

Washington Reading First

Approved Menu of Supplemental and Intervention Reading Programs

February 20, 2003

Background:

The Reading First Review Panel had the task of evaluating supplemental and intervention reading materials not for general adoption in all schools but for the purpose of bringing the at-risk populations targeted by the federal Reading First grant to read at grade level by the end of third grade. The Reading First Menu is not intended as a menu for all schools nor is it intended to be a complete evaluation of all reading instructional material for all learners.

The following menu provides parameters specifically for Reading First subgrantees. All of the following supplemental and intervention programs are approved for purchase with Reading First money. The order in which they are listed is not intended to give preference to any program.

The programs listed serve functions on a spectrum that ranges from that of supplemental to core instructional materials to that of intense intervention outside of the reading block.

Definitions:

Supplemental reading programs are intended to meet students' needs by filling the gaps in effective comprehensive reading programs such as providing extra additional coverage and practice of the necessary components of reading. Supplemental programs are intended for students who are less than one year below level. Supplementing a reading program can be done in large group, small group, and one-on-one instruction.

Intervention reading programs are intended to bring students who are a year or more below level up to level as fast as possible by providing thorough coverage of the component(s) of reading diagnosed as below level. In intervention programs, diagnosis drives direct instruction in which students are consistently engaged in responding and their responses are carefully monitored. Intervention provides immediate feedback until students succeed on a regular basis. Intervention is intense, daily, and can be done in small groups or one-on-one.

Note: The diagnosis, explicitness, amount of practice, duration, pacing, monitoring, feedback, correction, and the overall intensity of implementation determine whether the programs below are supplements or true interventions.

Approved Program Listing:

Phonemic Awareness *and* Phonics:

- **Academy of Reading** by Autoskills
Contact: 800-765-7734; robert@farwellandassociates.com
Web: <http://farwellandassociates.com/>
 - **Comments:** The program has frequent and cumulative review of taught letter sounds, words introduced that students know all the sounds and systematic introduction. This program is focused on the struggling readers that need intense practice of phonemes and sounds. It teaches to automaticity. There is no random order included and no real blending of sounds. One student per computer with headphones is required. It is a user friendly program. Grades 2 and beyond could use without the embarrassment factor.
- **Literacy Center** by Leap Frog School House
Contact: 503-663-5363; Khaddaway@LeapFrog.com
Web: www.leapfrog.com
 - **Comments:** The materials work well as additional phonics and phonemic awareness practice for small groups. The activities can be used for take home activities after teacher instruction has been given. This program would take a lot of coordination, management and structure to implement successful. Very motivating for students and parents.
- **Passports** by Voyager
Contact: 888-399-1995 x406; srudolph@voyagerlearning.com
Web: voyagerlearning.com/
 - **Comments:** An intervention program from K-3 in phonemic awareness, phonics, and comprehension (though not labeled). Requires good teacher modeling and a good correction

procedure. Does work on fluency with letter naming, initial sound and phoneme segmentation.

- **PALS (Peer Assisted Learning System)** by Sopris West (Adult and peer tutoring)
ISBN: 48029190520
Contact: 360-730-1934; Fax: 360-730-1286; pwschott@sopriswest.com **Web:** www.sopriswest.com
 - **Comments:** There are materials available for K, beginning 1st, and grades 2-6. This intervention or supplemental program focuses on phonics and phonemic awareness with clear directions, clear student roles, and good extra practice.
- **Kaleidoscope** by SRA McGraw-Hill
Contact: 206-363-7952; janet_johnson@mcgraw-hill.com Western Washington or tim_macdonald@mcgraw-hill.com Eastern Washington **Web:** <http://sraonline.com/>
 - **Comments:** The program is recommended for use in conjunction with the Open Court core program. The blackboard portion teaches sounds explicitly and systematically including lots of blending. Decodable stories are included.

Phonemic Awareness:

- **Earobics Level 1 and 2** by Cognitive Concepts
Contact: 888-328-8199 Ext.6456; Millies@earobics.com **Web:** www.earobics.com
 - **Comments:** Requires one computer and headphones per student. Has a cost of approximately \$3,050. Good phonemic awareness activities and extra practice. Must have initial direct instruction through core program first.
- **Fast Forward** by Scientific Learning
Contact: 425-392-6172; bmcrac@scilearn.com **Web:** www.scilearn.com
 - **Comments:** Excellent program for the students who just cannot hear sounds even after good phonics instruction. The target for this program is those students. The program requires computer and headphones per child and is expensive.
- **Ladders to Literacy** by O'Connor; ISBN:1-55766-317-3
Contact: 410-337-9580 sales@brookespublishing.com **Web:** <http://brookespublishing.com/>
 - **Comments:** A systematic phonemic awareness lessons which are easy to use. Very inexpensive with one manual per teacher. Use for PK – K students.
- **Linda Mood Phonemic Sequencing**
Contact: 805-541-3836 **Web:** www.lblp.com
 - **Comments:** The program provides intensive help in phonemic awareness. The program targets small groups. Has a start up cost of approximately \$1,700 per classroom or could be used for a series of intervention groups.
- **METRA Companion Reading K-3 series** by Metra Publishing
Contact: (800) 232-3168; metra@metrapublishing.com **Web:** www.metrapublishing.com
 - **Comments:** A supplemental or intervention to the core program for further practice in decoding and word recognition instruction. The program has many opportunities for guided practice. Could be used for a tutoring program for WRC with students. The program has small group kits as well as classroom size. It is not approved for writing or spelling portions.
- **Phonemic Awareness in Young Children** by Adams; ISBN:1-55766-321-1
Contact: 410-337-9580 sales@brookespublishing.com **Web:** <http://brookespublishing.com/>
 - **Comments:** A K-1 program with good pacing. The assessment program is easy to administer.
- **Phonological Training for Reading** by Torgeson and Bryant, 1994
Contact: 800-897-3202
 - **Comments:** The program is for use in K – 1. The skills targeted are: onset/rime blending, phoneme blending, segmentation of initial phoneme, and phoneme segmentation. Program can be completed as an intervention in 1 semester of taught for 20 to 25 minutes 4 times a week. Can be used with small groups of 3 to 5 students.
- **Road to the Code** by B. Blachman; ISBN:1-55766-438-2
Contact: 410-337-9580; sales@brookespublishing.com
Web: <http://brookespublishing.com/>
 - **Comments:** Appropriate for K and struggling 1st graders. The materials have rich language activity and oral language acquisition. The instructions are very explicit for the teachers.
- **Stepping Stones** by Ron Nelson **Contact:**
Contact: 402-472-0283; rmelson8@unl.edu

- **Comments:** The program is recommended for pre-school and Kindergarten in a one-to-one or small group. The pre-post testing recommended by the publisher is DIBELS. The program has explicit instructions for the teacher or tutor.

Phonics:

- **Companion Reading** by METRA
Contact: 800-232-3168
Web: www.metrapublishing.com
 - **Comments:** A supplemental or intervention to the core program for further practice in decoding and word recognition instruction. The program has many opportunities for guided practice. Could be used for a tutoring program for WRC with students. The program has small group kits as well as classroom size. It is not approved for writing or spelling portions.
- **Corrective Reading** (3rd Edition) for 3rd grade
Contact: 206-363-7952; janet_johnson@mcgraw-hill.com Western Washington
tim_macdonald@mcgraw-hill.com Eastern Washington **Web:** <http://sraonline.com/>
 - **Comments:** The materials include a placement test. A very systematic, directly taught program with controlled vocabulary and corrections built-in. The program is teacher friendly.
- **Lexia Phonics** by Lexia Learning Systems
Contact: 206-222-1544; literacy@comcast.net **Web:** www.lexialearning.com
 - **Comments:** The program is not consistent with providing feedback for incorrect responses but it provides more practice time and modeling of the skills. Best used as a supplement rather than intervention. Requires a computer and headphones for each student.
- **Lives of the Letter People** by Abrams and Company
Contact: 253-939-1109; april@atgrp.com
 - **Comments:** The program for First Grade has lots of modeling and opportunities to practice with highly decodable text. It is not a comprehensive program but would be a good supplemental for groups having challenges in certain phonics areas.
- **Open Court Phonics Kits** by SRA
Contact: 206-363-7952; janet_johnson@mcgraw-hill.com for Western Washington
tim_macdonald@mcgraw-hill.com Eastern Washington **Web:** <http://sraonline.com/>
 - **Comments:** Program has clear teacher directions that are very straight forward, decodable take home books for sequential practice in letter/sound and blending acquisition. Works well with Open Court series.
- **Phonics and Friends** by Hampton Brown
Contact: 888-881-1869; blair3@earthlink.net **Web:** www.hampton-brown.com
 - **Comments:** Program is for K-2 students. The materials are used to boost phonics and phonemic awareness. It is very interactive for students. The program provides teacher-guided practice in decodable word lists and connected text.
- **Phonics Reading Program** by Scholastic
Contact:
Web: <http://scholastic.com/>
 - **Comments:** The materials for K and early 1st grades are very slow paced and would need to be modified to use as an intervention and with ELL learners it would be useful but does not have oral language development. It builds fundamental skills well going as far as CVC words and could be effective with students coming into first without a kindergarten background.
- **Phonographix** by Read America.
Contact: 800-732-2868 or 352-735-9292 **Web:** www.readamerica.net/contact.asp
 - **Comments:** The program has small group instruction or manipulatives for 1 on 1 work. To purchase the full kit staff or the coach are required to attend a week-long training. There is one day training for classroom teachers. The phonics instruction through developmentally sound lessons.
- **Read, Write, and Type** by Riverdeep, Inc.
Contact: 800-825-4400 ext. 4731; mike@ccvsoftware.com
 - **Comments:** The computer program requires 1 computer and headphones per student. Sounds are taught in an effective sequence but blending is not addressed. There is a review built in but automaticity needs to be tested by the teacher.
- **Reading Mastery Classic** by SRA, McGraw Hill
Contact: 206-363-7952; janet_johnson@mcgraw-hill.com Western Washington
tim_macdonald@mcgraw-hill.com Eastern Washington **Web:** <http://sraonline.com/>

- **Comments:** A very structured reading program. Needs to be followed with fidelity. Some teachers may find the orthography challenging in these materials.
- **Saxon Phonics and Spelling** by Saxon Publishing
Contact: 800-277-2067; hgreen@saxonpublishers.com
 - **Comments:** The program is strongest in introducing words of high utility. Provides explicit strategies for blending words though not in a usual sequence. Uses “echo reading” as it works with phonemes.
- **Scott Foresman Early Reading Intervention**
Contact: 909-477-4401; cindy.guerrero@scottforesman.com
 - **Comments:** This program for extended day Kindergarten keeps segmenting and blending separate until lesson 73. Decodable books are introduced in lesson 102. The program introduces high utility consonants early. The first vowel sound comes in unit 25.
- **Sensational Strategies for Teaching Beginning Reading** by orton-gillingham (Tutoring)
ISBN: 0-9665455-0-8
Contact: 800-646-9788; imse@orton-gillingham.com
Web: orton-gillingham.com/
 - **Comments:** This is a multi-sensory program which can be used for intervention. The tutorial model can be used by parents or teachers.
- **SIPPS Phonics Program** by Developmental Studies Center
Contact: 800-666-7270 ext.281; ginger_cook@devstu.org.
 - **Comments:** The program for K and 1st grades is designed to begin at mid-point of Kindergarten with 55 lessons. When using the current core programs recommended, it should be started sooner. By lesson 20 students have covered six consonants, two short vowels and eleven sight words. Story charts need to be used prior to student use of “Little Books”.
- **Sound Partners** by Washington Research Institute (Tutoring)
Contact: 206-285-9317; pvadasy@wri-edu.org
 - **Comments:** Sound Partners has explicit practice, easy to use, teaches to mastery with eternal review. The lessons can be easily set-up for use by tutors or volunteers.
- **Wilson Reading System** by Wilson Language Training
Contact: 978-499-2184 or 508-865-5699; coconnor@wilsonlanguage.com
Web: <http://wilsonlanguage.com/>
 - **Comments:** The program has good error correction. The published research studies have worked with students in grade 3 and above.
- **Wright Skills** by Wright Group McGraw-Hill
Contact: 206-523-6121 elena_waite@mcgraw-hill.com **Web:** <http://wrightgroup.com>
 - **Comments:** The program is highly sequential and includes decodable books. There is an assessment component for phonological awareness, phonics, word sty and high frequency word recognition included. The instruction for phonics will need to strengthen by the teacher.

Fluency:

- **Academy of Reading** by Autoskills
Contact: 800-765-7734
Web: <http://brookespublishing.com/>
Comments: The fluency information was not available for grades 1-3 at the time of this review.
- **Basic Skill Builders** by Sopris West
Contact: Peter Schott - 360-730-1934 Fax: 360-730-1286; pwschott@sopriswest.com
Web: <http://www.sopriswest.com>
 - **Comments:** The material is a good check for fluency and is very cost effective. It organizes fluency practice into a quick time frame.
- **Failure Free Reading/Rosen Reading First Solution** by Failure Free Reading/ Rosen Classroom Books and Materials
Contact: 704-786-7838 **Web:** www.failurefree.com
 - **Comments:** A supplemental or intervention to the core program intended by the publisher for the lowest 10% of struggling readers. Research submitted to the reviews showed effectiveness with students with serious reading challenges. The program is culturally diverse.
- **Fluent Reader** by Renaissance Learning
Contact: 866-846-7323; answers@renlearn.com; Toll free fax: 877-280-7642
Web: www.renlearn.com

- **Comments:** This computer program would need headphones to be effective. The software has a voice activated component and tracks the student's progress. The teacher would set the goal for the student. The program could be cost prohibited for some users.
- **Quick Reads** by Pearson Learning Group
Contact: 425-881-1869; barbara.blair@pearsonlearning.com **Web:** <http://pearsonlearning.com/>
 - **Comments:** Requires intensive monitoring for sufficient results for comprehension. However, it is a solid fluency program with many non-fiction passages in science and social studies. The program uses multiple exposures at each level to practice. Teacher will need to set rate and rate charts.
- **Read Naturally** by Read Naturally
Contact: 800-788-4085 claireihnot@readnaturally.com **Web:** <http://readnaturally.com/>
 - **Comments:** The program focuses on increasing fluency and comprehension. Uses cold timings and final timing. Available for K-8. Available on computer or using tape recorders. Requires headphones for either media. Reading passages are leveled for the student. The program requires answering questions in writing and uses new vocabulary.
- **Soliloquy Reading Assistant** by Soliloquy
Contact: 800-765-7734; robert@farwellandassociates.com **Web:** <http://farwellandassociates.com/>
 - **Comments:** The program is a supplement for fluency. It is appropriate for extra practice with the teacher monitoring the progress and selecting the level of passage. Requires a computer and headphones. The program keeps track of words the student has trouble with and adjusts to the students reading rate. The software can customize for ELL accents.

Vocabulary and Language:

Note: Reading First also requires on-site professional development in the use of intense additional vocabulary instructional strategies that are infused into the selected comprehensive reading program to meet the vocabulary needs of students.

- **Language for Learning** by SRA McGraw Hill
Contact: 206-363-7952; janet_johnson@mcgraw-hill.com Western Washington
tim_macdonald@mcgraw-hill.com Eastern Washington **Web:** <http://sraonline.com/>
 - **Comments:** Direct instruction of concepts and vocabulary is the focus of this program. There is an entry level test to place students. The lessons require complete sentence response. The program has systematic introduction with structured routine. Easy to teach. Pacing can be increased as students become more familiar with words and concepts. Lessons can take from 12 – 30 minutes. Used in K – 1 and for ELL students of various grades.
- **Total Physical Response** (for newcomers to English in the preproduction stage)
Contact: bertysegal@sbcglobal.net **Web:** <http://www.tprsource.com/>
 - **Comments:** The program has systematic instruction of oral language skills, explicit instructions for teacher, variety of practice opportunities and used to increase high frequency oral vocabulary. The program is intended for students without English background.

Comprehension:

- **Academy of Reading** by Autoskills
Contact: 800-765-7734; robert@farwellandassociates.com **Web:** <http://farwellandassociates.com/>
 - **Comments:** The comprehension information was not available for grades 1-3 at this time.
- **Junior Great Books** by Great Books Foundation
Contact: 800-222-5870; h.perlman@greatbooks.org **Web:** www.greatbooks.org
 - **Comments:** A good comprehension and literature program to use after the core program. Training is necessary for the teacher. The materials use comparisons of passages; cause and effect, builds vocabulary, support position with evidence and matches well with WASL skills. Focuses mostly on fiction and narrative text. Use outside of the 90 minutes or when students complete all the core program and are reading fluently with comprehension above grade level in 3rd grade.
- **Soar to Success** by Houghton Mifflin
Contact: 866-210-9627; tod_diamond@hmco.com
 - **Comments:** This program has consistent pacing, consistent lesson format, many opportunities for student practice with strategies, and optional decoding lessons. Training is necessary for effective teacher implementation.
- **Exploring Non-Fiction** , by Teacher Created Materials
Contact: 425-369-8662; jennifery@att.net

- **Comments:** The program covers K-3 with multiple content areas especially non-fiction. Comprehension skills are comprehensive in coverage. The strategies are available in a separate resource guide. Teacher needs to develop explicit directions for how to teach the skills step-by-step if a tutor is using the program.
- **Write Time for Kids**, by Teacher Created Materials
Contact: 425-369-8662 jennifery@att.net
 - **Comments:** The program would be used to assist with extended response.

Tutoring in Many Components of Reading:

- **HOSTS** (When using approved core program materials)
Contact: 800-833-4678 jzimmerman@hosts.com
 - **Comments:** The program is organized, systematic, and prescriptive. Requires a full time teacher or full time paraprofessional and _time teacher. Requires volunteers to work with the students with the staff providing training. Use for grades 2 and 3. The program has good assessments.
- **Reading Recovery** (When using the phonics addition)
Contact: 360-604-4092 x4519 cjesser@egreen.wednet.edu
 - **Comments:** Requires a full-time certificated staff person for one-on-one with most students for 12-20 weeks for 30 minutes. Phonemic awareness lessons are not included. The phonics is imbedded in the literature and has to be pulled out by the teacher for checking for understanding.

Independent Reading Motivational Systems:

- **Accelerated Reader**
Contact: 800-765-7734; robert@farwellandassociates.com **Web:** <http://farwellandassociates.com/>
 - **Comments:** Is an independent motivational reading program. There is no direct instruction and is not for assessment purposes.
- **Reading Counts** by Scholastic
Contact: mgermo@scholastic.com
 - **Comments:** This program supports student self-selected independent reading. Students take a quiz with a report for the teacher and the student progress is tracked by the computer. The program does not have a placement test and will need to be placed correctly by the teacher using other assessments.