

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

Just Right Reader Literacy Intervention Program K-2, 2024

VENDOR

Just Right Reader, Inc.

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://justrightreader.com>

VENDOR CONTACT INFORMATION

CONTACT #1

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Just Right Reader Literacy Intervention Program K-2

PROGRAM SPECIFIC WEBSITE

<https://justrightreader.com/pages/k-2nd-grade-intervention-program>

PROGRAM OVERVIEW

The Just Right Reader K-2 Literacy Intervention Program is designed to accelerate reading development for students who need additional support to meet early grade-level academic standards. By combining the Science of Reading and evidence-based instructional practices with engaging phonics instruction, decodable books, and ongoing assessments and progress monitoring, the program helps students build foundational reading skills while fostering a lifelong love of reading. Program components include:

Easy-to-use Scope and Sequence and Pacing Guide to direct explicit, systematic instruction

Engaging decodable books for every lesson, which include QR codes that link to short instructional videos in English and Spanish

Scripted lesson plans for every decodable that integrate phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing

Take-Everywhere Literacy Packs™ that ensure students continue their literacy journey beyond school with data-driven, customized packs of decodable books they take home

Assessments and Progress Monitoring Tools to ensure data-driven instruction and program adjustments to meet the needs of every student

Robust guidance for intervention implementations and supporting English learners

Backed by an ESSA Level III study, our program has been shown to accelerate literacy growth and drive meaningful improvements in student outcomes.

[https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/additional%20files/Just%20Right%20Reader%20Texas%20Pilot%20Efficacy%20Study%20Report%20\(1\).pdf](https://21778604.fs1.hubspotusercontent-na1.net/hubfs/21778604/Texas%202024/additional%20files/Just%20Right%20Reader%20Texas%20Pilot%20Efficacy%20Study%20Report%20(1).pdf)

PRIMARY METHOD OF INSTRUCTIONAL DELIVERY

Teacher-directed instruction

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

The Just Right Reader Literacy Intervention Program K-2 was developed using research about the Science of Reading:

National Reading Panel (2000) The panel identified five key components of effective reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. The JRR intervention program includes the five components of reading instruction in every lesson.

Scarborough, H. S. (2001): The Reading Rope model is a foundational framework that demonstrates how skilled reading is the product of two primary strands: word recognition and language comprehension. Word recognition and language comprehension are key components of every lesson.

Gough, P. B., & Tunmer, W. E. (1986): This study introduced the Simple View of Reading, which conceptualizes reading as the product of two main components: decoding and linguistic comprehension, with reading comprehension as an outcome of both skills working together. The JRR program emphasizes both, with students using the two skills together when they read a new decodable book in every lesson.

Ehri et al. (2001): The research supports the emphasis on phonological awareness and systematic phonics instruction, especially for early readers, and that phonemic awareness instruction benefits both typical and struggling readers. Phonemic awareness and systematic phonics instruction are included in every lesson.

Galindo, C., and Sheldon, S. B. (2012): The researchers found a strong correlation between school and home and that involving parents in literacy activities leads to significant gains in reading achievement in kindergarten. This is the basis for our Take-Everywhere program, which provides personalized packs of books for every student to take home, read with their families, and keep.

Blevins, W. (2021): This research supports the idea that decodable texts are essential tools for helping students practice and apply phonics skills in reading, aligning with a structured approach to literacy instruction. This is the basis for our 800+ decodable books.

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

Professional Development for the K-2 intervention program is available in person, via webinar, and through a self-paced online course. The PD focuses on using decodable books and intervention strategies to accelerate reading achievement. Participants will explore the Science of Reading for young learners and learn how engaging decodable texts can be integrated into literacy intervention to improve phonemic awareness, decoding, fluency, vocabulary, and comprehension. The session will make a connection between proficient decoding and overall academic success. Participants will:

Understand the Science of Reading and the pillars of phonemic awareness, phonics, fluency, vocabulary, and comprehension

Discover methods to use decodable books to engage students in literacy both in the classroom and at home.

Develop strategies to build phonics skills for decoding

Understand criteria for grouping, entry and exit criteria, and intensifying an intervention.

Discover assessment and progress monitoring guidelines for the program and how to collect, use, and share data.

Intended outcomes include educators understanding the application of the Science of Reading for young learners, the essentials of effective intervention, and being prepared to implement the JustRight Reader Literacy Intervention Program K-2.