Program Name: Phonemic Awareness in Young Children

Publisher: Brookes Publishing

Instructional Focus:	Grade Level:	Implementation Level/Grade:	Time required to Teach the Program:
Phonemic Awareness **X**	K **X**	Enhancement:	15 – 20 minutes daily
Phonics	1 **X**		
Vocabulary	2	Strategic:	
Fluency	3		
Comprehension	4	Intensive: **X**	
	5		

Program Summary:

Phonemic Awareness in Young Children contains simple listening games to more advanced exercises in rhyming, alliteration, and segmentation. Specifically targeting phonemic awareness this research-based program helps young children learn to distinguish individual sounds that make up words and affect their meanings.

With a developmental sequence of activities that follows a school year calendar, teachers can chose from a range of activities for their preschool, kindergarten, and first-grade classrooms. Plus, the curriculum includes an easy-to-use assessment test for screening up to 15 children at a time. This assessment not only helps to objectively estimate the general skill level of the class and identify children who may need additional testing but may also be repeated every 1-2 months to monitor progress. All children benefit because the curriculum accommodates individualized learning and teaching styles.

Program Determination, Placement and Progress Monitoring:

Assessments/Data used to determine if the program is appropriate for meeting the sub-skill need of the individual student:

- DIBELS measures FSF and PSF

Assessments used to place the student in the correct instructional level of the program:

- Program assessment

Assessments used to progress monitor:

- DIBELS progress monitoring guidelines

For more information on this program: http://www.pbrookes.com/

Program Name: Road to the Code

Publisher: Brookes Publishing

Instructional Focus:	Grade Level:	Implementation Level/Grade:	Time required to Teach the Program:
Phonemic Awareness **X**	K **X**	Enhancement:	Road to the Code consists of 44 lessons that are taught in groups of 4-
Phonics **X**	1 **X**		5 students 4 times a week over an 11-week period. Each of the 15-20
Vocabulary	2	Strategic: **X**	minute lessons are divided into 3 parts and follow the same daily
Fluency	3		format: Say-it and Move-it, a phoneme segmentation activity; letter
Comprehension	4	Intensive:	name and sound instruction; and to conclude, an activity to reinforce
	5		phonological awareness.

Program Summary:

Road to the Code is a program designed to incorporate phonological awareness activities into the Kindergarten and 1st grade classroom before students have had a chance to fail. Originally conceived for students in Kindergarten, research has verified that Road to the Code is also effective for 1st grade students struggling with beginning reading and spelling skills. Taught by classroom teachers, resource and reading teachers and language specialists, Road to the Code is meant to augment instruction in critical early reading skills in classrooms that are already rich in oral and written language activities and where reading to children is a common occurrence. The research literature is replete with studies underscoring the importance of phoneme awareness and understanding the alphabetic code for beginning readers. Research has also verified that early intervention can indeed facilitate the acquisition of early reading and spelling skills. The overriding goal of Road to the Code is to develop in students awareness that spoken words can be segmented into phonemes and that these segmented units can be represented by the letters of the alphabet.

The *Say-it and Move-it* activities teach students to segment words into phonemes. Students repeat a target word, move a small disk or tile for each sound they say in the word, and after the word is segmented they then blend the word (speak it at normal speed). Letter names and sounds are introduced in a variety of game-like activities that enhance instruction in the correspondence between sound segments in words and the letters that represent the sound segments. The 8 letters used for these activities were chosen because of their ability to generate several words emphasizing a consonant-vowel-consonant pattern. The final part of each day's lesson involves additional phonological awareness activities such as sound categorization or further practice segmenting words. Students work with initial sounds in words and words with rhyming parts. Several interesting activities engage students in word segmentation such as using a puppet for stretching sounds, listening to the teacher segment an occasional word in a story and then students blend the word, or identifying the initial sound that a picture represents and then placing the picture in a bag marked with the corresponding letter.

Program Determination, Placement and Progress Monitoring:

Assessments/Data used to determine if the program is appropriate for meeting the sub-skill need of the individual student:

- DIBELS measures FSF, PSF, NWF – CLS, NWF – WWR

Assessments used to place the student in the correct instructional level of the program:

- Program Placement tests

Assessments used to progress monitor:

- DIBELS progress monitoring guidelines

For more information on this program: http://www.pbrookes.com/

Program Name: ERI – Early Reading Intervention

Publisher: Scott-Foresman

Instructional Focus:	Grade Level:	Implementation Level/Grade:	Time required to Teach the Program:
Phonemic Awareness **X** Phonics **X** Vocabulary Fluency Comprehension	K **X** 1 **X** 2 3 4 5	Enhancement: Strategic: **X** (Kindergarten) Intensive: **X** (Kindergarten, First Grade)	126 lesson, 30 minutes per day, 5 days per week. (Note: to keep the 30 minute per day schedule, approximately 10 minutes of the preparation time prior to the lesson is needed.)

What Pre-requisite skills must a student have prior to using this intervention?
The program does not require any pre-requisite skills

Program Summary:
Early Reading Intervention provides at risk K-1 students with intensive phonemic and phonics instruction. The program is set to deliver 30 minute daily lessons to small groups of 2-5 students (30 weeks/126 lessons). Explicit, direct instruction is delivered in a planned sequence with systematic review of the corresponding lessons. Each day features up to 7 mini lessons targeting a specific skill and is structured to deliver all of these lessons through the direct instruction format. There is a comprehensive assessment plan that targets letters/sounds, segmenting/blending, reading words and reading 3-5 word sentences.

Program Determination, Placement and Progress Monitoring:
Assessments/Data used to determine if the program is appropriate for meeting the sub-skills need of the individual student:
- Placement tests within the program determine the correct placement of the child. There is a regular and fast-paced structure to this program.   The placement test will determine the appropriate structure for the individual student.

Assessments used to place the student in the correct instructional level of the program:
- Placement test provided.

Assessments used to progress monitor:
- Progress monitoring assessments are built into the program. There are weekly program checklists. DIBELS progress monitoring should also be administered.

For more information on this program: www.scottforesman.com

Program Name: Great Leaps

Publisher: Diarmuid, Inc.

Instructional Focus:	Grade Level:	Implementation Level/Grade:	Time required to Teach the Program:
Phonemic Awareness	K **X**	Enhancement:	5 to 7 minute daily practice sessions
Phonics	1 **X**		
Vocabulary	2 **X**	Strategic: **X**	
Fluency **X**	3		
Comprehension	4	Intensive:	
	5		

Program Summary:
Great Leaps Reading is designed as a supplementary reading program to be used in conjunction with the curriculum currently being implemented. Its primary emphasis is on fluency, with the assumption that comprehension will improve if the child becomes a more fluent reader. The materials consist of an instructor's manual and student practice pages. Included in the instructor's manual are assessment guidelines to determine student placement in Great Leaps. Teachers, paraprofessionals, or volunteers administer the lessons in a one-to-one fashion in 5-7 minute daily practice sessions. During those 5-7 minutes, the student reads three timed readings, one under each of the following three headings: phonics, sight phrases, and stories. Each reading is timed for one-minute and the goal is for the student to read each page with no more than 2 errors. Error correction is immediate and followed by modeling of the correct response. When mastery is attained on a page, the student progresses, or "leaps", to the next page of slightly more difficult material.

Program Determination, Placement and Progress Monitoring:
Assessments/Data used to determine if the program is appropriate for meeting the sub-skill need of the individual student:
- DIBELS

Assessments used to place the student in the correct instructional level of the program:
- Program Placement tests

Assessments used to progress monitor:
- DIBELS progress monitoring guidelines

For more information on this program: http://www.greatleaps.com

Program Name: Language for Learning

Publisher: SRA

Instructional Focus:	Grade Level:	Implementation Level/Grade:	Time required to Teach the Program:
Phonemic Awareness	K **X**	Enhancement:	30 minutes per day, 5 days per week.
Phonics	1 **X**		
Vocabulary **X**	2	Strategic:	
Fluency	3		
Comprehension	4	Intensive: **X**	
	5		

Program Summary:

Language for Learning is intended to stimulate the development of oral language skills in young children. The program is designed to teach your pre-readers language, concepts, information and knowledge that will be beneficial in a classroom setting as they learn to read. *Language for Learning* teaches oral language skills to children whose language is inadequately developed. The 30 minute lessons include explicit instruction, scripted lesson, cumulative review and mastery learning. Students who will benefit from this program include pre-readers, ELL students, Title, Special Education and students with speech and language deficits. This program is fully scripted direct instruction program with very specific professional development necessary.

Program Determination, Placement and Progress Monitoring:

Assessments/Data used to determine if the program is appropriate for meeting the sub-skills need of the individual student:

- Unit assessment, teacher observation of student vocabulary skills

Assessments used to place the student in the correct instructions level of the program:

- Program Placement tests

For more information on this program: www.sra4kids.com

Program Name: Read Well 1

Publisher: Sopris West

Instructional Focus:	Grade Level:	Implementation Level/Grade:	Time required to Teach the Program:
Phonemic Awareness **X**	K	Enhancement:	60 minutes per day. 5 days per week (to fast track students through Read Well 1 it is optimal to do two lessons per day). **This time is in addition to the core.**
Phonics **X**	1		
Vocabulary **X**	2 **X**	Strategic: **X**	
Fluency **X**	3		
Comprehension **X**	4	Intensive:	
	5		

Program Summary:

Read Well 1 is designed as a core curriculum for first grade students and may also be used as a strategic intervention for second grade students**. It provides thematically based instruction around the five big ideas of reading. Students receive 60 minutes of small group instruction. Small group instruction is mastery based, flexible and guided by on-going assessment. Duet stories consist of teacher-read text embedded with fully decodable student text. Vocabulary and comprehension take place within the context of story reading using expository and narrative text. Fully decodable solo stories are also included for independent practice.

**If a student was close to finishing *Read Well 1* in first grade (4-6 weeks from completion) finishing RW at least through unit 34 will assist them in a successful transition to the second grade core program. It is recommended that these students are fast-tracked (double-closed) in RW through unit 34 at the beginning of the school year in addition to their participation in 60 minutes of the core curriculum. For students who are farther behind, a student-by-student decision needs to be made relative to the strength of their retention of skills learned in first grade. For these students, administer the Read Well Placement test at the beginning of second grade. If they place in the same unit they finished in first grade or improved, it may make sense for them to complete Read Well as a strategic intervention. If they regressed, decisions need to be made about how best to meet their needs.

Program Determination, Placement and Progress Monitoring:

Assessments/Data used to determine if the program is appropriate for meeting the sub-skills need of the individual student:

- DIBELS, unit tests and unit diagnostic tests (included in some of the units).

Assessments used to place the student in the correct instructional level of the program:

- Program placement tests

Assessments used to progress monitor:

- End of unit assessments
- DIBELS

Note: Read Well will only get a child up to 100 wcpm by unit 38 – each unit takes about six days and strong passes are a must!

For more information on this program: www.sopriswest.com

Program Name: Phonics for Reading

Publisher: Curriculum Associates

Instructional Focus:	Grade Level:	Implementation Level/Grade:	Time required to Teach the Program:
Phonemic Awareness	K	Enhancement:	45 minutes per day – 5 days per week
Phonics **X**	1		
Vocabulary	2 **X**	Strategic: **X**	
Fluency	3 **X**		
Comprehension	4 **X****	Intensive:	
	5 **X****		

What Pre-requisite skills must a student have prior to using this intervention?:
Students must already be able to say the sounds of consonants. This program will not provide the intensive level of instruction needed for students who have not developed automaticity with consonant sounds.

** Phonics for reading can be effective for students in grades 4 & 5 who are not significantly below grade level and who have only a few gaps in their phonics skills (or only have multisyllabic word reading gaps). 4th and 5th grade students who are missing multiple phonics skills are significantly below grade level need to be in a very explicit intervention program with a good acceleration schedule with the intent to catch the student up. *Corrective Reading* has activities embedded and allows faster acceleration for those students in 4th or 5th grade who are *significantly* below grade level.

Program Summary:
Phonics for Reading delivers explicit phonics instruction with clear objectives to fill in gaps for students who have not mastered phonemic decoding skills. Daily lessons require 40-50 minutes to complete and are to be taught in small groups. It provides consistent teaching routines, repeated practice, immediate corrective feedback, cumulative review and teaches decoding strategies to automaticity. Level One focuses on short vowels, consonants, consonant blends and digraphs. Level Two builds upon level One with vowel combinations, r-controlled vowel sounds, common endings and CVCe words. Level Three expands concepts further with vowel/letter combinations, common prefixes and suffixes, minor consonant sounds for c and g and minor vowel sound combinations.

Program Determination, Placement and Progress Monitoring:
Assessments/Data to use to determine if the program is appropriate for meeting the sub-skills need of the individual student:
- Phonics Screener, DIBELS (note error patterns). These assessments should help you determine if the skill deficit is a phonics or fluency issue.

Assessments to use to place the student in the correct instructional level of the program:
- Placement test are found in the back o the Teacher's guide to assist in determining student placement in the appropriate level.

Assessments to use to progress monitor:
- DIBELS: Placement tests consist of subtests which also may be used to monitor progress during the teaching and as a post test at the end of a level. There are ten activities throughout each skill level that offer a formal measure of skills. Level Two and Level Three provide directions for using story passages to assess fluency and activities for building fluency.

For more information on this program: http://www.curriculumassociates.com

Program Name: Reading Mastery I, II, and Fast Cycle

Publisher: SRA

Instructional Focus:	Grade Level:	Implementation Level/Grade:	Time required to Teach the Program:
Phonemic Awareness **X**	K **X**	Enhancement:	Lessons are designed to be 40 – 45 minutes daily
Phonics **X**	1 **X**		
Vocabulary **X**	2 **X**	Strategic:	
Fluency **X**	3 **X**		
Comprehension **X**	4	Intensive: **X**	
	5		

Program Summary:

Reading Mastery, one of several curriculum components that constitute the Scientific Research Associate's Direct Instruction curriculum, is designed to provide systematic instruction in English language reading. *Reading Mastery* is a full-year curriculum and is available in two versions, *Reading Mastery Classic* levels I and II (for use in grades K–3) and *Reading Mastery Plus*, an integrated reading language program for grades K–6. The program begins by teaching phonemic awareness and sound-letter correspondence and progresses to word and passage reading, vocabulary development, comprehension, and building oral reading fluency. Later lessons emphasize accurate and fluent decoding while teaching students the skills necessary to comprehend and learn from expository text. Lessons are designed to be fast-paced and interactive. Students are grouped by similar reading level, based on program placement tests. The program includes placement assessments and a continuous monitoring component.

Program Determination, Placement and Progress Monitoring:

Placement tests – one for each level
Progress-monitoring assessments – one every 5 lessons
Skill screening/diagnostic tests – one every 5 lessons

Guidelines for using the program as a supplemental program to enhance the core program or to prevent, or remediate skill deficits for students in the core program, but who are somewhat below grade level:

Not recommended for this use. Using Reading Mastery I and II as supplementary programs for students who are also in another core program is not ideal because the sequence of introducing letter-sound correspondences and irregular words will not match the sequence of the core program.

Guidelines for using the program as an intervention program to replace the core program for students well-below grade level:

Program requirements to reach grade level proficiency
- Students who successfully complete RM I and RM II by the end of first grade will perform at a beginning second grade level.
- Students who successfully complete just RM I by the end of first grade will perform at an early first grade level.

When to being using program so students can reach grade level benchmarks:
- Students who begin RM I early in Kindergarten have the highest probability of reaching grade level proficiency.
- If a RM I is begun in mid-kindergarten, providing two full lessons per day is critical so students can master enough skills to reach grade level benchmarks by the end of first grade. Even with double-dosing, however, not all students will reach grade level benchmarks by the end of first grade.
- If RM I is begun early in first grade, providing two full lessons per day is critical to enable students to master enough skills to reach grade level benchmarks by the end of first grade. Even with double-dosing, however, many highly at-risk students will not reach grade level benchmarks by the end of first grade and will need more than a year to complete RM I and RM II.

- If the RUM is begun at mid-first grade or later, it will not be possible to have students reach benchmark level at the end of first grade. Even with two lessons per day, children will not complete RUM II by mid-second grade. Students can make accelerated gains, but will need longer than a year to complete RM I and RM II
- Reading Mastery Fast Cycle is a good program to use with children who enter second or third grade as nonreaders or at a first grade level and pass the placement test for it.
- Reading Mastery III focuses on comprehensions skills. To be a strong grade level performance, an at-risk child should complete Reading Mastery III in second grade. Reading Mastery III includes a great deal of science and social studies information and is designed to teach children how to learn through reading.

For more information on this program: http://www.mcgraw-hill.co.uk/sra/readingmastery-levels.htm

Program Name: Corrective Reading B1 and B2

Publisher: SRA

Instructional Focus:	Grade Level:	Implementation Level/Grade:	Time required to Teach the Program:
Phonemic Awareness	K	Enhancement:	Each lesson is 45-minutes in length and
Phonics **X**	1		intended to be taught by teachers 4-5
Vocabulary	2	Strategic:	times per week.
Fluency **X**	3		
Comprehension **X**	4 **X**	Intensive: **X**	
	5 **X**		

Program Summary:

Corrective Reading is a comprehensive intervention program designed for students in grades 4-12. It targets students who are reading one or more years below grade level and is appropriate for students who are in special education classrooms as well. The 3 essential goals of the program are increasing reading accuracy (decoding), developing reading fluency, and building reading comprehension. *Corrective Reading* can be implemented in small groups (4-5 students) or whole-class format. The Decoding strand (B1 and B2) is appropriate for students that have trouble identifying words, understanding how the arrangement of letters in a word relate to its pronunciation, and whose reading rate is inefficient.   The Decoding strand lesson format incorporates word-attack skills practice, group reading, individual reading checkouts, and workbook exercises. There are 65 lessons in each level.

Fluency instruction is addressed in the Group Reading and Reading Checkout parts of each lesson (Decoding strand, levels B1 [beginning at lesson 7], B2). The research-based strategy, partner reading, is utilized during the Reading Checkout section. The teacher models prosody and immediate feedback is given to students in the form of a formal correction procedure. Fluency goals are included and require students to meet a precise criterion for rate and accuracy. In particular, levels B1 requires reading of 90 wpm with 98% accuracy and level B2 requires reading 120 wpm with 98% accuracy.

Comprehension is taught using questioning, a research-based strategy proven to increase understanding. Questions are dispersed throughout the text. Prediction questions are provided at the beginning so that students may anticipate text content and activate prior knowledge. Expository text is provided to teach cause/effect, inference, main idea, text structure, and sequence. In addition, students are taught how to locate, and interpret graphs, maps, charts, and diagrams.

Program Determination, Placement and Progress Monitoring:

Assessments/Data used to determine if the program is appropriate for meeting the sub-skill need of the individual student:
- DIBELS

Assessments used to place the student in the correct instructional level of the program:
- Program Placement tests

Assessments used to progress monitor:
- Program end of unit tests
- DIBELS

Instructional Levels for Corrective Reading

Program	Lessons	Levels
Decoding A	1 – 10	PP
	11 – 20	P
	21 – 30	1.1
	31 – 40	1.2
	41 – 50	2.1
	51 – 65	2.2
Decoding B1	1 – 20	2.2
	21 – 40	3.1
	41 – 65	3.2
Decoding B2	1 – 20	3.2
	21 – 40	4.1
	41 – 65	4.2
Decoding C	1 – 10	4.2
	11 – 30	5.1
	31 – 55	5.2
	56 – 125	6 through 8

For more information on this program: http://www.mcgraw-hill.co.uk/sra/correctivereading.htm

Program Name: Rewards

Publisher: Sopris Learning

Instructional Focus:	Grade Level:	Implementation Level/Grade:	Time required to Teach the Program:
Phonemic Awareness	K	Enhancement:	The program consists of 20 lessons lasting 40 to 50 minutes each and is administered by teachers or paraprofessionals in a whole class setting.
Phonics **X**	1		
Vocabulary	2	Strategic: **X**	
Fluency	3		
Comprehension	4 **X**	Intensive:	
	5 **X**		

Program Summary:

REWARDS is an acronym for Reading Excellence: Word Attack and Rate Development Strategies. It is an intense, short-term intervention reading program that is specifically designed for students in fourth through twelfth grades who have mastered skills associated with first- and second-grade reading but have difficulty reading long words and/or who read slowly (i.e., 60 to 120 correct words per minute). It does not address students who read below a mid-second-grade reading level. Instead, *REWARDS* provides those intermediate and secondary students who read between a 2.5 and 5.0 reading level with flexible strategies for decoding multi-syllabic words in order to build reading accuracy and fluency. This is accomplished by teaching a strategy to segment a word into parts, read the word part by part, and then read the word independently. Students learn that they can be flexible in dividing the word into parts as long as they can ultimately make the word into a real word.

Program Determination, Placement and Progress Monitoring:

Assessments/Data used to determine if the program is appropriate for meeting the sub-skill need of the individual student:

- DIBELS fluency and accuracy data, analyze error pattern

Assessments used to place the student in the correct instructional level of the program:

- Program Placement tests

Assessments used to progress monitor:

- DIBELS progress monitoring guidelines

For more information on this program: http://www.soprislearning.com

Program Name: Read Naturally

Publisher: Sopris Learning

Instructional Focus:	Grade Level:	Implementation Level/Grade:	Time required to Teach the Program:
Phonemic Awareness	K	Enhancement:	Read Naturally is intended to be implemented for a minimum of 3, 30-minute sessions each week.
Phonics	1 **X**		
Vocabulary **X**	2 **X**	Strategic: **X**	
Fluency **X**	3 **X**		
Comprehension **X**	4 **X**	Intensive:	
	5 **X**		

Program Summary:

 Read Naturally is a fluency program designed to develop in readers the skills necessary for fluent and effortless reading: speed, accuracy and proper expression. Motivated by research indicating that comprehension and fluency are highly correlated, the developer of this program aimed to give students a tool to accomplish the task of becoming fluent readers. Three strategies that figure prominently in the *Read Naturally* program are reading along with a fluent model, individual repeated readings of the same passage at the student's reading level, and progress monitoring. *Read Naturally* may be used flexibly as a supplement to provide extra practice for young readers, for students learning the English language, and as an intervention for struggling readers. Students of any age may use this program, from beginning readers able to read approximately 50 words, to adult readers experiencing difficulty with fluency. *Read Naturally* lends itself to use in a variety of settings including the general classroom, resource room, media center, computer lab, a multi-level classroom, or an Extended Day Program.

Vocabulary instruction is woven implicitly into the comprehension aspect of *Read Naturally*. During story prediction, students look at key words from the story and the title, and then write what they think the story will be about. Based on their prior knowledge, and what is read in the story, understanding may be confirmed or developed. Questions following the story based on the main idea, vocabulary words, and literal understanding will further indicate whether the student has grasped the meaning of the story. For story retell, the student writes main points of what has just been read, again indicating understanding. A student is not allowed to continue until the questions are correctly answered and the teacher has listened to the reading, and checked the questions and the retell. The teacher student interaction at this point is important for scaffolding understanding by providing guidance and feedback.

Appropriate use:
- RN fluency practice is appropriate for students who practice in text at their independent reading level (text that can be read with 95% accuracy)
- Student can start Read Naturally at levels below their grade placement level and gradually work up to grade level stories
- For students who cannot read with 95% accuracy at the lowest level of RN (1.0), phonics and accuracy practice are needed.

Inappropriate use:
- Fluency practice is inappropriate for students who read with less than 95% accuracy in given text. If students repeatedly read words inaccurately, they practice and learn those words incorrectly. Such students have a decoding problem which needs to be diagnosed. They need practice on unmastered decoding skills until they master the skill and can apply them to text reading.

For more information on this program: www.readnaturally.com