

# Approved Intervention Instructional Program Guide 6-8



# INTERVENTION PROGRAM REVIEW

The Virginia Literacy Act (VLA), passed by the Virginia General Assembly in 2022 and expanded in 2023, focuses on improving literacy outcomes for all students in the Commonwealth. The VLA requires that “each local school board shall provide a program of literacy instruction that is aligned with science-based reading research and provides evidenced-based literacy instruction to students in kindergarten through grade 8.” To support school divisions to comply with this requirement, the VLA requires the Virginia Department of Education (VDOE) to recommend instructional programs—including core, supplemental, and intervention materials—for approval by the Virginia Board of Education (VBOE).

VDOE partnered with Virginia Literacy Partnerships (VLP) at the University of Virginia School of Education and Human Development to facilitate reviews of instructional programs. The Instructional Program Review Process is unique to Virginia. The review process for core, intervention, and supplemental materials evaluated instructional programs for alignment with evidence-based literacy instruction (EBLI)<sup>1</sup>, science-based reading research (SBRR)<sup>2</sup>, and the Virginia Standards of Learning (SOL). Rubrics were produced by VLP; reviewed by national experts, Virginia higher education partners, and Virginia educators; and posted online. Reviews were conducted by outstanding Virginia educators including administrators, reading specialists, and teachers from all eight regions. This review process was also designed to align with Virginia’s textbook adoption process.

This recommended guide is the culmination of the 2025 Grades 6-8 Intervention Program Review. An intervention program provides systematic, explicit evidence-based literacy instruction aligned to science-based reading research to students who persistently struggle to master literacy skills including phonics and word knowledge, fluency, vocabulary, and comprehension.

## **Intervention programs could apply for review in one or more of the following components:**

- Phonics and Word Knowledge
- Fluency
- Vocabulary
- Comprehension

Programs were evaluated on the components for which they submitted as well as on criteria for Instructional Design and Usability. To ensure programs are aligned to research and suitable for use in classrooms, programs must have met expectations for these criteria to be included in the approved guide.

<sup>1</sup>“Evidence-based literacy instruction” means structured instructional practices, including sequential, systematic, explicit, and cumulative teaching, that (i) are based on reliable, trustworthy, and valid evidence consistent with science-based reading research; (ii) are used in core or general instruction, supplemental instruction, intervention services, and intensive intervention services; (iii) have a demonstrated record of success in adequately increasing students’ reading competency, vocabulary, oral language, and comprehension and in building mastery of the foundational reading skills of phonological and phonemic awareness, alphabetic principle, phonics, spelling, and text reading fluency; and (iv) are able to be differentiated in order to meet the individual needs of students.

<sup>2</sup> “Science-based reading research” means research that (i) applies rigorous, systematic, and objective observational or experimental procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading and writing difficulties and (ii) explains how proficient reading and writing develop, why some children have difficulties developing key literacy skills, and how schools can best assess and instruct early literacy, including the use of evidence-based literacy instruction practices to promote reading and writing achievement.

## TABLE OF CONTENTS FOR INTERVENTION GUIDE

### Included in the Guide are:

1. A list of Grades 6-8 intervention programs that **meet expectations for all components for which they applied** and a snapshot that summarizes the strengths and challenges of each program to help guide decision-making.
2. A list of Grades 6-8 intervention programs that **meet expectations for some components for which they applied** and a snapshot that summarizes the strengths and challenges of each program to help guide decision-making.

### ***Intervention Programs that Met Expectations in All Reviewed Components:***

The following programs met the criteria for Instructional Design and Usability and met expectations in every component for which they applied.

Provider	Program	Approved Use
Houghton Mifflin Harcourt	Read 180, 2023	Phonics Fluency Vocabulary Comprehension
Imagine Learning LLC	Imagine Souday System 2, 14th Edition, 2024	Phonics
Lexia Learning Systems LLC	Lexia PowerUp Literacy, v5.2.2, 2023	Phonics Fluency Vocabulary Comprehension
Lexia Voyager Sopris Inc.	LANGUAGE! Live, 2nd Edition, 2022	Phonics Fluency Vocabulary Comprehension
McGraw Hill LLC	Read to Achieve, 1st Edition, 2010	Comprehension
Savvas Learning Company LLC	iLit45, 2024	Vocabulary Comprehension

# Houghton Mifflin Harcourt **Read 180**

## INTERVENTION SNAPSHOT

### APPROVED USE

This 6-8 program is approved as an intervention program for phonics, fluency, vocabulary, and comprehension.

### PROGRAM STRENGTHS

- A systematic and explicit approach to instruction enables struggling students to gain the foundational skills necessary to become proficient readers.
- In addition to traditional instruction, the intervention program includes a Read 180 student digital app that is adaptive, allowing students and teachers to monitor progress as they advance through each segment.
- Metacognitive thinking is encouraged throughout the program. Word-learning strategies support students in understanding the system behind words, including word parts and decoding, and connecting words to meaning. Activities emphasize words in context, word families, synonyms and antonyms, words with multiple meanings, and figurative language.
- Workshops and lessons feature a variety of high-quality texts that are representative of culturally diverse backgrounds and are developmentally appropriate for the grade level of students. Various text types, including informational texts, magazine and news articles, novel excerpts, and poetry, are featured.





### PROGRAM CHALLENGES

- While the program follows a clear and consistent routine, it may require significant time for teachers to familiarize themselves with the various materials and resources included in the program. Teachers will benefit from ongoing training throughout the curriculum adoption process.

### THE BOTTOM LINE

*Read 180* offers a comprehensive set of lessons and resources to target student needs in phonics and word knowledge, fluency, vocabulary, and/or comprehension. Divisions should consider how they will incorporate sufficient teacher training to ensure confident and effective program implementation.

### CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability	Meets Expectations
Phonics and Word Knowledge	
Fluency	
Vocabulary	
Comprehension	

 Approved for Use

 Not Approved for Use

# Imagine Learning **Imagine Sunday System 2**

## INTERVENTION SNAPSHOT

### APPROVED USE

This 6-8 program is approved as an intervention program for phonics.

### PROGRAM STRENGTHS

- The program provides a clear scope and sequence in phonics that supports decoding and encoding and includes explicit and systematic instruction of new sounds, pronunciations, phonics principles, sound-spelling patterns, and routines for breaking up multisyllabic words.
- The program includes tasks that increase in difficulty from simple to complex that provide students multiple opportunities to practice the skill being taught and connect reading to meaning.
- Guidance for placement and grouping students based on diagnostic data is included, as well as guidance for teachers on how to implement the instructional routines.
- Detailed guidance for pacing, lesson delivery, and assessment are included, and teacher editions are concise and easy to navigate for all parts of the program.


### PROGRAM CHALLENGES

- The program provides only minimal instruction on irregular high-utility words that are required for text reading.
- Guidance for teachers on research-based strategies to support multilingual learners is not included in the intervention.
- While Mastery Checks are included in the program, no guidance is provided on adjusting the intensity of the intervention based on student data.

### THE BOTTOM LINE

*Imagine Sunday System 2* is an intervention program that offers explicit and systematic instruction to support phonics and word knowledge. The lessons provide instructional routines that include modeling and regular opportunities for students to practice and engage with new phonics skills. Divisions will need to consider additional resources for the instruction of irregular high-utility words, as well as guidance to support multilingual learners.

### CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability	Meets Expectations
Phonics and Word Knowledge	

 Approved for Use

 Not Approved for Use

# Lexia Learning Systems **Lexia PowerUp Literacy**

## INTERVENTION SNAPSHOT

### APPROVED USE

This 6-8 program is approved as an intervention program for phonics, fluency, vocabulary, and comprehension.

### PROGRAM STRENGTHS

- The program provides systematic and explicit instruction in phonics, fluency, vocabulary, and comprehension.
- The program provides both an online component and lesson plans for teacher-led instruction. Lexia PowerUp Literacy can be implemented solely as an online intervention.
- The student platform is highly engaging, visually appealing, and includes many different activities and texts.
- The teacher platform is user-friendly and easy to navigate.
- The strongest component of the program is its data collection and management. The online program gathers data based on student performance, identifies at-risk students, and provides immediate progress monitoring to modify instruction as needed. Action plans are devised monthly based on at-risk levels. Teachers can easily access all this information on the myLexia Educator Platform, which also provides specific lessons to teach for additional support if needed.





### PROGRAM CHALLENGES

- Schools without a dedicated intervention block may find it challenging to implement this program within their schedules; the provider recommends students use the program for 75-135 minutes a week.

### THE BOTTOM LINE

*Lexia PowerUp Literacy* provides data-driven, explicit, and systematic literacy instruction that includes both online and teacher-led instruction. The program is engaging for students and user-friendly for educators. Schools will want to consider when students will participate in the intervention if a dedicated intervention block is not part of the daily schedule.

### CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability	Meets Expectations
Phonics and Word Knowledge	
Fluency	
Vocabulary	
Comprehension	

 Approved for Use

 Not Approved for Use

# Lexia Voyager Sopris Language! Live

## INTERVENTION SNAPSHOT

### APPROVED USE

This 6-8 program is approved as an intervention program for phonics, fluency, vocabulary, and comprehension.

### PROGRAM STRENGTHS

- This program offers a hybrid delivery model in which students receive word-reading instruction in an online platform and reading comprehension instruction through teacher-led lessons. Several options for implementation are offered to fit various school schedules. Placement assessments guide starting points for each student.
- Word-reading instruction takes place through the online platform and includes explicit modeling in phoneme articulation and blending. A digital sound wall is included for students to reference outside of lessons. This design may be useful in schools where teachers are less familiar with teaching phonics to secondary students.
- A variety of high-interest, complex texts are used to engage students in critical thinking, close reading, and text analysis. The teacher's guide offers a detailed script to help scaffold student understanding before, during, and after reading.
- Reading comprehension instruction includes explicit instruction in vocabulary, language, and writing.





### PROGRAM CHALLENGES

- Divisions will want to consider that while this program includes computer-led phonics instruction, teachers should closely monitor progress and provide additional real-time practice opportunities to ensure accurate word-reading and fluency practice.
- Materials provide limited guidance for checking and responding to students' recorded submissions in both word reading and fluency.

### THE BOTTOM LINE

*Language! Live* is a comprehensive intervention program that targets word-reading and reading comprehension through a hybrid delivery model. Placement assessments ensure that students receive targeted instruction in word-reading in the online platform and direct teachers where to begin instruction in reading comprehension through in-person delivery.

### CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability	Meets Expectations
Phonics and Word Knowledge	
Fluency	
Vocabulary	
Comprehension	

 Approved for Use

 Not Approved for Use

# McGraw Hill Read to Achieve

## INTERVENTION SNAPSHOT

### APPROVED USE

This 6-8 program is approved as an intervention program for comprehension.

### PROGRAM STRENGTHS

- This intervention program provides explicit instruction in comprehension using a content module and a narrative module.
- Explicit instruction is provided, including a script for teacher language. A gradual release of responsibility is used throughout the program in a predictable pattern, starting with strong teacher support and moving to student independence and review and application of skills over a course of four weeks.
- Many opportunities are provided throughout the program for students to engage with text and with each other. The program includes think-pair-share activities, graphic organizers, summarizing strategies, comprehension monitoring strategies, and note-taking strategies.
- Students read a variety of grade level and age-appropriate texts that include narrative stories as well as texts focusing on both science and social studies content.


### PROGRAM CHALLENGES

- Suggested time to implement the program is 45 minutes a day, which may be a challenge for some school schedules.
- While the program includes entry assessment, no exit criteria are provided. While the program includes progress monitoring, no specific guidance is provided on how to adjust the intensity of lessons based on student needs.
- The program does not include explicit teaching of inferencing. While there is mention of context clues in the content module, it is only in reference to figuring out unknown words and does not include explicit teaching on making inferences to deepen understanding.
- While a teacher could send home data and assessment results, no guidance is provided on communication with families.

### THE BOTTOM LINE

*Read to Achieve* is an intervention program that offers explicit and systematic instruction to support reading comprehension. The program's materials are age-appropriate and varied. Divisions should note the recommended time needed to implement the program to ensure it is a good fit.

### CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability	Meets Expectations
Comprehension	

 Approved for Use

 Not Approved for Use

# Savvas Learning Company iLit45

## INTERVENTION SNAPSHOT

### APPROVED USE

This 6-8 program is approved as an intervention program for vocabulary and comprehension.

### PROGRAM STRENGTHS

- The lessons are systematically organized, offering clear guidance on weekly activities, assignments, pacing, and assessments for both whole and small group instruction. Students take a diagnostic test to identify skill gaps and then receive a lesson path based on their needs.
- Materials provide ample opportunities for students to practice vocabulary strategies, build content knowledge, and improve comprehension. This teacher-led digital program provides explicit instruction in both vocabulary and comprehension. During the read-aloud portion, teachers use the gradual release method and think-alouds to teach comprehension skills. In vocabulary, students learn through word analysis routines and strategies, such as breaking words into parts, deriving meaning from context, and evaluating shades of meaning. Students engage with text in multiple ways, including listening to read-alouds, participating in collaborative conversations, and writing responses.
- This program offers effective instructional strategies for multilingual learners. The student platform allows text translation into over 100 languages, while the teacher platform provides various supports for all students, including multilingual learners.

### PROGRAM CHALLENGES



- Divisions will want to consider that iLit 45 is designed for a class period of up to 45 minutes with whole group, small group, and one-on-one instruction, and students would need a device such as a Chromebook, iPad, etc. to implement the program.
- The intervention program offers detailed materials and guidance, but navigation within units is challenging. While the platform is not intuitive initially, it becomes easier with use. The scope and sequence, along with the teacher

platform, help streamline navigation. However, teachers must search to find materials that pertain to specific skills which can be time-consuming.


### THE BOTTOM LINE

*iLit45* is an intensive teacher-led digital reading intervention program that uses rigorous and engaging texts to build content knowledge and vocabulary, supporting students' growth in comprehension. The adaptive instruction allows teachers to individualize learning based on each student's specific instructional needs. Divisions may want to consider the implementation of *iLit45* and dedicate time to helping educators learn to navigate the program.

### CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability	Meets Expectations
Vocabulary	
Comprehension	

 Approved for Use

 Not Approved for Use

## TABLE OF CONTENTS FOR INTERVENTION GUIDE

***Intervention Programs that Met Expectations in Some but Not All Reviewed Components:***

The following programs met the criteria for Instructional Design and Usability and met expectations for some components for which they applied but did not meet expectations for one or more other components for which they applied. **Divisions should be mindful when evaluating programs from this list to ensure that these programs are only implemented for components that meet expectations to remain in compliance with VLA. These programs are not approved for use in instruction outside of the approved components.**

Provider	Program	Approved Use	Not Approved
Center for the Collaborative Classroom	SIPPS, 5th Edition, 2025	Phonics	Vocabulary
Curriculum Associates	Phonics for Reading	Phonics Fluency	Vocabulary Comprehension
EPS Operations LLC	EPS Reading Accelerator, 1st Edition, 2024	Phonics	Fluency
EPS Operations LLC	SPIRE, 4th Edition, 2024	Phonics	Fluency
Imagine Learning LLC	Imagine MyPath Reading, 2024	Vocabulary Comprehension	Fluency

# Center for the Collaborative Classroom **SIPPS**

## INTERVENTION SNAPSHOT

### APPROVED USE

This 6-8 program is approved as an intervention program for phonics.

This program also submitted for review for vocabulary but did not meet the expectations of the rubric as determined by the review teams. Under VLA, this program is not approved as an intervention program for use in that area of instruction.

### PROGRAM STRENGTHS

- The program excels in providing instructional routines for word reading and spelling that are appropriate for readers experiencing persistent reading difficulties in grades 6-8. Instruction in phonics and word knowledge progresses in complexity and follows a defined scope and sequence.
- The program provides explicit and systematic instruction in phonemes, graphemes, and word parts which supports the development of automaticity with multisyllabic word reading.
- Lessons follow a gradual release of responsibility model and include frequent opportunities for teacher modeling and feedback. Materials include specific language for teacher feedback to support in the moment scaffolding. Instructional materials are easy to use and implement in an intervention setting.
- Assessment opportunities are embedded throughout and may be used to inform instruction. Content is spiraled and reviewed with opportunities embedded for re-teaching as needed. Guidance is provided on using data to determine the need for intensified instruction.



### PROGRAM CHALLENGES

- A majority of student practice within this program focuses on skills in isolation. While there are opportunities to practice in connected text, the texts used for practice lack complexity and depth.
- Supports for students to connect reading to meaning when reading connected text are not available in the program.

### THE BOTTOM LINE

*SIPPS* provides strong research-based intervention in phonics and word knowledge that builds automatic word-reading skills for students in grades 6-8. Materials are teacher-friendly, easy-to-use, and include guidance on matching the level of support to individual student needs. Divisions may want to consider ways to support the application of learned skills within authentic texts.

### CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability	Meets Expectations
Phonics and Word Knowledge	
Vocabulary	

 Approved for Use

 Not Approved for Use

# Curriculum Associates **Phonics for Reading**

## INTERVENTION SNAPSHOT

### APPROVED USE

This 6-8 program is approved as an intervention program for phonics and fluency.

This program also submitted for review for vocabulary and comprehension but did not meet the expectations of the rubric as determined by the review teams. Under VLA, this program is not approved as an intervention program for use in those areas of instruction.

### PROGRAM STRENGTHS

- The program delivers explicit, systematic instruction in phonics, word recognition, and high-frequency words using fast-paced engaging lessons that build student motivation and stamina. Lessons include activities such as blending sounds, reading multisyllabic challenge words, reading decodable texts, and practicing high-frequency word recognition through repeated routines and scaffolded instruction.
- Instructional materials include clearly scripted lessons, repeated routines, and embedded assessments that simplify planning and support consistent implementation.
- Materials provide abundant opportunities for students to engage in structured decoding practice and fluency development through age-appropriate, decodable texts that increase in complexity and support proficiency through purposeful, authentic reading experiences.
- The program includes intentional supports for multilingual learners, such as language transfer charts for five languages that identify the similarities and differences in sounds and sound-spelling between English and students' home language, along with scaffolded practice opportunities and corrective feedback to support language development.





### PROGRAM CHALLENGES

- Encoding routines are not a strength of this program. While lessons follow a spelling routine, they do not consistently rely on students' knowledge of sound-spelling patterns.
- Though lessons provide guidance for corrective feedback, they do not include guidance for affirmative feedback.
- Materials in the program include limited representation of culturally diverse backgrounds and experiences.

### THE BOTTOM LINE

*Phonics for Reading* is an explicit and systematic phonics intervention program designed to accelerate foundational reading skills for older readers and build the skills necessary for students to become fluent readers.

### CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability	Meets Expectations
Phonics and Word Knowledge	
Fluency	
Vocabulary	
Comprehension	

 Approved for Use

 Not Approved for Use

# EPS Operations **EPS Reading Accelerator**

## INTERVENTION SNAPSHOT

### APPROVED USE

This 6-8 program is approved as an intervention program for phonics.

This program also submitted for review for fluency but did not meet the expectations of the rubric as determined by the review teams. Under VLA, this program is not approved as an intervention program for use in that area of instruction.

### PROGRAM STRENGTHS

- This intervention program includes explicit phonics and word knowledge instruction delivered through two separate programs, a self-paced online program and teacher-directed lessons delivered in person.
- Materials are easy to navigate with a clear table of contents.
- The lesson routines are consistent, and the program includes scripted lessons.



### PROGRAM CHALLENGES

- There are no entry, exit, or placement criteria because the program strongly recommends that all students start at the first lesson and complete the entire program. School divisions will need to provide guidance to teachers on data-based decision making with this program.
- While there are texts in print and online for students to practice, they lack topics, themes, and perspectives that middle school students find interesting.
- The two components within this program—an online adaptive program and a program designed to be delivered in person by a teacher—are complementary but totally separate. There is minimal guidance on how to use them together.

### THE BOTTOM LINE

The *EPS Reading Accelerator* program provides phonics and word study intervention, but school divisions will need to provide guidance on how the online program informs implementation of the in-person program. Teachers will also need to consider appropriate incentives, schedules, and structures for middle schoolers who may not find the program engaging.

### CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability	Meets Expectations
Phonics and Word Knowledge	
Fluency	

 Approved for Use

 Not Approved for Use

# EPS Operations SPIRE

## INTERVENTION SNAPSHOT

### APPROVED USE

This 6-8 program is approved as an intervention program for phonics.

This program also submitted for review for fluency but did not meet the expectations of the rubric as determined by the review teams. Under VLA, this program is not approved as an intervention program for use in that area of instruction.

### PROGRAM STRENGTHS

- The program is designed as an intervention that uses a predictable instructional routine to support phonics and word knowledge.
- Student and teacher materials are available both in print and online.
- The materials are well-organized and easy to navigate.



### PROGRAM CHALLENGES

- This program does not include entry, exit, or placement criteria because the program strongly recommends that all students start at the first lesson and complete the entire program. School divisions will need to provide guidance to teachers on data-based decision making with this program.
- While there are decodable texts in print and online for students to practice, they lack topics, themes, or perspectives that middle school students find interesting.
- Considering that this program is approved only for phonics, divisions will need to consider how to implement this program for middle school students who require intervention in both phonics and fluency.
- The program does not provide explicit teacher language for affirmation of student responses and provides limited guidance on how to communicate progress with families beyond sharing program assessments.

### THE BOTTOM LINE

*SPIRE* offers a systematic approach to phonics instruction with consistent routines. The program is best implemented by a teacher with a very small group and best suited for students who have not experienced success in other structured literacy interventions.

### CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability	Meets Expectations
Phonics and Word Knowledge	
Fluency	

 Approved for Use

 Not Approved for Use

# Imagine Learning Imagine MyPath Reading

## INTERVENTION SNAPSHOT

### APPROVED USE

This 6-8 program is approved as an intervention program for vocabulary and comprehension.

This program also submitted for review for fluency but did not meet the expectations of the rubric as determined by the review teams. Under VLA, this program is not approved as an intervention program for use in that area of instruction.

### PROGRAM STRENGTHS

- The program provides explicit vocabulary instruction that includes Tier 2 and Tier 3 words that are critical for understanding grade-level content.
- Materials provide abundant opportunities for students to learn vocabulary words during reading by focusing on word parts that are defined in student-friendly ways.
- The program includes a wide variety of high-quality texts.
- The program includes explicit instruction and a gradual release of responsibility, including direct instruction, teacher modeling, and opportunities for practice.
- Word analysis processes, such as multisyllabic word attack skills, are explicitly taught for clarifying word meaning, and language instruction is provided in the context of authentic texts, including sentence structures and parts of speech.




### PROGRAM CHALLENGES

- The program provides minimal guidance on activating background knowledge to connect known words to new word meanings.
- The intervention program does not include support on how to communicate with families.
- Explicit instruction on how to find and justify answers to text-dependent questions, how to use evidence to support a response, and how to annotate a text to support meaning making is not included.
- The teacher editions are difficult to navigate. Novice teachers or teachers new to the program would need explicit support when finding specific skills and activities.

### THE BOTTOM LINE

*Imagine MyPath Reading* is an intervention program that offers explicit and systematic instruction in vocabulary and reading comprehension. Lessons include direct instruction, teacher modeling, and both collaborative and independent practice opportunities for students. Divisions will need to consider additional resources to support activation of background knowledge, as well as support for teachers to navigate the program.

### CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability	Meets Expectations
Fluency	
Vocabulary	
Comprehension	

 Approved for Use

 Not Approved for Use