

Instructional Interventions That Have Proven to Be Successful with Low-Achieving Students

Program Descriptions

Disclaimers:

1. Recommendation of instructional interventions with a proven track record is not intended as a guarantee that the program will be successful as implemented in a particular school. Prior to or concurrently with adopting any intervention, a school is expected to align its curriculum with the Standards of Learning. School divisions are permitted to choose instructional interventions that are not included on the enclosed list.
2. Some of the instructional interventions have an associated textbook that may not be on the list of instructional materials reviewed or recommended as part of the state textbook adoption process. Recommendation of an instructional intervention should not be interpreted as endorsement of the associated textbook materials. Before adopting any instructional intervention with associated materials, the school should determine whether there is sufficient Standards of Learning correlation for the grade level or course where the method will be used.
3. Products and services on the list may not be available in all areas of the Commonwealth. School divisions are responsible for negotiating contracts with vendors for products or services.

Revised

October 1, 2015

Instructional Interventions That Have Proven to Be Successful with Low-Achieving Students

The *Regulations Establishing Accrediting Standards for Public Schools in Virginia* (SOA), effective September 28, 2000, require schools accredited with warning in English or mathematics to adopt and implement instructional interventions that have a proven track record of success at raising student achievement. The Board of Education is required to publish a list of recommended instructional interventions, which may be amended from time to time. The following is a list of instructional interventions that have proven to be successful in working with low achieving students. Prior to or concurrently with adopting any instructional intervention, a school is expected to align its curriculum with the Standards of Learning.

**Virginia Board of Education Approved Instructional Interventions That Have
Proven to Be Successful with Low-Achieving Students**

Mathematics

Instructional Intervention	Contact Information	K - 3	4 - 8	9 - 12
Comprehensive:				
Cortez Management Mathematics Lab System	Cindy Hyman 757-722-2312 cortezmgmt@aol.com		X	X through Algebra II
Everyday Mathematics (University of Chicago Mathematics Project)	Alex Rickers Alex.Rickers@mheducation.com 804-382-2041 Valerie Pack Valerie.pack@mheducation.com 540-204-7043	X	X Grades 4-6	
I CAN Learn Middle School Mathematics	Vincent Melerine 504-232-5671 vmelerine@icanlearn.com		X Grades 6-8	
Roots and Wings – Math Wings	Sue Belt 800-548-4998 Ext. 2378 sbelt@SuccessforAll.org	X	X Grades 4-6	
Saxon Mathematics	Debbie Denson 804-355-5188 debbie.denson@hmhpub.com	X	X	
SuccessMaker	Linda Berry-Loase 804-824-1300 Linda.berry@pearson.com	X	X	
Supplemental/Intervention:				
A Plus	Michael Pearson 240-299-9778 mikepearsonsr@afcscholarship.com	X Grades 1-3	X	X
Cognitive Tutor	Regis D’Angelo 888-851-7094 Ext. 459 rdangelo@carnegielearning.com Kellie Stevens 888-851-7094 Ext. 178 kstevens@carnegielearning.com			X
Larson’s Elementary Math	Debbie Denson 804-355-5188 Debbie.denson@hmhpub.com	X	X Grades K-2	
Larson’s Intermediate Math	Debbie Denson 804-355-5188 Debbie.denson@hmhpub.com	X Grade 3	X Grades 4-6	
Larson’s Prealgebra	Debbie Denson 804-355-5188 Debbie.denson@hmhpub.com		X Grades 6-8	
Math Buddies	Dr. Carol Rezba 804-745-4144 mathbuddies@verizon.net	X Grade 3	X Grades 4-5	

Mathematics Navigator	Doug Pond 804-731-5131 Doug.pond@pearson.com Amanda Ansell 304-541-4370 Amanda.ansell@pearson.com Jennifer Jordan 304-389-3548 Jennifer.jordan@pearson.com	X Grades 2-3	X Grades 6- 8	X Grades 9-10
TransMath	Theresa McKee 888-399-1995 Theresa.mckee@voyagersopris.com Shirley A. Faris shirley.faris@voyagersopris.com		X Grade 5-10	X Grade 5- 10
Vmath	Theresa McKee 888-399-1995 Theresa.mckee@voyagersopris.com Shirley A. Faris shirley.faris@voyagersopris.com	X Grade 2-8	X Grade 2-8	
Dreambox Learning, Math	Kimberleigh Dubois Phone: 678-515-7975 Kimberleigh.dubois@dreambox.com	X	X	
<i>i-Ready Diagnostic and Instruction, Math</i>	M. Vicky Hurwitz 800-225-0248 VickyHurwitz@pearson.com	X	X	

English/Reading

Instructional Intervention	Contact Information	K - 3	4 - 8	9 - 12
Comprehensive:				
Houghton Mifflin Reading: The Nation's Choice	Deborah Denson 804-355-5188 Debbie_denson@hmhpub.com	X		
Open Court	Alex Rickers 804-382-2041 Alex.Rickers@mheducation.com Valerie Pack 540-204-7043 Valerie.pack@mheducation.com	X Grades K-5	X Grades K-5	
Reading Mastery Plus	Alex Rickers 804-382-2041 Alex.Rickers@mheducation.com Valerie Pack 540-204-7043 Valerie.pack@mheducation.com	X Grades K-5	X Grades K-5	

Instructional Intervention	Contact Information	K - 3	4 - 8	9 - 12
Success for All (New Version)	Sue Belt 800-548-4998 Ext. 2378 sbelt@successforall.org	X		
Voyager Universal Literacy System	Theresa McKee 888-399-1995 Theresa.mckee@voyagersopris.com Shirley A. Faris shirley.faris@voyagersopris.com	X		
Supplemental/Intervention:				
Academy of Reading	Tracy Gavin 757-353-5399 Tracy.Gavin@schoolspecialty.com	X	X	X
Be A Better Reader, 8 th Edition	Doug Pond 804-731-5131 Doug.pond@pearson.com Amanda Ansell 304-541-4370 Amanda.ansell@pearson.com Jennifer Jordan 304-389-3548 Jennifer.jordan@pearson.com		X	X Grades 9-10
Breakthrough to Literacy	Alex Rickers 804-382-2041 Alex.Rickers@mheducation.com Valerie Pack 540-204-7043 Valerie.pack@mheducation.com	X		
Compass Learning Odyssey Reading	Lisa Perry 800-232-9556 bids@compasslearning.com	X Grades K-5	X Grades K-5	
Destination Reading	Deborah Denson 804-355-5188 Debbie_denson@hnhpub.com	X		
Early Success	Debbie Denson 804-355-5188 Debbie_denson@hnhpub.com	X Grades K-2		
Earobics	Debbie Denson 804-355-5188 Debbie_denson@hnhpub.com	X		
Failure Free Reading	Marshall Ward 704-786-7838 Marshall.ward@failurefree.com www.failurefree.com	X	X	X
Fast ForWord Products	Cheryl Leatherbury Sr. Vice President Sales and Services cleatherbury@scilearn.com www.scilearn.com	X	X	X

Instructional Intervention	Contact Information	K - 3	4 - 8	9 - 12
Imagine Learning	Sam Eyre 919-621-2867 Sam.eyre@imaginelearning.com	X Grades K-2		
Language! 4 th Edition	Theresa McKee 888-399-1995 Theresa.mckee@voyagersopris.com Shirley A. Faris shirley.faris@voyagersopris.com	X	X	X
Language! <i>Live</i>	Theresa McKee 888-399-1995 Theresa.mckee@voyagersopris.com Shirley A. Faris shirley.faris@voyagersopris.com		X	X
Making Meaning	Reed O'Brien 800-340-7323 or 804-346-2424 reed@obrienassociates.com	X	X	
Mondo Publishing: <i>Bookshop</i>	Dan Carlson 434-218-3610 dan@carlsoneducation.com	X		
My Sidewalks on Reading Street and Early Intervention Reading	Doug Pond 804-731-5131 Doug.pond@pearson.com Amanda Ansell 304-541-4370 Amanda.ansell@pearson.com Jennifer Jordan 304-389-3548 Jennifer.jordan@pearson.com	X	X Grades K-5	
Passport Reading Journeys Beginnings/Level III	Theresa McKee 888-399-1995 Theresa.mckee@voyagersopris.com Shirley A. Faris shirley.faris@voyagersopris.com		X Grade 6	X
Plaid Phonics	Linda Berry-Loase 804-824-1300 Linda.berry@pearson.com	X	X Grades 4-6	
QuickReads	Doug Pond 804-731-5131 Doug.pond@pearson.com Amanda Ansell 304-541-4370 Amanda.ansell@pearson.com Jennifer Jordan 304-389-3548 Jennifer.jordan@pearson.com	X	X Grades 4-5	
Read Naturally (Fluency)	Karla Ramy 800-788-4085 Info@readnaturally.com	X	X	X

Instructional Intervention	Contact Information	K - 3	4 - 8	9 - 12
Read Well	Theresa McKee 888-399-1995 Theresa.mckee@voyagerlearning.com Shirley A. Faris shirley.faris@voyagersopris.com	X Grades 2-3		
Read Well 3	Theresa McKee 888-399-1995 Theresa.mckee@voyagersopris.com Shirley A. Faris shirley.faris@voyagersopris.com	X Grade 3		
Ready Readers	Info@readyreaders.org	X		
Reading Plus	Beth Szymanski 800-732-3758 x 2830 Beth.Szymanski@ReadingPlus.com		X Grades 6-7	X
Saxon Phonics and Spelling	Debbie Denson 804-355-5188 Debbie_denson@hmhpub.com	X		
Scholastic Read 180 Stage B	Cindy Lawrence 804-514-8930 CLawrence@Scholastic.com		X Grades 6-8	
Sing, Spell, and Write	Doug Pond 804-731-5131 Doug.pond@pearson.com Amanda Ansell 304-541-4370 Amanda.ansell@pearson.com Jennifer Jordan 304-389-3548 Jennifer.jordan@pearson.com	X Grades K-2		
Soar To Success	Debbie Denson 804-355-5188 Debbie_denson@hmhpub.com	X Grade K-6	X Grades K-6	
SuccessMaker Enterprise	Linda Berry-Loase 804-824-1300 Linda.berry@pearson.com	X	X	
Voyager Passport	Theresa McKee 888-399-1995 Theresa.mckee@voyagersopris.com Shirley A. Faris shirley.faris@voyagersopris.com	X Grade K-5	X Grade K-5	
Voyager Passport Reading Journeys	Theresa McKee 888-399-1995 Theresa.mckee@voyagersopris.com Shirley A. Faris shirley.faris@voyagersopris.com		X Grades 7- 8	
Waterford Early Reading Program	Barbara Roberts 803-724-7900 Barbararoberts@waterford.org	X Grades 1-3		

Instructional Interventions That Include Reading/English and Mathematics

Instructional Intervention	Contact Information	K – 3	4 – 8	9 – 12
Comprehensive:				
Direct Instruction*	<p align="center">Alex Rickers 804-382-2041 Alex.Rickers@mheducation.com</p> <p align="center">Valerie Pack 540-204-7043 Valerie.pack@mheducation.com</p>	X	X	
Success For All Roots and Wings	<p align="center">Sue Belt 800-548-4998 Ext. 2378 sbelt@successforall.org</p>	X Grades K-5	X Grades K-5	

*Supplementary material provided by the publisher should be used with the mathematics program.

**Instructional Intervention That Do Not Include Reading/English and Mathematics
Schools Adopting These Models Must Also Adopt Core Programs in**

Reading/English and Mathematics

Instructional Intervention	Contact Information	K – 3	4 – 8	9 - 12
Comprehensive:				
Core Knowledge	<p align="center">Diane Hamilton 434-977-7550 dhamilton@coreknowledge.org</p>	X Grades K-5	X Grades K-5	
The Comer Model – School Development Program	<p align="center">Camille Cooper 203-737-4000 Camille.cooper@yale.edu</p>	X	X	X

Cortez Management Math Lab Program

IN BRIEF

Developer	Cortez Management Corporation
Year Established	1999
# of Schools Served	17 in 1999 and 22 in 2000
Level	Grade 4 – Algebra II
Primary Goal	To provide mastery based learning and individualized instruction in mathematics.
Main Features	Computers deliver the individualized instruction and the teachers act as “guides on the side” providing direct instruction in small groups of 5-7 students.
Results	In the 8 school divisions where the program was used, Standards of Learning scores showed significant increases. (119% in high school scores, 32 % in eighth grade scores, and 35% in fifth grade scores)
Impact on Instruction	Students are presented with content using technology and small group instruction.
Impact on Organizational Staffing	Usually requires a lab administrator
Impact on Schedule	None
Students Served	
Title I/Economically Disadvantaged	No indication
English-Language Learners	No indication
Students with Disabilities	No indication
Urban	Yes
Rural	Yes
Parental Involvement	No indication
Technology	Fully used
Materials	Program provides supporting materials needed for implementation.

Origin/Scope

The Cortez Management Math Lab was developed at the request of Virginia division superintendents, based on the Virginia Tech Math Emporium. The Cortez Management Corporation initiated the pilot in January 1999 with four schools in three school divisions. It is now being used in 22 schools in nine school divisions.

General Description

The Cortez Management Math Lab incorporates mastery based learning and individualized instruction appropriate for grades four through Algebra II. Computers deliver the individualized instruction and the teachers act as “guides on the side” providing direct instruction in small groups of 5-7 students.

All the essential elements of the program implementation and costs are fully described and readily available. The program requires computer utilization for each student each instructional day, software purchases, a lab administrator, management fees, three days teacher training per year, and two days staff development during the school year for one teacher per school.

For more information, contact:

Cindy Hyman, Vice President
 Cortez Management
 100 Bridge Street, Building A
 Hampton, VA 23669
 Phone: 757-722-2035
 Fax: 757-722-2312
 Website: cortezmgmt@aol.com

Everyday Mathematics

IN BRIEF

Developer	University of Chicago School Mathematics Project – Wright Group/McGraw-Hill
Year Established	1985
# Schools Served (Jan. 1968)	175,000
Level	PreK-6
Primary Goal	To help students measure up to the demand for greater mathematical competence and problem-solving ability.
Main Features	The program begins with the premise that young children can, and must, learn more mathematics than has been expected from them in the past. The instructional design is carefully crafted to capitalize on student interest and maximize student learning
Results	This program has solid scientifically based evidence of its effectiveness when properly implemented. A number of school divisions and individual schools in Virginia have implemented the program with success. The publisher submitted data from Virginia Beach Public Schools that documented rising SOL scores in elementary schools since the division adopted Everyday Mathematics.
Impact on Instruction	None directly, but the program typically requires extensive staff development.
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Mathematics
Students Served:	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	None
Technology	None

General Description

Everyday Mathematics, a PreK through 6 mathematics program from Wright Group/McGraw-Hill, helps students measure up to the demand for greater mathematical competence and problem-solving ability. It is one of two elementary math programs highly recommended by the U. S. Department of Education.

The research-based curriculum coincides with standards set by the National Council of Teachers of Mathematics and is used in 175,000 classrooms across the United States by nearly 2.8 million students. Developed by the University of Chicago School Mathematics Project (UCSMP), Everyday Mathematics is the result of collaborative efforts by researchers, mathematics educators, administrators, students and classroom teachers.

Everyday Mathematics is organized into six mathematical content strands that cover a number of skills and concepts. This provides a rich yet balanced curriculum. Every strand is addressed throughout all grade levels of the program. Each grade level builds on and extends concept understanding so children approach each new challenge from a firmly established foundation.

For more information, contact:

Alex Rickers and Valerie Pack

McGraw-Hill East and Southeast Representative

12109 Waterford Place

Richmond, VA 23233

Cell: 804-382-2041/540-204-7043

Fax: 804-360-1476

Email: Alex.Rickers@mheducation.com/ Valerie.pack@mheducation.com

I CAN Learn Middle School Mathematics

IN BRIEF

Developer	JRL Enterprises, Inc.
Year Established	1995
# Schools Served	500 schools in 24 states
Level	Grades 6-8
Primary Goal	To provide direct instruction in middle school mathematics
Main Features	Computer delivered instruction includes a pre- and post- test, review, lesson presentation, and guided practice
Results	Gains in student achievement were confirmed by the U.S. Department of Education's What Works Clearinghouse. The I Can Learn Program had the highest level of student achievement gains out of more than 800 studies on middle school mathematics since 1984, according to the clearing house
Impact on Instruction	Students are presented with content via computers
Impact on Organizational Staffing	One teacher/tutor needed per 30 student workstations
Impact on Schedule	None
Subject-area Programs Provided by Developer	Mathematics
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	No
Technology	Fully used
Materials	Program provides all required materials

Origin/Scope

The Interactive Computer Aided Natural Learning system (I CAN Learn) was created in 1995 as a complete education software system to deliver standards-based pre-algebra courses to middle school students. It was designed as a primary mode of instruction, not solely for remediation or enrichment.

General Description

Students work on the I CAN Learn curriculum at their own pace in a classroom with a one-to-one student to computer ratio. Teachers facilitate instruction by offering individual and small-group instruction as needed. The objective of the program is to deliver middle school mathematics curriculum through a direct instruction approach. Staff development, technical assistance, consultation, and support are provided as part of a three-year service and support package.

For more information, contact:

Vincent Melerine
1820 Saint Charles Avenue, Suite 203
New Orleans, LA 70130
Phone: 504-263-1380 or 504-232-5671
Fax: 504-263-1545
E-mail: vmelerine@icanlearn.com

Roots and Wings – MathWings

IN BRIEF

Developer	Johns Hopkins University's Center for Social Organizations of Schools (CSOS)
Year Established	1987
# Schools Served	747
Level	K-6
Primary Goal	To provide all students, regardless of their background, skills, and experience, an opportunity to explore and develop their understanding of mathematical concepts with the whole class as well as have time for individual exploration of all requisite skills and objectives.
Main Features	<i>MathWings</i> incorporates problem solving, mathematical reasoning, communication – both oral and written, connections, and representation.
Results	Roots and Wings schools have consistently outperformed students in control schools on mathematics tests; effects have been even more pronounced for students in the bottom quartile.
Impact on Instruction	<i>MathWings</i> has prescribed curriculum and cooperative learning in mathematics classes.
Impact on Organizational Staffing	Building advisory committee; full-time facilitator; and family support team
Impact on Schedule	Daily mathematics periods are scheduled.

Subject-Area Programs Provided by Developer	Yes, mathematics
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Family support team works to increase parental involvement.
Technology	Calculators
Materials	Detailed materials are provided.

Origin/Scope

MathWings is a comprehensive mathematics program originally developed at Johns Hopkins University's Center for Social Organizations of Schools (CSOS). *MathWings* was founded on the belief that all students should not only be given the opportunity to establish a solid foundation in mathematics, but also the opportunity to extend and stretch their mathematical knowledge and world experience, thus ensuring that all students experience the depth, breadth, and beauty of mathematics.

General Description

MathWings combines the principles of cooperative learning with the National Council of Teachers of Mathematics (NCTM) Content and Process Standards to form a hands-on, constructivist, problem-solving, language-based approach to learning mathematics. *MathWings* has a clear focus on the mathematical skills that NCTM Content and Process Standards have determined are necessary to prepare our students to succeed in the increasingly complex world they face in the 21st century.

MathWings incorporates problem solving, mathematical reasoning (use of calculators), communication – both oral and written (use of manipulatives), connections (use of literature), and representation. These critical components, from the National Council of Teachers of Mathematics (NCTM) Process Standards, are the foundation of the *MathWings* curriculum and instruction. All math concepts are developed from concrete to abstract. Through guided practice and reinforcement, students are provided with a balance of problem solving and skills instruction. *MathWings* also meets the needs of learners at all different stages of development by providing a balance between whole-class, teamwork, and individualized instruction.

For more information, contact:

Sue Belt
Senior Account Manager
Success For All Foundation
200 West Towsontown Boulevard
Baltimore, MD 21204-5200
Phone: 800-548-4998 Ext. 2378
Fax: 410-324-4442
E-mail: sbelt@SuccessForAll.org

Saxon Mathematics

IN BRIEF

Developer	Saxon Publishers
Year Established	1980
# of Schools Served	Estimated 5500 school districts in US 23 schools in Virginia
Level	K-12
Primary Goal	To provide students an opportunity to learn mathematics through gradual development of concepts and the practice of those concepts extended over a considerable amount of time.
Main Features	K-12 mathematics program based upon incremental development, continual practice and review, and cumulative assessments at regular intervals.
Results	Schools that have used the program have shown increases on a variety of norm referenced and criterion referenced tests.
Impact on Instruction	Scripted lessons for teacher use.
Impact on Organizational Staffing	None
Impact on Schedule	None
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes (Spanish version available)
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	No indication
Technology	No mention of use
Materials	Supplemental materials available through grade 8.

Origin/Scope

The Saxon publishers, founded in 1980 by John Saxon, offer a complete mathematics program for teachers for grades K-12. It is now being used by an estimated 5500 school divisions across the United States. There are a number of urban centers that have adopted the Saxon mathematics program for use with special populations.

General Description

The Saxon mathematics program seeks to improve student learning of mathematics through gradual development of concepts and the practice of those concepts extended over a considerable amount of time. These methods are called incremental development and continual review. The Saxon program began with the publication of John Saxon's first book for Algebra I in 1980. By 1993, the company had published thirteen books and programs for kindergarten through high school calculus.

Saxon's mathematics program provides teachers with step by step lesson explanations and examples to use with students. The K-4 program provides students experiences with manipulative and mental mathematics. The remainder of the program is based in the incremental development and continual review method.

For more information, contact:

Debbie Denson, Account Manager, Central Virginia
Houghton Mifflin Harcourt
3207 Grove Avenue, Richmond, VA 23221
Phone: 804-355-5188, Cell: 703-338-9084
Fax: 888-467-2330
E-mail: Debbie.denson@hmhpub.com

SuccessMaker

IN BRIEF

Developer	Pearson Learning System
Year Established	1988
# Schools Served	Over 1,000
Level	K-8
Primary Goal	<i>SuccessMaker</i> provides a research-based, balanced mathematics program for PreK-8 to use in combination with any adopted mathematics texts. Approaches draw from effective practices.
Main Features	Effective practices include: <ul style="list-style-type: none"> • cultivating early mathematics abilities, • building conceptual understanding, • building procedural fluency in mathematics operations, • complex problem solving, • transition to first-year algebra, and • supporting multiple means of assessment.
Results	When properly implemented, <i>SuccessMaker</i> produces consistent improvement in student performance.
Impact on Instruction	Feedback to teachers on students' needs are provided.
Impact on Organizational Staffing	Pull out program
Impact on Schedule	Pull out program
Subject-Area Programs Provided by Developer	Yes
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	No
Technology	Yes
Materials	Software

Origin/Scope

SuccessMaker was developed by Pearson Learning System in 1988. More than 1,000 schools are served.

General Description

SuccessMaker provides a research-based, balanced mathematics program for PreK-8 to use in combination with any adopted mathematics texts. Approaches draw from effective practices, including:

- cultivating early mathematics abilities such as counting proficiency and experience with quantities;
- building conceptual understanding to allow students to represent and “figure out” mathematical ideas and relationships and “make sense” of procedural algorithms, using technology tools and simulated manipulatives;
- offering spiraling standards-based curriculum, building procedural fluency, and productive disposition;

- improving strategic competence and adaptive reasoning by complex problem solving, developing reasoning and proof, communications, connections, and representation, and inspiring interests in mathematics with technology tools, and collaboration and interdisciplinary connections;
- helping students transition to first-year algebra by preparing them properly and working with relationships, algebraic thinking, and expressions; and helping students transition to first-year algebra by preparing them properly and working with relationships, algebraic thinking, and expressions; and
- helping students transition to first-year algebra by preparing them properly and working with relationships, algebraic thinking, and expressions; and
- supporting multiple means of assessment to give teachers the information they need to help young people develop mathematical proficiency.

These approaches are described as effective in the National Council of Teachers of Mathematics standards (2000), the National Research Council's report *Adding It Up: Help Children Learn Mathematics* (2001), Vanderbilt University research, and content area specialist recommendations, such as those from Van de Walle and Bruner. These research-based approaches are best practices and are reflected in state and national standards.

For more information, contact:

Linda Berry-Loase
4257 Buena Vista Road
Saluda, VA 23149
Cell: 804-824-1300
Fax: 703-997-0481
E-mail: Linda.Berry@pearson.com

TransMath

IN BRIEF

Developer	Voyager Sopris Learning, Inc.
Year Established	Copyright 2010
# Schools Served	Approximately 2,184
Level	Grades 5–10
Primary Goal	<i>TransMath (Transitional Mathematics)</i> is a comprehensive, skill-based mathematics intervention program developed specifically for students who are two or more years behind in mathematics on standardized grade-level tests and lack the necessary skills for successful entry into algebra.
Main Features	<ul style="list-style-type: none"> • <i>TransMath</i>'s comprehensive assessment system provides teachers with the measures they need to accurately place students into the curriculum and to monitor their progress through the curriculum. • Across three levels, students are taught essential concepts, computational skills, and problem-solving strategies through explicit, cumulative instruction. • Flexible implementations allow for differentiated grouping, including whole class, small group, and individual instruction. • <i>TransMath</i> uses research-based methods that are proven effective and that feature high interest and age-appropriate topics across content areas.
Results	Several evaluation studies, including results from Virginia, indicate strong evidence of the efficacy of the program. Results are available on the <i>TransMath</i> Web page at http://www.voyagerlearning.com/curriculum/math-solutions/transmath .
Impact on Instruction	N/A
Impact on Organizational Staffing	N/A
Impact on Schedule	N/A
Subject-Area Programs Provided by Developer	<i>TransMath</i> is an intensive mathematics intervention for grades 5-10.
Students Served	
Title I/ Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes

Parental Involvement	The online data management system, <i>VPORT</i> , includes integrated student/parent reports, which are available in English and Spanish. Parents can also get involved through the use of <i>VmathLive</i> and homework.
Technology	<ul style="list-style-type: none"> • <i>VmathLive</i> is the fun and motivating online technology component. • The game-oriented, online program reinforces classroom instruction and provides extra practice in essential mathematics concepts, skills, and problem-solving strategies. • <i>VmathLive</i> helps students practice and also monitors their progress. • Automated diagnosis of students' strengths and weaknesses is done through <i>VPORT</i>, where teachers can manage their class rosters; enter assessment data; and view and print class status reports, summary charts, student charts, and parent reports.
Materials	<p><i>TransMath Placement Assessment</i> per student.</p> <p><i>TransMath Instructors Kit</i> per teacher (Level 1, 2, or 3).</p> <p>Level-specific <i>TransMath Student Set</i> per student.</p>

Origin/Scope

Built on more than two decades of research, *TransMath* is aligned with both the *NCTM* standards and the *NCTM Curriculum Focal Points*. *TransMath* provides comprehensive skill building by targeting instruction to fewer topics, taught in greater depth. This approach has been cited as a key finding for mathematical success by the *TIMSS* and is supported by the *NCTM Curriculum Focal Points*.

General Description

TransMath provides teachers with explicit instruction and mathematical support that promotes effective teaching of mathematics concepts. Innovative engagement strategies facilitate student learning, including *TransMath mBook* Smart Board technology. *TransMath* provides students with in-depth, sequential skill building of foundational mathematics concepts through a balanced approach of reform-based and procedural instruction. Multisensory strategies promote problem-solving proficiency, vocabulary development, and mathematical discourse.

For more information, contact:

Theresa McKee or Shirley A. Faris

17855 Dallas Parkway

Suite 400

Dallas, TX 75287

Phone: 888-399-1995

Theresa.mckee@voyagersopris.com

shirley.faris@voyagersopris.com

Vmath

IN BRIEF

Developer	Voyager Sopris Learning, Inc.
Year Established	Copyright 2009
# Schools Served	Approximately 2,758
Level	Grades 2–8
Primary Goal	<i>Vmath</i> is a proven, results-driven program that combines teacher-led instruction and student-centered technology, targeting struggling students who are 1–1 ½ years behind their peers on high-stakes tests. <i>Vmath</i> helps struggling students build the solid mathematics foundation that they have yet to establish and accelerates them to grade level.
Main Features	<ul style="list-style-type: none"> • <i>Vmath</i> includes a comprehensive assessment system. • <i>Vmath</i> provides differentiated mathematics intervention to effectively improve students’ results in math. • <i>Vmath</i> has a research-based, explicit, systematic four-step lesson structure that takes students from observation to mastery, while providing immediate feedback. • <i>Vmath</i> is endorsed by the <i>Council of Administrators of Special Education (CASE)</i>.
Results	Several evaluation studies, including results from Virginia, indicate strong evidence of the efficacy of the program. Results are available on the <i>Vmath</i> Web page at http://www.voyagerlearning.com/curriculum/math-solutions/vmath .
Impact on Instruction	N/A
Impact on Organizational Staffing	N/A
Impact on Schedule	N/A
Subject-Area Programs Provided by Developer	<i>Vmath</i> is a strategic mathematics intervention for grades 2–8.
Students Served	
Title I/ Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	The online data management system, <i>VPORT</i> , includes integrated student/parent reports, which are available in English and Spanish. Parents can also get involved through

	the use of <i>VmathLive</i> and homework.
Technology	<ul style="list-style-type: none"> • <i>VmathLive</i> is the fun and motivating online technology component. • The game-oriented, online program reinforces classroom instruction and provides extra practice in essential mathematics concepts, skills, and problem-solving strategies. • <i>VmathLive</i> helps students practice and also monitors their progress. • Automated diagnosis of students' strengths and weaknesses is done through <i>VPORT</i>, where teachers can manage their class rosters; enter assessment data; and view and print class status reports, summary charts, student charts, and parent reports.
Materials	<ul style="list-style-type: none"> • <i>Teacher Resource Kit</i> (TRK) per grade level and per teacher • Level-specific <i>Student Math Pack</i>

Origin/Scope

Vmath is a research-based, systematic program that provides students ample opportunities and support to learn mathematics. *Vmath* is informed by *Curriculum-Based Measurement* and provides daily, direct, systematic instruction in essential mathematics skills needed to close achievement gaps and accelerate struggling mathematics students to reach and maintain grade-level performance.

General Description

Many students need extra support to succeed in mathematics and pass high-stakes tests. *Vmath* fills critical grade-level learning gaps with a balanced, systematic approach, combining print materials, robust assessment, and online technology to create confident, independent learners in math.

For more information, contact:

Theresa McKee or Shirley A. Faris

17855 Dallas Parkway

Suite 400

Dallas, TX 75287

Phone: **888-399-1995**

Theresa.mckee@voyagersopris.com

shirley.faris@voyagersopris.com

Dreambox Learning, Math

IN BRIEF

Developer	Dreambox Learning
Year Established	2006
# Schools Served	N/A
Content Area/ Level	Mathematics, Grades K-8
Primary Goal	Dreambox Learning Math provides students with the foundation for deep, fundamental mathematical understanding in alignment with SOL.
Main Features	<ul style="list-style-type: none"> • Adapts in real time, within and between lessons, creating personalized learning paths tailored to individual students • Utilizes digital manipulatives • Wraps math in real-world context and provides varying models empowering students to develop flexible transfer for college- and career-ready applications • Web-based program
Results	<p>Several experimental research studies indicate strong evidence of the efficacy of the program. The complete SRI International, <i>Evaluation of Rocketship Education's use of Dreambox Learning's Online Mathematics Program</i> study can be found on the Dreambox Web page here: http://www.dreambox.com/effectiveness-studies. Case studies are available at: http://www.dreambox.com/case-studies</p>
Impact on Instruction	N/A
Impact on Organizational Staffing	N/A
Impact on Schedule	N/A
Students Served	N/A
Title I/ Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes

Parental Involvement	As a Web-based program, Dreambox can be accessed during school as well as at home. Parents can get involved with homework.
Technology	<ul style="list-style-type: none"> • Primarily uses computer technology to deliver instruction to students • Web-based application
Materials	Provides a suite of academic progress reports, including a report that offers a real-time view of individual progress against SOL

General Description

Dreambox Learning’s Intelligent Adaptive Learning™ program accelerates learning by ensuring every student works continually in their optimal learning zone and helps all students achieve math proficiency in alignment with SOL curriculum guidelines and standards. It utilizes a three-pronged approach with a focus on teaching concepts, problem solving, and procedures. The Dreambox curriculum stresses the importance of contextual problem solving enabled by its digital manipulatives that, whenever possible, wrap math in real-world context and provide varying models empowering students to develop flexible transfer for college- and career-ready applications. Dreambox provides a suite of academic progress reports, including a report that offers a real-time view of individual progress against SOL.

i-Ready Diagnostic and Instruction, Mathematics

IN BRIEF

Developer	Curriculum Associates
Year Established	1969
# Schools Served	200+
Content Area/Level	Mathematics, Grades K-8
Primary Goal	<i>i-Ready Diagnostic & Instruction</i> is a research-based program to support measurable and sustained student achievement
Main Features	<ul style="list-style-type: none"> • Identifies specific student needs with an adaptive diagnostic • Provides on-time, prescriptive reports that inform data-driven instructional decisions • Monitors progress between administrations of the full diagnostic to inform instructional refinement and remediation • Connects valid and reliable data to differentiated instruction
Results	At each grade level and subject, English language learners, special education students, and economically disadvantaged students had equal or stronger growth compared to average student growth across the <i>i-Ready</i> national sample.
Impact on Instruction	<ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note taking

	<ul style="list-style-type: none"> • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representation • Structured small groups • Setting goals and providing feedback • Generalizing and testing hypothesis • Activating prior knowledge
Impact on Organizational Staffing	N/A
Impact on Schedule	Teachers administer the online diagnostic three to four times per school year, with 12-18 weeks of instruction between tests. Students work with the online instruction 2.5 hours per week throughout the school year, with targeted intervention occurring at the higher end of that range. Teachers administer interim progress monitoring assessments each month, using the results to refine intervention.
Students Served	Over two million
Title I/ Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	N/A
Technology	<ul style="list-style-type: none"> • Vendor-hosted Web-delivered software
Materials	Provides a program that supports measurable and sustained student achievement aligned to the SOL.

General Description

i-Ready Diagnostic & Instruction is a Web-based, vendor-hosted diagnostic and instructional intervention resource that supports measurable and sustained student achievement in mathematics. i-Ready Diagnostic & Instruction pinpoints specific student needs with an adaptive diagnostic, provides immediate reports, monitors progress, and connects data to differential instruction.

For more information contact:

M. Vicky Hurwitz
 Vice President, Strategic Planning
 Curriculum Associates
 P.O. Box 2001
 North Billerica, MA 01862-0901
 Phone: 800-225-0248
 Fax: 800-366-1158

A Plus

IN BRIEF

Developer	A+ nyWhere Learning System
Year Established	1990
# Schools Served (Jan. 1968)	Several thousand across the United States
Level	1-12
Primary Goal	1-12 supplementary mathematics program
Main Features	A Plus is an internet based system that allows the teacher to choose appropriate instructional materials in mathematics for a student at any level 1-12.
Results	A Plus has been widely used in Virginia. A Plus submitted data from Scott County schools showing positive results on SOL tests since the program has been implemented.
Impact on Instruction	This is a computer based supplemental program.
Impact on Organizational Staffing	None
Impact on Schedule	Time must be made available for students to access the computer.
Subject-Area Programs Provided by Developer	Mathematics
Students Served:	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	None required
Technology	Yes

General Description

A+nyWhere Learning System instructional courseware combines the proven grade level 1-12 AEC curriculum content covering Mathematics with the latest Internet technologies. The result is a learning system that can be delivered to any student anytime via the Internet, wide area network, or dial-up access. The **A+SSESS** engine is integral to the management system. Educators can create tests for placement, milestone testing, and monitoring based on any number of **SOL** learning objectives that are built into the software. Once the test is taken, an assignment list is instantly created and prescribed, specifically designed to meet the student's needs. The software was designed with an overall design philosophy that emphasizes flexibility,

manageability, supporting materials and services. From Mathematics to the History of the World, AEC is serious and completely committed to producing only the best curriculum products available. The Reader's Choice awards recently reinforced this where A+ was recognized as an exemplary software system.

For more information, contact:

Michael A. Pearson, Sr.
 CEO/President
 AFC Scholarship Foundation, Inc.
 3985 St. Charles Parkway, Suite E200
 Waldorf, MD 20602
 Office: 301-885-1718
 Cell: 240-299-9778
 Fax: 301-885-1719
 E-mail: mikepearsonsr@afcscholarship.com
 Websites: www.afcscholarship.com
www.afcacademicacademy.com

Cognitive Tutor

IN BRIEF

Developer	Carnegie Learning
Year Established	1991
# of Schools Served	Estimated 150 schools in US 9 school districts in Virginia
Level	Secondary
Primary Goal	To provide students an opportunity to receive individualized attention, maximizing the amount of time spent actively learning and mastering fundamental sets of knowledge and skills
Main Features	Three of the most effective features of Cognitive Tutor are constant student monitoring, just-in-time help, and individualized skills tracking. Constant monitoring uses model tracing and compares student work against a model, much as a human tutor would. The model recognizes multiple solution paths and only interferes when the student is going astray. Just-in-time help offers a help button. Individualized skills tracking monitors student actions and proposes remediation when appropriate. The software monitors the status of the student's knowledge on a continual basis and tailors course material based on these continual assessments.
Results	Schools that have used the program have shown increases on a variety of norm referenced and criterion-referenced tests.
Impact on Instruction	Supplementary model that, on a traditional schedule, uses the computer lab for 2 days out of 5 and the regular classroom for the remaining 3 days.

Impact on Organizational Staffing	None
Impact on Schedule	None
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Family Algebra Nights are recommended. Software may be loaded on a home computer.
Technology	Local server based
Materials	School may reproduce books or may purchase books.

Origin/Scope

Carnegie Learning was formed after 15 years of cognitive research on teaching and learning at Carnegie Mellon University. Cognitive Tutor promotes active learning to improve students problem-solving and critical thinking skills.

General Description

Cognitive Tutor programs are designed to assist student thinking and problem-solving skills. The software employs a proprietary tutoring model that fosters the development of procedural and conceptual knowledge by allowing students the opportunity to learn by doing. The Cognitive Tutor programs build a model of each student’s strengths and weaknesses, and then provide instructional assistance in the context of problem-solving activities.

Carnegie Learning’s curricula include yearlong programs for Algebra I, Geometry, and Algebra II. The programs are implemented by mixing three days of classroom curriculum with two days using the Cognitive Tutor software on the computers. Classroom activities include traditional lecture, collaborative problem-solving activities, and student presentations. Computer time is spent solving “real-life” problems that incorporate the active use of spreadsheets, graphs, equation solvers, and other tools, depending on the student’s success.

For more information, contact:

Regis D’Angelo
437 Grant Street, Suite 918
Pittsburgh, PA 15129
Phone: 888-851-7094 Ext. 459
Fax: 412-992-5083
E-mail: rdangelo@carnegielearning.com
Website: www.carnegielearning.com

Kellie Stevens
437 Grant Street, Suite 918
Pittsburgh, PA 15129
Phone: 888-851-7094 Ext. 178
Fax: 412-992-5083
E-mail: kstevens@carnegielearning.com
Website: www.carnegielearning.com

Larson's Elementary Math

IN BRIEF

Developer	Ron Larson/Meridian Creative Group
Year Established	2000
# Schools Served	More than 1,000
Level	K-2
Primary Goal	<i>Larson's Elementary Math</i> is a comprehensive program that covers the mathematics taught in Kindergarten, Grade 1, and Grade 2.
Main Features	<i>Larson's Elementary Math</i> is a supplementary mathematics program based around thirty topics.
Results	When properly implemented, student achievement has improved.
Impact on Instruction	None
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Yes
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Yes
Technology	The program is computer based.
Materials	<i>Larson's Elementary Math</i> – Grades K-2, a software program, and supplemental print materials are provided.

Origin/Scope

This program is written by Ron Larson, author of over 40 texts and 40 software programs. His presentation style and commitment to quality content ensure student satisfaction and success. The program is written to support the National Council of Teachers of Mathematics (NCTM) Standards.

General Description

Larson's Elementary Math is a comprehensive program that covers the mathematics taught in Kindergarten, Grade 1, and Grade 2. Its 30 topics include Number Sense and Numeration, Whole Number Operations, Measurement, Time, Money, Geometry and Spatial Sense, Fractions, Statistical Concepts, Estimation, Patterns and Relationships, Mathematic Reasoning, and Communication.

Larson's Elementary Math is designed to supplement classroom instruction and to ensure that students master and apply mathematics skills, become comfortable with a variety of problem presentations, and learn how the mathematics skills they are developing relate to real-life situations. Students enjoy the animation and interactivity, while parents and teachers recognize the educational value.

The program, which is available in both Windows and Macintosh versions, can be purchased in single user or network versions.

Each grade in the Elementary Series is a neighborhood of Frog Hollow, Lily's and Tad's hometown. The neighborhood contains ten locations. At each location, students learn a different mathematics topic.

Each topic corresponds to a chapter in a basal program, and is subdivided into three to five activities, which cover specific concepts or skills.

While developing mathematics skills and concept comprehension, the real-life context of the activities help students see how mathematics concepts are applied in familiar situations. The variety of locations also adds an intercurricular dimension to the series.

For more information, contact:

Debbie Denson

Account Manager, Central Virginia

Houghton Mifflin Harcourt

3207 Grove Avenue

Richmond, VA 23221

Phone: 804-355-5188

Cell: 703-338-9084

Fax: 888-467-2330

E-mail: Debbie.denson@hmhpub.com

Larson's Intermediate Math

IN BRIEF

Developer	Ron Larson/Meridian Creative Group
Year Established	2000
# Schools Served	More than 1,000
Level	3-6
Primary Goal	<i>Larson's Intermediate Math</i> is designed to supplement classroom instruction and ensure that students master and apply mathematics skills, become comfortable with a variety of problem presentations, and learn how the mathematics skills they are developing relate to real-life situations.
Main Features	<i>Larson's Intermediate Math</i> can be individualized to fit any curriculum and student proficiency level. Its twenty-five modules cover four years of mathematics instruction including Whole Numbers, Measurement, Fractions, Geometry, Decimals, Ratio and Proportion, Percents, Statistics and Probability, Integers, and Algebra.
Results	When properly implemented, student achievement has improved.
Impact on Instruction	None
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Yes
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Yes
Technology	A computer-based program.
Materials	<i>Larson's Intermediate Math</i> – Grades 3-6, software program, and supplemental print materials are provided.

Origin/Scope

This program is written by Ron Larson author of over 40 texts and 40 software programs. His presentation style and commitment to quality content ensure student satisfaction and success. The program is written to support the National Council of Teachers of Mathematics (NCTM) Standards.

General Description

Larson's Intermediate Math can be individualized to fit any curriculum and student proficiency level. Its 25 modules cover four years of mathematics instruction including Whole Numbers, Measurement, Fractions, Geometry, Decimals, Ratio and Proportion, Percents, Statistics and Probability, Integers, and Algebra.

Larson's Intermediate Math is designed to supplement classroom instruction and ensure that students master and apply mathematics skills, become comfortable with a variety of problem presentations, and learn how the mathematics skills they are developing relate to real-life situations.

Narrated training sections, called See Its, provide interactive instruction that helps children understand mathematics concepts and develop better problem-solving strategies. The colorful graphics, audio, and animation throughout the program create a stimulating, vibrant, and fun atmosphere in which students are motivated to learn. Students simply love the animation and interactivity, while parents and teachers recognize the educational value.

This program is written by Ron Larson, author of over 40 texts and 40 software programs. His presentation style and commitment to quality content ensure student satisfaction and success. The program is written to support the National Council of Teachers of Mathematics (NCTM) Standards.

For more information, contact:

Debbie Denson

Account Manager, Central Virginia

Houghton Mifflin Harcourt

3207 Grove Avenue

Richmond, VA 23221

Phone: 804-355-5188

Cell: 703-338-9084

Fax: 888-467-2330

E-mail: Debbie.denson@hmhpub.com

Larson's Prealgebra

IN BRIEF

Developer	Ron Larson/Meridian Creative Group
Year Established	2000
# Schools Served	More than 1,000
Level	6+
Primary Goal	The program will allow the instructor to customize each student's curriculum.
Main Features	<i>Larson's Prealgebra</i> is a multimedia mathematics program that can be individualized to fit any curriculum and student proficiency level. Its 23 models cover the prealgebra curriculum with middle school mathematics review.
Results	When properly implemented, student achievement has improved.
Impact on Instruction	None
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Yes
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Yes
Technology	Programs are computer based.
Materials	<i>Larson's Prealgebra</i> – Grades 6+, software program, and supplemental print materials provided.

Origin/Scope

Written by Ron Larson, lead author of McDougal Littell's Passport Series, and Robyn Silbey, the authors' presentation style and commitment to quality content assure student satisfaction and success. Ron Larson has authored over 40 texts and 40 software programs.

General Description

Larson's Prealgebra is a multimedia mathematics program that can be individualized to fit any curriculum and student proficiency level. Its 23 modules cover the prealgebra curriculum with middle school mathematics review.

The program, which is available for computers running both Windows and Macintosh operating systems, can be purchased as a Network Site License. This program can be used in conjunction with *Larson's Algebra 1* multimedia mathematics program. Purchasing both *Larson's Algebra 1* and *Larson's Prealgebra* will allow the instructor to customize each student's curriculum using content from both products.

Teachers are able to choose from the complete range of topics. The powerful, user-friendly Classroom Management System allows teachers to customize curriculum, view student progress,

and print student and class reports. The program includes a diagnostic and prescriptive component called the Pre-Test.

Every topic has interactive tutorials for skill building and problem solving. These tutorials are designed to engage and motivate students while allowing them to progress at their own pace. The program is written to support the National Council of Teachers of Mathematics (NCTM) Standards and includes standardized test practice.

For more information, contact:

Debbie Denson

Account Manager, Central Virginia

Houghton Mifflin Harcourt

3207 Grove Avenue

Richmond, VA 23221

Phone: 804-355-5188

Cell: 703-338-9084

Fax: 888-467-2330

E-mail: Debbie.denson@hmhpub.com

Math Buddies

IN BRIEF

Developer	Dr. Carol Rezba, Longwood University
Year Established	2001
# Schools Served	25
Level	3-5
Primary Goal	To assist students in mastering the mathematics concepts and skills related to the Virginia Standards of Learning and to increase their understanding and enjoyment of mathematics.
Main Features	<i>Math Buddies</i> trains tutors to instruct third and fifth grade students in mathematics skills and concepts related to Virginia Standards of Learning. Tutors provide instruction through “hands-on”/ “minds-on” activities involving problem solving, mathematics manipulatives, and games, and then check for understanding through a variety of SOL assessments.
Results	<i>Math Buddies</i> has consistently increased the SOL scores of students in third and fifth grade mathematics tests; effects have been even more pronounced for students in the bottom quartile.
Impact on Instruction	<i>Math Buddies</i> has prescribed curriculum that can be delivered by tutors.
Impact on Organizational Staffing	None
Impact on Schedule	Daily mathematics periods are scheduled.
Subject-Area Programs Provided by Developer	Yes, mathematics
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	None
Technology	None
Materials	Detailed materials are provided.

Origin/Scope

The program was initiated by Dr. Carol Rezba of Longwood University. Virginia mathematics specialists produced 20 tutoring lessons for grade 3 and for grade 5 through a grant funded by the Virginia Business Education Partnership.

General Description

Community volunteers and/or tutors instruct third and fifth grade students in mathematics skills and concepts related to the Virginia Standards of Learning. They provide instruction through “hands-on”/ “minds-on” activities involving problem solving, mathematics manipulatives (hands-on materials) and games, and then check for understanding through a variety of SOL assessments. Scripted lessons are provided for the volunteers/tutors who work with two students during each lesson. During the lesson, students use their activity books and the related mathematics manipulatives and games that are organized for each lesson in expandable file folders and stored

in accessible file cabinets. An on-site *Math Buddies* coordinator maintains these materials and the assessment documentation.

***Math Buddies* Program Objectives**

- To assist students in mastering the mathematics concepts and skills related to the Virginia Standards of Learning and to increase their understanding and enjoyment of mathematics
- To support educators in raising students' mathematics performance on the Virginia SOL tests
- To provide opportunities for volunteers to serve as tutors and role models to students
- To strengthen school/community relationships and communication

On-Site Coordinator's Role in *Math Buddies*

- To work with classroom teachers in the school in the identification of grade 3 and 5 students for participation in the program
- To work with the administration in recruiting volunteers/tutors from their school's partnerships and other support services
- To pair volunteers/tutors with students for tutoring, and to arrange a weekly time (during or after school) and an in-school location where the tutoring will take place
- To manage the *Math Buddies* tutorial materials, distributing them to the volunteers/tutors and students using a variety of prescribed sequences
- To maintain simple data/records tracking volunteer/tutor participation and student progress
- To provide data to stakeholders about the success of *Math Buddies*

***Math Buddies* Training**

- A Longwood University mathematics educator will conduct workshops in which on-site coordinators and volunteers/tutors are trained to use *Math Buddies* instructional program materials and in the use of hands-on math manipulatives and games.

For more information, contact:

Dr. Carol Rezba
2301 Stemwell Boulevard
North Chesterfield, VA 23236
Phone: 804-745-4144
E-mail: math_buddies@verizon.net
Website: www.mathbuddies.net

IN BRIEF

Developer	America’s Choice, Inc.
Year Established	2006
# Schools Served	2 school divisions
Level	2-10
Primary Goal	<i>Mathematics Navigator</i> targets specific gaps and misconceptions about key concepts and skills needed for students to learn advanced mathematics.
Main Features	<ul style="list-style-type: none"> • Identifies and addresses the mathematical misconceptions that research shows holds students back. • Builds skills, problem solving and the conceptual understanding needed for success in Algebra. • Targets student needs using diagnostic screeners and discrete 20-day modules. • Includes pre-tests, checkpoints, and post-tests that help teachers differentiate instruction and check progress. • Provides extensive online professional development for teachers to better support striving students. • Includes support for English Language Learners (ELLs) and special needs students. • Produces sustained results during the school day, after school, and in summer school.
Results	<p><i>Mathematics Navigator</i> has resulted in statistically significant effects on achievement as demonstrated from multiple studies in various schools throughout the country. As stated in the Consortium for Policy Research in Education, July 2004, the <u>America’s Choice</u> strategies of identifying and paying substantial attention to bringing lower-performing students up to standard and differentiating instruction for learners at all levels appear to be resulting in substantial achievement gains for most disadvantaged students.</p> <p>http://repository.upenn.edu/cgi/viewcontent.cgi?article=1099&context=gse_pubs</p>
Impact on Instruction	This program is intended to supplement and enhance not replace the regular mathematics

	program. The program includes 26 discrete modules, each containing 20 days of instruction.
Impact on Organizational Staffing	None
Impact on Schedule	Teachers may need to reschedule their day to accommodate lessons.
Subject-Area Programs Provided by Developer	Yes
Students Served	10,000 plus
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	No indication
Technology	Online monitoring and training
Materials	Provided

Origin/Scope

Mathematic Navigator is a modular intervention program that targets specific gaps and misconceptions students have about mathematics. The program is supplemental and not designed as a core mathematics program.

Mathematic Navigator modules are designed to provide intensive, highly directed instruction to correct students' misunderstandings and enable them to rebuild a solid conceptual foundation. The program is designed to help teachers identify and remediate student misconceptions.

This program draws on research based at the Shell Centre in England, where the focus has been on diagnostic teaching and identifying misconceptions to reduce student gaps in understanding. America's Choice mathematics programs have undergone a ten-year development process, have been extensively field-tested, and are shown to be effective in improving student achievement.

General Description

Mathematics Navigator incorporates non-graded modules that are grouped as elementary and secondary. Grade level screeners, specifically designed to reflect Virginia mathematic standards, are available to guide placement of individual students or groups. For each module, student and teacher editions are available. Modules include a pre-test, post-test and twenty days of instruction.

For more information, contact:

Doug Pond
9441 Waterfowl Flyway
Chesterfield, VA 23838
Phone: 804-706-4908
Fax: 804-706-4908
E-mail: doug.pond@pearson.com

Amanda Ansell
878 S. Walnut Street
Albans, WV 25177
Cell: 304-541-9370
Fax: 304-551-0326
E-mail: Amanda.ansell@pearson.com

Jennifer Jordan
112 S. Gate Place
Charleston, WV 25314
Phone: 304-389-3548
E-mail: Jennifer.jordan@pearson.com

Ramp-Up Mathematics

IN BRIEF

Developer	America's Choice, Inc.
Year Established	2006
# Schools Served	2 school divisions
Level	6-8
Primary Goal	<i>Ramp-Up Mathematics</i> was developed to boost the performance of sixth-eighth grade students who are two or more years below grade level in mathematics.
Main Features	<ul style="list-style-type: none"> • Concentrates on the core concepts, practical applications, and skills needed for success in Algebra and Geometry. • Blends algebraic concepts with practice of computational skills and real-world problem solving. • Clears up misconceptions and builds understanding. • Includes a comprehensive teacher package (lesson plans, classroom activities, homework assignments, and assessment tools). • Provides professional development, support, and guidance for classroom teachers.
Results	Studies from Warren City School District, Ohio and East Orange School District, New Jersey were presented. Studies of two Georgia schools, Summerville Middle School and Putnam County Middle School, were also presented. In all cases, students using <i>Ramp-Up Mathematics</i> showed significant achievement gains over students not using the program.
Impact on Instruction	The program is designed to accelerate learning for students entering middle school who are below grade level in mathematics and prepare them to complete Algebra I by the end of 8 th grade.
Impact on Organizational Staffing	None
Impact on Schedule	This program requires a double period of mathematics for the entire year.
Subject-Area Programs Provided by Developer	Yes
Students Served	10,000 plus
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes

Urban	Yes
Rural	Yes
Parental Involvement	No indication
Technology	Online monitoring and training
Materials	Provided

Origin/Scope

Ramp-Up Mathematics takes students in middle school two to three years behind in mathematics and accelerates their learning. *Ramp-Up Mathematics* is presented in two separate year-long programs: *Ramp-Up to Pre-Algebra* and *Ramp-Up to Algebra*. Each program presents explicit instruction in skills, problem solving, and key concepts. The instruction is given in modular units.

- The two programs contain eight student modules that contain daily lessons which include an explanation of the mathematics, problems to work during class, reflection questions to prepare for a closing discussion and homework. Unit titles for both programs emphasize: foundations of Algebra, numbers and number lines, ratios, probability, geometric measure, decimals and percents, operations with fractions, data and negatives and using equations to solve problems. A concept book for the course describes the mathematics concepts students should learn in the course and is used as a reference. This concept book contains the essential ideas that students need to understand the mathematics concepts being taught.
- A comprehensive assessment program contains a variety of assessments; including quizzes, end of unit assessments, class profiles, and periodic reporting to show growth and areas of weakness.

General Description

Ramp-Up Mathematics contains two separate programs: 1) *Ramp-Up to Pre-Algebra* and 2) *Ramp-Up to Algebra*. *Ramp-Up to Pre-Algebra* is appropriate for students in grades six and seven. *Ramp-Up to Algebra* is typically taken in grade eight (sometimes in grade nine). Both programs require a double period of mathematics for the entire school year. *Ramp-Up to Algebra* prepares students who are struggling with mathematics to be successful in Algebra I.

For more information, contact:

Doug Pond
 9441 Waterfowl Flyway
 Chesterfield, VA 23838
 Phone: 804-706-4908
 Fax: 804-706-4908
 E-mail: doug.pond@pearson.com

Amanda Ansell
 878 S. Walnut Street
 Albans, WV 25177
 Cell: 304-541-9370
 Fax: 304-551-0326
 E-mail: Amanda.ansell@pearson.com

Jennifer Jordan
 112 S. Gate Place
 Charleston, WV 25314
 Phone: 304-389-3548
 E-mail: Jennifer.jordan@pearson.com

Houghton Mifflin Reading: The Nation's Choice

IN BRIEF

Developer	Houghton Mifflin
Year Established	2001
# Schools Served	Several hundred
Level	K-5
Primary Goal	Powerful, comprehensive instruction in the five strands of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension are presented in an explicit, systematic approach.
Main Features	<ul style="list-style-type: none"> • Assessment that diagnoses needs, informs instruction, and documents results. • Resources that meet the needs of all students. • Management tools that make teaching and planning easy.
Results	<p>With evidence of effectiveness, based on scientific research, <i>Houghton Mifflin Reading</i> is proven to work, based on research that meets the criteria of the <i>No Child Left Behind</i> and Reading First legislation. The research:</p> <ul style="list-style-type: none"> • Was conducted by an independent third party; • Was longitudinal-conducted for a period of more than three years across the grades; and • Included a control group and an experimental group.
Impact on Instruction	None
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Yes
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Yes
Technology	Yes
Materials	Basal series provided by publisher.

Origin/Scope

Houghton Mifflin Reading: The Nation's Choice was designed to meet the requirements of Reading First and the *No Child Left Behind Act of 2001*.

General Description

Houghton Mifflin Reading: The Nation's Choice is a comprehensive reading program for kindergarten through third grade that incorporates the most current and significant research findings for effective reading instruction, including the criteria established by the National Reading Panel.

This solid, research-based framework ensures reading success for students at every ability level and provides comprehensive instructional support for the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Phonemic Awareness

Explicit instruction in *Houghton Mifflin Reading* clearly identifies letter sounds and provides multiple exemplars for teacher-led practice. Lessons provide a model of what research has confirmed to be critical attributes of effective instruction. These include:

- Clear and direct explanations with teacher modeling through Think Alouds and demonstration; and
- Teacher-led practice before students are asked to apply skills independently.

Phonics

A systematic, synthetic approach is used in all phonics lessons. The *Phonics Library* stories, *I Love Reading* stories, and *Student Anthology* stories provide immediate opportunities for students to apply what they've learned from phonics instruction. The *On My Way Practice Readers* provide additional opportunities for application.

Fluency

Frequent opportunities for fluency development are provided in the Teacher's Edition, with instructions for checking rate and accuracy. This includes the "Back to School" section, weekly lesson plan notes, and end of theme wrap-ups starting mid-year in Grade 1 and continuing through Grade 5.

For more information, contact:

Debbie Denson
Account Manager, Central Virginia
Houghton Mifflin Harcourt
3207 Grove Avenue
Richmond, VA 23221
Phone: 804-355-5188
Cell: 703-338-9084
Fax: 888-467-2330
E-mail: Debbie.denson@hnhpub.com

Open Court Reading

In Brief

Developer	SRA/McGraw Hill
Year Established	2000; Newest series
#Schools Served (December 2000)	200+
Level	K – 6
Primary Goal	To teach children to read through a well-designed, systematic program, balancing phonics and literature.
Main Features	<ul style="list-style-type: none"> • Children read authentic literature in the Student Anthology by the middle of Grade 1. • Carefully builds the foundations for reading • Engages students in Constructing meaning from text • Incorporates writing as a form of learning and personal communication • Provides teachers with tools to teach
Results	Many studies show gains in student performance
Impact on Instruction	<p>Three-part lesson plan:</p> <p>Preparing to Read: the first part of each lesson includes the decoding and word building skills of reading.</p> <p>Reading and Responding: The second part emphasizes comprehension skills and strategies as students read the lesson selected.</p> <p>Integrating the Curriculum: The third section engages students in the writing process and develops essential language arts skills.</p> <p>Independent Work Time: Meets individual needs through re-teaching.</p>
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Yes. In reading.
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Home Connection: Unit letters are sent to parents.
Technology	CDROM Phonics for grades K, 1, 2, and 3. CDROM Lesson Planner for teachers CDROM Research Assistant for teachers
Materials	Complete set of reading materials for each grade level.

Origin/Scope

Open Court Reading has provided an approach to beginning reading instruction since the early 1960s. The approach has recognized that if children are to learn to read with fluency and comprehension, they need explicit, systematic skills instruction and rich experiences with authentic literature.

General Description

Open Court Reading is built upon the following principles: high expectations and support for all students; research based teaching (37 years); systematic, explicit phonics instruction; authentic literacy experience; and meaningful comprehension and integrated instruction.

For more information, contact:

Alex Rickers

804-382-2041

Alex.Rickers@mheducation.com

Valerie Pack

540-204-7043

Valerie.pack@mheducation.com

McGraw-Hill East and Southeast Representative

12109 Waterford Place

Richmond, VA 23233

Fax: 804-360-1476

Reading Mastery Plus

IN BRIEF

Developer	SRA/McGraw-Hill
Year Established	1970
# Schools Served (Jan. 1968)	Several thousand
Level	K-5
Primary Goal	Core basal reading program.
Main Features	<i>Reading Mastery Plus</i> is a core basal program designed for all students in grades K-5. Because of its unique program design and Direct Instruction approach, <i>Reading Mastery Plus</i> is particularly appropriate for students who need additional support, such as students with low language development, or those traditionally identified as at risk or learning disabled.
Results	Scientific studies have demonstrated a consistent positive impact on student achievement.
Impact on Instruction	Teachers must adopt the Direct Instruction approach to teaching.
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Yes, in reading.
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	No
Technology	No
Materials	Extensive materials in K-5 reading are supplied by the publisher.

Origin/Scope

Led by Siegfried Engelmann, Director, National Institute for Direct Instruction and former Professor, College of Education, University of Oregon, the authorship team blends the talents of researchers and classroom educators. The team includes: Elaine Bruner, Karen Davis, Owen Engelmann, Susan Hanner, Jean Osborn, Steve Osborn, and Leslie Zoref.

General Description

Program Overview: *Reading Mastery Plus* is a core basal program designed for all students in grades K-5. Because of its unique program design and Direct Instruction approach, *Reading Mastery Plus* is particularly appropriate for students who need additional support, such as students with low language development, or those traditionally identified as at risk or learning disabled.

Reading Mastery Plus gives students the clear, explicit instruction and guidance they need in order to master the fundamentals of reading. This structure gradually diminishes as students learn key skills and strategies, helping them to become more independent learners.

Level K (kindergarten) teaches language concepts and vocabulary important to learning in school and provides a careful introduction to reading.

Levels 1 and 2 emphasize the process of learning to read by teaching decoding through systematic, explicit phonics. By making reading “automatic” for young readers, they are able to concentrate on word meaning and comprehension.

Levels 3 and 4 emphasize reading to learn new information. These levels provide the structure and challenging materials that develop a strong vocabulary, multiple decoding skills, and word knowledge that enable students to understand, interpret and use new information. This provides the transition necessary for students to access the information presented in the more difficult content-area reading they begin to experience.

Levels 5 and 6 extend what students have learned to analyzing and interpreting literature. This transition involves learning to read new styles, new sentence forms, and new vocabulary in a wide variety of genres.

In *Reading Mastery Plus*, key concepts and strategies are identified, carefully sequenced according to their complexity, developed to mastery, and purposefully connected with authentic learning exercises. To maximize the amount of learning that takes place in the classroom, the program:

- Prioritizes and sequences essential skills and strategies in a logical, coherent manner and demonstrates the relationship between fundamental skills.
- Introduces skills and strategies through explicit instruction and carefully selected examples laid out in scripted lesson plans.
- Provides guided practice, cumulative review and constructive feedback, with high levels of student engagement.
- Incorporates strategies, procedures and tools for assessing what students know, how well they know it, and what they are able to do.

The result for students is very motivating. They develop an expectation that they will succeed, gain confidence in their ability to use their skills independently, and display enthusiasm for reading.

Research Base: An impressive body of research that has accumulated over the last 25 years establishes the effectiveness of *Reading Mastery Plus*. This research base includes a variety of studies that address different questions and provide different types of evidence. The research that supports *Reading Mastery Plus* includes:

- 1) use of current, research-confirmed practices
- 2) highly controlled studies that test effectiveness of instructional practices
- 3) studies that compare the effectiveness of *Reading Mastery* with other reading programs

The authors of *Reading Mastery Plus* did more than incorporate research-based features in the program. *Reading Mastery Plus* was developed according to the principles articulated in *Theory of Instruction* by Engelmann and Carnine. These principles address various details of program design, such as selection of examples to ensure generalization, and the type of feedback needed to reduce errors. Over 50 well-designed research studies have validated this core set of principles (Adams and Engelmann, 1996). Independent analyses and reports and research articles published in peer-reviewed journals support these studies. (American Institutes for Research, 1999; Ashworth, 1999; Gunn, 2000; Dowdell, 1996; Umbach, 1989; O’Connor, 1993; Kuder, 1990).

For more information, contact:

Alex Rickers

804-382-2041

Alex.Rickers@mheducation.com

Valerie Pack

540-204-7043

Valerie.pack@mheducation.com

McGraw-Hill East and Southeast Representative

12109 Waterford Place,

Richmond, VA 23233

Fax: 804-360-1476

Success for All

IN BRIEF

Developer	Robert Slavin, Nancy Madden, and a team of developers from Johns Hopkins University
Year Established	1987
# Schools Served (Jan. 1998)	747
Level	PreK-6
Primary Goal	Ensuring that all children learn to read
Main Features	<ul style="list-style-type: none"> • Schoolwide reading curriculum • Cooperative learning • Grouping by reading level (reviewed by assessment every 8 weeks) • Tutoring for students in need of extra assistance • Family support team
Results	Students in Success for All schools have consistently outperformed students in control schools on reading tests; effects have been even more pronounced for students in the bottom quartile
Impact on Instruction	Prescribed curriculum and cooperative learning in reading classes; other subjects not affected (see Roots & Wings for a description of other curricular components that can be added)
Impact on Organizational Staffing	Building advisory committee; full-time facilitator; family support team; tutors
Impact on Schedule	Daily 90-minute reading periods; tutoring
Subject-Area Programs Provided by Developer	Yes (reading)
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Family support team works to increase parental involvement
Technology	None required
Materials	Detailed materials provided

Origin/Scope

Success for All was founded by Robert Slavin, Nancy Madden, and a team of developers from Johns Hopkins University. It was first implemented in a single elementary school in Baltimore in 1987. The following year it expanded to six schools (five in Baltimore and one in Philadelphia). By January 1998, it had grown to 747 schools in 40 states.

General Description

Success for All restructures elementary schools (usually high poverty Title I schools) to ensure that every child learns to read in the early grades. The idea is to prevent reading problems from appearing in the first place and to intervene swiftly and intensively if problems do appear.

Success for All prescribes specific curricula and instructional strategies for teaching reading, including shared story reading, listening comprehension, vocabulary building, sound blending exercises, and writing activities. Teachers are provided with detailed materials for use in the classroom. Students often work cooperatively, reading to each other and discussing story content and structure. From second through sixth grade, students use basals or novels (but not workbooks). All students are required to spend 20 minutes at home each evening reading books of their choice.

Students are grouped according to reading level for one 90-minute reading period per day. The rest of the day they are assigned to regular age-grouped grades. Every eight weeks, teachers assess student progress using formal measures of reading comprehension as well as observation and judgment. The assessments determine changes in the composition of the reading groups and help identify students in need of extra assistance. Those students receive one-on-one tutoring for 20 minutes per day at times other than regular reading or math periods. First graders get priority for tutoring. Tutors are generally certified teachers, although well-qualified paraprofessionals may tutor children with less severe reading problems.

Because parental involvement is considered essential to student success, each Success for All school forms a Family Support Team, which encourages parents to read to their children, involves parents in school activities, and intervenes when problems at home interfere with a child's progress in school. The operation of Success for All is coordinated at each school by a full-time facilitator who helps plan the program and coach teachers. Finally, an advisory committee composed of the principal, facilitator, teacher and parent representatives, and family support staff meets regularly to review the progress of the program.

For more information, contact:

Sue Belt

Senior Account Manager

Success For All Foundation

200 West Towsontown Boulevard

Baltimore, MD 21204-5200

Phone: 800-548-4998 Ext. 2378

Fax: 410-324-4442

E-mail: sbelt@SuccessForAll.org

Voyager Universal Literacy System

IN BRIEF

Developer	Voyager Expanded Learning
Year Established	1997
# Schools Served	More than 1,000
Level	K-3
Primary Goal	<i>Voyager Universal Literacy System</i> is a comprehensive K-3 reading system that includes an integrated curriculum for the following components: reading, writing and language arts, intervention and enrichment, progress monitoring, extended day and summer intervention, home study, strategies for English language learners, technology, and initial and ongoing professional development.
Main Features	<ul style="list-style-type: none"> • Detailed scope and sequence for skill development. • Materials for multi-sensory learning experiences. • Progress monitoring system.
Results	Several evaluation studies provide strong evidence of the efficiency of the Voyager program.
Impact on Instruction	None
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Yes, in reading.
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	No
Technology	No
Materials	Materials are provided by Voyager.

Origin/Scope

In 1994, a diverse group of Americans met to explore ways of converting their successful careers into lives of social significance. Voyager Expanded Learning emerged from those deliberations. The mission of Voyager is to focus the experience and resources of its founders, board members, and staff on helping public schools ensure that every child has a successful educational experience and that no child is left behind.

Following two years of research and a year of field-testing, Voyager began a national rollout in September of 1997. In less than three years, Voyager's research-based learning systems were operating in more than 1,000 of the nation's largest school districts across forty-five states, making Voyager the largest provider of extended-time reading intervention and adventure-based programs in America's public schools.

A team of more than 135 outstanding public school educators, researchers, and nationally known curriculum writers now comprise the Voyager organization. Voyager's three key content partners for its reading and adventure-based curricula are the Smithsonian Institution, Discovery Channel, and NASA.

General Description

Voyager Universal Literacy System is a comprehensive K-3 reading system that includes an integrated curriculum for the following components: reading, writing and language arts, intervention and enrichment, progress monitoring, extended day and summer intervention, home study, strategies for English language learners, technology, and initial and ongoing professional development. The curriculum offers a detailed scope and sequence for skill development and provides materials for multi-sensory learning experiences. Each grade level focuses on a different adventure theme chosen to increase the students' interest and knowledge base. Grade level teacher guides provide detailed lesson plans for daily two-hour reading period that include a 45-minute large group lesson, a 60-minute lesson for reading stations (three stations), and then a 15-minute writing, vocabulary, or spelling connection lesson. Daily lessons begin in a whole group setting with teacher-directed interactive activities that connect the key reading objectives to the literature selection and systematic instruction of writing, spelling or phonemic awareness. The reading stations follow with opportunities for collaborative learning and differentiated instruction. In two of the reading stations, students work together with a student team leader on previously introduced reading skills using manipulatives, literature books, activity books and decodable text that come with the system. In the third station, the teacher follows a detailed lesson plan for small group instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Procedures for immediate and specific error correction are prescribed for this small group instruction. Vocabulary expansion, monitoring and reviewing independent station activities and the home study assignment end the reading time.

The *Voyager Universal Literacy System* uses the progress monitoring system, Vital Indicators of Progress (VIP), to check a student's progress on critical developmental skills necessary for learning to read. All students at risk of failing are identified within the first month of school. These students are assessed using the VIP weekly so that progress can be monitored by the teacher and district staff. Every student is tested on specific benchmarks four times a year. Additional monitoring comes from the Assessment Checkpoints, a criterion referenced test, given at the end of each six-week unit.

For more information, contact:

Theresa McKee or Shirley A. Faris

17855 Dallas Parkway

Suite 400

Dallas, TX 75287

Phone: **888-399-1995**

Theresa.mckee@voyagersopris.com

shirley.faris@voyagersopris.com

Academy of Reading

IN BRIEF

Developer	AutoSkill International Inc.
Year Established	1995
# Of Schools Served	100+
Level	K – 12; Emphasis on Middle School
Primary Goal	For emerging readers: to create a solid foundation to support higher skills; foundations include phonemic awareness, decoding skills, and comprehension abilities. For upper elementary and middle school students who struggle with reading: to give students a foundation in phonemic awareness and decoding skills that will improve comprehension.
Main features	Computer based instruction; battery of tests that provides teachers with the means to analyze in detail students' reading ability; a program designed for each student's reading profile.
Results	Research results from a wide range of studies show dramatic gains for middle school students; most schools in Virginia that have implemented the program have experienced solid gains in students' reading level; little data as of Spring 2000 on impact on SOL tests.
Impact on Instruction	Requires students to spend 30 minutes per day on Academy of Reading Program.
Impact on Organizational Staffing	None
Impact on Schedule	Time must be found for students to complete the program. Most schools that have adopted have developed a Middle School Reading block.
Subject-Area Programs Provided by Developer	Yes, in reading.
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parent Involvement	No specific program
Technology	Significant use of computers required. Either in a computer lab format or enough computers in a classroom to allow students who need instruction to spend 30 minutes per day.
Material	Provided software

Origin/Scope

Academy of Reading was developed by two Canadian researchers, Dr. Christina Fiedorowicz and Dr. Ronald Trites, in the 1980s for use with learning disability students. By 1993 they recognized that their reading program would be useful to Reading Delayed students as well as Reading Disabled students.

General Description

The Academy of Reading builds the phonemic awareness of students, develops their decoding skills, and improves their comprehension abilities. The program's modular design allows teachers to customize the student's instruction in all three areas based on the student's individual requirements. The approach to instruction is based on a neuro-psychological theory on how the brain processes and retains information. Students working at the precise level at which they need instruction are immersed in the reading material until they obtain "automaticity" on a particular reading skill.

The program allows three levels of implementation. The first implementation model addresses the needs of students in grades K-3. This model utilizes the various training components of the Academy of Reading as an early intervention tool. In this approach, students master a variety of skills from phonemic awareness, visual matching, auditory visual matching and comprehension strategies. By mastering the battery of component skills, a student will have acquired the requisite basic skills to be a successful reader by the end of the third grade.

The second implementation model addresses the intervention needs of students in grades 4-8. This approach uses a Cloze paragraph assessment to determine the degree of reading delay. Based on this assessment the students are assigned into one of three streams: 1) Auditory – Visual Matching is assigned to students 1 – 2 grade levels behind; 2) Visual is assigned to students 3 or more grade levels behind; and 3) Students who require substantial motivation, or are learning English for the first time are supplemented with a course of phonemic awareness instruction. All students are gradually assigned higher-order tasks as they progress through the material of the Academy of Reading.

The third implementation approach addresses the needs of mature students in high school and adult education. The model uses the same logic as the Grade 4 – 8 model, but substitute adult for child content.

For additional information, contact:

Tracy Gavin
Sales Consultant
3810 Indian River Road, #14076
Chesapeake, VA 23325
Cell: 757-353-5399
Fax: 757-257-0404
E-mail: Tracy.Gavin@schoolspecialty.com

Be A Better Reader, Eighth Edition

IN BRIEF

Developer	Pearson Learning/Globe Feron
Year Established	1970
# Schools Served (Jan. 1968)	More than 1,000
Level	4-10
Primary Goal	<i>Be A Better Reader</i> teaches students from Grade 4 through 10 the reading, comprehension, and study skills that apply specifically to social studies, science, mathematics, and literature.
Main Features	The <i>Be A Better Reader</i> series consists of eight leveled worktexts for content-area reading. This time-tested and research-based program makes it possible to provide students in the upper grades with reading selections and skills instruction at their appropriate instructional level.
Results	Several studies of <i>Be A Better Reader</i> show significant increases in students reading comprehension.
Impact on Instruction	None
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Yes
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Yes
Technology	Software is available.
Materials	Materials supplied by publisher.

Origin/Scope

Dr. Nila Barton Smith, the author of the *Be A Better Reader* series, was the founder of the International Reading Association (IRA) and has made outstanding contributions to the teaching of reading. Dr. Smith was the leader in identifying the specialized skills that students need to read effectively in content-area texts. She recognized that the basis of reading comprehension is instruction in and reinforcement of those specialized' skills essential to understanding each type of material that students encounter in school and in daily life.

General Description

The *Be A Better Reader* teaches students from Grade 4 through 10 the reading, comprehension, and study skills that apply specifically to social studies, science, mathematics, and literature. Each level retains the proven reading skills and strategies of the earlier editions while incorporating new features that make the program easier for teachers to teach and more engaging for students.

The *Be A Better Reader* series consists of eight leveled worktexts for content-area reading. This time-tested and research-based program makes it possible to provide students in the upper grades with reading selections and skills instruction at their appropriate instructional level.

Each unit follows a proven pattern of instruction:

- Direct instruction of the needed skill prepares the student for success in reading the selections.
- Four reading selections per theme-based unit cover literature, social studies, science, and mathematics.
- Brief skill lessons, appropriate to the reading, teach student additional reading skills, such as using guide words and skimming information.
- The unit concludes with students learning a real-life skill, such as using the yellow pages (*Starting Out*) and completing an employment application (Level G).

The *Annotated Teacher's Edition* for each level provides teaching support for every lesson and additional assessment material. *The Diagnostic and Placement Guide* helps teachers place students in the appropriate level of *Be A Better Reader*. This guide also identifies those students who require practice in specific reading skills such as making generalizations or using context clues. The *Progress Monitoring Package* keeps track of student learning on an ongoing basis.

With *Be A Better Reader, Eighth Edition*, students will:

- Learn specific reading skills with immediate application and reinforcement.
- Apply reading skills to high-interest, relevant content directly related to literature, social studies, science, and mathematics.
- Relate new reading skills to essential life skills.

For more information, contact:

Doug Pond
9441 Waterfowl Flyway
Chesterfield, VA 23838
Phone: 804-706-4908
Fax: 804-706-4908
E-mail: doug.pond@pearson.com

Amanda Ansell
878 S. Walnut Street
Albans, WV 25177
Cell: 304-541-9370
Fax: 304-551-0326
E-mail: Amanda.ansell@pearson.com

Jennifer Jordan
112 S. Gate Place
Charleston, WV 25314
Phone: 304-389-3548
E-mail: Jennifer.jordan@pearson.com

Breakthrough to Literacy

IN BRIEF

Developer	Carolyn Brown and Jerry Zimmermann, University of Iowa
Year Established	1981
# Schools Served	Over 1,850
Level	K-3
Primary Goal	To teach connection of oral language to print
Main Features	<ul style="list-style-type: none"> • Daily story reading • Interactive computer software • Print materials to integrate computer curriculum • Children progress at their own pace
Results	Breakthrough students in several districts have scored higher on standardized reading tests than students in control groups have
Impact on Instruction	Suggested routine for 10-15 minutes of reading interaction and 15-20 minutes on the computer (in reading classes only)
Impact on Organizational Staffing	None
Impact on Schedule	None
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Parents are asked to read to their child and listen to the child "read" to them every night
Technology	Computer software is provided; 2-3 computers and 1 printer per classroom are necessary
Materials	Provided

Origin/Scope

Breakthrough to Literacy was founded by Carolyn Brown and Jerry Zimmermann in 1981 at the University of Iowa. Since its initial implementation in Dallas public schools in 1994, Breakthrough (previously called Foundations in Reading) has been adopted in over 1,100 schools in 19 states, serving over 25,000 children.

General Description

Breakthrough to Literacy focuses on teaching pre-kindergarten through third grade students to relate oral language and pictures to print. The program provides each child, at his or her level of language/literacy development, stories and access to direct and explicit instruction for phonemic awareness. This is achieved through the use of "big books," pupil books, and computer modules.

The typical Breakthrough classroom focuses on one big book per week (10-15 minutes per day). The book is read to the children every day with a different objective. On Monday, for example, the objective is introduction. The teacher introduces the author and illustrator and reads the book to the students. They discuss what they liked or disliked about it and then the teacher reads it again.

On Tuesday, the objective is review. The teacher asks the children to recall what they learned the previous day and to role play based on the story's characters. Wednesday, integration is the focus. The children are asked to relate what they've learned to something in their own lives; and so on through Friday.

Children also spend 15-20 minutes per day at the computer making connections between what they have "read" and what they see on the computer screen, and vice versa. When the teacher chooses a new big book, the children have already seen those words on the computer several times. This combination of literature-based instruction and instructional technology is intended to help the children develop better phonemic awareness, enhance their vocabulary development, and promote an understanding of sound-symbol relationships. Children progress through the program at their own pace due to daily one-on-one sessions with teachers and computers.

The program does not end in the classroom, however. Parents are urged to read to their children and have stories "read" to them every night.

For more information, contact:

Alex Rickers

804-382-2041

Alex.Rickers@mheducation.com

Valerie Pack

540-204-7043

Valerie.pack@mheducation.com

McGraw-Hill East and Southeast Representative

12109 Waterford Place

Richmond, VA 23233

Fax: 804-360-1476

CompassLearning Odyssey: Reading/Language Arts

IN BRIEF

Developer	CompassLearning
Year Established	1969
# Schools Served	More than 1,000
Level	K-5
Primary Goal	Every student works on a personalized learning path toward mastering the Virginia Standards of Learning.
Main Features	The CompassLearning Odyssey curriculum merges the best instructional practices with effective instructional software design and innovative use of technology for an any time, any place solution. CompassLearning Odyssey provides curriculum for students in grades K-5.
Results	Scientific research has documented a strong positive impact on student achievement. Gains in student achievement in math were confirmed by the U.S. Department of Education’s What Works Clearinghouse.
Impact on Instruction	Odyssey can be used as a supplemental program for skill development and progress monitoring. Assessment and student achievement reports can be used to impact classroom instruction.
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Yes
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Yes
Technology	Yes. Can be hosted by the vendor or the district. Available in ownership and annual license models.
Materials	Software is supplied by developer in a Web-based system.

Origin/Scope

The CompassLearning Odyssey curriculum merges the best instructional practices with effective instructional software design. CompassLearning Odyssey provides curriculum for students in grades K–5 in reading and language arts.

General Description

Students usually begin the program with the SOL-aligned diagnostic/prescriptive assessment. The assessment diagnoses student strengths and weaknesses in reading/language arts (K-5) objectives and then automatically prescribes a learning path and activities from the CompassLearning curricula to focus each student on the areas in which he or she needs to improve. Every student works on a personalized learning path toward mastering the Virginia Standards of Learning.

As students progress through their learning paths, teachers generate reports that provide evidence of progress and mastery of objectives. These reports provide information about individual, class or subgroup performance and can be disaggregated by such factors as ethnicity, socioeconomic status, and English language proficiency. The reports can be printed or emailed to share with students, teachers, administrators and parents. The report data can also be exported to district databases for inclusion with other school data.

The instructional activities are modular, so curricular components can be mixed and matched to provide ultimate flexibility. The normal mode of delivery is diagnostic-prescriptive and linear-sequential, however, the easy-to-use management system supports restructuring of components to support other instructional models. The use of a critical mistakes matrix guides the development of the instruction and provides instruction to students about why their responses are correct or incorrect.

Reading and Language Arts K-5– Odyssey Reading/Language Arts provides a research-based literacy program that interweaves listening, speaking, reading, writing, and thinking skills with a sound phonics-based program. Odyssey Reading/Language Arts provides curriculum based on the essential components of reading: phonemic awareness, phonics instruction, vocabulary and background knowledge, text comprehension strategies, and building reading fluency.

For more information, contact:

Lisa Perry

Account Representative

Phone: 800-232-9556

E-mail: bids@compasslearning.com

Destination Reading

IN BRIEF

Developer	Riverdeep
Year Established	1998
# Schools Served	Nine Schools in Virginia
Level	PreK-3
Primary Goal	Provide a comprehensive, electronically- based reading curriculum that keeps children motivated, on task, and eager to return to the program.
Main Features	<p>Destination Reading Courses I and II are Riverdeep's reading software programs via site-based or Web-based delivery. Riverdeep provides professional development focusing on implementation of the software and also provides technical support for installation and upgrades.</p> <p>Destination Reading's key to achieving success with low achieving students is to individualize their instruction via a model that begins with student assessment. The assessment features of Destination Reading identify where the student is having difficulty and provide prescriptive lessons and tutorials that address those specific needs. A post-test helps the teacher track student learning. Engaging graphics and animation are designed to capture and hold students' attention.</p>
Results	Destination Reading is a relatively new program and has two years of data available. Low achieving students in Hanover County and Wise County have shown improvement using the Destination Reading Program.
Impact on Instruction	None
Impact on Organizational Staffing	None
Impact on Schedule	Yes, scheduling access to computers
Subject-Area Programs Provided by Developer	Reading
Students Served	
Title I/Economically Disadvantaged	Yes
English-language learners	Yes
Students with Disabilities	No
Minority Students	No
Urban	Yes
Rural	Yes
Parental Involvement	No
Technology	Yes
Materials	No

Origin/Scope

Course I, for grades PreK-1, has seventeen units focusing on emergent literacy, phonemic awareness, and phonics. Course II, for grades 2-3, has twenty-four units focusing on building fluency, vocabulary, and comprehension.

General Description

Destination Reading Courses I and II are software programs that present a comprehensive PreK-3, electronically-based reading curriculum. Using diagnostic tests that assess student and class mastery of learning objectives and state standards, individualized prescriptive content assignments and post-tests are generated.

For more information, contact:

Debbie Denson
Sales Representative
3207 Grove Avenue
Richmond, VA 23221
Phone: 804-355-5188
Fax: 888-461-2330
E-mail: Debbie_denson@hmhpub.com

Early Success

IN BRIEF

Developer	Houghton Mifflin
Year Established	1990
# Schools Served	Several hundred
Level	1-2
Primary Goal	<i>Early Success</i> is an intervention program designed to accelerate literacy growth for students in grades 1 and 2 who are reading below level.
Main Features	<p><i>Early Success</i></p> <ul style="list-style-type: none"> • Is a supplemental reading intervention program; • Should be used in addition to a core reading/language arts program; • Delivers 30 minute blocks of daily instruction; • Has scripted, explicit, systematic lesson plans; • Is appropriate for small groups (5-7) of students; • Focuses on phonics and word learning activities within a meaning based context.
Results	Scientific studies have shown that <i>Early Success</i> improves students decoding and word recognition skills.
Impact on Instruction	None
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Yes, in reading.
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	No
Technology	Software
Materials	Materials provided by publisher.

Origin/Scope

Early Success was developed by the Early Intervention in Reading Program in the 1990s.

General Description

Early Success is an intervention program designed to accelerate literacy growth for students in grades 1 and 2 who are reading below level. The program is based on the Early Intervention in Reading (EIR®) instructional model. The scientific studies of program efficacy are demonstrated in the research report *The Early Intervention in Reading Program (EIR®): Research and Development Spanning Twelve Years*. The EIR model is also included in the Catalog of School Reform Models published by the Northwest Regional Educational Laboratory.

Early Success

- Is a supplemental reading intervention program;
- Should be used in addition to a core reading/language arts program;
- Delivers 30 minute blocks of daily instruction;
- Has scripted, explicit, systematic lesson plans;
- Is appropriate for small groups (5-7) of students;
- Focuses on phonics and word learning activities within a meaning based context.

For more information, contact:

Debbie Denson

Sales Representative

3207 Grove Avenue

Richmond, VA 23221

Phone: 804-355-5188

Fax: 888-461-2330

E-mail: Debbie_denson@hnhpub.com

Earobics Literacy Launch

IN BRIEF

Developer	Cognitive Concepts, Inc.
Year Established	1999
# of Schools Served	School districts in all 50 states, 3 school divisions in VA
Level	K-3
Primary Goal	Earobics is a supplemental reading program designed to improve the skills necessary for academic success in reading and literacy development.
Main Features	Software program that provides individualized, systematic instruction and practice in phonemic awareness and other early literacy skills. The software automatically adjusts to the skill level and progress of each student and collects performance data by class.
Results	Statistically significant gains on standardized tests have been made in phonological awareness, spelling and decoding.
Impact on Instruction	None
Impact on Organizational Staffing	None
Impact on Schedule	None
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	NA
Rural	NA
Parental Involvement	There is a parent component.
Technology	Uses a computer to run the software.
Materials	Supplemental big books and books on tape/video are available.

Origin/Scope

The Earobics Literacy Launch is based on 20 years of research in the area of literacy development. The program incorporates research findings that identify the crucial skills necessary for academic success in reading as well as proven techniques for providing instruction in those key areas of literacy development. The Earobics Literacy Launch has been proven effective in increasing teacher understanding of literacy and student performance on standardized assessments in a number of implementations across the country.

General Description

This is a supplemental program designed to assist students who have been identified with particular deficiencies. Students use Earobics software for a minimum of three 20-minute sessions per week and receive teacher guided instruction with correlated Earobics materials.

For more information, contact:

Debbie Denson
 Sales Representative
 3207 Grove Avenue
 Richmond, VA 23221
 Phone: 804-355-5188
 Fax: 888-461-2330
 E-mail: Debbie_denson@hnhpub.com

Failure Free Reading

IN BRIEF

Developer	Dr. Joseph Lockavitch
Year Established	1988
# Schools Served (Jan. 1968)	Several hundred
Level	K-12
Primary Goal	To turn the school into a “living, learning, language literacy machine” – giving all students the chance to succeed while holding all students to a high level of accountability.
Main Features	<p><i>Failure Free Reading</i> :</p> <ul style="list-style-type: none"> • Is designed to function within typical school environments with large numbers of at-risk and special education students; • Has a zero reject policy - no students will be denied access to the program because of a previous label or handicapping condition and no student will be discontinued for reasons other than success; • Has a unique blend of facilitator-directed classroom instruction, scripted lessons, print-based materials (student readers, booklets, activities, flash cards, parental communication packets, etc.), Diagnostic Prescriptive Talking software and Instructional Talking software; • Has 100 percent correlation between the print and Talking software materials; • Has scripted materials that enable facilitators to be teachers, paraprofessionals, or reliable adult tutors; • Facilitates group instruction while achieving results with effect sizes comparable to one-on-one tutoring programs.
Results	<i>Failure Free Reading</i> produces consistent improvement in student performance.
Impact on Instruction	<i>Failure Free Reading</i> is designed to work within any instructional model from resource, pullout, self contained, inclusion with small group, medium group, or whole class instruction. <i>Failure Free</i> also correlates with other curriculum subject areas without changing teaching practices.
Impact on Organizational Staffing	<i>Failure Free</i> delivers a staff development model that trains existing staff on the <i>Failure Free</i> philosophy and methodology and enables teachers to more effectively use paraprofessionals, adult tutors, and university students in instructional capacities. The use of current classroom teachers, Title I teachers, special education teachers, and assistants is suggested. No additional staff is required.
Impact on Schedule	The implementation requires few changes to the current schedule and <i>Failure Free</i> consultants will assist schools in conforming to the existing school schedule.

Subject-Area Programs Provided by Developer	Reading, language arts, spelling, writing, science, social studies, and health curriculum materials are included.
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Yes
Technology	There is an automatic-branching, talking software assessment program called the Diagnostic Prescriptive which places students in the appropriate level. Joseph's Readers Talking software is 100 percent correlated to the <i>Failure Free Reading</i> Print Kits. Verbal Master talking software is 100 percent correlated to the Verbal Master Print Kits and serves as a vocabulary acceleration product. Rosen Real Readers Talking Software is 100 percent correlated to the Rosen Real Reader classroom books, giving students vocabulary, fluency, and reading comprehension instruction with state correlated science, social studies, and health curricula. Phonics for the REAL World Talking Software is 100 percent correlated to the Phonics for the REAL World books and provides structured, explicit phonemic awareness and phonics instruction based on state correlated science, social studies, and health curricula. Building Reading Skills Talking Software uses real life topics for vocabulary, fluency, and reading comprehension instruction accessible to older at-risk students reading as low as a 2.5 level. All programs include data management.
Materials	Joseph's Readers Print and Talking Software K-8 Verbal Master Print and Talking Software 5-12 Phonics for the Real World Print and Talking Software K-3 Rosen Real Readers Print and Talking Software K-4 Building Reading Skills Talking Software 5-12

Origin/Scope

Failure Free Reading was developed by Dr. Joseph Lockavitch in 1988. It is designed to work within any instructional model from resource, pullout, self contained, inclusion with small group, medium group, or whole class instruction. *Failure Free* also correlates with other curriculum subject areas without changing teaching practices.

General Description

Failure Free Reading is designed to function within typical school environments with large numbers of at-risk and special education students. *Failure Free Reading* is based on a Language/Literacy Model with instruction in listening, speaking, reading, and writing and including content materials correlated to state standards in science, social studies, and health

curricula. There is a zero reject policy - no students will be denied access to the program because of a previous label or handicapping condition and no student will be discontinued for reasons other than success. *Failure Free Reading* has a unique blend of facilitator-directed classroom instruction, scripted lessons, print-based materials (student readers, booklets, activities, flash cards, parental communication packets, etc.), Diagnostic Prescriptive Talking Software and Instructional Talking Software. It provides 100 percent correlation between the print and talking software materials. *Failure Free Reading* facilitates group instruction while achieving results with effect sizes comparable to one-on-one tutoring programs. Scripted materials enable facilitators to be teachers, paraprofessionals, or reliable adult tutors.

For more information, contact:

Marshall Ward

VP Operations

140 Cabarrus Avenue, W.

Concord, NC 28025

Phone: 704-786-7838

Fax: 704-785-8940

E-mail: marshall.ward@failurefree.com

www.failurefree.com

Imagine Learning English

IN BRIEF

Developer	Imagine Learning
Year Established	2004
# Schools Served	Twenty schools in four school divisions
Level	Grades K-2
Primary Goal	To accelerate English language acquisition so that students will be able to participate in content instruction and classroom activities.
Main Features	<i>Imagine Learning English</i> is a software program organized in three strands: Vocabulary, Literacy and Listening and Speaking.
Results	Four Virginia school divisions are listed as willing to testify to the quality of the program. Pre- and post-test studies from elementary schools in two other states also demonstrated significant increases in achievement in grades K-2.
Impact on Instruction	The program is designed as a supplement to the reading and language arts programs already being used in the classroom.
Impact on Organizational Staffing	None
Impact on Schedule	Teachers and administrators must participate in professional development to ensure proper implementation of the program.
Subject-Area Programs Provided by Developer	The following areas are addressed: <ul style="list-style-type: none"> • Vocabulary • Literacy • Listening and Speaking
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Two printouts are sent to parents: progress reports and extended practice. When parents meet with the teacher, they can listen to their child's audio portfolio.
Technology	Computers (PC or Mac)

Origin/Scope

Imagine Learning English is a K-2 software program.

General Description

Students are placed within each strand by an adaptive assessment. Students switch from strand to strand during their instruction. The sequencer adapts to student performance, accelerating or remediating instruction as indicated by activity scores. Real-time reports inform teachers about individual progress.

For more information, contact:

Sam Eyre

Area Partnership Manager

191 River Park Drive

Provo, UT 84604

Phone: 919-621-2867 or 866-457-8776

Fax: 801-377-5072

E-mail: sam.eyre@imaginelearning.com

Language! 4th Edition

IN BRIEF

Developer	Voyager Sopris Learning, Inc.
Year Established	Copyright 2009
# Schools Served	Approximately 6,174
Level	Grades 3-12
Primary Goal	<i>LANGUAGE! The Comprehensive Literacy Curriculum</i> , including <i>Focus on English Learning</i> , is a comprehensive and connected literacy intervention curriculum designed to accelerate students who are two or more grade levels behind in reading.
Main Features	<ul style="list-style-type: none"> • <i>LANGUAGE!</i> provides diagnostic, progress monitoring, and summative assessments. • All books have the same consistent, explicit, <i>Six Step</i> structure for every unit and lesson. • <i>LANGUAGE!</i> instruction is comprehensive, teacher-directed, and can be delivered using small group or whole group instruction for inclusive or pull out instructional models. • The program has been reviewed and endorsed by literacy scholars, researchers, and organizations in the field of special education for its ability to differentiate instruction and empower students with special needs to achieve literacy success.
Results	Several evaluation studies, including results from Virginia, indicate strong evidence of the efficacy of the program. Results are available on the <i>LANGUAGE!</i> Web page at http://www.voyagerlearning.com/curriculum/literacy-solutions/language .
Impact on Instruction	N/A
Impact on Organizational Staffing	N/A
Impact on Schedule	N/A
Subject-Area Programs Provided by Developer	<i>LANGUAGE!</i> is an intensive reading/literacy intervention for grades 3–12.
Students Served	
Title I/ Economically Disadvantaged	Yes
English-Language Learners	Yes

Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	The online data management system, <i>VPORT</i> , includes integrated student/parent reports, which are available in English and Spanish. Parents can also get involved through the use of <i>VocabJourney</i> , <i>eReaders</i> , <i>Sortegories</i> , and homework.
Technology	<ul style="list-style-type: none"> • <i>VocabJourney</i> is an online component for students to provide individualized instruction to build and strengthen vocabulary skills. Word packs are selected by students and geared toward the <i>Lexile</i> level of each. • <i>Sortegories</i> offer students several games to play to build their skills with a variety of vocabulary words and build automaticity. • <i>eReaders</i> offer students the ability to listen and read along with passages from the <i>Student Text</i>. • <i>Interactive Whiteboard Activities</i> provide opportunities for collaborative learning, instruction and additional interactive activities within the program. • <i>Instructional Planning Tools</i> are used by teachers to prepare instruction. • Automated diagnosis of students' strengths and weaknesses is done through <i>VPORT</i>, where teachers can manage their class rosters; enter assessment data; and view and print class status reports, summary charts, student charts, and parent reports.
Materials	Training/Teacher Resource Kit and Teacher Set for the next consecutive level. Set of the same levels of student materials per student, appropriate to placement level.

Origin/Scope

The *LANGUAGE!* curriculum was designed by Jane Fell Greene with a grant from the *National Center for Learning Disabilities*. From 1994-1995, it was piloted with 45 adjudicated at-risk students aged 13 to 17 who were compared to a non-treatment comparison group in the same correctional program (Greene, 1996). Over 22 weeks, significant gains were achieved by *LANGUAGE!* students in oral reading rate and accuracy, reading comprehension, word identification and spelling. After six months, the average gain in achievement in these struggling adolescent readers was close to a full standard deviation in oral reading, over a standard deviation in word recognition, and two-thirds of a standard deviation in spelling. After completing only part of the curriculum, the *LANGUAGE!* group scored within the average range for their respective grade levels.

General Description

The sequenced and integrated *LANGUAGE!* content, combined with the mastery-based assessment system, assures that students achieve greater levels of skill acquisition and maintenance-which is of particular importance for students who have struggled to learn in the past. *LANGUAGE!* focuses instruction on both English Language Development and English Language Arts standards. *LANGUAGE!* addresses all of the dimensions of literacy: Phonemic Awareness and Phonics; Word Recognition and Spelling; Vocabulary and Morphology; Grammar and Usage; Listening and Reading Comprehension; Speaking and Writing; and Fluency.

For more information, contact:

Theresa McKee or Shirley A. Faris

17855 Dallas Parkway

Suite 400

Dallas, TX 75287

Phone: **888-399-1995**

Theresa.mckee@voyagersopris.com

shirley.faris@voyagersopris.com

Language Live!

IN BRIEF

Developer	Voyager Sopris Learning, Inc.
Year Established	Copyright 2014
# Schools Served	Approximately 476
Level	Grades 4-12
Primary Goal	<i>LANGUAGE! Live</i> is a comprehensive literacy solution that combines teacher-directed learning with personalized, adaptive instruction in an online social environment. <i>LANGUAGE! Live</i> integrates the latest findings on using technology in intervention with up-to-date standards and a proven pedagogy.
Main Features	<ul style="list-style-type: none"> • <i>LANGUAGE! Live</i> uses valid and reliable assessment tools to make accurate diagnoses and guide learning to best meet the individualized needs of students. • <i>LANGUAGE! Live</i> uses an explicit, systematic lesson design. • <i>LANGUAGE! Live</i> combines teacher-directed learning with student-centered online learning.
Results	Evaluation studies, limited in scope, contain evidence of the efficacy of the program. Results are available on the <i>LANGUAGE! Live</i> Web page at http://www.voyagerlearning.com/curriculum/literacy-solutions/language!-live .
Impact on Instruction	N/A
Impact on Organizational Staffing	N/A
Impact on Schedule	N/A
Subject-Area Programs Provided by Developer	<i>LANGUAGE! Live</i> is an intensive reading/literacy intervention for grades 4–12.
Students Served	
Title I/ Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	The online data management system, <i>VPORT</i> , includes integrated student/parent reports, which are available in English and Spanish. Parents can also get involved through the use of <i>Word Training</i> , the online student-directed <i>LANGUAGE! Live</i> technology, and homework.
Technology	<ul style="list-style-type: none"> • <i>Word Training</i> is the online student-directed technology component that specifically builds students’ foundational skills of phonological awareness, phonics, spelling, word use,

	<p>sentence structure, and fluency.</p> <ul style="list-style-type: none"> • Each <i>Word Training</i> lesson includes video tutorials, a quick check for understanding and engaging, interactive, cumulative reading activities. In this innovative platform students will find: <ul style="list-style-type: none"> ○ Expert tutorials where students learn content. ○ Adaptive, customized learning paths that adjust to individual students. ○ Purposeful online practice activities and student-centric gaming. ○ Age-appropriate, multimedia tools. ○ Engaging, age-appropriate peer-to-peer learning. ○ Student dashboard with which students are able to monitor their own progress. • The online teacher scorecard shows how many students are participating in each unit, how many items they have completed in the past seven days, and total training time for that time frame broken into increments of minutes on task. Averages are automatically calculated and provide a great resource to see how many minutes the class is spending on training; how many items they have, on average, completed and where they are in the unit; and their skill level with site words.
Materials	Teacher Start-Up Package for every teacher implementing <i>LANGUAGE! Live</i> . Student Package for every student who will participate in <i>LANGUAGE! Live</i> .

Origin/Scope

LANGUAGE! Live combines teacher-directed small- and large-group instruction with personalized online learning to target instruction to students’ specific needs and motivate them with relevant, age-appropriate content. While *LANGUAGE! Live* is new, previous iterations of the program have a long history of longitudinal efficacy.

General Description

The ultimate goal of *LANGUAGE! Live* is to quickly advance students to grade-level performance in literacy. It was designed with a carefully scaffolded learning progression. Engaging student-directed technology drives instruction and builds foundational skills; while teacher-directed learning hones in on more advanced literacy skills. *LANGUAGE! Live* integrates the Anchor Standards, as well as the standards for Language, Reading Foundations, and Listening and Speaking.

For more information, contact:

Theresa McKee or Shirley A. Faris
17855 Dallas Parkway Suite 400
Dallas, TX 75287
Phone: 888-399-1995
Theresa.mckee@voyagersopris.com
shirley.faris@voyagersopris.com

My Sidewalks on Reading Street and Early Intervention Reading

IN BRIEF

Developer	Pearson Scott Foresman
Year Established	2008
# Schools Served	17 elementary schools (in Virginia)
Level	K-5
Primary Goal	The ultimate goal is to improve students' reading and comprehension abilities. To reach this goal, <i>My Sidewalks on Reading Street</i> is built on instruction in priority skills. The program provides instruction in phonemic awareness, (Levels A&B), phonics, fluency, vocabulary, and comprehension skills and strategies.
Main Features	Levels A-E of <i>My Sidewalks</i> each include 150 lessons for small groups of two to five students. This program consists of a completely scripted daily lesson plan which incorporates the use of all the program components requiring no supplemental materials. The program is highly repetitive in the 3000 to 5000 most commonly used high frequency words in all content areas. Comprehension is a key component.
Results	<i>My Sidewalks on Reading Street</i> demonstrated significant gains and large effect sizes on the DIBELS and GRADE assessments. Students participating in the <i>My Sidewalks on Reading Street</i> program until completion demonstrated large gains in reading fluency, vocabulary, and comprehension.
Impact on Instruction	This program must be used daily for a period of 30 minutes in kindergarten and from 30-45 minutes in grades 1-5, (Levels A-E), in addition to the core program.
Impact on Organizational Staffing	None
Impact on Schedule	Teachers may need to reschedule their day to accommodate lessons.
Subject-Area Programs Provided by Developer	Yes
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	No indication
Technology	Auditory CDs
Materials	Provided

Origin/Scope

My Sidewalks on Reading Street was introduced in 2007 after undergoing several years of development and testing. Developed by leading experts, *My Sidewalks* is intended for students who need intensive intervention that is provided outside of their core reading program. Research-based and aligned with the *No Child Left Behind Act of 2001*, *My Sidewalks* accelerates learning through sustained instruction; intensive language and concept development; and critical comprehension skills.

My Sidewalks on Reading Street reading intervention program is designed to provide explicit and intensive instruction to meet the individual needs of struggling readers in grades K-5. The program delivers systematic and explicit instruction in the five core elements of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension, and is intended for small groups of students, 30-45 minutes per day, five days a week, for 30 weeks, in addition to core reading instruction.

My Sidewalks on Reading Street can be used with any core reading program. Its intensive instruction includes increased time on task, explicit teacher modeling, multiple opportunities for response, and tasks broken down into smaller steps. Student readers include fiction and non-fiction selections. Components include student readers and audio CDs; teaching guides; practice books; assessment; and manipulatives.

General Description

My Sidewalks on Reading Street provides:

- ❑ A comprehensive reading curriculum;
- ❑ Content aligned to state standards;
- ❑ Highly scripted daily lesson plans;
- ❑ Thematic units containing extended background information and oral language;
- ❑ Supplemental materials including: students' readers, auditory CDs, student workbooks, sound spelling charts and cards, manipulative letter tiles, Big Books, and wipe-off cards; and
- ❑ Technical support and staff development.

For more information, contact:

Doug Pond
9441 Waterfowl Flyway
Chesterfield, VA 23838
Phone: 804-706-4908
Fax: 804-706-4908
E-mail: doug.pond@pearson.com

Jennifer Jordan
112 S. Gate Place
Charleston, WV 25314
Phone: 304-389-3548
E-mail: Jennifer.jordan@pearson.com

Amanda Ansell
878 S. Walnut Street
Albans, WV 25177
Cell: 304-541-9370
Fax: 304-551-0326
E-mail: Amanda.ansell@pearson.com

QuickReads

IN BRIEF

Developer	Pearson Learning System
Year Established	2000
# Schools Served	Several hundred
Level	2-5
Primary Goal	<i>QuickReads</i> ensures that children simultaneously develop three benchmarks of proficient reading identified by the National Reading Panel (2000): fluency, comprehension, and background knowledge.
Main Features	<i>QuickReads</i> consists of three levels, each with nine science and nine social studies topics. Each topic consists of five connected passages. This structure enables students to explore a topic in depth and build a body of knowledge they can use when they read their content-area texts.
Results	Scientific studies have demonstrated that <i>QuickReads</i> improves student fluency.
Impact on Instruction	No direct impact.
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Reading materials and staff development provided.
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	No
Technology	Computer-based version is available.
Materials	Provided by publisher for grades 2-5. Software versions are available as of July 1, 2003.

Origin/Scope

QuickReads was developed by Pearson Learning System in 2000.

General Description

The *QuickReads* program, for Grades 2, 3, 4, and 5 consists of short texts designed to be read quickly and meaningfully. *QuickReads* ensures that children simultaneously develop three benchmarks of proficient reading identified by the National Reading Panel (2000): fluency, comprehension, and background knowledge. In addition, the choice of nonfiction reading material helps children become knowledgeable about critical topics in science and social studies.

QuickReads consists of three levels, each with nine science and nine social studies topics. Each topic consists of five connected passages. This structure enables students to explore a topic in-depth and build a body of knowledge they can use when they read their content-area texts. Review material for each topic ensures that students are reading with comprehension. The texts on each level emphasize fluency with content-rich vocabulary, consistent comprehension strategies, and critical knowledge. These texts support

automaticity with the high-frequency words and phonic/syllabic patterns that readers need to succeed at a particular grade level.

For more information, contact:

Doug Pond
9441 Waterfowl Flyway
Chesterfield, VA 23838
Phone: 804-706-4908
Fax: 804-706-4908
E-mail: doug.pond@pearson.com

Amanda Ansell
878 S. Walnut Street
Albans, WV 25177
Cell: 304-541-9370
Fax: 304-551-0326
E-mail: Amanda.ansell@pearson.com

Jennifer Jordan
112 S. Gate Place
Charleston, WV 25314
Phone: 304-389-3548
E-mail: Jennifer.jordan@pearson.com

Fast ForWord Products

IN BRIEF

Developer	<i>Fast ForWord</i> Products
Year Established	1997
# Schools Served	3,400 Nationwide - 2 Virginia School Divisions
Level	K-12 supplemental
Primary Goal	To improve achievement of struggling readers. To build learning capacity of students through cognitive skills development quickly with significant results and lasting gains.
Main Features	Individually adaptive, CD-ROM/Internet-based products that offer explicit and systematic development of phonemic awareness, phonics, vocabulary, fluency, and comprehension, as well as building the critical cognitive skills of memory, attention, processing and sequencing that are necessary for learning and becoming an effective reader.
Results	Studies conducted by Scientific Learning and independently from 1996 – 1999 reveal that the four-to eight-week <i>Fast ForWord Language</i> product accelerated the progress of language acquisition by an average of one to two grade levels.
Impact on Instruction	Gains occur in a wide variety of student populations and ages, including English language learners, special education, academically at-risk, and students performing below their potential. Districts have discovered that providing this intervention product dramatically decreases the number of students with language and reading difficulties.
Impact on Organizational Staffing	Computer directed learning, which can be facilitated by paraprofessionals.
Impact on Schedule	50 minutes/day; five days/week for 9 to 12 weeks or an appropriate alternate protocol
Subject-Area Programs Provided by Developer	Fast ForWord Bookshelf Fast ForWord Language Basics Fast ForWord Language-Elementary <i>Fast ForWord Language-Middle & High School</i> Fast ForWord Language to Reading Fast ForWord to Reading Prep Fast ForWord to Reading 1 <i>Fast ForWord to Reading 2</i> Fast ForWord to Reading 3 Fast ForWord to Reading 4 Fast ForWord to Reading 5
Students Served	515,000
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes

Parental Involvement	Parent Awareness Workshops and the ability to e-mail student reports to parents
Technology	The <i>Fast ForWord Gateway Edition</i> family of products runs on both Windows and Macintosh computers. It is also compatible with OSX 10.2 (Jaguar) and OSX 10.3 (Panther). A complete specifications list can be found on the web at http://www.scilearn.com/techspec .
Materials	Program CDs- Training books- Progress Tracker book- Program Manual- Best Practices- Quick Reference Guides

Origin/Scope: The *Fast ForWord* products are patented, individually adaptive, research-based products that build the foundational skills needed for learning and reading - phonological awareness, phonemic awareness, comprehension, fluency, vocabulary, listening accuracy, working memory, syntax, grammar, sequencing, and other critical skills.

The exercises in the *Fast ForWord* products offer learning conditions that include intense practice of specific skills, a participation protocol, reinforcement or reward for correct performance, and adaptivity to each participant's individual skill level. The exercises calibrate a 75-80 percent success rate for the student to reinforce motivation; as the student improves, the exercises automatically become more challenging. The product's ability to evaluate the student's progress and automatically increase or decrease the task difficulty creates a highly motivating learning opportunity.

General Description: By means of the research proven techniques of frequency and intensity, adaptivity, simultaneous development, and timely motivation, the *Fast ForWord* products develop the basic cognitive skills – memory, attention, processing, and sequencing. The *Fast ForWord* products develop these cognitive abilities in the context of oral language and reading skills such as phonemic awareness, phonics, vocabulary, fluency, comprehension, syntax, grammar, and morphology. The exercises of the *Fast ForWord* products are delivered via computer software designed to enhance a student's ability to process sounds, words, and sentences.

For more information, contact:

Cheryl Leatherbury
Sr. Vice President Sales and Services
cleatherbury@scilearn.com
www.scilearn.com

Making Meaning

IN BRIEF

Developer	Making Meaning
Year Established	2006
# Schools Served	Multiple schools in twenty-two school divisions
Level	Grades K-8
Primary Goal	<i>Making Meaning</i> is a supplemental program that focuses on building students' reading comprehension with support for students' social and ethical development.
Main Features	The program includes: a) regular use of read-alouds, b) direct reading and practice of comprehension strategies, c) individualized daily reading, d) a focus on motivation to read and the importance of reading, and e) social/ethical development.
Results	Four Virginia public school divisions are listed as willing to testify to the quality of the program: Arlington County, Chesapeake City, Prince William County and Virginia Beach City.
Impact on Instruction	The program is designed as a supplement to the reading and language arts programs already being used in the classroom.
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	The following areas are addressed: <ul style="list-style-type: none"> • Retelling • Making connections • Visualizing • Questioning • Making inferences • Determining important ideas • Understanding text structure • Summarizing • Synthesizing
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	None
Technology	None

Origin/Scope

Making Meaning is a K-8 reading program that focuses on comprehension strategies.

General Description

Making Meaning is a supplemental program for grades K–8 that builds students’ reading comprehension through explicit strategy instruction. The strategies build in complexity and depth from kindergarten through grade eight. The in-depth focus on comprehension is integrated with approaches for building the classroom community and fostering social/ethical understanding.

For more information, contact:

Reed O’Brien

O’Brien Associates

2512 Grenoble Road

Richmond, VA 23294

Phone: 800-340-7323

Fax: 804-747-1378

E-mail: reed@obrienassociates.com

Mondo Publishing: Bookshop

IN BRIEF

Developer	Mondo Publishing
Year Established	2002
# Schools Served	Several thousand elementary schools
Level	K-3
Primary Goal	<i>Bookshop</i> is based on the premise that effective teaching is structured, focused, and centered on the individual needs of the student. Each component of <i>Bookshop</i> is designed to support the five critical aspects of reading: Phonemic Awareness, Phonics, Vocabulary, Text Comprehension, and Fluency.
Main Features	<p><i>Bookshop</i> provides teachers with a framework of research-validated instructional strategies and explicit teaching focuses appropriate for each developmental stage of reading.</p> <p><i>Bookshop</i> provides teachers with manageable assessment tools and a clearly defined instructional sequence for the varied range of literacy skills within each classroom.</p> <p><i>Bookshop</i> incorporates the National Reading Panel's five aspects of reading into each of the lesson plans. Phonemic Awareness, Phonics, Vocabulary, Fluency, and Text Comprehension form the foundation of all learning within <i>Bookshop</i>.</p> <p><i>Bookshop</i> offers a range of texts and literacy materials to meet the needs and interests of students. Student books represent a wide range of genres, both fiction and nonfiction, in a range of text levels, sizes, and formats.</p>
Results	<p>BEL/Bookshop Research Project This evaluation study, involving both trial and control schools, was conducted over the 1998-99 and 1999-2000 school years by Dr. Angela Jaggard, School of Education, New York University and Professor Peter Hill, Center for Applied Educational Research, The University of Melbourne. The study found that BEL/Bookshop students outperformed the control group in these critical literacy skills: Benchmark Text Levels, Sounds-in Word, Letter-Sound, Print Concepts, World Test, and Oral Language.</p> <p>Independent Review of the BEL/Bookshop Research Study Senior Researcher Jon Supovitz, Center for Policy Research in Education, University of</p>

	<p>Pennsylvania, independently reviewed the BEL/Bookshop. Supovitz states that the study is “a solid piece of research that provides important evidence of the effectiveness of the program on student reading performance. Hill and Jaggar’s study shows statistically significant positive effects of BEL/Bookshop for students.”</p> <p>Standardized Reading Test Outcomes in Large, Urban Districts <i>Bookshop</i> has been used extensively in Bronx, New York, and Palm Beach County, FL, where schools achieved average yearly improvements of over 4.5 percent sustained over several years.</p>
Impact on Instruction	<i>Bookshop</i> has prescribed curriculum based on student needs.
Impact on Organizational Staffing	None
Impact on Schedule	Daily reading periods are scheduled.
Subject-Area Programs Provided by Developer	Yes, mathematics
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	None
Technology	Computers
Materials	Detailed materials are provided.

Origin/Scope

Bookshop is a scientifically research-based, research-validated reading program for Grades K-3. It combines high-quality student materials with explicit teacher-resource materials.

General Description

All *Bookshop* materials have been developed to support classroom teachers in achieving the mission of helping all students become successful readers and writers. *Bookshop* is based on the premise that effective teaching is structured, focused, and centered on the individual needs of the student. Each component of *Bookshop* is designed to support the five critical aspects of reading: Phonemic Awareness, Phonics, Vocabulary, Text Comprehension, and Fluency. *Bookshop’s* engaging student materials coupled with explicit and systematic teacher materials provide educators with the necessary tools to meet the literacy needs of all their students.

For more information, contact:

Dan Carlson
Carlson Education
1432 Singleton Lane
Charlottesville, VA 22903
Phone: 434-218-3610
Cell: 434-987-3310
Faax: 800-797-2652
E-mail: dan@carlsoneducation.com

Passport Reading Journeys

IN BRIEF

Developer	Voyager Sopris Learning, Inc.
Year Established	Copyright 2008 / 2010
# Schools Served	Approximately 1,841
Level	Beginnings: 6 / Level III: 9-12
Primary Goal	<i>Passport Reading Journeys</i> is a captivating literacy solution for middle and high school students who are reading up to two years below grade level. <i>Passport Reading Journeys</i> incorporates the key elements of scientifically-based reading research into a systematic instructional design.
Main Features	<ul style="list-style-type: none"> • <i>Passport Reading Journeys</i> includes a comprehensive assessment system. • <i>Passport Reading Journeys</i> provides explicit, systematic instruction in the key critical reading skills. • Flexible, dynamic grouping provides differentiated instruction.
Results	Several evaluation studies, including results from Virginia, indicate strong evidence of the efficacy of the program. Results are available on the <i>Passport Reading Journey's</i> Web page at: http://www.voyagerlearning.com/curriculum/literacy-solutions/passport-reading-journeys .
Impact on Instruction	N/A
Impact on Organizational Staffing	N/A
Impact on Schedule	N/A
Subject-Area Programs Provided by Developer	<i>Passport Reading Journeys</i> is a Strategic Reading Intervention for grades 6 and 9-12 (<i>Beginnings</i> is for grade 6, and <i>Level III</i> is for grades 9-12).
Students Served	
Title I/ Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	The online data management system, <i>VPORT</i> , includes integrated student/parent reports, which are available in English and Spanish. Parents can also get involved through the use of <i>VocabJourney</i> and homework.
Technology	<ul style="list-style-type: none"> • <i>VocabJourney</i> is an online component for students to provide individualized instruction to build and strengthen vocabulary skills. Word packs are selected

	<p>by students and geared toward the <i>Lexile</i> level of each.</p> <ul style="list-style-type: none"> • The online practice component <i>SOLO</i> (Beginnings, I and II only) offers <i>Lexile</i>-leveled practice focusing specifically on increasing vocabulary, comprehension, and fluency skills. • Automated diagnosis of students' strengths and weaknesses is done through <i>VPORT</i>, where teachers can manage their class rosters; enter assessment data; and view and print class status reports, summary charts, student charts, and parent reports.
Materials	Level-specific Classroom System

Origin/Scope

Passport Reading Journeys uses research-based comprehension instruction for middle and high school students. A set of priority strategies, adapted from reciprocal teaching (Palinscar & Brown, 1984) and Collaborative Strategic Reading (CSR) (Klingner, Vaughn, & Boardman, 2007) helps students comprehend text. These priority strategies are previewing, vocabulary, main idea, and summarization. The strategic set incorporates teaching students how to generate questions as well as how to think inferentially. Comprehension skills are taught explicitly in the *Passport Reading Journeys* curriculum and applied to expository passages. Students also study organizational text features that serve as frames for important information and logical links between important ideas.

General Description

Passport Reading Journeys combines high-interest reading expeditions with research-based instruction to capture students' interest and accelerate learning. Each expedition begins and ends with DVD segments that build background knowledge and recap the expedition. Passport Reading Journeys focuses on:

- **Advanced Word Study** – Explicit, systematic instruction addresses affixes, sight words, multisyllabic words, spelling, and fluency.
- **Comprehension and Vocabulary** – Skills and strategies are taught in-depth as students access high-interest text and collaborate in small groups and paired teams.
- **Personalized Learning** – Individualized practice and skill building is offered through *SOLO* and *VocabJourney*.
- **Real-World Topics** – Expeditions feature relevant, age-appropriate content of importance to adolescents and the postsecondary paths they will choose.
- **Lifelong Reading** – Bookshelf provides a diverse collection of Lexile-leveled, novels and magazines.

For more information, contact:

Theresa McKee
 Sales Executive
 17855 Dallas Parkway, Suite 400
 Dallas, TX 75287
 Phone: 888-399-1995 ext. 7310
 Fax: 888-819-7767
 E-mail: Theresa.mckee@voyagersopris.com

**Pearson Learning
Modern Curriculum Press
“Plaid” Phonics
In Brief**

Developer	Modern Curriculum Press
Year Established	1960
# Of Schools Served	100+
Level	K – 6
Primary Goal	“Plaid” Phonics is a supplemental program that includes systematic, explicit, intensive and comprehensive phonics instruction. The program matches the necessary elements of a successful reading program described in research from Chall, (1967) to Lyons (1998).
Main features	This program reflects instructional principles founded on scientific research relevant to direct instruction of phonics and the development of reading skills. The instructional strategies implemented in “Plaid” Phonics are based on four components of balanced reading instruction that have been identified by research: phonemic awareness, systematic phonics/decoding, fluency, and comprehension.
Results	Independent validation study was conducted and results show that “Plaid” Phonics was effective in teaching students phonics.
Impact on Instruction	“Plaid” Phonics is a supplemental program and is used at the teacher’s discretion
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Yes, in reading.
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parent Involvement	No specific program
Technology	None
Material	Provided materials

Origin/Scope

The program was founded by Dr. Clarence E. Elwell who studied the problems of remedial readers at Harvard and noticed that many had not been taught phonics strategies. Over the years “Plaid” Phonics has been continuously revised to reflect the latest research on teaching reading in the classroom. Currently the program is in the tenth edition.

General Description

“Plaid” Phonics is based on four components of balanced reading instruction that have been identified by research: phonemic awareness, systematic phonics/decoding, fluency, and comprehension. Each component has a sequenced set of activities with appropriate material and a teacher resource guide.

For additional information, contact:

Linda Berry-Loase
4257 Buena Vista Road, Saluda, VA 23149
Cell: 804-824-1300
Fax: 703-997-0481
E-mail: Linda.Berry@pearson.com

Read Naturally

IN BRIEF

Developer	Candyce Ihnot
Year Established	1989
# Schools Served	Several hundred
Level	1-3
Primary Goal	<i>Read Naturally</i> combines three research-proven strategies to develop the reading fluency of special education, English language learner, Title I, and mainstream students.
Main Features	<ul style="list-style-type: none"> • Teacher modeling • Repeated reading • Self-monitoring of progress
Results	Based on scientific research, <i>Read Naturally</i> has had a positive impact on student achievement.
Impact on Instruction	Teachers must learn the teaching methods.
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Yes, in reading.
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	No
Technology	No
Materials	Materials provided by publisher.

Origin/Scope

The *Read Naturally* Strategy was developed by reading teacher Candyce Ihnot in 1989 and 1990 as a practical approach to fluency instruction. Since that time, *Read Naturally* has been the pioneer in fluency development and today we continue to provide teachers with all of the tools necessary to address the fluency needs of their students.

General Description

Read Naturally is a fluency intervention and/or supplemental program based on current scientific research on reading fluency. Its approach includes the recommended guided oral repeated reading (teacher modeling) and repeated reading (student practice) techniques, accompanied by immediate quantitative feedback. In addition, *Read Naturally* provides the *Reading Fluency Monitor*, a system for monitoring student progress and a useful assessment tool for periodic screening, assessment, and progress monitoring.

Read Naturally can provide the tools to move the reader stalled at a slow word-by-word reading stage into comfortable fluent reading where attention can be focused on meaning. After all, the goal of reading is to gain meaning from what is read. Thus, *Read Naturally* can be a critical bridge to meaning and ultimately, to reading success.

For more information, contact:

Linda Berry-Loase
 4257 Buena Vista Road
 Saluda, VA 23149
 Cell: 804-824-1300
 Fax: 703-997-0481
 E-mail: Linda.Berry@pearson.com

Read Well

IN BRIEF

Developer	Sopris West
Year Established	1999
# Schools Served (Jan. 1968)	Several hundred
Level	K-1, 2-3
Primary Goal	<i>Read Well</i> is a comprehensive beginning reading program designed for first grade students and for second and third grade students who are not fluent readers.
Main Features	<ul style="list-style-type: none"> • Whole class activities • Small group instruction lessons • Individual assessments • Individual practice activities
Results	<i>Read Well</i> suggests that once students successfully complete the curriculum, they can be placed in the regular school reading curriculum at a 2-1 to 2-2 reading level.
Impact on Instruction	None
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Yes, in reading.
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Yes
Technology	No
Materials	Materials supplied by publisher.

Origin/Scope

Sopris West publishes the set of materials that cover all areas of beginning reading. Each set of materials is by a different author.

General Description

Read Well is a comprehensive beginning reading program designed for first grade students and for second and third grade students who are not fluent readers. This curriculum has also been used with kindergarten students with age-appropriate modifications. *Read Well* is a complete beginning reading program designed to provide the early foundations necessary to be successful in a second grade basal. *Read Well* suggests that once students successfully complete the curriculum, they can be placed in the regular school reading curriculum at a 2-1 to 2-2 reading level.

Read Well includes whole class activities, small group instruction lessons, individual assessments, and individual practice activities. Individual assessments and small group instruction are required by *Read Well*, whereas the whole class and individual activities are merely recommended. The main focus of this reading program is on small group instruction that is mastery based, flexible, and guided by the ongoing assessments. Clear directions accompany the individual assessments utilized to place students in groups and appropriate lessons.

For more information, contact:

Theresa McKee
 17855 Dallas Parkway, Suite 400, Dallas, TX 75287
 Phone: 888-399-1995, Cell: 757-897-8257
 Fax: 757-890-0615

E-mail: Theresa.mckee@voyagerlearning.com

Read Well 3

IN BRIEF

Developer	Voyager Sopris Learning, Inc.
Year Established	Copyright 2014
# Schools Served	Approximately 497 (new program)
Level	Grade 3
Primary Goal	Based on scientific reading research, <i>Read Well 3</i> develops independent readers who engage in and comprehend what they read. Multiple entry points give teachers the ability to teach students from their current skill level, and a scaffolded learning approach provides a parallel scope and sequence (Lexile Levels as low as 2.0 and as high as 4.8) that allows teachers to address the needs of all students.
Main Features	<ul style="list-style-type: none"> • Embedded assessment and progress monitoring help teachers provide each student with targeted, effective instruction on an ongoing basis. • Designed specifically for students who benefit from explicit instruction in a structured reading program regardless of language, academic, or cultural differences. • Serves all students through differentiated, small-group, collaborative, and whole-class instruction. • The research-based program allows teachers to effectively target students at all stages of development.
Results	Several evaluation studies indicate strong evidence of the efficacy of the program. Results are available on the <i>Read Well 3</i> Web page at http://www.voyagerlearning.com/curriculum/literacy-solutions/read-well-3 .
Impact on Instruction	N/A
Impact on Organizational Staffing	N/A
Impact on Schedule	N/A
Subject-Area Programs Provided by Developer	<i>Read Well 3</i> is an intensive reading intervention for grade 3. As an added benefit to educators, <i>Read Well 3</i> can be used as a core or strategic intervention, depending on students' needs and the instructional block of time.
Students Served	
Title I/ Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes

Parental Involvement	The online data management system, <i>VPORT</i> , includes integrated student/parent reports, which are available in English and Spanish. Parents can also get involved through the use of <i>Ticket to Read</i> and homework.
Technology	<ul style="list-style-type: none"> • <i>Ticket to Read</i> provides phonics and comprehension practice in an online environment. • <i>Ticket to Read</i> offers teachers maximum flexibility to optimize instructional time and differentiation of instruction for students having difficulty at all levels of literacy development. • Automated diagnosis of students' strengths and weaknesses is done through <i>VPORT</i>, where teachers can manage their class rosters; enter assessment data; and view and print class status reports, summary charts, student charts, and parent reports.
Materials	<ul style="list-style-type: none"> • <i>Read Well 3</i> Instructor Package per classroom • Student Materials: <i>Read Well</i> Student Package

Origin/Scope

Research shows that early grade-level intervention and foundation building is more effective than intervention in the later grades. Data reveal that when students who are reading below grade level at the end of first grade do not receive adequate intervention, the gap between their scores and the scores by the students achieving benchmark grows with each grade level. *Read Well 3* was built to close the achievement gap early so that students experience success in later grades.

General Description

Read Well 3 expands on the proven *Read Well K–2* model to teach third-grade students the critical comprehension and encoding skills that take them deeper into understanding content-area text. Research demonstrates the importance of utilizing analytical and abstract thinking for success in later grades, and *Read Well 3* provides the modeling, collaboration, and independent practice to master these skills. Embedded assessment and progress monitoring help teachers provide each student with targeted, effective instruction on an ongoing basis.

For more information, contact:

Theresa McKee
Sales Executive
17855 Dallas Parkway, Suite 400
Dallas, TX 75287
Phone: 888-399-1995 ext. 7310
Fax: 888-819-7767
E-mail: Theresa.mckee@voyagersopris.com

Reading Plus®

IN BRIEF

Developer	<i>Reading Plus</i> ®/Taylor Associates
Year Established	2002
# Schools Served	Approximately 20 schools in Virginia and many schools throughout the nation.
Level	Grades 6-12
Primary Goal	To provide rapid and sustainable comprehension and silent reading fluency gains, and to build stamina, in struggling and average readers.
Main Features	<i>Reading Plus</i> ® addresses reading to learn skills – vocabulary, comprehension, and silent reading fluency. The program provides measurable, sustained silent reading practice to support rigorous content area reading and text complexity. <i>Reading Plus</i> ® provides administrators and teachers with formative and summative assessments, real-time progress monitoring on any Internet computer and detailed reporting.
Results	Eighteen studies reviewed by the What Works Clearinghouse (WWC) investigated the effects of <i>Reading Plus</i> ® on adolescent learners. One study (<i>Reading Plus</i> , 2008) is a quasi-experimental design that meets WWC evidence standards with reservations. No studies showed statistically significant or substantively important negative effects.
Impact on Instruction	<i>Reading Plus</i> ® : <ul style="list-style-type: none"> • Supplements core reading instruction • Integrates with interventions such as RtI • Enhances test preparation and post- secondary readiness programs
Impact on Organizational Staffing	No additional staff is required.
Impact on Schedule	<i>Reading Plus</i> ® education specialists work with instructional staff to establish an effective implementation model. <i>The Reading Plus</i> ® system’s flexibility provides each school with implementation options to meet its needs.
Subject-Area Programs Provided by Developer	None
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Yes
Technology	Web-based, online delivery model
Materials	Software, print-based comprehension and writing activities

Origin/Scope

Reading Plus® has been designed and developed in alignment with leading silent reading research. The system uses differentiated instructional methods to develop essential visual and perceptual skills, while providing individualized instructional scaffolds for each student to ensure silent reading practice is effective and leads to proficiency.

The Reading Plus® system is comprised of an online placement tool, various online intervention components, and offline comprehension skill worksheets. All students begin with a 20-30 minute placement test, *Reading Placement Appraisal*™, (RPA) which quickly determines each student's independent reading rate, vocabulary readiness level, and appropriate instructional path and starting level within *Reading Plus*®.

Students then complete three 30-, 45-, or 60-minute instructional sessions per week for a minimum of 30 hours of total instruction. Specific schedule assignments that take into account session duration, frequency per week, and duration of intervention are made through a scheduling tool that provides administrators and teachers guidelines for assigning effective schedules to students within various scheduling parameters.

The system determines the specific online intervention components, level of difficulty of the components, and time spent within each component for each student within each of their online sessions. Online intervention components consist of: phonemic awareness building activities, perceptual accuracy and visual memory activities, structured silent reading activities, comprehension assessment and practice with 25 comprehension skills, and vocabulary and contextual analysis activities.

Ongoing formative assessments determine skill assignments at appropriate difficulty level, and ensure each student receives explicit comprehension skill instruction in skill areas in which he or she is deficient. Explicit teacher guidelines assist teachers in organizing small-group or whole-group direct instruction activities.

General Description

Reading Plus® is a Web-enabled reading intervention system using technology to provide individualized, scaffolded silent reading practice for students in third grade and higher. *Reading Plus*® picks up where phonics and oral reading instruction leave off, providing rapid and sustainable comprehension and silent reading fluency gains, and building stamina. *Reading Plus*® develops sustained attention, word recognition automaticity, grade-appropriate reading rates, enhanced vocabulary, and improved reading comprehension.

For more information, contact:

Beth Szymanski
19460 McGaheysville Road
McGaheysville, VA 22840
800-732-3758 x 2830
Beth.Szymanski@ReadingPlus.com

Ready Readers

IN BRIEF

Developer	Pearson Learning Group
Year Established	1998
# Schools Served (Jan. 1968)	Over 100
Level	PreK-3
Primary Goal	Provide young children with successful reading and writing experiences while building a body of word-study skills that children need to be successful readers and writers.
Main Features	<p>Ready Readers starts beginning readers on their literacy journey and helps them reach their destination as fluent readers and writers by:</p> <ul style="list-style-type: none"> • Providing an abundant supply of expertly-leveled, accessible books designed to help beginning readers to experience success and gain confidence as readers; • Exposing beginning readers to a variety of delightfully engaging books that are fun to read as they reflect young children’s interests and experience; • Building a body of word study skills that beginning readers need to access text and become independent readers; • Offering opportunities for focused practice in reading and writing high-frequency words and applying phonics skills; • Providing an abundance of opportunities for reading, writing, listening, and speaking experiences; and • Offering an opportunity for beginning readers to share their reading and writing at home.
Results	This series of readers is used with the Book Buddies program, a widely used program in Virginia designed for first grade students who need additional help in becoming independent readers.
Impact on Instruction	This is a supplemental series.
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Reading
Students Served:	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	No
Technology	None

General Description

Ready Readers is an early literacy program that achieves the right balance of skills and literature. With its systematic approach to teaching phonics and word study skills, Ready Readers is also a “basal booster” for a core program weak in those areas. Designed by experts and grounded in the developmental stages of reading and writing, Ready Readers provides young children with successful reading and writing experiences while building a body of word study skills that children need to be successful readers and writers. Teachers also use Ready Readers as a cost-efficient and effective early intervention program as well as a transition program to help ESL students learning to read and write English.

For more information, contact:

Linda Berry-Loase
4257 Buena Vista Road
Saluda, VA 23149
Cell: 804-824-1300
Fax: 703-997-0481
E-mail: Linda.Berry@pearson.com

Saxon Phonics and Spelling K-3

IN BRIEF

Developer	Harcourt Achieve
Year Established	2005
# Schools Served	Six schools in five school divisions
Level	Grades K-3
Primary Goal	The primary goal for students at the kindergarten level is to recognize and replicate the sounds of the letters of the alphabet. The goal for students in grades 1-3 is to read all assigned materials and to experience the pleasure of independent reading.
Main Features	The structure is incremental development and continual review, building on prior learning. New learning is presented in small increments and reviewed through the year. The program consists of a series of self-contained lesson booklets that guide the teacher and students. The program provides a model dialogue and lesson plans for the teachers.
Results	A Virginia pre- and post-test research study of 40 kindergarten students showed a significant increase in the number of students receiving perfect scores on Phonological Awareness and Literacy Screening (PALS). Five Virginia school divisions are listed as willing to testify to the quality of the program. Pre- and post-test studies from elementary schools in eight other states also demonstrated significant increases in phonics achievement in grades 1-3.
Impact on Instruction	The program is designed to be taught in a specific order. The program developer does not recommend skipping lessons or teaching them out of sequence.
Impact on Organizational Staffing	None
Impact on Schedule	Teachers and administrators must participate in professional development to ensure proper implementation of the program.
Subject-Area Programs Provided by Developer	The following areas are addressed: <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Comprehension • Fluency acquisition and practice

	<ul style="list-style-type: none"> • Handwriting practice • Spelling • Assessment and remediation
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	None
Technology	None
Materials	Materials provided by Harcourt Achieve

Origin/Scope

Saxon Phonics and Spelling K-3 is an enhancement of Saxon’s original *Phonics K-2* program.

General Description

Saxon Phonics and Spelling K-3 is a supplemental series that teaches phonemic awareness, phonics, spelling and fluency. It is based on the premise that students learn best if instruction, practice, and assessment are incremental and repeated across the grade level.

For more information, contact:

Debbie Denson
3207 Grove Avenue
Richmond, VA 23221
Phone: 804-355-5188
Cell: 703-338-9084
Fax: 888-467-2330
E-mail: Debbie.denson@hmhpub.com

Scholastic READ 180, Stage B

IN BRIEF

Developer	Scholastic Education Group, a division of Scholastic Inc.
Year Established	Scholastic Inc. was established in 1920. <i>READ 180</i> was developed in 1999.
# Schools Served	Approximately 5,000
Level	<i>READ 180</i> Stage B supports students in middle school, grades 6-8.
Primary Goal	The primary goal of <i>READ 180</i> is to increase the reading ability of students reading significantly below grade level.
Main Features	<p><i>READ 180</i> delivers reading achievement gains through four core instructional activities:</p> <ol style="list-style-type: none"> 1. <u>Individualized instructional software</u>: The <i>READ 180</i> software provides each student with customized reading instruction plus continuous assessment of his/her progress. The software has built-in supports, such as anchor videos, that build background knowledge for reading passages. 2. <u>Data-driven small-group instruction</u>: Comprehensive reports provide detailed and immediate feedback to identify students' needs and to inform small-group instruction. 3. <u>Direct instruction in whole or small groups</u>: <i>READ 180</i> provides teachers with a wide range of direct instructional materials to teach phonemic awareness, phonics, fluency, vocabulary development, and text comprehension. 4. <u>Independent reading</u>. <i>READ 180</i> provides students with an independent reading library of high-interest and leveled paperbacks plus grade-level Audiobooks.
Results	Efficacy studies across different populations document the effectiveness of <i>READ 180</i> at raising student achievement. In particular, large-scale studies were conducted in the Los Angeles Unified School District, the Department of Defense Schools, and in four large, urban school districts in conjunction with the Council of Great City Schools. Copies of these studies are available from Virginia's Scholastic Territory Manager, Cindy Lawrence.
Impact on Instruction	The recommended instructional model for <i>READ 180</i> is 90 minutes per day.
Impact on Organizational Staffing	Scholastic recommends a dedicated <i>READ 180</i> teacher with a background in reading instruction and/or a commitment to ongoing professional learning.
Impact on Schedule	The recommended instructional model for <i>READ 180</i> is a daily 90-minute block of whole- and small-group instruction.

Subject-Area Programs Provided by Developer	Scholastic publishes supplemental reading and language arts materials, as well as intervention programs for struggling readers.
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	<p>The <i>READ 180</i> program promotes parental involvement in the following ways:</p> <ul style="list-style-type: none"> • <i>READ 180's</i> paperback books can be shared with parents at home. • Individual diagnostic reports generated by the <i>READ 180</i> software can be shared with parents during conference times. • A Parent Letter is generated by the software to provide parents with a record of student progress and suggestions about how parents can be supportive at home.
Technology	<p><i>READ 180</i> includes computer-adaptive instruction as part of its rotational model. A small group of students works with the software while others are being instructed by the teacher or reading independently. A typical <i>READ 180</i> classroom requires five student workstations for a class of 15 students. Every student participating in the program uses the software on a daily basis. The software:</p> <ul style="list-style-type: none"> • Provides customized reading instruction and practice that is individualized and adjusted based on continuous assessment and immediate feedback. • Offers Spanish-language support features. • Incorporates customizable options for students with visual and auditory difficulties. • Includes video segments that are closed-captioned. • Provides engaging, relevant, and age-appropriate leveled reading material in multi-cultural contexts. <p>Internet connectivity is required for teachers to participate in the online professional development course from <i>Scholastic Read</i>. Teachers also use the Internet to receive advice and support from an experienced <i>READ 180</i> teacher, as well as download resources such as lesson plans, graphic organizers, and professional articles.</p> <p>A complete list of hardware specifications can be downloaded at www.read180.com.</p>
Materials	All the <i>READ 180</i> components work together following a proven instructional model to provide individually adjusted instruction for every student and support for every <i>READ 180</i> teacher.

	<ul style="list-style-type: none"> • 60 perpetual student licenses • <i>Topic Software</i> for instructional reading • Instructional materials for teachers • <i>Audiobooks</i> for modeled reading • Leveled paperbacks for independent reading • <i>Scholastic Reading Inventory</i> for placement and ongoing assessment • Scholastic Management System • In-person training and professional development • Online professional development • Email support and advice from Scholastic
--	---

Origin/Scope

READ 180, Stage B for middle school students provides individualized and direct instruction for students reading as low as the first grade level and accelerates learning based on each student’s progress.

General Description

READ 180, Stage B is a research-based, intensive reading intervention program designed to meet the needs of students in grades six through eight whose reading achievement is below the proficient level. *READ 180* effectively integrates technology to raise student achievement by delivering a systematic program of reading intervention that directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading skills.

READ 180 follows a 90-minute instructional model that research has shown is an effective way to structure a classroom for teaching and learning. This instructional model fosters daily student-teacher interaction through whole-group, small-group, and one-on-one instruction. The *READ 180* model follows a three-part plan on a daily basis:

1. Teacher-led whole-group literacy instruction
2. Three small-group rotations:
 - a. Teacher-led instruction targeted to specific needs
 - b. Independent reading with *Audiobooks* and paperbacks
 - c. Individual computer-adapted instruction using the *READ 180 Software*
3. Whole-class teacher-led discussion that may cover books, videos, progress, and program issues.

For more information, contact:

Cindy Lawrence
 10408 Princess Margaret Place
 Richmond, VA 23236
 Phone: 804-514-8930
 Fax: 800-879-7512
 E-mail: CLawrence@Scholastic.com

Sing, Spell, Read & Write

IN BRIEF

Developer	Modern Curriculum Press
Year Established	1975
# of Schools Served	26 school divisions in VA
Level	K-1
Primary Goal	To make every child an independent reader by the end of first grade
Main Features	The program features scientifically-based elements of balanced reading instruction that includes: phonemic awareness; systematic, explicit, intensive phonics, reinforced with connected decodable text; multiple readings (oral, silent, individual and shared) to provide practice and build fluency; and comprehension strategies that develop higher-order thinking skills. These fully-correlated elements are reinforced with research-based multimodal strategies that fully engage every child regardless of learning style.
Results	Schools that have used the program have shown significant increases in reading scores on norm referenced tests.
Impact on Instruction	Requires the use of movement, song, and game to provide a positive stimulation that allows for active participation that does not always occur in traditional instructional approaches. Lessons are scripted for teachers.
Impact on Organizational Staffing	None
Impact on Schedule	None
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Included in teacher's edition
Technology	CD and audiocassettes
Materials	Curriculum is a package of necessary manuals and resources.

Origin/Scope

The "Sing, Spell, Read & Write" program was developed more than 30 years ago by a primary school teacher. The program was originally published in 1975 and revised in 1997.

General Description

The primary goal is to make every child an independent reader by the end of first grade. This is accomplished through a carefully sequenced system of phonics-based instruction that builds upon previously taught skills. The infusion of music into the instructional strategies engages the child in a fun activity, creates a stimulating atmosphere, accelerates learning and helps to develop the automaticity required to achieve fluency and skill mastery.

There is a scope and sequence chart included for tracking individual student progress and for acting as a classroom management tool.

For more information, contact:

Doug Pond
9441 Waterfowl Flyway
Chesterfield, VA 23838
Phone: 804-706-4908
Fax: 804-706-4908
E-mail: doug.pond@pearson.com

Amanda Ansell
878 S. Walnut Street
Albans, WV 25177
Cell: 304-541-9370
Fax: 304-551-0326
E-mail: Amanda.ansell@pearson.com

Jennifer Jordan
112 S. Gate Place
Charleston, WV 25314
Phone: 304-389-3548
E-mail: Jennifer.jordan@pearson.com

Soar to Success

IN BRIEF

Developer	Soar to Success
Year Established	2008
# Schools Served	Eight schools in five school divisions
Level	Grades K-6
Primary Goal	<i>Soar to Success</i> is an intervention program designed to accelerate reading growth for struggling students.
Main Features	<i>Soar to Success</i> K-6 kits contain: student books, guides, letter word and picture cards, teacher manuals, flip charts, and a professional development DVD.
Results	Many Virginia school divisions have used <i>Soar to Success</i> 3-6 since 1997. Only one is using <i>Soar to Success</i> K-2, because it is brand new.
Impact on Instruction	The program is designed as a supplement to the reading and language arts programs already being used in the classroom.
Impact on Organizational Staffing	None
Impact on Schedule	Teachers and administrators must participate in professional development to ensure proper implementation of the program. Lessons are intended for small groups and can be taught in 30-40 minutes.
Subject-Area Programs Provided by Developer	The following skills are addressed: <ul style="list-style-type: none"> • phonemic awareness • phonics • vocabulary • fluency • comprehension
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	None
Technology	None

Origin/Scope

Soar to Success 3-6 has been used in Virginia since 1997. *Soar to Success* K-2 is new.

General Description

This intervention program uses fast-paced, structured lessons focusing on comprehension and decoding strategies.

For more information, contact:

Debbie Denson

Account Manager, Central Virginia

Houghton Mifflin Harcourt

3207 Grove Avenue

Richmond, VA 23221

Phone: 804-355-5188

Cell: 703-338-9084

Fax: 888-467-2330

E-mail: Debbie.denson@hmhpub.com

SuccessMaker Enterprise

IN BRIEF

Developer	Pearson Digital Learning
Year Established	2002
# Schools Served	Over 250 in Virginia
Level	PreK-8
Primary Goal	Provide a research-based, balanced program to use in combination with any adopted reading texts.
Main Features	SuccessMaker Reading courses build on the following essential skills: phonemic awareness, phonics, reading fluency, vocabulary development, reading comprehension and reading strategies via electronic instruction.
Results	Significant increases in student achievement in Loudoun County and Henry County
Impact on Instruction	None directly, but the program typically requires staff development
Impact on Organizational Staffing	None
Impact on Schedule	Yes, scheduling access to computers
Subject-Area Programs Provided by Developer	Reading
Students Served	
Title I/Economically Disadvantaged	Yes
English-language learners	Yes
Students with Disabilities	Yes
Minority Students	Yes
Urban	Yes
Rural	Yes
Parental Involvement	None
Technology	Instruction via computers
Materials	All online

Origin/Scope

SuccessMaker Reading Foundations include: Reading Readiness (preK-K), Initial Reading (K-2), Readers Workshop (2-5) and Spelling Skills (2-8). The SuccessMaker Exploreware includes: Discover English (preK-1), First Adventures Bookshelf (preK-2), Reading Adventures Primary/Story Painter (K-2), Writer's Studio (3-8), Reading Adventures (3-6) and Reading Investigations (6-8).

General Description

SuccessMaker Reading provides easily accessible information on each student's learning and individualized instruction. Teachers can then deliver focused instruction, practice activities, and coaching needs. Focused tutoring can be provided based on specific information identified in individual student reports. With weekly diagnostic reviews and monthly program reviews, teachers can continually improve instruction and program results.

For more information, contact:

Linda Berry-Loase
 4257 Buena Vista Road
 Saluda, VA 23149
 Cell: 804-824-1300
 Fax: 703-997-0481
 E-mail: Linda.Berry@pearson.com

Voyager Passport

IN BRIEF

Developer	Voyager Sopris Learning, Inc.
Year Established	Copyright 2008
# Schools Served	Approximately 3,080
Level	Grades K–5
Primary Goal	<i>Voyager Passport</i> is a reading intervention ideally suited for students who read one to two years below grade level. It is a 24-week program with 30–45 minutes of daily, small group instruction. The program provides a blended solution of teacher-led instruction and student-centered online technology through its direct, systematic approach to addressing each of the essential reading components.
Main Features	<ul style="list-style-type: none"> • <i>Voyager Passport</i> includes a comprehensive assessment system. • The program uses explicit, systematic, and targeted support in the essential reading components. • <i>Voyager Passport</i> provides the ability to differentiate instruction so that every student is successful. • Accompanying the <i>Voyager Passport</i> program is also <i>Ticket to Read</i>, a self-paced online reading resource for extra practice.
Results	Several evaluation studies, including results from Virginia, indicate strong evidence of the efficacy of the program. Results are available on the <i>Voyager Passport</i> Web page at http://www.voyagerlearning.com/curriculum/literacy-solutions/voyager-passport .
Impact on Instruction	N/A
Impact on Organizational Staffing	N/A
Impact on Schedule	N/A
Subject-Area Programs Provided by Developer	<i>Voyager Passport</i> is a strategic reading intervention for grades K–5.
Students Served	
Title I/ Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	The online data management system, <i>VPORT</i> , includes integrated student/parent reports, which are available in English and Spanish. Parents can also get involved

	through the use of <i>Ticket to Read</i> and homework.
Technology	<ul style="list-style-type: none"> • <i>Ticket to Read</i> provides phonics and comprehension practice in an exciting online environment. • <i>Ticket to Read</i> offers teachers maximum flexibility to optimize instructional time and differentiation of instruction for students having difficulty at all levels of literacy development. • Automated diagnosis of students' strengths and weaknesses is done through <i>VPORT</i>, where teachers can manage their class rosters; enter assessment data; and view and print class status reports, summary charts, student charts, and parent reports.
Materials	<p>Teacher Materials: Voyager Passport Teacher's Resource Kit of appropriate grade level per classroom.</p> <p>Student Materials: Student Reading Pack of appropriate grade level per student.</p>

Origin/Scope

Voyager Passport is based on research that outlines the complex process of converting printed symbols into language and meaning. Many students benefit from explicit instruction that is carefully sequenced and paced. Even with effective instruction, however, some students do not benefit adequately from their core reading program and require supplemental instruction. Without well-designed supplemental instruction, these students will struggle with reading and be unable to achieve total mastery of the reading process – it is for these students that *Voyager Passport* was created.

General Description

Voyager Passport is designed based on the five essential components of reading instruction. Daily lessons in all the essential components provide the systematic structure and the additional support that enables struggling readers to accelerate their skills. Based upon the diagnosis of needs, students are placed into the appropriate starting point for their individual and specific reading acquisition needs.

For more information, contact:

Theresa McKee
 Sales Executive
 17855 Dallas Parkway, Suite 400
 Dallas, TX 75287
 Phone: 888-399-1995 ext. 7310
 Fax: 888-819-7767
 E-mail: Theresa.mckee@voyagersopris.com

Voyager Passport Reading Journeys

IN BRIEF

Developer	Voyager Expanded Learning
Year Established	2006
# Schools Served	More than 800
Level	Grades 7-8
Primary Goal	Passport Reading Journeys (PRJ) is a targeted intervention program designed to accelerate reading for students who are below grade level in middle and high school. Based on Reading Next research, PRJ incorporates the five foundations of reading. PRJ uses ongoing progress monitoring to identify students who need intervention and to provide plans to accelerate students in achieving their grade level standards.
Main Features	<ul style="list-style-type: none"> • Online learning opportunities geared to students' academic levels • Detailed scope and sequence of skills • Built-in progress monitoring system • Engaging student materials, featuring science and social studies topics • Leveled trade book libraries • Teacher data management system
Results	Several evaluation studies, including results from Virginia, indicate strong evidence of the efficacy of the program. Results are available on the PRJ Web page at www.voyagerlearning.com .
Impact on Instruction	None
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Basal reading K-3, reading intervention K-6, middle/high school reading intervention and math intervention 3-9
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	PRJ provides customized letters to parents explaining their child's progress and activities that the parents can do at home to assist the learning process.

Technology	<ul style="list-style-type: none"> • Topic CDs introduce each learning “expedition”. • Online learning opportunities help students practice skills and also monitor student progress. • V-port is the management system for collecting student data, monitoring progress and generating reports. • All Voyager computer technology components are Web based, housed on Voyager servers, and require no downloading of software onto school servers.
Materials	Materials provided by PRJ

Origin/Scope

In 2005-2006, Voyager Expanded Learning took the tools and strategies proven successful in Reading Next research and incorporated them into a program designed to build essential reading skills in adolescent students who are at risk of academic failure.

General Description

Voyager Expanded Learning’s Passport Reading Journeys include:

- Teacher-directed whole-group instruction and small group instruction delivered via print materials
- Independent online practice activities
- Built-in reading and benchmark assessments
- Video segments designed to excite students about lesson topics
- Writing in response to reading activities
- A library of leveled magazines, books, audio books and online materials for self-selected reading activities
- Detailed lesson plans and instructional strategies
- Ongoing professional development and implementation support

For more information, contact:

Theresa McKee or Shirley A. Faris

17855 Dallas Parkway

Suite 400

Dallas, TX 75287

Phone: **888-399-1995**

Theresa.mckee@voyagersopris.com

shirley.faris@voyagersopris.com

Waterford Early Reading Program

IN BRIEF

Developer	Waterford Institute/Pearson Learning
Year Established	1994
# Schools Served	More than 4,200
Level	K-3
Primary Goal	The <i>Waterford Early Reading Program</i> (WERP) is a comprehensive early intervention curriculum designed to develop literacy for kindergarten through third grade students that includes the five components: phonemic awareness, phonics, vocabulary, fluency, and comprehension.
Main Features	<ul style="list-style-type: none"> • Competency-based program that can operate from a lab or in a classroom. • Guidelines for teachers to follow. • Management and tracking system that allows teachers to easily follow student progress.
Results	Positive results on student performance and documented in a number of scientific studies.
Impact on Instruction	None
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Yes, in reading.
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	No
Technology	Yes
Materials	Materials provided by publisher.

Origin/Scope

The Waterford Institute's flagship product, the *Waterford Early Reading Program* (WERP) is a comprehensive early reading curriculum designed to help children learn to read through the use of state-of-art technology. WERP is based on 10 years of research by educational designers at the Waterford Institute. The program contains three levels for emergent, beginning, and fluent readers, combining to provide 225 hours of individualized reading instruction.

General Description

The *Waterford Early Reading Program* (WERP) is a comprehensive early intervention curriculum designed to develop literacy for kindergarten through third grade students that includes the five components: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The three levels of the program are for emerging, developing, and fluent readers and include multi-media technology to provide daily, research-based, individualized instruction for every student in the classroom. Each of the

three levels contains one school year's worth of instructional material so students work at their instructional level regardless of the grade level in which they are placed.

Waterford provides all the materials necessary for implementation including the teacher guides (teacher-led or center-based off-line activities), CDs, videotapes, audiotapes, student materials, parent resources, hardware, software (curriculum that students engage in on the computer), and earphones with microphones. The computers can be in a lab setting or at a center in the classroom that contains three to four computers. Guidelines for teachers to follow in order to place students at appropriate levels of the program are also delineated in the Waterford "Getting Started Guide". For the software component, engaging tutorials regarding how to use the mouse are available for young children.

For more information, contact:

Barbara Roberts

Waterford Institute

Phone: 803-724-7900

E-mail: Barbararoberts@waterford.org

Direct Instruction

IN BRIEF

Developer	Siegfried Englemann
Year Established	1968
# Schools Served	150
Level	K-6
Primary Goal	To improve academic performance so that by fifth grade, students are at least a year and a half beyond grade level
Main Features	<ul style="list-style-type: none"> • Field-tested reading, language arts, and math curricula • Highly scripted instructional strategies • Extensive training
Results	Numerous large- and small-scale evaluations have found significant positive effects on student achievement in reading, language arts, and/or mathematics
Impact on Instruction	To facilitate cross-class grouping, schools must coordinate schedules so that all teachers at a particular grade level teach major subjects at the same time
Impact on Organizational Staffing	Some teachers may be asked to serve as peer coaches
Impact on Schedule	To facilitate cross-class grouping, schools must coordinate schedules so that all teachers at a particular grade level teach major subjects at the same time
Subject-Area Programs Provided by Developer	Yes
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Not emphasized
Technology	None required
Materials	Detailed materials provided by publisher

Origin/Scope

Direct Instruction has evolved from a theory of instruction developed by Siegfried Englemann of the University of Oregon. Englemann's early works focused on beginning reading, language, and math and were published by Science Research Associates in 1968 under the trade name DISTAR (Direct Instruction System for Teaching And Remediation). Over the past three decades, the original curricula have been revised and new ones developed through sixth grade (plus remedial programs and science programs for higher grades). These curricula have been incorporated into the comprehensive school reform model known as the Direct Instruction Model, which has been implemented in some 150 schools nationwide. Direct Instruction curricular materials have been used in hundreds more schools.

General Description

Englemann's theory of instruction is that learning can be greatly accelerated in any endeavor if instructional presentations are clear, rule out likely misinterpretations, and facilitate generalizations. He and his associates have developed over 50 instructional programs based on this theory. Each program is shaped through field tryouts. Student errors are carefully evaluated and lessons revised prior to publication. The lessons are carefully scripted and tightly sequenced.

The comprehensive Direct Instruction Model incorporates teacher development and organizational components needed to optimize use of these programs. Through substantial training and in-class coaching, teachers in the lower grades learn to present highly interactive lessons to small groups. Students make frequent oral responses, and teachers monitor and correct errors immediately. Students are placed at appropriate instructional levels based on performance, so those who learn rapidly are not held back and those who need additional assistance receive it. The model calls for inclusion of students with special needs except in the most extreme cases.

Although the Direct Instruction Model incorporates curricula for all areas, its reading, language arts, and math curricula can be implemented separately.

For more information, contact:

Alex Rickers

804-382-2041

Alex.Rickers@mheducation.com

Valerie Pack

540-204-7043

Valerie.pack@mheducation.com

McGraw-Hill East and Southeast Representative

12109 Waterford Place

Richmond, VA 23233

Fax: 804-360-1476

Success for All

IN BRIEF

Developer	Robert Slavin, Nancy Madden, and a team of developers from Johns Hopkins University
Year Established	1987
# Schools Served	747
Level	PreK-6
Primary Goal	Ensuring that all children learn to read
Main Features	<ul style="list-style-type: none"> • Schoolwide reading curriculum • Cooperative learning • Grouping by reading level (reviewed by assessment every 8 weeks) • Tutoring for students in need of extra assistance • Family support team
Results	Students in Success for All schools have consistently outperformed students in control schools on reading tests; effects have been even more pronounced for students in the bottom quartile
Impact on Instruction	Prescribed curriculum and cooperative learning in reading classes; other subjects not affected (see Roots & Wings for a description of other curricular components that can be added)
Impact on Organizational Staffing	Building advisory committee; full-time facilitator; family support team; tutors
Impact on Schedule	Daily 90-minute reading periods; tutoring
Subject-Area Programs Provided by Developer	Yes (reading)
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Family support team works to increase parental involvement
Technology	None required
Materials	Detailed materials provided

Origin/Scope

Success for All was founded by Robert Slavin, Nancy Madden, and a team of developers from Johns Hopkins University. It was first implemented in a single elementary school in Baltimore in 1987. The following year it expanded to six schools (five in Baltimore and one in Philadelphia). By January 1998, it had grown to 747 schools in 40 states.

General Description

Success for All restructures elementary schools (usually high poverty Title I schools) to ensure that every child learns to read in the early grades. The idea is to prevent reading problems from appearing in the first place and to intervene swiftly and intensively if problems do appear.

Success for All prescribes specific curricula and instructional strategies for teaching reading, including shared story reading, listening comprehension, vocabulary building, sound blending exercises, and writing activities. Teachers are provided with detailed materials for use in the classroom. Students often work cooperatively, reading to each other and discussing story content and structure. From second through sixth grade, students use basals or novels (but not workbooks). All students are required to spend 20 minutes at home each evening reading books of their choice.

Students are grouped according to reading level for one 90-minute reading period per day. The rest of the day they are assigned to regular age-grouped grades. Every eight weeks, teachers assess student progress using formal measures of reading comprehension as well as observation and judgment. The assessments determine changes in the composition of the reading groups and help identify students in need of extra assistance. Those students receive one-on-one tutoring for 20 minutes per day at times other than regular reading or math periods. First graders get priority for tutoring. Tutors are generally certified teachers, although well-qualified paraprofessionals may tutor children with less severe reading problems.

Because parental involvement is considered essential to student success, each Success for All school forms a Family Support Team, which encourages parents to read to their children, involves parents in school activities, and intervenes when problems at home interfere with a child's progress in school. The operation of Success for All is coordinated at each school by a full-time facilitator who helps plan the program and coach teachers. Finally, an advisory committee composed of the principal, facilitator, teacher and parent representatives, and family support staff meets regularly to review the progress of the program.

For more information, contact:

Sue Belt

Senior Account Manager

Success For All Foundation

200 West Towsontown Boulevard

Baltimore, MD 21204-5200

Phone: 800-548-4998 Ext. 2378

Fax: 410-324-4442

E-mail: sbelt@SuccessForAll.org

Roots & Wings

IN BRIEF

Developer	Robert Slavin, Nancy Madden, and a team of developers from Johns Hopkins University
Year Established	1993
# Schools Served (Jan. 1998)	747 schools use Success for All; over 200 of these have added Roots & Wings components
Level	PreK-6
Primary Goal	To guarantee that every child will progress successfully through elementary school
Main Features	<ul style="list-style-type: none"> • Research-based curricula • One-to-one tutoring • Family support team • Cooperative learning • On-site facilitator • Building advisory team
Results	Students in Roots & Wings schools have outperformed students in control schools
Impact on Instruction	Combination of prescribed curriculum with teacher-developed instruction in the areas of literacy, math, and social and scientific problem-solving
Impact on Organizational Staffing	Family support team; full-time facilitator; building advisory committee; one-to-one tutoring
Impact on Schedule	Schedule may need to be adjusted to incorporate curricular requirements
Subject-Area Programs Provided by Developer	Yes (reading, math, science, social studies)
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Family support team works to increase strong school-home connections
Technology	None required
Materials	Provided (as part of the cost of design)

Origin/Scope

Roots & Wings, created in 1993 by Robert Slavin, Nancy Madden, and a team of developers at Johns Hopkins University, is a comprehensive, whole-school reform model designed to place a high floor under the basic skills achievement of all students while building problem solving skills, creativity, and critical thinking. As of January 1998, Success for All, the reading component of Roots & Wings, is operating in 747 schools in 40 states. Over 200 of these schools have added the math, science, and social studies components that constitute Roots & Wings.

General Description

The purpose of Roots & Wings is to create well-structured curricular and instructional approaches for all elementary subjects, pre-kindergarten to grade 6, based on well-evaluated components and well-researched principles of instruction, assessment, classroom management, motivation, and professional development.

Roots & Wings builds on the Success for All program, initiated in 1987, which provides research-based curricula for students in pre-kindergarten through grade six in reading, writing, and language arts; one-to-one tutoring for primary grade students struggling in reading; and extensive family support services (see description of Success for All). To these, Roots & Wings adds MathWings, a practical, constructivist approach to mathematics for grades 1-5, and WorldLab, an integrated approach to social studies and science emphasizing simulations and group investigations for grades 1-5.

Roots refers to strategies that every child needs in order to meet world-class standards and to have good language skills, reading skills, and health. It involves early intervention for at-risk children, research-based curricula with extensive training support, one-to-one tutoring, integrated health and social services, and family support. Wings refers to a curriculum and instruction strategy designed to let children soar. Each school has a full-time facilitator to help implement the program, a Family Support Team to foster community and parent involvement, and a Building Advisory Team to evaluate the entire school climate and advise the principal on general direction and goals.

For more information contact:

Sue Araujo
Senior Account Manager
Success For All Foundation
200 West Towsontown Boulevard
Baltimore, MD 21204-5200
Phone: 800-548-4998 Ext. 2378
Fax: 410-324-4442
E-mail: saraujo@SuccessForAll.org

Core Knowledge

IN BRIEF

Developer	E. D. Hirsch, Jr.
Year Established	1986
# Schools Served (October 2012)	900+ at various levels of affiliation
Levels	PreK-8
Primary Goals	To solidify early literacy with a strong focus on building language, vocabulary, and background knowledge; to provide a content-rich, coherent, cumulative, and context-specific curriculum for PreK-8; to establish a strong foundation of domain-based core knowledge for higher levels of learning; to provide all students with equal access to a quality education aligned with state and Common Core State Standards that will incrementally prepare them for college and careers.
Main Features	The Core Knowledge Language Arts Program (K-3) combines a content-rich <i>Listening and Learning</i> strand (non-fiction and fiction read-alouds) with a comprehensive <i>Skills</i> strand (systematic, synthetic phonics with aligned decodable readers). The <i>Core Knowledge Sequence</i> (PreK-8) provides a spiral curriculum of content and skills taught at each grade-level with authentic, cross-curricular connections to various subjects.
Results	Where implemented with fidelity, individual school quantitative and qualitative data demonstrate improved student achievement and equity; success has been seen in schools with high and low performing students, students with special needs, and ELLs.
Impact on Instruction	Professional development supports teachers in implementation with fidelity, including meaningful, aligned instruction and strategies for engagement.
Impact on Organizational Staffing	Minimal
Impact on Schedule	Frequent time for grade-levels to meet for collaboration; occasional time for special subjects to meet with core subjects to plan curricular connections.
Subject-Area Programs Provided by Developer	Yes
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Schools are expected to support parents in

	understanding the goals of the curriculum and involve them as stakeholders in their children's education; parent handbooks that parallel content taught are available PreK-6 (e.g. <i>What Your 1st Grader Needs to Know.</i>)
Technology	Technology integration is planned at the school level; technology guidelines are provided to guide meaningful use.
Materials	Online Core Knowledge <i>Sequence</i> ; Teacher Handbooks PreK-5; Text, Art, & Music resources; Core Classics Series, Realms of Gold Collection, Grace Abounding Anthology (African-American Literature); and more.

Origin/Scope

The Core Knowledge Foundation is an independent, non-profit, non-partisan organization founded in 1986 by E. D. Hirsch, Jr. The foundation's essential program, a core curriculum titled *The Core Knowledge Sequence*, was first implemented in 1990. By January 1998, it was being used in more than 700 schools in 42 states. Currently (2012), it is in use in over 900 schools in various levels of affiliation. A school applying to become a *Core Knowledge Official School* must undergo a rigorous process of training and assessment to demonstrate implementation with fidelity.

General Description

Core Knowledge is an approach to curriculum based on the work of E. D. Hirsch, Jr. and described in his books *Cultural Literacy* and *The Schools We Need and Why We Don't Have Them*. The focus of the Core Knowledge approach is on building language, vocabulary, and background knowledge in a variety of domains over time to develop articulate, knowledgeable, and college/career-ready students. The purpose of the Core Knowledge approach is to increase academic performance as demonstrated on national, state, norm-referenced and criterion-referenced tests; to help narrow the gap between academic "haves" and "have nots;" and to build collaboration among teachers, parents, and administrators in the best interest of students.

Core Knowledge is based on the principle that a content-rich, coherent, cumulative, and context-specific curriculum will help students establish strong foundations for higher levels of learning. Developed through research examining successful national and local core curricula and through consultation with education experts in early literacy and core subject areas, *The Core Knowledge Sequence* is a vehicle through which schools can meet the goals of their local districts and/or Common Core State Standards. It offers a progression of detailed grade-by-grade domains in history, geography, mathematics, science, language arts, and fine arts, so that knowledge builds on knowledge as students advance through the years. A series of professional development opportunities support teachers with what to teach, how to plan, and how to implement curriculum while still allowing plenty of room for teacher contribution and creativity. Staff collaborates around the creation of a school-wide, yearlong plan that integrates the Core Knowledge content with district and state requirements and assessments. Additionally, grade-levels craft domain maps that guide their creation of units and lessons. Professional development assists them in understanding the concept of backward design as a filter for meaningful, aligned instruction.

Parental involvement and partnerships contribute to the success of Core Knowledge implementation. Parents and community members are invited to be involved in planning activities, obtaining resources, and supporting their children at home.

For more information, contact:

Dianne Hamilton Phone: 434-977-7550 ext. 355

E-mail: dhamilton@coreknowledge.org

The Comer Process - The School Development Program

IN BRIEF

Developer	Dr. James P. Comer
Year Established	1980
# Schools Served	Several hundred
Level	K-12
Primary Goal	<i>The Comer Process</i> , a school and system-wide intervention, aims to bridge child psychiatry and education.
Main Features	<i>The Comer Process</i> provides a structure as well as a process for mobilizing adults to support students' learning and overall development.
Results	Student performance is consistently improved.
Impact on Instruction	Determined by the planning process.
Impact on Organizational Staffing	Three structures comprise the basic framework on which <i>The Comer Process</i> operating system is built: <ul style="list-style-type: none"> • The School Planning and management Team, • The Student and Staff Support, and • The Parent Team.
Impact on Schedule	Determined by planning process.
Subject-Area Programs Provided by Developer	None
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	Yes, a major component.
Technology	No
Materials	Yes

Origin/Scope

The School Development Program (SDP) is the organization charged with implementing *The Comer Process* in school communities. *The Comer Process*, a school- and system-wide intervention formulated by Dr. James P. Comer, and Maurice Falk, professor of child psychiatry at the Yale University School of Medicine's Child Study Center, aims to bridge child psychiatry and education.

The Comer Process provides a structure as well as a process for mobilizing adults to support students' learning and overall development. It is a different way of conceptualizing and working in schools and replaces traditional school organization and management with an operating system that works for schools and the students they serve.

General Description

Of all the prominent educational reformers, only James Comer talks about healthy child development as the keystone to academic achievement and life success. Dr. Comer uses a metaphor of six developmental pathways to characterize the lines along which children mature--physical, cognitive, psychological, language, social, and ethical. The SDP school community uses the six developmental pathways as a framework for making decisions that will benefit children.

In schools using *The Comer Process*, far more is expected from the students than just cognitive development.

How it Works

The Comer Process provides a structure as well as a process for mobilizing adults to support students' learning and overall development. It is a different way of conceptualizing and working in schools and replaces traditional school organization and management with an operating system that works for schools and the students they serve.

The following three structures comprise the basic framework on which *The Comer Process* operating system is built:

The School Planning and Management Team develops a comprehensive school plan; sets academic, social and community relations goals; and coordinates all school activities, including staff development programs. The team creates critical dialogue around teaching and learning and monitors progress to identify needed adjustments to the school plan as well as opportunities to support the plan. Members of the team include administrators, teachers, support staff and parents.

The Student and Staff Support Team promotes desirable social conditions and relationships. It connects all of the school's student services, facilitates the sharing of information and advice, addresses individual student needs, accesses resources outside the school and develops prevention programs. Serving on this team are the principal and staff members with expertise in child development and mental health, such as a counselor, social worker, psychologist, or nurse.

The Parent Team involves parents in the school by developing activities through which the parents can support the school's social and academic programs. Composed of parents, this team also selects representatives to serve on the School Planning and Management Team.

All three teams adhere to the following three guiding principles throughout their work:

- **No Fault**—Maintains the focus on problem-solving rather than placing blame.
- **Consensus Decision-Making**—Through dialogue and understanding, builds consensus about what is good for children and adolescents.
- **Collaboration**—Encourages the principal and teams to work together.

This framework places the students' developmental needs at the center of the school's agenda and establishes shared responsibility. Concerned adults work together to provide students with the developmental activities that may be lacking outside the school. They also work together to make effective decisions about the program and curriculum of the school based on student needs

For more information, contact:

Camille Cooper

Director of Professional Development

School Development Program

100 York Street, Suite 1A

New Haven, CT 06511

Phone: 203-737-4000

E-mail: Camille.cooper@yale.edu