

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

Building Reading Success by Wiley Blevins, 1st Edition, 2025

VENDOR

William H. Sadlier, 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 | Phonological and Phonemic Awareness, Phonics and Word Study, Vocabulary, Comprehension | Yes |

Vendor Information

VENDOR WEBSITE

www.sadlier.com

VENDOR CONTACT INFORMATION

CONTACT #1

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Program Specific Information

The information below was supplied by the vendor.

PROGRAM

Building Reading Success by Wiley Blevins

PROGRAM SPECIFIC WEBSITE

<https://www.sadlier.com/school/building-reading-success-with-wiley-blevins>

PROGRAM OVERVIEW

Building Reading Success (BRS) with Wiley Blevins is an effective K–5 literacy intervention solution for students with reading skill deficits requiring Tier 2 or Tier 3 intervention. It is a well-structured, evidence-based approach built on the latest science of reading research and elements of structured literacy. The program is organized into nine modules—Alphabet, Phonemic Awareness, Short Vowels, Consonant Blends and Digraphs, Long Vowels, Complex Vowels, Multisyllabic Words, Word Study, and Advancing Reading Success (a transition module)—that follow a logical scope and sequence to build proficiency in foundational literacy skills. Modules provide targeted instruction through Wiley Blevins’s high-impact routines—Blending, High Frequency Words, Decodable Text, Dictation, and Word Building. Each routine includes direct instruction, practice, and application. Skills are reviewed and repeated over time to ensure mastery. An emphasis on syntax and vocabulary provides intentional instruction in supporting fluency and reading comprehension. Diagnostic, summative, and formative assessments are included to determine placement and inform ongoing instruction. The program also provides digital resources and a manipulative kit, common across all levels, to support a fun and engaging learning process.

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

Building Reading Success (BRS) benefits readers struggling with reading by providing early intervention grounded in the science of reading. BRS promotes engaging, multimodal, systematic and explicit instruction of the five foundational literacy skills: phonemic awareness, phonics and word study, fluency, vocabulary, and comprehension to develop word recognition and language comprehension. BRS instruction is evidence-based and guided by ongoing assessment and progress monitoring. The program relies on rigorous scientific evidence and a well-established body of knowledge about how children learn to read, what works in reading instruction, and what is effective in intervention.

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

Sadlier provides a range of professional learning and ongoing support options (standard and customized) in five forms (in-person, virtual, coaching, training of trainers, and self-directed study) to enhance instruction and increase student outcomes. To promote effective implementation, Sadlier's professional learning support for Building Reading Success relies on a logical scope and sequence that progresses from getting started/initial implementation to mastering the program's instructional routines and continues with assessment informed differentiated instruction. Demonstrating learning is central to these sessions, ensuring educators can translate theoretical concepts into powerful, evidence-based intervention instruction. Offering sessions for administrators and including key look-fors for the program's high-impact routines builds the school/district's capacity to support ongoing success. Similarly, coaching and training of trainers increases the organizational capacity to inculcate evidence-based practices. Sadlier moves beyond one and done sessions to ongoing support that transforms teaching and learning. Ongoing support includes proactive check-ins; mini-sessions; a video library with study guides; webinars, master classes, and institutes; office hours; a Facebook learning community, and more.