science of reading, incorporating evidence-based strategies for effective literacy instruction. The program's methodology is rooted in the principles of explicit, systematic, and multisensory instruction, all of which are central tenets of the science of reading.

Explicit instruction is integrated throughout Reading Horizons Discovery®, ensuring that every aspect of literacy development is clearly and directly taught. Students are provided with clear explanations of phonics rules, letter-sound correspondences, and decoding strategies, promoting strong foundational skills.

Systematic instruction in Reading Horizons Discovery® follows a logical progression, building upon previously learned concepts in a structured manner. This sequential approach ensures that students develop a solid understanding of phonological awareness, phonics, fluency, vocabulary, and comprehension skills, laying a robust foundation for proficient reading.

Furthermore, Reading Horizons Discovery® incorporates a multisensory approach to instruction, engaging multiple senses simultaneously to enhance learning and retention. Students actively participate in activities that involve seeing, hearing, and manipulating letters and sounds, reinforcing their understanding of language structure and promoting automaticity in reading.

By aligning with the science of reading and employing evidence-based strategies, Reading Horizons Discovery® equips educators with the tools and resources necessary to effectively teach literacy skills to students in Ohio districts and schools. Through its emphasis on explicit, systematic, and multisensory instruction, the program supports the development of proficient readers who possess the essential skills needed for academic success.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Reading Horizons Discovery® offers a comprehensive professional learning and ongoing support system tailored to the needs of educators, ensuring successful implementation and sustained growth in literacy instruction.

The professional learning suite is designed to empower educators with research-based strategies, practical tools, and ongoing support, aligning closely with the science of reading. Through hands-on, practical, and flexible sessions, educators receive the necessary knowledge and skills to effectively implement Reading Horizons Discovery® over time.

To address challenges such as lack of buy-in and scheduling constraints, Reading Horizons provides customizable options, allowing districts to choose professional learning sessions based on their specific needs. This approach fosters implementation growth and ensures that

professional development efforts align closely with instructional goals and challenges. |
Approved List of Evidence-Based Reading Intervention Programs | 2024

Initial professional learning sessions lay a solid foundation for implementation, boosting educators' confidence and buy-in to effectively utilize Reading Horizons Discovery® in the classroom. Ongoing professional learning opportunities deepen educators' understanding of the program, enhancing their proficiency in delivering high-quality instruction and promoting student success.

Job-embedded coaching and asynchronous learning opportunities further support educators by providing tailored guidance and flexibility in accessing knowledge when needed. Real-time coaching, available in version 9, delivers short mini-modules precisely when teachers need them, reducing overwhelm and increasing instructional effectiveness.

Hands-on training opportunities and practice teaching sessions with constructive feedback help educators gain practical experience with materials and refine their instructional techniques. Individualized coaching sessions encourage reflection and goal-setting, building teacher confidence and deepening their understanding of the curriculum.

By visualizing best practices through modeled instruction, educators gain valuable insights into effective teaching techniques, translating theory into practice with confidence. Through these professional learning and ongoing support initiatives, Reading Horizons Discovery® ensures educators are equipped to enhance student learning outcomes effectively.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Reading Horizons Elevate, 2023

VENDOR

HEC Software, Inc. (d/b/a Reading Horizons)

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://www.readinghorizons.com/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Reading Horizons Elevate, 2023

PROGRAM SPECIFIC WEBSITE

<https://readinghorizons.com/reading-curriculum/reading-intervention/>

PROGRAM OVERVIEW

Reading Horizons Elevate® is a specialized literacy intervention program designed for students in grades 4 and above, focusing on reinforcing foundational reading skills crucial for academic success.

Aligned with the principles of explicit, systematic, and multisensory instruction, Reading Horizons Elevate® ensures a seamless continuation of literacy education beyond elementary school. The program's instructional approach progresses logically, guiding students from basic concepts to more advanced skills in a structured manner.

Reading Horizons Elevate®'s software interfaces are thoughtfully crafted to cater to the age and maturity level of older students, providing engaging and relevant learning experiences.

To address common challenges in literacy instruction, Reading Horizons Elevate® offers daily scripted lessons and flexible resources, empowering educators to meet the diverse needs of students and provide targeted support for skill development.

Assessment is integral to Reading Horizons Elevate®, offering versatile options for both digital and paper-based assessments. These tools enable educators to accurately gauge student progress and tailor interventions to address specific learning needs effectively.

Robust reporting options in Reading Horizons Elevate® provide educators with comprehensive insights into student progress, facilitating data-driven instructional decisions for personalized intervention.

Ongoing professional learning opportunities, such as Real-Time Coaching and the Reading Horizons Online Professional Learning Course™, support educators in deepening their understanding of Reading Horizons Elevate® and refining their implementation strategies.

Reading Horizons Elevate®'s multimodal engagement techniques and age-responsive design ensure that content is engaging and tailored to the developmental needs of older students, fostering a supportive learning environment conducive to optimal growth and achievement in Ohio districts and schools.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Combination of computer-based or online instruction and teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Reading Horizons Elevate® is meticulously aligned with the science of reading, incorporating evidence-based strategies to promote effective literacy instruction in Ohio districts and schools.

The program's foundation rests on explicit, systematic, and multisensory instruction, key pillars of the science of reading. Through a structured and sequential approach, Reading Horizons Elevate® guides students in grades 4 and above through a continuum of literacy skills, ensuring mastery of foundational concepts essential for proficient reading.

Aligned with the science of reading, Reading Horizons Elevate® emphasizes phonological awareness, phonics, fluency, vocabulary, and comprehension skills. By providing explicit instruction in these areas, the program equips students with the necessary tools to decode, encode, and comprehend text effectively.

Furthermore, the instructional strategies of Reading Horizons Elevate® are designed to engage multiple senses simultaneously, promoting deeper learning and retention. By incorporating visual, auditory, and kinesthetic elements into lessons, the program addresses diverse learning styles and enhances student understanding of language structure.

To support effective literacy instruction, Reading Horizons Elevate® offers differentiated resources and materials, allowing educators to tailor instruction to meet the individual needs of students. Whether through digital or print resources, educators can provide targeted support to address specific learning gaps and foster skill development.

Assessment is an integral component of Reading Horizons Elevate®, offering versatile options for both digital and paper-based assessments. These assessments enable educators to monitor student progress, identify areas of strength and weakness, and make data-driven instructional decisions to optimize learning outcomes.

By aligning closely with the science of reading and implementing evidence-based strategies, Reading Horizons Elevate® empowers educators in Ohio districts and schools to deliver effective literacy instruction that supports student success and achievement.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Reading Horizons Elevate® provides a comprehensive professional learning and ongoing support system tailored to the needs of educators, ensuring successful implementation and sustained growth in literacy instruction.

Our professional learning suite is comprehensive and flexible, designed to empower educators with the knowledge, skills, and resources needed to effectively implement Reading Horizons Elevate®. With a focus on relevance, application, and effectiveness, our approach promotes continuous growth and transformation in teaching practice.

To address common challenges such as lack of buy-in and scheduling constraints, Reading Horizons Elevate® provides customizable options for professional learning sessions. This | Approved List of Evidence-Based Reading Intervention Programs | 2024

flexibility allows districts and schools to choose sessions based on their specific implementation needs, promoting implementation growth and ensuring alignment with instructional goals.

Initial professional learning lays a solid foundation for successful implementation of Reading Horizons Elevate®, providing engaging sessions that build confidence and buy-in among educators. Ongoing professional learning opportunities deepen educators' understanding of the program and enhance their proficiency in delivering high-quality instruction.

Our professional learning offerings include job-embedded coaching, asynchronous learning opportunities, and real-time coaching (available in version 9). These tailored sessions provide educators with the support they need to implement Reading Horizons Elevate® with fidelity, promoting implementation integrity and student success.

Hands-on training opportunities and practice teaching sessions with constructive feedback empower educators to refine their instructional techniques and strategies in a supportive environment. Individualized coaching sessions further support educators in reflecting on their practice and setting goals to enhance their instruction.

By visualizing best practices through modeled instruction, educators gain valuable insights into effective teaching techniques, facilitating a deeper understanding of Reading Horizons Elevate® and enhancing their ability to implement them successfully in their classrooms.

Through our comprehensive professional learning and ongoing support initiatives, Reading Horizons Elevate® ensures educators in Ohio districts and schools are equipped to deliver effective literacy instruction that supports student success and achievement.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Reading Mastery Signature Edition, 2008, 2013

VENDOR

McGraw Hill LLC

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade, 3rd Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://www.mheducation.com/prek-12>

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Reading Mastery Signature Edition, 2008, 2013

PROGRAM SPECIFIC WEBSITE

<https://www.mheducation.com/prek-12/program/reading-mastery-signature-edition/MKTSP-UQM08M02.html>

PROGRAM OVERVIEW

Direct Instruction provides the most explicit, systematic, and accelerated instruction for students with reading and writing challenges. Direct Instruction programs are designed to meet the needs of students who are performing below grade-level expectations. Reading Mastery Signature Edition is a Direct Instruction program that will allow students to meet the rigorous demands of standards through explicit instruction, modeling, guided practice, and independent practice. Reading Mastery Signature Edition is a program with three strands of instruction: Reading, Language Arts, and Literature.

- The Reading Strand addresses all five essential components of reading. It also helps students make connections between decoding and spelling.
- The Language Arts Strand teaches the oral language skills necessary to understand what is said, written, and read in the classroom.
- The Literature Strand supports the reading strand by offering a wide variety of literary forms and text structures. It gives students multiple opportunities to practice vocabulary and comprehension strategies and write for authentic purposes.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

All instruction based on the Science of Reading requires that instructional approaches and practices are evaluated empirically and proven to provide students with clear learning advantages (Shanahan, 2020). As a learning science company, McGraw Hill is dedicated to the application of foundational and current research toward the development of products designed to improve student and educator outcomes. A large, international body of experimental, quasi-experimental, and peer-reviewed research has emerged from cognitive science, neuroscience, linguistics, developmental psychology, education, and reading experts over the last several decades. The theoretical model behind Reading Mastery, is shaped by the body of research described above and align with the Simple View of Reading. The program does not include any components that do not align with the Science of Reading.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Professional Development is a key factor in implementing McGraw Hill learning programs with fidelity. The company has taken a diversified and scaffolded approach to delivering world class training. The professional development comes in a variety of delivery methods. The particular mix of these delivery methods would be developed in a leadership meeting with McGraw Hill and the District Leadership Team. Initial Professional Development will be provided at no cost based on the amount of product purchased. Additional Professional Development support will be provided at a cost of \$2500 per day.

- **Embedded Teaching Support:** Resources designed to address immediate instructional challenges are embedded within the teacher’s digital experience. Teachers have access to professional development related to the topic they are preparing to teach when they are planning the lessons for their students.
- **Implementation Support:** Teachers and administrators have one-click access to comprehensive user communities and courses designed to support them teach every step of the way.
- **Video Libraries:** Many video libraries are available with teachers modeling instruction and classroom management techniques master teachers, authors, and literacy experts sharing their content and pedagogical knowledge and instructional techniques.
- **On-Demand Webinars:** Learn from expert authors and educators with our free webinars and support resources on the leading topics in preK-12 education.
- **White Papers:** Written by industry experts, these informative papers can help educators learn more about engaging students, differentiating instruction, developing academic vocabulary, and much more.
- **Customized Trainings:** McGraw-Hill can provide both virtual and live trainings developed specifically for the district that will give support for program implementation, delivered by our professional development staff.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Reading Simplified Academy, 2024

VENDOR

Reading Simplified

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Fluency	Yes

Vendor Information

VENDOR WEBSITE

<https://www.ReadingSimplified.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Reading Simplified Academy, 2024

PROGRAM SPECIFIC WEBSITE

<https://www.Readingsimplified.com/academy>

PROGRAM OVERVIEW

Building on the foundation of its predecessor, which is recommended by the I.E.S. What Works Clearinghouse and Evidence for ESSA, Reading Simplified offers an evidence-based method to boost sound-based decoding, word identification, and fluency for beginning or striving readers, utilizing a speech-to-print (or, structured linguistic literacy) approach. Ideal for Tier 1 or MTSS/RTI frameworks, it targets K-12 students needing extra support in phonemic awareness, phonics, decoding, word recognition, or fluency. Lessons incorporate extensive reading of decodable, transitional, and authentic texts, with vocabulary and comprehension support from teachers as well.

Reading Simplified is not scripted but a flexible, diagnostically-driven framework that allows teachers to tailor 25-30-minute or 60-minute lessons to their students' specific needs in small group or 1-on-1 settings. A typical lesson begins with Re-Reading for Fluency, where students revisit the text read and re-read yesterday. Next, via 2 or 3 Word Work activities, such as Switch It, Sort It, and Write It, students manipulate, read, and write words that target their developing decoding skills. Finally, the lesson ends with students taking turns reading aloud a new text (often aligned with the phonics Word Work focus), while the teacher scaffolds students' reading with word-level, vocabulary, and comprehension support. The adaptive model fits many age ranges as the teacher has the materials and insights to increase the difficulty of the words and texts to fit the student's current reading level.

Reading Simplified stands out by prioritizing Professional Learning (PL) first, with teachers implementing the curriculum gradually, engaging in self-reflection, and receiving coaching from Reading Simplified experts. In both practice and research, Reading Simplified students advance more quickly than traditional interventions. For example, an Amendum, et al. study (2018) demonstrated half a standard deviation growth for struggling readers after only twenty-one sessions of 15 minutes with this instructional approach.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Reading Simplified adopts the same 3-part lesson plan, handful of Word Work activities, and diagnostic-thinking approach that is incorporated into the Targeted Reading Intervention

(TRI), which has received over \$10 million in funding from the federal government for over 15 years of clinical trials and has good effects on the I.E.S. What Works Clearinghouse. The TRI is also recommended by several national organizations, such as Evidence for ESSA and the Annie E. Casey Foundation. This system, unlike many untested interventions, has demonstrated significant impact in over 10 research studies, with effect sizes ranging from .3 to .7, especially benefiting students in low-income communities. Since the SoR “is the vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing” the TRI studies directly contributed to this body of research and validate the scaled up Reading Simplified intervention.

Beyond the experimental evidence, Reading Simplified also aligns closely with research principles. Central to Reading Simplified is phonological decoding, a key route to reading acquisition supported by decades of research (Share, 1995; Snow, Burns & Griffin, 1998; Stanovich, 1986). The program emphasizes explicit code instruction—integrating phonemic processing with print, a strategy proven to optimize reading gains (National Reading Panel, 2000; IDA, 2022). Word Work activities foster sound-based decoding—teaching students to segment, blend, and manipulate words of increasing complexity—thereby enhancing phonemic and orthographic skills essential for fluency and rapid word recognition. Accurately practicing these phoneme-grapheme connections with sufficient repetition (Guided Oral Reading and Re-Reading for Fluency) is what builds the orthographic knowledge for rapid word recognition (Kilpatrick, 2015). In other words, typically developing students decode a word; re-read that word a few more times; then that word is orthographically mapped (aka formation of a “sight word”; Ehri, 2015). Those students with more dyslexic tendencies benefit from increased intensity of instruction to succeed.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

The Reading Simplified Academy offers a comprehensive professional development experience through asynchronous and blended learning, anchored by a complete online video Main Course (10 hours). This course includes:

- Professional development and curriculum training,
- Videos demonstrating lesson components and activities,
- Interactive handouts for note-taking, and
- Individualized coaching via an online discussion board moderated by reading coaches.

Additionally, in-person or Zoom-based visits from Reading Simplified coaches are options available to enhance implementation and accelerate outcomes.

The Reading Simplified Academy employs a research-backed professional learning cycle of:

- Learning through instructional videos,
- Assessing understanding via brief online quizzes,
- Practicing with students individually or in small groups,
- Writing reflections post-practice, and
- Receiving feedback from online coaches.

Teachers gain personalized guidance on their teaching strategies and how to address individual student needs through reflections shared on the online discussion board, supported by insights from education specialists (Darling-Hammond, Hyler, Gardner, 2017; Joyce & Showers, 1988).

For ongoing support, teachers have 24/7 access to the online discussion board, moderated by education specialists, including developer Dr. Marnie Ginsberg. In addition to the reflections required for each unit of the Main Course, teachers are encouraged to ask general questions about reading to receive ongoing professional learning tailored to their unique classroom and/or intervention setting needs in the discussion board. Teachers also have access to 35+ one-hour Advanced Workshops on topics such as orthographic mapping, multisyllable word instruction, handwriting, and working with students with reading challenges, as well as many other reading-related topics informed by the science of reading. Moreover, teachers can attend live, virtual Office Hours offered twice per month on Zoom to ask questions and share experiences.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Ready4Reading, Edition 1, 2023

VENDOR

Scholastic Inc.

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade, 3rd Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://www.scholastic.com>

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Ready4Reading, Edition 1, 2023

PROGRAM SPECIFIC WEBSITE

<https://education.scholastic.com/education/programs/ready4reading.html>

PROGRAM OVERVIEW

Ready4Reading is an evidence-based supplemental, modular phonics system for K-3 students. The system sequentially and systematically helps students acquire and practice the essential foundational reading skills they need to “learn to read” and “read to learn.” The Ready4Reading system provides teachers and students with the right blend of print and digital materials to deliver:

1. **Better Outcomes:** Grounded in research and best practices, Ready4Reading systematically builds phonics skills through explicit, systematic, and cumulative instruction.
2. **Greater Equity:** The system empowers every learner with multiple paths to mastery and culturally relevant content.
3. **Higher engagement:** Featuring 150 high interest decodable texts and rich with high-energy instructional routines.
4. **(4)More than phonics:** The system integrates knowledge building, vocabulary, and comprehension skills into phonics instruction.

The Ready4Reading system leverages a research-based scope and sequence which connects instruction and skills across three modules.

1. **Wiley Blevins Teaching Phonics:** Build early reading skills with print and digital instruction that targets alphabet, phonemic awareness, phonics, spelling and word study and offers practice, application and assessment. This module provides whole-group, code-focused instruction and includes resources for independent and small group work.
2. **Short Reads Decodables:** Practice and solidify understanding of phonics skills with short decodable texts that incrementally target individual sound-spellings across a variety of text types. This module provides materials for small group rotations, where students spend about 20 minutes a day in teacher-led small groups, student-managed centers and independent work.
3. **Read to Know Text Sets:** Build topic knowledge expertise while applying phonics skills to information-rich decodable text sets. This module provides materials for small group rotations, where students spend about 20 minutes a day in teacher-led small groups or student-managed centers.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Combination of computer-based or online instruction and teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Ready4Reading aligns with five well-established, research-based principles for teaching students to read texts with fluency and comprehension. The program:

1. Combines systematic, explicit phonics instruction with highly-decodable texts
2. Integrates phonics knowledge with other essential literacy skills such as oral language, knowledge building, and vocabulary so that students learn to read and read to learn
3. Offers accessible instruction that motivates and engages learners, and
4. Offers equity-focused, differentiated support and culturally relevant materials.

Under the Science of Reading umbrella, there is widespread recognition that explicit and systematic phonics instruction is an efficient and effective way to teach reading, and phonics knowledge is critical for children to learn to read (Henbest and Apel, 2017. NRP, 2000; Torgerson et al 2018). Furthermore, strong phonics instruction also contains:

- Readiness skills such as alphabet recognition and phonological awareness
- A strong scope and sequence that builds from the simple to the complex
- Blending, dictation and word awareness, with a focus on high frequency words, or the most common words in English.

Ready4Reading embraces these critical strategies/principles.

Reading and cognitive science research reminds us that systematic and explicit phonics instruction is the most effective method for teaching students to read words (a concept supported by the theory and research of Dr. Linnea Ehri and her colleagues). Research also shows us that words are often read from memory when graphemes are connected to phonemes, because this bonds spellings of individual words to their pronunciations, along with their meanings in memory. Readers must know grapheme-phoneme relations and have decoding skills to form connections and must-read words in text to associate spellings with meanings. Findings show that when spellings attach to pronunciations and meanings in memory, they enhance memory for vocabulary words. Ready4Reading addresses this key approach to learning.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Professional Learning for Ready4Reading is sold separately from the product. Schools/Districts may choose to purchase two half-day offerings that provide a comprehensive "Getting Started" approach, enabling educators to implement the Ready4Reading program with fidelity. The two workshops can be offered in person or virtually, with up to 30 participants per facilitator. Descriptions of these offerings follow below:

- Ready4Reading: Overview & Wiley Blevins Teaching Phonics
 - Participants will be introduced to the four-part Ready4Reading framework and the program components that support each step: Teach, Practice, Apply, Prove. They will prepare for code-focused explicit instruction by experiencing a Wiley Blevins Teaching Phonics model lesson and engaging in deliberate practice.
 - Learning outcomes:
 - Describe the four-part framework and components of the Ready4Reading modular phonics solution
 - Prepare to facilitate systematic and explicit phonics instruction for whole-class, small-group, and independent learning
 - Plan, teach, and evaluate a Wiley Blevins Teaching Phonics lesson
 - Create a one-week instructional plan
 - Recommended for: K–3 teachers and literacy coaches
 - Time: Three hours

- Ready4Reading: Short Reads Decodables & Read to Know Text Sets
 - Participants will be introduced to Short Reads Decodables and Read to Know Text Sets. They will also examine how the digital tools, assessments, and a shared scope and sequence link the modules for a comprehensive teaching and learning experience.
 - Learning outcomes:
 - Support skill-specific practice targeting individual sound-spellings with decodable text
 - Support comprehension, knowledge-building, and application of decoding skills with connected text sets
 - Use assessments to inform teaching and learning
 - Create an implementation plan using the Ready4Reading components, including assessments, reports, and grouping tools.
 - Recommended for: K–3 teachers and literacy coaches
 - Time: Three hours

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

SIPPS, Fourth Edition, 2020

VENDOR

Center for the Collaborative Classroom

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Phonological and Phonemic Awareness, Phonics and Word Study	Yes

Vendor Information

VENDOR WEBSITE

<https://www.collaborativeclassroom.org/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

SIPPS, Fourth Edition, 2020

PROGRAM SPECIFIC WEBSITE

<https://www.collaborativeclassroom.org/programs/sipps/>

PROGRAM OVERVIEW

The SIPPS program is a research-based, standards-aligned, systematic foundational skills program that helps readers in grades K–12 achieve independent, fluent reading through the development of phonological awareness and phonics. Each level of SIPPS focuses on one stage of foundational skills instruction:

- Beginning Level addresses the simple alphabetic phase
- Extension Level addresses the spelling-pattern phase
- Challenge Level addresses the most complex, polysyllabic/morphemic phase
- SIPPS Plus addresses the simple alphabetic and spelling-pattern phases and is uniquely designed for intervention instruction for students in grades 4–12

SIPPS focuses on the development of foundational skills, including phonological awareness and phonics. When used as an intervention, SIPPS accelerates progress so that students are able to efficiently close the gap and engage with grade-level standards.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

The SIPPS program provides research-based instruction that is aligned to the science of reading. The program supports decoding development across three phases—the simple alphabetic phase, the spelling-pattern phase, and the polysyllabic/morphemic element phase. The SIPPS program aligns with the elements of Structured Literacy. The lessons follow a systematic scope and sequence and utilize explicit multisensory routines. The program has built in support for reteaching and intensifying instruction when needed. The program design ensures students learn to read accurately and efficiently and does not employ nor rely upon the cueing system.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Collaborative Classroom provides innovative professional learning in a variety of formats that is designed to provide guidance, support, and resources for the various phases of program implementation. Professional learning formats include: virtual and/or in-person sessions with

options for train-the trainer, side-by-side coaching, and classroom-embedded professional learning sessions. Several additional learning opportunities, such as the SIPPS Professional Learning Support Guide (for school and district leaders) and the Teacher Learning System, are built into the program materials and/or the organization's online platform, the Learning Portal. Collaborative Coach, an individualized, asynchronous, video-based coaching platform, is a powerful professional learning option for SIPPS implementations.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Sunday System 1, 12th Edition, 2023

VENDOR

Imagine Learning LLC

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary	Yes

Vendor Information

VENDOR WEBSITE

<https://www.imaginelearning.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Sonday System 1, 12th Edition, 2023

PROGRAM SPECIFIC WEBSITE

<https://www.winsorlearning.com/sonday-system-1>

PROGRAM OVERVIEW

Imagine Sonday System® 1 is a Tier 2 and Tier 3 intervention program providing multisensory Orton-Gillingham instruction to groups of 1 to 6 students in 35-minute lessons. The content is appropriate for beginning readers to students with a 2nd-grade reading level. Skills are taught systematically from simple to complex and from most common to least common in English, a key Orton-Gillingham principle. Instruction starts with phonological and phonemic awareness, alphabetic knowledge, and letter formation, moving to phoneme-grapheme correspondences and the phonetic code, establishing a solid foundation from which to later progress to syllable types, syllable division, and affixes in Sonday System 2. Cumulative review of taught material provides the additional repetition necessary for students with dyslexia to move information to long-term memory. Upon completing the program, students will be able to decode and encode words and texts at a 2nd-grade reading level and will have mastered strategies for confidently analyzing common spelling patterns.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Imagine Sonday System is based on the Orton-Gillingham approach, a multisensory technique for teaching reading and spelling simultaneously. Orton-Gillingham, created for students with dyslexia, is the best-researched methodology for teaching reading and spelling. Due to its success, it is the foundation from which Structured Literacy is developed.

In alignment with Orton-Gillingham and the science of reading, Sonday System lessons include systematic review of previous content with repetition to build accuracy and automaticity. Multisensory components are incorporated to create and strengthen neural pathways through large and fine motor movements and/or the use of objects to represent sounds in English. The scope and sequence progress from simple to complex, following the recommended sequence of sounds outlined by Orton-Gillingham.

Sonday System 1 primarily focuses on three of the five essential components of reading identified by the National Reading Panel: phonemic awareness, phonics, and fluency. The Sonday System does not support using the three cueing systems model of reading. The program focuses on decodability based on phonics skills, not guesswork. Multisensory

practice—seeing, hearing, feeling—cements sound-symbol connections. In this way, Sonday System 1 builds the Word Recognition strand of Scarborough’s Reading Rope, ensuring that students develop the automaticity that is a prerequisite for skilled reading.

Instruction is direct and explicit, and attention to detail is evident within every lesson, supporting teachers in diagnostic and prescriptive decision-making with error correction in reading and spelling. Furthermore, the methodology is stage-based, not age-based, as learning to read requires readiness skills prior to decoding and encoding. Formal and informal assessments identify where to begin in the curriculum, ensuring students are starting at their highest level of cognitive learning and building from there. Instructional routines are consistent, allowing teachers to focus on student proficiency.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

In-person trainings are provided to offer guidance on how teachers can best implement the Sonday System® in their individual classrooms. These trainings include best practices for the use of digital materials for different classroom settings and individual student needs, teaching strategies to engage students with diverse backgrounds, and guidance on how to use kinesthetic learning techniques with the curriculum.

The Learning Plan Book offers explicit instruction for when to use kinesthetic techniques such as tracing and Touch Spelling (phonetic segmentation on fingers) throughout each lesson. These techniques make the lessons more accessible but are designed for use with all students, regardless of ability.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Sunday System 2, 13th Edition, 2023

VENDOR

Imagine Learning LLC

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary	Yes

Vendor Information

VENDOR WEBSITE

<https://www.imaginelearning.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Sunday System 2, 13th Edition, 2023

PROGRAM SPECIFIC WEBSITE

<https://www.winsorlearning.com/sunday-system-2>

PROGRAM OVERVIEW

Imagine Sunday System 2 is a Tier 2 and Tier 3 intervention program providing multisensory Orton-Gillingham instruction to a group of 1 to 6 students in 35-minute instructional sessions. The curriculum starts at a level appropriate for students with a 3rd-grade reading level; it culminates with 8th-grade-level skills. Skills are taught systematically from simple to complex and from most common to least common in English, a key Orton-Gillingham principle. Instruction starts with phoneme-grapheme correspondences and the phonetic code, then builds to syllable types, syllable division, larger high-utility spelling patterns, affixes, and roots. Cumulative review of taught material provides additional repetition necessary for students with dyslexia or any struggling reader to move information to long-term memory for both reading and spelling.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Imagine Sunday System is based on the Orton-Gillingham approach, a multisensory technique for teaching reading and spelling simultaneously. Orton-Gillingham, created for students with dyslexia, is the best-researched methodology for teaching reading and spelling. Due to its success, it is the foundation from which Structured Literacy is developed.

In alignment with Orton-Gillingham and the science of reading, Sunday System lessons include systematic review of previous content with repetition to build accuracy and automaticity. Multisensory components are incorporated to create and strengthen neural pathways through large and fine motor movements and/or the use of objects to represent sounds in English. The scope and sequence progress from simple to complex, following the recommended sequence of sounds outlined by Orton-Gillingham.

Imagine Sunday System 2 primarily focuses on two of the five essential components of reading identified by the National Reading Panel: phonics and fluency. The Sunday System does not support using the three cueing systems model of reading. The program focuses on decodability based on phonics skills, not guesswork. Multisensory practice—seeing, hearing, feeling—cements sound-symbol connections. In this way, Sunday System 1 builds the Word

Recognition strand of Scarborough's Reading Rope, ensuring that students develop the automaticity that is a prerequisite for skilled reading.

Instruction is direct and explicit, and attention to detail is evident within every lesson, supporting teachers in diagnostic and prescriptive decision-making with error correction in reading and spelling. Furthermore, the methodology is stage-based, not age-based, as learning to read requires readiness skills prior to decoding and encoding. Formal and informal assessments identify where to begin in the curriculum, ensuring students are starting at their highest level of cognitive learning and building from there. Instructional routines are consistent, allowing teachers to focus on student proficiency.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

In-person trainings are provided to offer guidance on how teachers can best implement the Souday System® in their individual classrooms. These trainings include best practices for use of digital materials for different classroom settings and individual student needs, teaching strategies to engage students with diverse backgrounds, and guidance on how to use kinesthetic learning techniques with the curriculum.

The Learning Plan Book offers explicit instruction for when to use kinesthetic techniques such as tracing and Touch Spelling (phonetic segmentation on fingers) throughout each lesson. These techniques make the lessons more accessible but are designed for use with all students, regardless of ability.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

SPIRE Foundations: Sounds Sensible, 3rd Edition, 2021

VENDOR

EPS Operations, LLC

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Prekindergarten, Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://www.epslearning.com>

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

SPIRE Foundations: Sounds Sensible, 3rd Edition, 2021

PROGRAM SPECIFIC WEBSITE

<https://www.epslearning.com/products/spire-foundations>

PROGRAM OVERVIEW

SPIRE Foundations: Sounds Sensible - Building Strong Reading Roots in Ohio

SPIRE Foundations: Sounds Sensible, 3rd Edition, is a research-based program designed to equip Ohio's beginning readers (Kindergarten & early grades) with the foundational literacy skills needed for reading success.

KEY FEATURES:

- **Systematic and Explicit Instruction:** Follows a structured scope and sequence, emphasizing phonemic awareness, alphabet knowledge, letter-sound relationships, and handwriting.
- **Multisensory Activities:** Engaging lessons incorporate sight, sound, and movement (auditory, visual, kinesthetic) to cater to diverse learning styles and reinforce understanding.
- **Teacher-Led Instruction:** Designed for small group or one-on-one settings, allowing teachers to personalize instruction and provide targeted support.
- **Immediate Feedback:** Students receive feedback throughout lessons, helping them learn from mistakes and solidify concepts.
- **Comprehensive Materials:** Includes a teacher's guide, blackline masters, traffic light handwriting chart, and engaging teaching cards.

INTENDED USE:

SPIRE Foundations is ideal for:

- **Tier 1 Intervention:** Early intervention for students at risk of falling behind in foundational literacy skills.
- **Kindergarten Readiness:** Builds a strong foundation for success in kindergarten by introducing phonemic awareness and alphabet knowledge.
- **Summer Learning Programs:** Enhances literacy skills during breaks to prevent summer slide.

By implementing SPIRE Foundations, Ohio districts and schools can provide a strong foundation for all students, setting them on the path to confident reading.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

SPIRE Foundations: Aligning Science & Strategies for Strong Ohio Readers

SPIRE Foundations: Sounds Sensible, 3rd Edition aligns with the science of reading and effective literacy instruction for Ohio's beginning readers.

SCIENCE OF READING ALIGNMENT:

- **Explicit Instruction:** We emphasize explicit instruction in phonemic awareness and letter-sound relationships, crucial for early reading development.
- **Systematic and Cumulative Learning:** Lessons follow a structured sequence, ensuring mastery of foundational skills before moving on.
- **Multisensory Activities:** Lessons engage sight, sound, and movement, reinforcing understanding through different learning styles.
- **Emphasis on Decoding:** The program focuses on skills like blending and segmenting sounds to promote accurate word decoding.

EFFECTIVE LITERACY STRATEGIES:

- **Teacher-Led Instruction:** Allows for targeted support and immediate feedback, crucial for early literacy development.
- **Kinesthetic Learning:** Activities integrate movement, which research shows can enhance memory and learning of foundational skills.
- **Teacher Resources:** The program provides educators with a comprehensive guide and materials to deliver effective instruction.
- **Data-driven Differentiation:** Teachers can use formative assessments to personalize instruction and address individual student needs.

By combining a science-based approach with effective strategies, SPIRE Foundations empowers Ohio educators to equip young learners with the essential skills for reading success.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

SPIRE Foundations: Empowering Ohio Educators with Implementation Support

SPIRE Foundations: Sounds Sensible, 3rd Edition understands the importance of equipping educators for successful program use.

We offer a comprehensive professional learning and ongoing support system for Ohio districts and schools:

- **Implementation Training:** EPS Learning provides on-site or virtual workshops tailored to your district's needs, ensuring educators receive thorough training in program delivery.
- **Fidelity Checklists:** We provide resources to help educators stay on track with the program's core principles and ensure effective implementation.

- **Dedicated Support Team:** Our experienced consultants are readily available to answer questions and address challenges through phone calls, email, and online communities.
- **Ongoing Professional Development:** We offer workshops and resources to deepen educators' understanding of the science of reading and best practices for early literacy instruction.
- **Data Analysis Support:** We provide guidance on utilizing data from SPIRE Foundations to monitor student progress and inform instructional decisions.

This multifaceted support system empowers Ohio educators to confidently implement SPIRE Foundations and maximize its impact on student learning.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

SPIRE, 4th Edition, 2021

VENDOR

EPS Operations, LLC

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Prekindergarten, Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://www.epslearning.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

SPIRE, 4th Edition, 2021

PROGRAM SPECIFIC WEBSITE

<https://www.epslearning.com/products/spire-overview>

PROGRAM OVERVIEW

SPIRE, 4th Edition: Empowering Ohio Students in Reading

SPIRE, 4th Edition is a research-based reading intervention program designed to support students in grades K-5 who require additional help with reading development.

KEY FEATURES:

- **Personalized Learning:** SPIRE tailors instruction to each student's specific needs through adaptive assessments that identify skill gaps.
- **Engaging Activities:** Interactive lessons with audio, games, and rewards motivate students and make learning fun.
- **Systematic and Explicit Instruction:** SPIRE follows a structured scope and sequence, emphasizing foundational skills like phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- **Real-Time Feedback:** Students receive immediate feedback on their responses, helping them learn from mistakes and solidify understanding.
- **Data-Driven Insights:** Detailed reports provide educators with valuable data to track student progress and guide instruction.

INTENDED USE:

SPIRE can be used in various settings to support struggling readers:

- **Small Group Instruction:** Ideal for targeted intervention with students who share similar reading challenges.
- **Tier 2/3 Intervention:** Provides a structured program to address specific skill gaps identified through RTI processes.
- **Differentiation:** SPIRE can supplement core reading instruction to meet the individual needs of diverse learners within the classroom.

By leveraging SPIRE, Ohio districts and schools can equip educators with a powerful tool to help struggling readers achieve success.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

SPIRE, 4th Edition: Rooted in Science of Reading for Ohio's Students

SPIRE, 4th Edition aligns with the science of reading and effective literacy practices to support Ohio's students.

ALIGNMENT WITH SCIENCE OF READING:

- **Explicit Instruction:** SPIRE emphasizes explicit instruction in foundational skills like phonemic awareness, phonics, and decoding, crucial for building strong reading proficiency.
- **Systematic and Cumulative Learning:** SPIRE follows a structured scope and sequence, ensuring students master foundational skills before moving on to more complex concepts.
- **Multisensory Activities:** SPIRE incorporates engaging activities that cater to different learning styles, reinforcing understanding through sight, sound, and kinesthetic elements.
- **Direct Instruction in Morphology:** SPIRE teaches students about word parts (prefixes, suffixes, roots) to enhance vocabulary development and reading comprehension.

EFFECTIVE LITERACY STRATEGIES:

- **Assessment-driven Instruction:** SPIRE utilizes ongoing assessments to identify individual needs and tailor instruction accordingly.
- **Fluency Development:** The program provides ample opportunities for repeated reading practice, a proven method to improve reading speed and accuracy.
- **Comprehension Focus:** SPIRE integrates comprehension strategies, like questioning and making connections, to help students understand what they read.
- **Teacher Support:** SPIRE offers comprehensive resources and professional development opportunities to equip educators with effective literacy instruction techniques.

SPIRE empowers Ohio districts and schools to implement a science-based, data-driven approach to reading intervention, leading to stronger literacy skills for all learners.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

SPIRE: Equipping Educators with Ongoing Support in Ohio

SPIRE, 4th Edition understands the importance of supporting educators in successful program implementation. We offer a robust professional learning and ongoing support system for Ohio districts and schools:

- **Comprehensive Training:** EPS Learning provides a variety of training options, including on-site workshops and virtual sessions, tailored to meet the needs of your district.
- **Teacher Resources:** Educators receive access to a library of resources, including lesson plans, fidelity checklists, and data analysis guides, to ensure effective program use.

- **Dedicated Support Team:** Our team of experienced consultants offers ongoing support through phone calls, email, and online communities to address any questions or challenges.
- **Professional Development Opportunities:** We provide ongoing professional development opportunities to deepen educators' understanding of the science of reading and best practices for reading instruction.
- **Data-Driven Coaching:** Our data coaches help educators interpret student data and personalize instruction to maximize student growth.

This comprehensive support system empowers Ohio educators to confidently implement SPIRE and achieve optimal results for their students.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

StartUp, BuildUp, SpiralUp Phonics, 2024

VENDOR

Benchmark Education Company, LLC

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade, 3rd Grade	Phonological and Phonemic Awareness, Phonics and Word Study	Yes

Vendor Information

VENDOR WEBSITE

<https://www.benchmarkeducation.com/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

StartUp, BuildUp, SpiralUp Phonics, 2024

PROGRAM SPECIFIC WEBSITE

<https://www.benchmarkeducation.com/all-series/startup-buildup-spiralup-phonics.html>

PROGRAM OVERVIEW

StartUp BuildUp SpiralUp Phonics is designed to support K-2+ students who require additional phonics instruction and practice to master skills. Diagnostic and cumulative assessments and flexible pacing allows teachers to pinpoint individual needs and accelerate students' progress. 100 grab-and-go skills bags across grades K-2+ deliver effective and efficient instruction in an easily organized solution. The 5-day lesson sequence for each skill provides review and assessment opportunities to ensure each student receives ample instruction to achieve mastery. A reteach lesson is also included to support students who require further instruction and practice. The instructional features of the program include:

- Explicit phonics lessons with spiral review support the Science of Reading research and tenets of Structured Literacy.
- New, engaging, and beautifully designed decodable readers created under the guidance of phonics expert Wiley Blevins.
- Flexible grab-and-go format to support multiple school needs while delivering tailored, student-centered instruction.

Each daily lesson is designed to take place within a 20-minute block, making it ideal for a small-group rotation block. Each Teacher's Guide Folder contains everything needed to present daily lessons. Each lesson includes: Phonemic Awareness, Sound/Spelling Relationships, Blending, Spelling, Dictation, Word Sorting, Reading Decodable Text, High-Frequency Word Instruction, Writing, Independent Activities, Take-Home Opportunities, EL Support, and Home-Language Support. In addition, each skill bag includes a Teacher Resource Booklet, with multimodal activities, dictation, assessments, and home connection to support instruction.

StartUp, BuildUp, SpiralUp Phonics includes tools and resources that ground the program in data-based decision making. Assessments include tools for scoring items and guidance for teachers to interpret and follow-up based on student performance. The suite of assessments includes:

- Intensive Phonological Awareness Routines and Activities: Features routines, assessments, and activities for each of the 17 key phonological/phonemic awareness skills.
- Quick Phonics Assessment (with Quick Spelling Assessment): A comprehensive phonics and spelling survey by Jan Hasbrouck, Ph.D.

- The Assessment & Screener Handbook: Evaluates students' reading rates, document their progress, and identify those needing additional, more intensive support

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Combination of computer-based or online instruction and teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Built upon science of reading research and the tenets of Structured Literacy, StartUp BuildUp SpiralUp Phonics supports small group phonics instruction. StartUp, BuildUp, SpiralUp Phonics provides explicit, systematic teaching of all aspects of foundational skills with engaging resources and multiple assessment options for ongoing progress monitoring. Lessons move students in a systematic progression of skills with spiral review and focus on daily application to both reading and writing—not isolated skill practice.

StartUp BuildUp SpiralUp Phonics is built upon the pillars of Structured Literacy. The pillars of Structured Literacy encompass a comprehensive set of principles and practices designed to build strong reading and writing skills, these include: phonology, morphology, syntax, pragmatics, orthography, fluency, and comprehension. Lessons in StartUp, BuildUp, SpiralUp Phonics support the development of these skills through reading, writing, speaking, and listening tasks and activities.

Many of the activities engage students in multimodal learning, such as dictation (in which students use sound boxes and counters to physically mark sounds as they segment the sounds in words), word building (in which students use Letter Cards to build a series of words), Phonics Songs and Videos (in which students sing and move to actions as they learn sounds and letter formation).

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Benchmark Education provides a variety of options to learn about the resources. Both online classes and on-site/ in-person sessions are available. Online classes are on-demand and self-paced through Benchmark's online platform called Benchmark Universe. On-site/in-person offerings are available for initial training and recommended as needed for follow-up/ongoing support. Please see further information on initial and follow-up training below.

Implementation I: Initial Product Training

Implementation I serves as an overview for teachers, administrators, and specialists implementing StartUp, BuildUp, SpiralUp Phonics. The support is designed to introduce the resources by training participants about the research-based instructional design, components, and how the resources work in the classroom.

- Program Overview Class is an on-demand, self-paced 45 minute class, and is located on Benchmark's online platform called Benchmark Universe. It is designed to introduce the instructional framework, design, and components of StartUp, BuildUp, SpiralUp Phonics.

- Training with Consultant is a live training that can be provided virtually (2 ½ hours) or on-site (3 hours) with a Benchmark Consultant. This training is designed to look deeper at the instruction found within StartUp, BuildUp, SpiralUp Phonics and how to effectively implement with students.

Implementation II: Follow- Up Training

Follow-up is made up of office hours and/or meetings. These opportunities are designed to enhance teachers' understanding of the components in order to support students to be successful.

Sustaining Professional Learning

For districts wishing to go beyond Implementation I and II Training, coaching is available for purchase for further job-embedded learning.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Steps to Advance Literacy Solutions, 2024

VENDOR

Benchmark Education Company, LLC

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade	Vocabulary, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://www.benchmarkeducation.com/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Steps to Advance Literacy Solutions, 2024

PROGRAM SPECIFIC WEBSITE

<https://www.benchmarkeducation.com/benchmarkeducation/all-series/steps-to-advance.html>

PROGRAM OVERVIEW

Steps to Advance Literacy Solutions is a literacy intervention program that provides a carefully scaffolded instructional path to help students, in grades 2-5, reach grade-level academic expectations of informational and literary reading skills.

Steps to Advance Literacy Solutions includes the knowledge-based language comprehension competencies of Scarborough's Rope to build vocabulary, content knowledge, and reading comprehension through scaffolded instruction and practice. The learner-centered acceleration plan built into Steps to Advance Literacy Solutions ensures that students get the support they need as they encounter the challenges of on-grade-level text. Each unit provides three weeks of highly scaffolded and visually supportive reading instruction to help students develop metacognitive strategies, comprehension skills, academic vocabulary, and grade-level content knowledge.

Additionally, each grade's assessment resource provides guidance for teachers to apply assessment results for data-based decision-making, including when to move students in/out of intervention, based on specific indicators.

Steps to Advance Literacy Solutions features include:

- Highly scaffolded reading instruction
- Explicit vocabulary instruction
- Integrated Multilingual Learner support
- A digital experience with an interactive student/teacher interface
- A suite of assessments to evaluate students' needs and monitor their progress
- Alignment to the Benchmark Advance Knowledge Strands for seamless support of core instruction

Steps to Advance Literacy Solutions provides multiple tools and resources which include the My Reader student book, unit videos, a digital multilingual glossary, the Teacher's Resource System, aligned weekly and unit assessments, and Home-Connection Letters to support instruction and communication.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Combination of computer-based or online instruction and teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Steps to Advance Literacy Solutions aligns to the science of reading research, and specifically targets the knowledge-based language comprehension competencies to build vocabulary and knowledge.

Across the three-week units, interactive and conceptually coherent text sets are used to build broad and topic-specific knowledge and vocabulary related to the essential question and enduring understandings. Students build reading comprehension and vocabulary by spending extended time on reading and listening to texts on the same topic and discussing the facts and ideas in them. The lesson design includes new learning with skill clusters and review of learning from previous lessons to prevent learning decay and move towards mastery.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Benchmark Education provides a variety of options to learn about the resources. Both online classes and on-site/ in-person sessions are available. Online classes are on-demand and self-paced through Benchmark's online platform called Benchmark Universe. On-site/ in-person offerings are available for initial training and recommended as needed for follow-up/ongoing support. Please see further information on initial and follow-up training below.

Implementation I: Initial Product Training

Implementation I serves as an overview for teachers, administrators, and specialists implementing Steps to Advance Literacy Solutions. The support is designed to introduce the resources by training participants about the research-based instructional design, components, and how the resources work in the classroom.

- Program Overview Class is an on-demand, self-paced 45 min. class, and is located on Benchmark Universe. It is designed to introduce the instructional framework, design, and components of Steps to Advance Literacy Solutions.
- Training with Consultant is a live training that can be provided virtually (2 ½ hours) or on-site (3 hours) with a Benchmark Consultant. This training is designed to look deeper at the instruction found within Steps to Advance Literacy Solutions and how to effectively implement with students.

Implementation II: Follow- Up Training

Follow-up is made up of office hours and/or meetings. These opportunities are designed to enhance teachers' understanding of the components in order to support students to be successful.

Sustaining Professional Learning

For districts wishing to go beyond Implementation I and II Training, coaching is available for purchase for further job-embedded learning.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Structured Literacy with E.A.S.E., Second Edition, 2024

VENDOR

Laprea Education

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://www.structuredliteracy.com/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Structured Literacy with E.A.S.E., Second Edition, 2024

PROGRAM SPECIFIC WEBSITE

<https://www.structuredliteracy.com/>

PROGRAM OVERVIEW

Structured Literacy with E.A.S.E. (Explicit And Systematic Essentials), a reading program that aligns to the research behind how the brain learns to read. The lessons in this program are part of a systematic, sequential scope and sequence and contain activities that support a Structured Literacy approach and cover all strands of Scarborough's Reading Rope. Word recognition skills (phonological awareness, decoding, and word recognition) as well as language comprehension skills (background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge) are included in this program.

The program can be used as a whole-group K-2 foundational program that follows our provided pacing guide, and it includes built-in small-group differentiated support.

The program can also be used for targeted instruction and/or intervention for students in grades K-4. Use the provided preassessments to place each student into the program where their skills best align, and move forward through the scope and sequence from there.

The program is organized into six modules called sequences. When used for whole-group instruction, the sequences follow a progression of skills developmentally appropriate for young learners trying to master foundational reading skills. When used for small-group instruction, the sequences are flexible, so you can place your learners into the program at their skill level and progress from there.

The first sequence, the Sound Sequence, focuses on basic sound knowledge and the alphabetic principle. Sequences 1-4 focus on increasingly more difficult phonics skills and require students to apply their knowledge to reading texts.

The final sequence, the Supplemental Sequence, includes mini-lessons that can be used to teach less common concepts. These lessons are accessed as a digital download and do not have accompanying books; they can be used as needed throughout the program.

Additionally, teachers can pull individual lessons from previous sequences when specific skills need to be reinforced.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Ohio districts and schools can enhance their literacy instruction by adopting the Structured Literacy with E.A.S.E. program, which is firmly grounded in the science of reading and incorporates research-based strategies. This program aligns with current educational research by providing explicit, systematic instruction of foundational reading skills, while simultaneously integrating language comprehension components (Blevins, 2024; Gough & Tunmer, 1986; Scarborough, 2001).

Structured Literacy with E.A.S.E. utilizes a Speech-to-Print approach, an instructional methodology that connects phonemes to graphemes through abundant orthographic mapping (Wasowicz, 2021). This approach leverages the brain's natural aptitude for oral language while helping facilitate the development of new neural networks (Dehaene, 2009; Seidenberg, 2017). Lessons in this program focus on teaching how a phoneme connects to a grapheme. The most common graphemes that represent the forty-four sounds of the English language are explicitly taught throughout the four reading sequences.

Lessons in the Sound Sequence, Sequence 1, and Sequence 2 begin with a phonological awareness warm-up. Sequences 1 and 2 emphasize phonemic awareness activities that align with the corresponding phoneme focus of the lesson to help facilitate development of the alphabetic principle (Green, 2023). This practice primes the brain for the orthographic mapping process where readers connect the pronunciation of words to their written representations for instantaneous retrieval (Kilpatrick, 2015).

Students are given opportunities to decode words during every lesson through scaffolded supports, a practice correlated with increased reading performance (Foorman et al., 2015; Stanley et al., 2018). After decoding at the word, phrase, and sentence level, students will transfer their blending skills to decodable texts. Decodable texts are considered key learning tools for beginning readers, especially when used for multiple areas of literacy such as decoding, vocabulary, and comprehension (Blevins, 2024). Structured Literacy with E.A.S.E. integrates multiple areas of language comprehension into each decodable text that is introduced.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Full written descriptions of each lesson procedure as well as pre-recorded videos provide information about the program and its components. In addition, live virtual sessions are offered to schools first adopting the program. Packages for in-person training sessions will be available for the 2024-2025 school year. The company has customer service available during normal business hours that can assist with basic technology requests.

Complete written explanations are provided in the Program Assessments spiral that guide teachers on how to use data from assessments efficiently. Additionally, information about how to use daily observational data to inform instruction for the next day is provided in each sequence spiral.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Structures Level 1, 2024

VENDOR

Brainspring

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Phonological and Phonemic Awareness, Phonics and Word Study	Yes

Vendor Information

VENDOR WEBSITE

<https://www.brainspring.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Structures Level 1, 2024

PROGRAM SPECIFIC WEBSITE

<https://brainspring.com/structures-1/>

PROGRAM OVERVIEW

Structures® Level I is a 30-hour course designed for grades 6-12 Special Education, Intervention, and Resource.

This comprehensive and highly intensive course qualifies teachers to bring Orton-Gillingham multisensory instruction to their classrooms. Structures® Level I transforms students who are struggling with reading, and those with dyslexia and learning-differences into skilled learners through our effective, interactive, multisensory approach to reading and spelling. Participants will learn to teach the program with increasing intensity to meet the range of needs for intervention (Tier II) and remediation (Tier III).

Structures® Level I Course Participants Learn to Teach:

- Phonological awareness strategies
- Anglo-Saxon word study of basic to advanced phonetic concepts.
- Morphological study of Greek and Latin roots and affixes
- A Three-Part Drill for structured review (sound-symbol fluency)
- Tactile/kinesthetic spelling techniques for phonetic and irregular words (writing fluency)
- High-level spelling words
- Syllabication for multisyllabic words (8 syllable types/3 syllable patterns)
- Vocabulary development
- Fluency-building strategies

Additional benefits include:

- Guidance with lesson planning and classroom implementation.
- Opportunities for hands-on lesson practices with other participants.
- Emphasis on teaching reading to struggling readers, and students with dyslexia and other learning differences using Orton-Gillingham methodology.
- Complimentary Brainspring Members Area Access: reproducible lesson resources and activities.

Upon completion, participants will:

- Receive a document of completion.
- Be prepared to teach Structures® phonics (decoding and encoding) and morphology content to Tier II and Tier III students grades 6-12.

- Be eligible to apply for Level II course and to apply for Brainspring’s nationally recognized certification program.
- Course participants receive one-year access to the Structures® Level I Course Review.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Based on comprehensive research in phonological awareness, phonics, fluency, vocabulary, and comprehension, the Structures® Level I program directly incorporates the Science of Reading into each part of its Five-Part Lesson Plan. Below are examples of essential components of the program. Each component reinforces and supports the Science of Reading framework.

- Explicit/systematic phonological awareness practice moves students from accuracy to stability to automaticity in phonological awareness skills
- Explicit/systematic phonic decoding and encoding practice build students’ orthographic lexicon
- Spiral review of taught phonemes/graphemes
- Multisensory introduction of new phonemes/graphemes through auditory/visual/kinesthetic discovery
- Use of Sound Wall aids in improving encoding and decoding
- Opportunities for practice in encoding and decoding newly learned phonemes/graphemes
- Vocabulary development through meaning discussions of words that have been decoded/encoded
- Inclusion of orthographic mapping in the discussion of irregularly spelled sight words
- Opportunities for repeated practice with reading controlled/decodable text builds fluency

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Structures® Level I is offered in the following platforms:

- In-Person
- Self-Paced
- Livestream

*All materials are included in Brainspring's professional development.

Ongoing Support includes:

- Structures® Level I Review- For participants who completed the professional development, the review provides one-year access to the content taught in Structures® Level I.

- Brainspring Interactive Library- Provides instant access to key teaching materials. The digital materials include automatically updated content, ensuring teachers always have the current edition, which reflects updates and new content.
- Members Area (included with course)- Brainspring Members Area contains information and resources to support educators with implementation, classroom activities, and other tools to support instruction.
- Coaching- Refresh instructional strategies from the course, learn ways to individualize components for all students, and receive guidance for incorporating Structures® Level I into your schedule.
- Private group on social media platform for trained educators to ask questions, share ideas, and receive feedback.
- YouTube channel- Quick videos on a variety of topics. We publish videos on the use of our three-part drill, blending board, sand trays, and other aspects of our program.
- Brainspring Newsletter- Keeps educators informed of upcoming professional development, webinars, events, conferences, legislative changes, and a multitude of other education-related information.
- Brainspring Orton-Gillingham Podcast- Brainspring has a regular podcast released on Pod Bean, Apple Podcast and Android phones. We answer listener questions, conduct interviews, and cover related topics in the educational field.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

SuccessMaker Reading, 2024

VENDOR

Savvas Learning Company LLC

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://www.Savvas.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

SuccessMaker Reading, 2024

PROGRAM SPECIFIC WEBSITE

<https://www.savvas.com/solutions/supplemental/personalized-learning/successmaker-reading>

PROGRAM OVERVIEW

SuccessMaker Reading is an adaptive personalized learning system for all Grades K-8 students that adjusts to student performance in real time. The program can be used with students that are performing near, above, on, or far below grade level, as students will work within their personalized zone of proximal development. The program helps students learn to read and read to learn, and teachers receive up-to-the-minute instructional insights on student mastery and growth.

SuccessMaker Reading can be implemented in a whole group, small group, or one-to-one intervention/tutoring setting.

- Students are placed at their just-right level based on an Initial Placement test that assesses both word reading and comprehension.
- Students work on supported devices asynchronously and independently in short 20-minute sessions 3 to 5 times each week.
- The program adjusts to student performance in real time, and educators receive up-to-the-minute student mastery and growth data.
- When students need more support with a skill, teachers deliver targeted instruction with automatically suggested small groups and point-of-use targeted lessons.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Computer-based or online instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

SuccessMaker Reading provides explicit instruction in the skills necessary for learning to read and reading to learn. The program's 3-part lesson model is aligned to the science of reading. Students first receive digital explicit instruction on a specific skill. Students are then guided through practice of the skill with immediate instructional scaffolding that works just like a personal tutor. In the final step of the lesson, students practice the skill independently. Throughout, the program provides systematic instruction in foundational skills, vocabulary, and comprehension. SuccessMaker Reading automatically provides personalized digital spiral review based on real-time student performance, along with digital reteaching when students need more support with specific skills. The program provides scripted lessons for

teachers or paraprofessionals to deliver when students require additional, teacher-led explicit instruction with a specific skill.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Our professional learning services for SuccessMaker provide options for multiple stakeholder groups to engage in professional learning that supports all facets of the implementation. Available virtually and onsite, our services begin with Foundational Training and span to include follow-up professional learning and Job-Embedded Services that focus on key implementation strategies and data analysis to inform instruction.

Upon adoption, we will work with Ohio districts to create an agile professional learning plan that aligns with your district's goals to implement for student outcomes and will guide and support stakeholders through the implementation process.

Foundational Training—Launching Your Curriculum

Introduces educators to our Savvas programs and provides a preliminary overview training for teachers and administrators, which includes a guided exploration of program resources, technology, and instructional design—integrating the components of the program with implementation. Sessions include:

- Initial Training – An introduction to the program, helping educators prepare for day one.
- Implementation Essentials – This follow-up workshop deepens practices and helps educators get the most out of their implementation.
- Administrator Workshop – 3-hour training helps them successfully launch their program.
- MySavvasTraining.com <https://mysavvastraining.com> – 24/7 online, program-specific training resources, videos, asynchronous courses, and tutorials include real-time assistance.

Ongoing Support for Teachers

Enhance instructional practices to improve student outcomes and build capacity among teachers and administrators. This suite of offerings help empower educators with pedagogical strategies, best practices and targeted coaching supports to change practice and confirm implementation efficacy. Sessions include:

- Program Specific Workshops
- Job-Embedded Support for Teachers

Ongoing Support for Leaders

Discover opportunities to support your teachers and use challenges of teaching to lead a high-performing school. Build community and support high expectations with a professional partner and coach.

- Develop professional learning plans
- “Focus Visits” in classrooms

- Data review and analysis
- Tailored to administrator needs
- Progress monitoring
- Continuous improvement

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

UFLI Foundations: An Explicit and Systematic Phonics Program, 1st Edition, 2022

VENDOR

Ventris Learning/UFLI

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Phonological and Phonemic Awareness, Phonics and Word Study	Yes

Vendor Information

VENDOR WEBSITE

<https://www.ventrislearning.com/uflifoundations/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

UFLI Foundations: An Explicit and Systematic Phonics Program, 1st Edition, 2022

PROGRAM SPECIFIC WEBSITE

<https://ufliteracy.org/foundations/>

PROGRAM OVERVIEW

UFLI Foundations is structured to introduce students to the foundational knowledge and skills necessary for proficient reading. The UFLI Foundations program follows a scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence.

UFLI Foundations was designed for whole-group instruction in grades K-2, but can be used as small group or individual intervention for students in any grade who need support with the concepts the program covers.

In grades K-2, we recommend using UFLI Foundations for both whole-group/core instruction and for intervention. Effective instruction and effective intervention in foundational reading skills should be explicit and systematic with ample opportunities for practice. If core instruction is effective, intervention should not be qualitatively different. Instead, it should simply increase in intensity. Intensity can increase by decreasing group size and providing additional practice opportunities.

In grades K-2, teachers and interventionists should work collaboratively to identify students who need additional support beyond whole-group UFLI Foundations instruction. The frequency, duration, and scope of support will vary depending on individual student needs. Interventionists should use the UFLI Foundations lessons to provide students with the individualized instruction and practice necessary to support teachers' core instruction.

In grades 3 and up, UFLI Foundations would function as a standalone intervention for students who still need support with the concepts the program covers. In these grades, we recommend interventionists use diagnostic phonics assessment data to identify an appropriate starting point in the scope and sequence. Once that starting point has been identified, interventionists should teach the full lessons as designed, following the scope and sequence in order. Intervention should continue until students reach the end of the program.

The UFLI Foundations manual provides the scope and sequence, lesson plans, implementation guidance, and additional resources. Only one manual is needed for the entire program. Manuals can be purchased through our publisher, Ventris Learning: <https://www.ventrislearning.com/uflifoundations/>

All supplemental program resources are freely available on the UFLI Toolbox: <https://ufl.education.ufl.edu/foundations/toolbox/>.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

The science of reading is the accumulated body of evidence about high quality reading instruction from various fields of study including education, psychology, linguistics, and neuroscience. UFLI Foundations is grounded in this research evidence.

According to the Simple View of Reading (Gough & Tunmer, 1986), reading comprehension is the product of two factors: decoding and linguistic comprehension. UFLI Foundations addresses the decoding side of this equation. It should be paired with a separate program that teaches linguistic comprehension.

During each step in the UFLI Foundations lesson routine, students learn and apply skills and strategies essential to independent reading. These skills include phonemic awareness, alphabet knowledge, grapheme-phoneme correspondences, decoding and encoding, and reading connected text. The sequence of the lesson steps provides a logical progression to build students' proficiency and confidence.

The instruction is designed to be explicit and systematic with plentiful opportunities to respond, interleaved practice, frequent progress monitoring, and differentiated support. The Introduction and Essential Background Knowledge chapters of the UFLI Foundations manual provide a more detailed summary of this information.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

The UFLI team offers two professional learning opportunities: an Essential Background Knowledge Course and Implementation Training. The course and training are each 6 hours of content and can be delivered live in person, live virtually, or through an asynchronous online course. Implementation training is also available as a free on-demand webinar series through our YouTube channel: youtube.com/@ufl

The Essential Background Knowledge Course provides background information to reinforce and refine teachers' professional knowledge about reading and effective instruction. It includes the following eight modules: 1) Research on Reader Development, 2) Effective Instruction and Intervention, 3) Fundamentals of Reading Words, 4) Teaching Letters, 5) Teaching Sounds, 6) Teaching Grapheme-Phoneme Correspondences, 7) Teaching Decoding and Encoding, 8) Application in Connected Text

The Implementation Training provides an overview of the UFLI Foundations program and hands on practice with the lesson routine. It includes the following four modules: 1) Program

Overview, 2) Introduction to the Manual and Materials, 3) Lesson Step Modeling and Practice, 4) Introduction to Progress Monitoring and Differentiation

We also offer customizable packages of ongoing support for school administrators, literacy coaches, and teachers.

All PD requests can be submitted via email to UFLI-PD@coe.ufl.edu or by completing a PD request form: <https://ufl.edu/education/ufl.edu/programs/professional-development/>

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Visualizing and Verbalizing for Language Comprehension and Thinking, 2nd Edition, 2007

VENDOR

Lindamood-Bell Learning Processes

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Vocabulary, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://lindamoodbell.com/>

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Visualizing and Verbalizing for Language Comprehension and Thinking, 2nd Edition, 2007

PROGRAM SPECIFIC WEBSITE

<https://lindamoodbell.com/program/visualizing-and-verbalizing-program>

PROGRAM OVERVIEW

Visualizing and Verbalizing builds mastery in the areas of comprehension, vocabulary, and critical thinking by explicitly targeting and developing the sensory-cognitive function of concept imagery, which is the ability to form an imaged gestalt (whole) from oral and written language. By helping students to develop detailed and logical imaged representations from language, students build their proficiency in monitoring meaning from both oral and written language, which serves as a basis for development in vocabulary, memory, critical thinking, and self-directed learning. Visualizing and Verbalizing is most typically implemented as an intervention in small group or one-on-one settings for Tier 2 and Tier 3 students who have been identified as weak in language comprehension and/or vocabulary despite adequate decoding skills.

The program is effective with students throughout all grade levels, including for students with disabilities and English language learners. Visualizing and Verbalizing is based on substantial empirical research from the fields of education, cognitive science, and neuroscience, and it has been proven effective through multiple peer-reviewed studies, many of which have focused on the program's effectiveness for students with autism spectrum disorders. The program develops comprehension systematically, following a sequential and cumulative sequence building from smaller, more basic units of language (simple, individual words) to larger and more complex units (such as multi-paragraph passages of complex text). This facilitates scaffolded, differentiated development of essential skills, making the program effective even for students with very significant comprehension weakness.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Visualizing and Verbalizing (V/V) includes multiple components aligned with the science of reading and strategies for effective instruction:

1. Cognitive Science Foundation: V/V is grounded in cognitive science principles, emphasizing the importance of mental imagery in comprehension. Research shows that good readers naturally create mental images as they read, which aids in understanding and memory.

2. **Structured Approach:** The program uses a structured, systematic, explicit approach to develop students' imagery and language processing skills, with steps designed for the cumulative and scaffolded development of student abilities.
3. **Multisensory Techniques:** V/V incorporates multisensory learning strategies, engaging students in the coding, retrieval, and activation of sensory input from language. Research indicates that multisensory strategies may be particularly effective for students with learning differences.
4. **Comprehension Strategies:** Throughout V/V program steps, students apply concept imagery to metacognitive strategies for comprehending and responding to text. Students systematically develop the ability to verbalize their thinking process, recall details, sequence events, summarize text, identify the main idea, make inferences, and activate prior knowledge to aid in comprehension.
5. **Interactive and Engaging:** The program uses interactive questioning techniques to engage students actively throughout instruction. Teachers ask descriptive questions to help students elaborate on their mental images, fostering deeper comprehension and critical thinking.
6. **Progressive Complexity:** Lessons in V/V progress from simple to complex, starting with individual words and moving to sentences, paragraphs, and full texts. This gradual increase in complexity helps scaffold learning and build student confidence.
7. **Application Across Subjects:** V/V's strategies can be applied across various content areas, including math, science, and social studies, supporting the transfer of literacy skills to different contexts and enhancing overall academic performance.
8. **Evidence-Based:** V/V instruction has been proven effective through multiple peer-reviewed behavioral and neuroimaging studies.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Our work with schools includes system-wide improvement initiatives to close achievement gaps for underperforming subgroups of students. A critical factor to address these goals involves strategic levels of ongoing professional development (PD) where staff receive initial training and ongoing support to improve the quality of instruction. Evidence shows teacher competency has a larger impact on student achievement than factors such as minority or socioeconomic status (Darling-Hammond, 1999).

Research studies have highlighted key characteristics of PD activities that improve student learning. Teachers must have frequent opportunities to observe high-quality lessons, to co-teach with a program expert, and to receive feedback within a continuous cycle of improvement. Activities should be organized and purposeful while focusing on improving practice in the specific content and pedagogic knowledge of the program or intervention. Over the course of a school year, professional development activities should include 30 or more contact hours (Guskey & Yoon, 1999).

In our levels of professional learning, districts and schools can strategically manage scheduling and resources while scaling up interventions more effectively:

- Level 1 includes workshops providing the foundation of Visualizing and Verbalizing program steps.
- Level 2 includes ongoing, on-demand follow-up courses. In Level 2 coursework, staff can participate at their own pace and focus on instructional areas that match the needs of their students.
- Level 3 partnerships include weekly job-embedded professional development sessions for teachers implementing the program, and also support for instructional leaders in monitoring and promoting instructional efficacy.
- Level 4 utilizes a comprehensive school partnership model inclusive of job-embedded support sessions, instructional oversight, outreach events, and support in implementing, scoring, and analyzing student assessments.

For a detailed overview of Lindamood-Bell’s levels of professional development support, see <https://lindamoodbell.com/for-schools-info>.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Wilson Reading System, 4th Edition, 2018, 2021

VENDOR

Wilson Language Training

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://www.wilsonlanguage.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Wilson Reading System, 4th Edition, 2018, 2021

PROGRAM SPECIFIC WEBSITE

<https://www.wilsonlanguage.com/programs/wilson-reading-system/>

PROGRAM OVERVIEW

Wilson Reading System is designed for students in grades 2–12 and adults with word-level deficits who are not making sufficient progress through their current intervention; have been unable to learn with other teaching strategies; or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Wilson Reading System is firmly grounded in science-based reading research and structured literacy principles. Recent research continues to validate WRS approach, making it a highly effective program that is firmly rooted in evidence-based practices for reading instruction.

Wilson Reading System is identified by IDA as a Structured Literacy program grounded in the Science of Reading. Structured Literacy is effective for all learners; however, the components and methods are critical for students with reading disabilities including dyslexia. Please visit this page of our website for details on how a SL approach aligns to SoR:

<https://www.wilsonlanguage.com/why-wilson/experts-in-structured-literacy/>

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

WRS Introductory Course: This 16.5-hour course provides participants with an overview of the Wilson Reading System (WRS) and serves as the prerequisite for WRS Level I Certification Training.

WRS Intensive Instruction for the Nonresponsive Reader: Steps 1-6 Online Course: This online course presents, in detail, the multimodal structured language (MSL) instruction that is required for teaching students in grade two and beyond with significant word-level deficits who are unresponsive to previous instruction (due to dyslexia and/or other characteristics that indicate the need for intensive, multimodal instruction). This course provides practical application of reading research and specific procedures to teach the concepts presented in Steps 1-6 of the Wilson Reading System.

WRS Steps 1-6 Practicum: Practicum is intended to prepare the participant to effectively implement a multimodal structured language (MSL) reading program with a student reading and spelling below grade level, including those individuals diagnosed with a language-based learning disability, such as dyslexia. This practicum student must be available for a minimum 2-3 tutoring sessions per week until practicum requirement of a minimum 65 lessons are met (typically one school year). Each session requires 60-90 minutes in length. It is also possible to conduct 45-minute lessons 4-5 times per week.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Wordly Wise i3000, 4th Edition, 2018

VENDOR

EPS Operations, LLC

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Vocabulary, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://www.epslearning.com>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Wordly Wise i3000, 4th Edition, 2018

PROGRAM SPECIFIC WEBSITE

<https://www.epslearning.com/products/wordly-wise-overview>

PROGRAM OVERVIEW

Wordly Wise i3000: Building Powerful Vocabularies in Ohio

Wordly Wise i3000, 4th Edition, empowers Ohio students (grades 3-12) to become strong vocabulary builders with a research-based, interactive program.

KEY FEATURES:

- **Explicit Instruction:** Structured lessons explicitly teach high-utility academic vocabulary words across various content areas.
- **Meaningful Context:** Words are presented in engaging passages and activities, fostering understanding and retention.
- **Systematic and Cumulative:** A carefully sequenced curriculum ensures students build vocabulary progressively, grade by grade.
- **Interactive Practice:** Students engage in games, quizzes, and hands-on activities to solidify vocabulary acquisition.
- **Differentiation Options:** The program offers various difficulty levels and activities to cater to diverse learners.

INTENDED USE:

Wordly Wise i3000 is ideal for:

- **Core Vocabulary Development:** Strengthens vocabulary across all academic subjects, improving reading comprehension and writing skills.
- **Tier 2 and 3 Vocabulary Instruction:** Provides targeted support for students needing to acquire essential academic vocabulary.
- **Test Preparation:** Enhances vocabulary skills needed for success on standardized tests.

By implementing Wordly Wise i3000, Ohio districts and schools can equip students with the powerful vocabulary needed for academic success.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Combination of computer-based or online instruction and teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Wordly Wise i3000: Aligning Science with Engaging Vocab Development in Ohio

Wordly Wise i3000, 4th Edition aligns with the science of reading and effective literacy strategies to empower Ohio students (grades 3-12) as strong vocabulary builders.

SCIENCE OF READING ALIGNMENT:

- **Explicit Instruction:** The program emphasizes explicit instruction of high-utility academic vocabulary, crucial for comprehension and reading fluency.
- **Systematic and Cumulative Learning:** Words are introduced in a structured sequence, ensuring students build vocabulary progressively, solidifying prior learning.
- **Exposure to Rich Context:** Vocabulary is presented in engaging passages, promoting understanding and application in real-world contexts.

Effective Literacy Strategies:

- **Meaningful Engagement:** Interactive activities like games and quizzes keep students motivated and actively engaged in vocabulary acquisition.
- **Tiered Instruction:** The program offers differentiated instruction to cater to students' varying needs, ensuring accessibility for diverse learners.
- **Long-Term Retention:** Activities and practice exercises reinforce vocabulary use, promoting long-term memory and knowledge transfer across subjects.

By combining a research-based approach with engaging activities, Wordly Wise i3000 empowers Ohio educators to equip students with the vocabulary foundation for academic success.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Wordly Wise i3000: Seamless Implementation Support for Ohio Educators

Wordly Wise i3000, 4th Edition understands the importance of successful program use. We offer a comprehensive support system for Ohio districts and schools:

- **Online and On-Site Training:** We provide flexible options, including web-based workshops and on-site training, to ensure educators receive thorough instruction in delivering Wordly Wise i3000's effective vocabulary curriculum.
- **Implementation Guides:** Clear and comprehensive guides help educators navigate the program's features and integrate it seamlessly into their existing curriculum.
- **Dedicated Support Team:** Our experienced consultants are readily available to answer questions and address challenges through phone calls, email, and online communities.
- **Data Analysis Resources:** We provide guidance on utilizing program data to monitor student progress in vocabulary acquisition and inform instructional decisions.
- **Professional Development Opportunities:** We offer optional webinars and resources to deepen educators' understanding of vocabulary instruction best practices.

This multifaceted support system empowers Ohio educators to confidently implement Wordly Wise i3000 and maximize its impact on student vocabulary development.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Xtreme Reading, 2nd Edition, 2021

VENDOR

University of Kansas, Center for Research of Learning (KUCRL)

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://sim.ku.edu>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Xtreme Reading, 2nd Edition, 2021

PROGRAM SPECIFIC WEBSITE

<https://sim.ku.edu/xtreme-reading>

PROGRAM OVERVIEW

The Xtreme Reading Program (Schumaker, Deshler, Bulgren, & Hock, 2007/2021) was specifically designed as an intensive year-long intervention for secondary students who are reading two or more years below grade level by researchers and associated of the University of Kansas Center for Research on Learning. The program is to be used with classes of 12 to 15 students with one teacher teaching the students daily for a full school year. It is designed for students who have learned basic phonemic awareness and phonics skills; it is not designed for beginning readers or students who need to learn those skills. The components of the program begin with advanced decoding and fluency instruction. This instruction provides students with advanced word-attack skills and increased reading accuracy, rate, and prosody and allows them to decode fluently the multisyllabic words they encounter in secondary texts. The second major component of the program is linguistic comprehension instruction. This includes vocabulary instruction and instruction in the strategic processes involved in comprehending a variety of written text structures. Such strategic processes include asking and answering questions, making predictions, making inferences, and deriving main ideas and details.

The interaction between the vocabulary instruction and the strategic comprehension instruction, combined with decoding skills, creates a synergistic or additive effect that results in reading success for older students. XR uses explicit instruction in each strategy: guided practice, meaningful feedback, and independent practice in generalizing and combining strategies within and outside school. In sum, XR uses an evidence-based spiral curriculum that includes instruction in seven foundational reading and motivation strategies across a single school year. Xtreme Reading empowers adolescent learners to reach their goals by teaching them the strategies, habits of learning, and knowledge to thrive in school and beyond.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

The Xtreme Reading Program is based on the Science of Reading. More specifically, Xtreme Reading is based on two theoretical models of reading. First, it is based globally on the Simple View of Reading (Hoover & Gough, 1990) which holds that proficient reading consists

of two key components: decoding and linguistic comprehension. Decoding efficient word recognition and access to appropriate words in the reader’s mental lexicon which provides semantic information at the word level. Linguistic comprehension is knowledge of facts and concepts, vocabulary, language and text structures, and verbal reasoning structures and strategies. Decoding and linguistic comprehension combined yield proficient reading comprehension.

The XR Program is also aligned with Kintsch’s theory of reading comprehension and learning (Kintsch, 1994; 1998), called “Construction Integration”, which focuses on the comprehension strategies specified in the Simple View of Reading. Kintsch held that such comprehension strategies can and must be specifically taught to struggling readers within a “cognitive apprenticeship” to compensate for their lack of prior knowledge. Such an apprenticeship is a relationship between an expert reader (the teacher) and an apprentice (the student) in which the apprentice constructs knowledge in partnership with the expert. Although the expert initially leads the instruction, the novice gradually assumes more and more responsibility for choosing the strategy to be used to fit the circumstances and applying that strategy in a skilled way. Thus, within the Xtreme Reading Program, the teacher teaches the students strategies that the students can apply to their reading assignments by describing those strategies, modeling those strategies, and ensuring that students can name and apply the steps of those strategies to a wide variety of reading materials. The methods that the Xtreme Reading teachers use to instruct the strategies have been developed for use with struggling adolescent readers over the past 40 years.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Professional Development (PD) on the Xtreme Reading Program is provided by XR Professional Developers certified by KUCRL. Xtreme Reading Professional Developers deliver high-quality professional learning using a partnership approach with educators. These experts offer professional development, instructional coaching, and technical assistance to establish the necessary infrastructure support for educators to implement evidence-based practices. Professional learning may be facilitated face-to-face, online, or a blended of both, depending on school preference.

PD can be arranged for individual teachers or a group of teachers who will be teaching the Xtreme Reading Program. A total of 5-6 days of PD over the span of the school year is recommended to provide instruction, coaching, observations, model lessons, feedback and ongoing support (ideally 3 initial days and 2-3 follow-up PD sessions). XR PD includes many opportunities for reflection, such as journaling, implementation planning, and observing and discussing XR Professional Developer models of specific program components. The initial PD is 3 full days, typically in the summer, and provides teachers with enough information to launch the XR Program on the first day of school. The rest of the PD and coaching is provided throughout the school year as teachers are implementing the program. Xtreme Reading Professional Developers support teachers through classroom observations, model lessons, feedback, student data review, and ongoing support for teachers and students. Instructional coaching support throughout implementation is recommended (ideally monthly for first-time

implementers). This may include monthly Community of Practice Sessions where teachers dialogue and problem solve with each other and the coach, class observations with feedback, or 1:1 problem-solving sessions. Coaching may take place in person or virtually. Interested schools and teachers can request Xtreme Reading PD by emailing simpd@ku.edu.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Waterford Reading Academy 2024

VENDOR

Waterford Research Institute

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Prekindergarten, Kindergarten, 1st Grade, 2nd Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://www.waterford.org/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Waterford Reading Academy

PROGRAM SPECIFIC WEBSITE

<https://view-su2.highspot.com/viewer/66ad08201fb7dc9d5857afff>

PROGRAM OVERVIEW

Waterford Reading Academy (WRA) is a PreK–2 evidence-based, adaptive program that aligns strongly with the Science of Reading, Ohio English Language Arts and Math/Science standards for PreK-2 learners, and What Works Clearinghouse evidence standards. WRA leverages the Science of Reading and evidence-based research to optimize reading, math, and science development, accelerate learning, and target intervention for PreK–2nd grade learners. As the Waterford curriculum operationalizes principles of personalization, it offers an adaptive, tailored approach to accelerating learning for every student, providing the literacy and math foundations needed for success in kindergarten. Fun game-like assessments are seamlessly embedded to drive the program’s adaptive instructional sequence so that each child receives the instruction, scaffolds, practice, and review they need for learning success.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Computer-based or online instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

In alignment with neuroscience and the Science of Reading frameworks, Waterford’s curriculum provides carefully-sequenced learning experiences that lead to proficient word recognition. Students develop phonological awareness and phonics skills; they combine those skills to develop reading fluency through the process of orthographic mapping. In parallel, the program fosters language comprehension through the development of vocabulary and background knowledge. Frequent opportunities to read interactive, connected texts (decodable, narrative, and informational) support the development of literacy knowledge and verbal reasoning as well as familiarity with language structures.

Waterford’s instruction is explicit, systematic, cumulative, diagnostic, and responsive. The program provides direct instruction, guided and independent practice, prompt feedback, scaffolding, distributed practice, and ongoing review. Instruction is delivered at a brisk pace, and student responses are elicited frequently to maximize engagement. Progression is mastery based, and embedded assessment drives adaptive learning pathways for individual students. Actionable data highlights achievements and identifies areas of struggle, allowing teachers to provide targeted support, including whole class, small group, and individual interventions.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Waterford's expert Technical Support Specialists and Professional Services teams support implementation fidelity, ensuring the effective and efficient use of Waterford solutions for high-impact results. Initial professional development, ongoing professional learning, and family engagement events empower teachers with the tools, data, and assistance needed to help every child succeed. The Professional Services plan is highly customizable, with optional supports that can be tailored to district or school needs. Cost is based on the depth and breadth of implementation options chosen by the district.

Waterford's professional services include the resources below.

- Implementation Fidelity
- Professional Learning
- Instructional Coaching
- Collaborative Inquiry
- Waterford Family Academy (family engagement)
- Partner Success Team
- Reports and Dashboards

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Close Reading Guides Edition 1, 2020

VENDOR

Flyleaf Publishing

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade, 3rd Grade	Comprehension	Yes

Vendor Information

VENDOR WEBSITE

www.flyleafpublishing.com

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Close Reading Guides

PROGRAM SPECIFIC WEBSITE

<https://flyleafpublishing.com/products#individual-products>

PROGRAM OVERVIEW

The Close Reading Teacher's Guides provide explicit and systematic instructional experiences to help teachers guide students in developing language comprehension and meaning-making skills from text. These guides emphasize modeling, guiding, and gradually releasing responsibility to students, enabling them to construct and extract meaning from text and integrate insights across multiple texts.

Emergent Reader Series: The Close Reading Teacher's Guide focuses on helping teachers direct student attention to comprehending text by analyzing vocabulary, punctuation, and illustrations. It encourages students to infer meaning and deepen their understanding. This includes one binder containing Emergent Reader Series Close Reading Teacher's Guides (one guide for each book in the series and blackline masters)

Reading Series One: This guide is designed to develop students' understanding of narrative text structure (story grammar) and the academic language associated with it. Research supports the effectiveness of explicit instruction in story grammar and literate language for young children. This includes one binder containing Reading Series One Close Reading Teacher's Guides (one guide for each book in the series and blackline masters).

Reading Series Two: The guide supports teachers in helping students engage in both word reading and deep thinking about texts. As students progress, they become familiar with narrative structure, literate language, and the features of informational texts and poetry, allowing them to anticipate and discuss story elements and text features.

Reading Series Three: This guide focuses on gradually releasing responsibility to students for analyzing and discussing narrative texts, informational texts, and poetry. Students develop strategic reading behaviors such as making inferences, summarizing, identifying text structures, and generating questions. This includes two binders containing Reading Series Three Close Reading Teacher's Guides (one guide for each book in the series, reading comprehension assessments, and blackline masters).

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

At Flyleaf Publishing, our commitment to developing instructional materials grounded in the Science of Reading began in 1998, guided by the research that supported models like the Simple View of Reading and Scarborough’s reading Rope, and it evolves today as we acknowledge research findings that inform new models, including the Active View of Reading. Our instructional materials are designed to align with the research that informs current reading models, including the Active View of Reading. Close Reading Teacher’s Guides support teachers in delivering systematic and explicit instruction in the language comprehension and associated bridging domain, as well as comprehension strategies and vocabulary strategies from the active self-regulation domain. Each motivating and engaging decodable book in Flyleaf’s Books to Remember TM Series provides abundant opportunities for students to transfer their newly acquired domain-specific knowledge, skills, processes, and strategies. Throughout the instructional process, embedded assessments allow teachers to implement consistent data collection and analysis, yielding valuable information for instructional adjustment as necessary.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Our training sessions are designed to provide comprehensive support for the implementation of Flyleaf’s Close Reading Guides and related resources.

Product Overview Training: This session introduces participants to the key features and components of Flyleaf’s Close Reading instructional materials. By the end of the training, learners will be familiar with how to navigate the instructional materials, feel confident in their ability to enhance literacy instruction, and be enthusiastic about integrating these tools into their district’s literacy programs.

Placement Assessment Training: This training focuses on equipping educators with the knowledge and skills needed to implement Flyleaf’s Placement Assessment effectively. Participants will learn how to conduct the assessment, interpret results, and place students within the appropriate program level. By the end of the session, educators will feel confident in using the placement assessment with their students.

Supporting Resources: Additional resources are available to help customers get started with their Flyleaf products. The Product Unboxing guide assists customers in locating and assembling the materials they have purchased, while the Product Walkthrough is designed for use after unboxing, guiding customers through the setup and initial use of the products.

Community Page Access: Flyleaf’s Community Page provides ongoing support with access to a wealth of implementation resources, including SMART Notebook files, digital books, and other valuable materials.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Imagine Language and Literacy 2024

VENDOR

Imagine Learning LLC

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

www.imaginelearning.com

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Imagine Language and Literacy

PROGRAM SPECIFIC WEBSITE

<https://www.imaginelearning.com/products/ela/language-and-literacy/>

PROGRAM OVERVIEW

Aligned to the Science of Reading, Imagine Language & Literacy is a personalized learning program for elementary and middle school students that accelerates both language and literacy skills development side by side. The program provides explicit, systematic instruction in foundational reading skills.

Using a personalized approach to instruction, Imagine Language & Literacy promotes student growth in critical reading and language skills through continuous adaptation, evidence-based approaches, and targeted data provided to educators. Imagine Language & Literacy's Smart Sequencer® continuously monitors and dynamically adjusts each student's learning path to ensure every minute spent in the program increases learning outcomes. Students receive explicit, systematic instruction and practice in all five components of reading- phonological awareness, phonics, fluency, vocabulary, and comprehension. This instruction accelerates reading proficiency for striving readers and maximizes language gains for emerging bilingual students regardless of their English proficiency level. Educators can create custom playlists of activities- from segmenting phonemes to citing text evidence- based on flagged instructional needs or print recommended resources for small groups and tutoring.

Recommended weekly usage varies based on students' proficiency levels and implementation model:

- PreK-K: 15 minutes/session
- Grades 1-2: 20 minutes/session
- Grades 3+: 25 minutes/session

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Computer-based or online instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Imagine Language & Literacy aligns with the Science of Reading by providing systematic, direct, and explicit instruction with deliberate practice opportunities in all five critical literacy skills.

- Phonemic Awareness: activities include rhyming, segmentation of words into phonemes, blending, and determining whether a specific sound is an initial, medial, or final phoneme.

- Phonics: instruction progresses from letter identification to mastery of letter-sound relationships, application of patterns, and beyond.
- Fluency: students receive various practice opportunities, including shared reading, echo reading, and repeated oral reading activities as they learn to read text with expression and accuracy.
- Vocabulary: basic and academic vocabulary development are emphasized through multiple exposures in various contexts. Lessons and routines are sequenced as preparation for reading a text in which the unfamiliar words are used, and they focus on the use of words in authentic, student-friendly contexts.
- Comprehension: explicit teaching of comprehension strategies using by studying various text genres, their underlying structures, and how to use this knowledge to aid comprehension. Students have opportunities to practice general comprehension strategies plus specific strategies applicable to either literary or informational texts.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Imagine Learning offers comprehensive professional learning with four levels of sessions focusing on adult learning theory and clear objectives. For example, in the Getting Started with Imagine Language & Literacy session, participants receive a checklist covering Goals and Uses, Explore Content, Set-up Tasks, Monitoring Progress, and Best Practices. For districts that select additional professional development, teachers can also be provided with Data Best Practices for Educators to help them understand and apply assessment data effectively for student support and intervention.

Professional Development Specialists can provide structured in-person or virtual training sessions with specific tasks and learning objectives. For example, the Getting Started with Language & Literacy Session aims to help teachers understand the program design, experience the platform as both a teacher and student, manage class and student accounts, monitor student progress using data tools, and plan implementation based on district, class, and student needs while ensuring access to essential resources.

The Imagine Language & Literacy Help Center offers support for teachers in their first 30, 60, and 90 days of implementation or as needed throughout program use. It is searchable for easy access to tasks and questions. The Teachers' Lounge extends the Professional Learning Community, allowing teachers to connect, innovate, and learn through live professional development sessions and discussions within the Imagine Learning community.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Joyful Discoveries - Project Ready! 2021

VENDOR

MSJ Center for Reading Science

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Prekindergarten	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

www.readingscience.org

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Joyful Discoveries - Project Ready!

PROGRAM SPECIFIC WEBSITE

www.readingscience.org/preschool

PROGRAM OVERVIEW

Project Ready's Joyful Discoveries Curriculum is an open-source (free) comprehensive preschool early learning curriculum. It was created by the non-profit Center for Reading Science at Mount St. Joseph University. It was developed through a series of research projects to be an integrated, research-based early learning curriculum with a focus on language development, content knowledge, and early literacy skills. Intervention for children who need more support is provided through systematic intensification within an MTSS framework with efficient assessment guiding decision-making. There are three language comprehension small groups (123 Story, Telling Terrific Tales, and SAMMY) focusing on oral language and listening comprehension skills, as well as instructional materials for an alphabets small group. All materials are designed to provide additional practice and support based on need. The small group interventions are less than 15 minutes long and provide lots of direct instruction with scaffolded support to ensure success. The lessons are scripted to ensure the most succinct and clear language is used.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

The skills targeted, and the instructional routines created have been designed to reflect the research on early language and literacy development (Herrera et al., 2021; NELP, 2008), preschool math development--part of the core program (Frye et al., 2013), structured and explicit instruction (Archer & Hughes, 2011), Cognitive Load Theory (recent review of this - Ashman, 2023), the Instructional hierarchy (Daly et al., 1996), MTSS in Early Childhood (Carta & Young, 2019; Buysse & Feinberg, 2013), and research on practice (Gordon, 2020). The program also aligns with Ohio's Early Learning and Development Standards: Birth to Kindergarten Entry (Ohio Department of Education, 2022). Additionally, the project was created by professionals with extensive training in the science of reading and decades of experience in implementing the science of reading in preschool.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Our center website offers professional learning modules with classroom examples (for free). On-site or remote training and coaching support can also be purchased through our Center. Contact Rosanne.Warburg@msj.edu for more information.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

This form contains general information about the approved program and vendor. It is intended to assist districts in evaluating reading intervention programs before contacting vendors for local procurements.

Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

MindPlay Reading 2024

VENDOR

MindPlay Education, LLC

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Prekindergarten, Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency, Comprehension	Yes

Vendor Information

VENDOR WEBSITE

<https://mindplay.com/>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

MindPlay Reading

PROGRAM SPECIFIC WEBSITE

<https://mindplay.com/intervention/>

PROGRAM OVERVIEW

MindPlay Reading Studio® is an online intervention software providing comprehensive reading and language arts instruction for developing or struggling readers. Designed for K-12 students, including English-language learners and those from diverse backgrounds, MindPlay offers a highly individualized, systematic, code-based approach that has significantly improved reading, spelling, and vocabulary. Students typically gain a year of reading growth with just 20 hours of use.

The program features interactive video lessons with "virtual coaches" who adapt instruction based on student interactions. These coaches guide students through tailored lessons and activities to enhance literacy skills, supported by an extensive matrix of instructional levels and activities.

MindPlay can be used both synchronously and asynchronously, allowing for flexible implementation. Teachers can integrate their own lessons, use MindPlay's offline blended learning materials, or directly assess students with the Oral Reading Fluency assignment. The software provides immediate access to individual and class progress reports, which aid in instructing, remediating, and building key literacy skills such as phonological awareness, phonics, grammar, fluency, and comprehension.

Aligning with the Orton-Gillingham approach, MindPlay employs a structured, sequential, and multimodal methodology to address individual reading needs. Its Prescriptive Reading Plan offers personalized instruction, ensuring no two students follow the same learning path and are only assigned necessary lessons. Utilizing techniques from successful reading teachers and speech-language pathologists, MindPlay helps students achieve 100% mastery at their own pace.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Computer-based or online instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

MindPlay's curriculum is built on the critical components of the Science of Reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. These elements are integrated into the program to provide a balanced and holistic approach to literacy, addressing diverse learner needs.

Phonological awareness, the ability to identify individual sounds in words, is foundational for reading, writing, and spelling but must be taught. MindPlay uses a virtual speech-language pathologist to instruct students in these skills, focusing on mastery of one sound or concept at a time. Kindergarten students start with Phonological Awareness (PA) lessons without pre-tests or post-tests, followed by Phonics lessons. For students in 1st grade and above, PA lessons are assigned as remedial instruction based on their performance in Phonics lessons.

MindPlay Phonics provides a strong foundation in phonics skills using a systematic, explicit approach rooted in the Orton-Gillingham method. It guides students through letter-sound relationships, enabling accurate decoding and encoding of words. The program includes all primary sound-symbol relationships and uses a mastery-based approach to individualize instruction. If students struggle, they receive targeted remedial lessons or matching Phonemic Awareness lessons.

Each phonics lesson features an instructional presentation and can be retaught using various alternative presentations, with visual components and on-screen coaches. The Fluency program enhances reading fluency through structured, evidence-based practices. It follows a logical sequence to build fluency in speed, accuracy, and prosody, aligning with the National Reading Panel's key elements.

The Vocabulary module helps students master essential English words through self-paced instruction, interactive lessons, and engaging activities. Comprehension lessons systematically target specific objectives based on student performance in the Fluency component. Incorrect responses trigger comprehension instruction, ensuring students develop robust reading skills across all critical areas.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

MindPlay will provide a dedicated Partner Success Specialist to guide you through each step of a successful implementation. The process begins with a Kickoff meeting to establish measurable goals, select a team, and tailor professional learning to meet district initiatives. After this, accounts are provisioned, and teachers are trained either through Train-the-Trainer sessions or directly. Ongoing consultation is provided throughout the implementation.

Insightful Impact Data Meetings, held monthly or quarterly at the district's discretion, emphasize the power of data to drive decision-making and demonstrate the value of our educational solutions. These meetings offer comprehensive analysis and showcase positive outcomes. They include an overview of district goals set during the initial Kickoff and any subsequent objectives MindPlay Education can assist with. Collaborative discussions focus on detailed analysis of student performance metrics, highlighting success stories, challenges, and actionable solutions for improvement.

Reflecting on the past school year is crucial for celebrating successes, addressing challenges, and planning strategically for the future. Our End-of-Year meetings provide a comprehensive review and lay the groundwork for continued improvement. Topics covered include professional development planning for the next school year, implementation impact review,

measurement of goals, and recommitment or adjustment of goals. We also take the time to celebrate successes.

Close collaboration with districts ensures the effective implementation of summer school programs, providing students with valuable learning opportunities and measurable outcomes. MindPlay can be used independently by students over the summer or as the foundation of the summer school curriculum.

Your dedicated Partner Success Specialist will also send helpful information, such as celebrations for a fast startup or offers to support buildings that may be slower to implement. We are committed to helping students become strong and confident readers.

Approved List of Evidence-Based Reading Intervention Programs

Program and Vendor Information

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Approved Program and Vendor

PROGRAM TITLE AND PUBLICATION YEAR OR EDITION

Seeing Stars: Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling 2nd Edition, 2013

VENDOR

Lindamood-Bell Learning Processes

Target Audience of Instructional Programming	Reading Components Claimed	Professional Development in Materials Available
Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade	Phonological and Phonemic Awareness, Phonics and Word Study, Fluency	Yes

Vendor Information

VENDOR WEBSITE

<https://lindamoodbell.com/for-schools-info>

VENDOR CONTACT INFORMATION

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Seeing Stars: Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling

PROGRAM SPECIFIC WEBSITE

<https://ganderpublishing.com/pages/seeing-stars-overview>

PROGRAM OVERVIEW

Seeing Stars develops symbol imagery – the ability to visualize sounds and letters in words – as a basis for phonological and orthographic awareness, letter-sound knowledge, phonics, word recognition, and fluency. It includes over 25 years of evidence in improving literacy skills for struggling readers, special education, and students with dyslexia. The program is effective for K-12 students as a tier 2 and 3 intervention, and may also supplement K-2 tier 1 instruction.

Often a critical missing piece in most reading and dyslexia interventions, symbol imagery is explicitly and systematically integrated with phonological processing. This facilitates phonemic awareness, orthographic mapping, fast word retrieval, word reading fluency, and global reading skills. Seeing Stars aligns to the instructional principles and components of a structured literacy approach (SLA). However, unlike many SLA interventions that overemphasize phonemic awareness development and phonics rules, Seeing Stars focuses on the integration of the component parts as skills progress toward word reading automaticity and reading comprehension.

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

PROGRAM ALIGNMENT WITH THE SCIENCE OF READING AND STRATEGIES FOR EFFECTIVE LITERACY INSTRUCTION

Seeing Stars is based on the cognitive science of learning and includes the essential components of reading as recognized by reading research. Components include phonemic awareness, phonics, orthography, fluency, vocabulary and comprehension. Principles of effective literacy instruction in the program include:

Explicit – Each step is taught explicitly with direct instruction. During each activity, the instructor introduces the skill or concept to be learned, and follows specific steps for practice and reinforcement, with constant instructor-student interaction, feedback, and correction.

Systematic and Cumulative – Content is organized starting with the easiest concepts and progress to more complex content and levels. Each new step and activity is based on content and/or a skill level that has been previously taught and practiced.

Diagnostic and prescriptive – Instruction is differentiated to meet each student’s needs. Both formal (diagnostic/summative) and informal (formative) assessments are used. Student performance and response is monitored in real time to be able to adjust the content, complexity level, and pace of instruction accordingly.

Socratic Method – The teaching and learning process involves a Socratic questioning process that facilitates self monitoring, understanding through exploration and questioning, and problem solving.

Multisensory – Each step focuses on conscious awareness of auditory, visual, and language modalities involved in reading and spelling.

Targeted Intervention – Instruction is targeted and intensive to facilitate efficient development of essential skills, based on individual need. Some students may need more focus on orthographic mapping over phonemic awareness for example. Repetition and practice help develop automaticity and independence in the learning process.

PROFESSIONAL LEARNING AND ONGOING SUPPORT AVAILABLE FOR DISTRICTS AND SCHOOLS TO AID IN IMPLEMENTATION OF THE PROGRAM

Lindamood-Bell's work with schools includes system-wide improvement initiatives to close achievement gaps for underperforming subgroups of students. A critical factor to address these goals involves strategic levels of ongoing professional development (PD) where staff receive initial training and ongoing support to improve the quality of instruction. Evidence shows teacher competency has a larger impact on student achievement than factors such as minority or socioeconomic status.

Our professional learning activities follow research-proven strategies. Teachers receive frequent opportunities to observe high-quality lessons, to co-teach with a program expert, and to receive feedback within a continuous cycle of improvement. Activities are organized and purposeful while focusing on improving practice in the specific content and pedagogic knowledge of the Seeing Stars program. Over the course of a school year, professional development activities include 30 or more contact hours between teachers and Seeing Stars instructional experts.

In our levels of professional learning, districts and schools can strategically manage scheduling and resources while scaling up interventions more effectively:

- Level 1 includes workshops providing the foundation of Seeing Stars program steps.
- Level 2 includes ongoing, on-demand follow-up courses. In Level 2 coursework, staff can participate at their own pace and focus on instructional areas that match the needs of their students.
- Level 3 partnerships include weekly job-embedded professional development sessions for teachers implementing the program, and also support for instructional leaders in monitoring and promoting instructional efficacy.

- Level 4 utilizes a comprehensive school partnership model inclusive of job-embedded support sessions, instructional oversight, outreach events, and support in implementing, scoring, and analyzing student assessments.

For a detailed overview of Lindamood-Bell's levels of professional development support, see <https://lindamoodbell.com/for-schools-info>.