

Recommended Intervention Instructional Program Guide K-5



INTERVENTION INTRODUCTORY LANGUAGE

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)¹, science-based reading research (SBRR)², 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.

The VBOE approved the [Core Instructional Program Guide](#) in July 2023 and an updated version in December 2023.

This recommended guide is the culmination of the first round of Intervention Program Review³. Intervention programs provide systematic, explicit evidence-based instruction (EBLI) aligned to science-based reading research (SBRR) to students who persistently struggle to master literacy skills including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

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

- Phonological and Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Programs were evaluated on the components for which they submitted as well as on criteria for Instructional Design and Usability and Support. Programs must have met expectations for these criteria to be included in the recommended guide.

¹“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.

² “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.

³Given that the VLA requires the adoption of approved K-5 core materials, this first cycle of intervention review prioritized the review of K-5 intervention programs.

INTERVENTION TABLE OF CONTENTS/LIST

Included in the Guide are:

1. 1. A list of K-5 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. 2. A list of K-5 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.

Meets Expectations in All Reviewed Components:

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

Provider	Program	Recommended Use
95 Percent Group	95 Comprehension, 1st Edition, 2012	Comprehension
95 Percent Group	Vocab Surge A&B, 1st Edition, 2013	Vocabulary
Amplify	mCLASS Intervention, 4th Edition, 2023	Phonological and Phonemic Awareness Phonics Fluency Vocabulary Comprehension
Benchmark Education	Benchmark Phonics Intervention, 2022	Phonological and Phonemic Awareness Phonics Fluency
Center for the Collaborative Classroom	SIPPS, 4th Edition, 2020	Phonological and Phonemic Awareness Phonics
EPS Operations	SPIRE 4th Edition, 2017, with Sounds Sensible, 3rd Edition, 2020	Phonological and Phonemic Awareness Phonics Fluency
Houghton Mifflin Harcourt	Read 180, 2023	Phonological and Phonemic Awareness Phonics Fluency Vocabulary Comprehension
Lexia Voyager Sopris	Language! Live, 2nd Edition, 2002	Phonological and Phonemic Awareness Phonics Fluency Vocabulary Comprehension
Lindamood-Bell	Visualizing & Verbalizing for Language Comprehension and Thinking, 2008	Comprehension

Meets Expectations in All Reviewed Components Continued

Provider	Program	Recommended Use
The Literacy Lab	Reading Corps, 2022-23	Phonological and Phonemic Awareness Phonics Fluency
Literacy Resources	Bridge the Gap: Intervention Lessons, 2020	Phonological and Phonemic Awareness
Lexia Learning Systems	Lexia Core5 Reading V4.7.4, 2013	Phonological and Phonemic Awareness Phonics Fluency Vocabulary Comprehension
Lexia Voyager Sopris	Voyager Passport, 3rd Edition, 2022	Phonological and Phonemic Awareness Phonics Fluency Vocabulary Comprehension
Reading Simplified	Reading Simplified Academy, 2023	Phonological and Phonemic Awareness Phonics Fluency
Really Great Reading	HD Word, 2015	Phonological and Phonemic Awareness Phonics Fluency
Really Great Reading	Countdown, 2017	Phonological and Phonemic Awareness Phonics Fluency
Really Great Reading	Blast Foundations, 2014	Phonological and Phonemic Awareness Phonics Fluency
Sortegories	Sortegories 3.0, 2022	Phonological and Phonemic Awareness Phonics
Wilson Language Training	Foundations Levels K, 1, 2, Second Edition, 2020	Phonics

95 Percent Group 95 Comprehension

INTERVENTION SNAPSHOT

APPROVED USE

This grades 3-5 program is approved as an intervention program for comprehension.

PROGRAM STRENGTHS

- The program provides explicit and systematic instruction in seven comprehension processes, including Questioning, Inferring, and Determining Importance, that are intentionally sequenced to increase in complexity.
- The program can be implemented in a reasonable and practical amount of time.
- Instruction for each comprehension process includes application in both fiction and nonfiction text.
- Detailed guidance in the program materials provides research support for strategy instruction and explains each comprehension process to build teacher knowledge.
- Lessons are organized around a gradual release model. Lessons include specific language for teacher-directed think-alouds to explicitly model how to apply the comprehension processes in text.
- All materials for implementation are provided, including detailed lesson plans, texts for explicit instruction and student practice, and graphic organizers (“Mats”) to support thinking during reading for each comprehension process.


PROGRAM CHALLENGES


- The program provides minimal support for differentiating instruction and supporting culturally and linguistically diverse learners.
- Word-level language comprehension skills, such as vocabulary and morphology, are not addressed in the intervention.
- While the provided texts are adequate for the program goals, topics are disconnected and do not promote cumulative vocabulary or specific content knowledge. Accompanying illustrations and graphics vary in style and quality. Representation of diverse cultures and experiences is very limited.

THE BOTTOM LINE

95 Comprehension is an intervention program that offers explicit and systematic instruction to support reading comprehension. Each lesson includes extensive teacher modeling, in addition to regular opportunities for student interaction and engagement. Divisions will need to consider additional resources to support students’ vocabulary and content knowledge.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability and Support	Meets Expectations
Text Reading for Comprehension	

 Approved for Use

 Not Approved for Use

95 Percent Group Vocabulary Surge A & B

INTERVENTION SNAPSHOT

APPROVED USE

This program is approved as an intervention program for vocabulary.

PROGRAM STRENGTHS

- The program provides explicit and systematic instruction in comprehension. Lessons employ consistent instructional routines.
- The program highlights the connection between morphology and reading comprehension by regularly using explicit routines for word analysis. Students learn to deduce word meaning through the application of morphology. Students are exposed to affixes, Anglo-Saxon, Latin, and Greek word parts.
- Lessons include frequent opportunities for teacher modeling, student interaction, and feedback. Lessons follow a gradual release model and regularly elicit students' oral and written responses.
- Teacher editions are concise and easy to manage with clear connections between teacher resources. Online materials provide information to build teacher knowledge, and additional training is available through the vendor.
- The program can be reasonably implemented within school hours with resources that are included or readily available. The lessons can be implemented during whole group or small group instruction and require approximately 15 minutes of instructional time each day.
- Materials are accessible in print. A digital license is also included to access resources electronically. PowerPoint presentations and digital whiteboard activities are also available.

PROGRAM CHALLENGES

- The program emphasizes word meaning through word and sentence-level examples and analysis. Students are not regularly exposed to connected texts from varying genres or writing styles.
- The program provides limited guidance for tracking and communicating student progress with parents and administrators. Teachers may find it difficult to determine when to move to the next lesson or when reteaching is appropriate.

THE BOTTOM LINE

Vocabulary Surge A & B is an intervention program that employs explicit and systematic instructional routines to highlight the connection between morphology and reading comprehension. Teacher manuals provide lessons that are easy to follow and prioritize common areas of challenge for struggling readers. Divisions will need to consider additional tools for progress monitoring and communicating progress monitoring data. Divisions will also need to consider ways of integrating authentic texts.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability and Support	Meets Expectations
Vocabulary	

 Approved for Use

 Not Approved for Use

Amplify Education mCLASS

INTERVENTION SNAPSHOT

APPROVED USE

This K-5 program is approved as an intervention program for phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension.

PROGRAM STRENGTHS

- The program materials use clear language and consistent routines across the 10-day lesson guides. The lesson guides are easy to navigate and streamline access from the scripted plans directly to corresponding teacher resources.
- The program offers extensive teacher training on science-based reading research, lesson guide navigation, and how to interpret student data. Training is provided via video tutorials, teaching guides, and explanations embedded within lessons.
- The lessons are systematic and explicit in their design. The program includes scripted lessons with ongoing teacher modeling, an emphasis on spiral review, the use of multisensory teaching approaches, and regular opportunities for students to practice towards mastery.
- The program identifies and organizes students into groups for intervention based on needed skill areas identified by time-efficient assessments.
- The lessons follow a systematic scope and sequence connecting foundational literacy skills including phonological/phonemic awareness, phonics, vocabulary, fluency, and comprehension.






PROGRAM CHALLENGES

- While the program offers many opportunities for students to practice decoding, the program provides limited practice opportunities for encoding. The program does not provide a consistent dictation routine for segmenting and encoding words and sentences.
- While the program follows an overarching scope and sequence for introducing increasingly difficult irregular words through explicit instruction, these words are not grouped according to spelling pattern. The scope and sequence is determined by a student's ability to decode irregular high-frequency words without drawing explicit attention to their spelling.

THE BOTTOM LINE

mClass provides a comprehensive and easy-to-use intervention program targeting foundational literacy skills. The program uses assessment data to identify and direct teachers and students to the needed starting point for support. Through explicit and systematic instruction based on a robust scope and sequence, students receive multiple opportunities to apply introduced literacy skills.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability and Support	Meets Expectations
Phonological and Phonemic Awareness	
Phonics and Word Analysis	
Fluency for Automatic Word Recognition	
Vocabulary	
Text Reading for Comprehension	

 Approved for Use

 Not Approved for Use

Benchmark Phonics Intervention

INTERVENTION SNAPSHOT

APPROVED USE

This K-5 program is approved as an intervention program for phonological and phonemic awareness, phonics, and fluency.

PROGRAM STRENGTHS

- All materials are easy-to-use and readily available in both digital and print formats.
- The teacher guide and student materials follow an explicit and systematic scope and sequence. Phonics instruction progresses through four levels of increasing difficulty from letter sounds through morphology.
- Within each 20-30 minute lesson, instruction follows a gradual release model with frequent opportunities for cumulative review. Students receive regular opportunities for encoding and decoding, in addition to listening to authentic texts and practicing irregular high-frequency words.
- The lessons employ a multisensory approach to support the development of phonological awareness, phonemic awareness, and fluency skills.
- Each lesson provides a section for additional support which includes supplemental vocabulary instruction, phonics songs and videos for students, take-home activities, intensive phonological awareness activities, and professional development videos for teachers.
- Formative assessments are included at regular intervals. Assessments for screening and progress monitoring link instruction to ongoing assessment data and allow for differentiation.




PROGRAM CHALLENGES

- Materials provide limited guidance for explicit instruction on letter formation and handwriting.
- The intervention program includes an initial parent letter and consumable resources which encourage parents to work on skills at home. However, program materials provide little to no guidance for parents on how to effectively utilize these resources.

THE BOTTOM LINE

Benchmark Phonics is an intervention program that provides a strong research-based scope and sequence that is easy-to-use both in print and digitally. The intervention program integrates explicit instructional routines, cumulative review, and ongoing assessment within a manageable time frame.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability and Support	Meets Expectations
Phonological and Phonemic Awareness	
Phonics and Word Analysis	
Fluency for Automatic Word Recognition	

 Approved for Use

 Not Approved for Use

Center for the Collaborative Classroom **SIPPS**

INTERVENTION SNAPSHOT

APPROVED USE

This K-5 program is approved as an intervention program for phonological and phonemic awareness and for phonics.

PROGRAM STRENGTHS

- Assessment tools are used to determine the starting point for instruction, and materials regularly and systematically embed curriculum-based assessment opportunities to measure progress and inform instruction and intensification.
- The program provides ample practice for students to build automaticity with essential reading skills.
- Teaching materials provide precise language for corrective feedback as well as annotations for scaffolding instruction as needed.
- Materials are easy to navigate, and teachers receive access to a wealth of digital resources. SIPPS Beginning, SIPPS Extension, SIPPS Plus, and SIPPS Challenge provide multiple levels of instruction, so instruction can be targeted to need.



PROGRAM CHALLENGES

- The program provides limited guidance on the articulation of taught phonemes (i.e., how the phonemes look and feel in the mouth when produced).
- The program does not include instruction on letter formation.

THE BOTTOM LINE

SIPPS is an intervention program for supporting phonemic awareness and phonics in grades K-5. Lessons are designed to be implemented in small groups within 30–50-minute sessions. The program provides explicit and systematic support with frequent opportunities for student response and scripted corrective feedback for teachers. Divisions will want to consider that this program targets phonemic awareness and phonics and was not reviewed for fluency, vocabulary, or language comprehension needs.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability and Support	Meets Expectations
Phonological and Phonemic Awareness	
Phonics and Word Analysis	

 Approved for Use

 Not Approved for Use

EPS Operations **S.P.I.R.E** with Sounds Sensible

INTERVENTION SNAPSHOT

APPROVED USE

This K-5 program is approved as an intervention program for phonological and phonemic awareness, phonics, and fluency.

PROGRAM STRENGTHS

- The lessons use explicit, systematic instruction and provide ample opportunities for student practice and response.
- Print and online materials are easy to navigate and provide explicit guidance to educators as they plan and implement lessons.
- All lessons follow a predictable structure, enabling educators to establish effective and time-saving routines.
- The program includes a battery of diagnostic, formative, and cumulative assessments used to determine initial placement and assess student progress.




PROGRAM CHALLENGES

- Teacher materials do not provide explicit language and guidance for corrective feedback to students.
- Materials do not explicitly address how to support English Language Learners (e.g., identify tricky phonemes and graphemes).

THE BOTTOM LINE

S.P.I.R.E with Sounds Sensible is an intervention program that offers explicit and systematic support for phonemic awareness, phonics, and decoding. Lessons follow a predictable sequence, and program resources are easy to navigate. Divisions will need to consider how to support teachers in the provision of explicit feedback especially for linguistically diverse students.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability and Support	Meets Expectations
Phonological and Phonemic Awareness	
Phonics and Word Analysis	
Fluency for Automatic Word Recognition	

 Approved for Use

 Not Approved for Use

HMH Read 180

INTERVENTION SNAPSHOT

APPROVED USE

This grades 3-5 program is approved as an intervention program for phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension.

PROGRAM STRENGTHS

- Program materials use a systematic and explicit approach to instruction so that struggling students can gain the foundational skills necessary to become proficient readers.
- Language comprehension-based workshops incorporate a variety of text that are inclusive of culturally diverse backgrounds and experiences. These text types include informational texts, magazine and news articles, novel excerpts, poetry, and various others.
- The intervention program includes a student app that is adaptive, allowing both students and teachers to monitor progress as students advance through each segment.
- Vocabulary instruction is comprehensive throughout the program components. Students encounter and engage with tier 2 and 3 vocabulary words within a variety of texts and through various learning tasks.

PROGRAM CHALLENGES






- While the program can be reasonably implemented during school hours, the ease of implementation may vary greatly depending on factors such as the specific components required to meet the needs of individual students and the alignment/overlap with the core curriculum. For example, if a student requires intervention in both foundational skills and language comprehension, implementation will take significantly more time.
- While the program follows a consistent routine, it may require a substantial amount of time for teachers to familiarize themselves with navigating the online resources and to access all necessary materials. Teachers may benefit from ongoing training throughout the curriculum adoption process.
- Materials would be strengthened by additional cumulative review of previously taught phoneme-grapheme combinations and irregular high-frequency words. There is no visual drill for

phoneme-grapheme combinations that promotes automaticity. High-frequency words are practiced via the student app, but no cumulative review is found.

THE BOTTOM LINE

Read 180 offers a comprehensive set of lessons and resources that can be customized by a teacher to target individual student needs in foundational skills, language comprehension, or both. Divisions may need to consider whether scheduling allows for the time required to implement the program effectively.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability and Support	Meets Expectations
Phonological and Phonemic Awareness	
Phonics and Word Analysis	
Fluency for Automatic Word Recognition	
Vocabulary	
Text Reading for Comprehension	

 Approved for Use

 Not Approved for Use

Lexia Voyager Sopris **LANGUAGE! Live**

INTERVENTION SNAPSHOT

APPROVED USE

This grade 5 program is approved as an intervention program for phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension.

PROGRAM STRENGTHS

- The program follows a systematic scope and sequence. Online Word Training lessons and teacher-led Text Training lessons target skills that are organized from least to most complex.
- The program targets phonemic awareness and phonics skills. Grapheme-phoneme correspondences are taught online through systematic and explicit lessons. Digital resources include articulation videos for students. These videos integrate multi-sensory activities to support students with the identification and articulation of phonemes.
- The program provides consistent opportunities to build background knowledge through a variety of texts and video clips that are available within each unit. Opportunities to practice and assess vocabulary knowledge are also embedded frequently within the program.
- The program includes student and teacher dashboards for tracking student progress. Teachers can run reports to support instructional decision making and to keep families informed of student growth.






PROGRAM CHALLENGES

- Key elements of this program are delivered online, so students need access to individual devices.
- While this program encourages providing feedback during lessons, there is limited guidance regarding how to provide corrective feedback to students who struggle with specific skills.
- While the program provides videos explaining differentiation and documentation templates, there is minimal guidance on how to differentiate individual lessons and activities.

THE BOTTOM LINE

LANGUAGE! Live is an intervention program that provides engaging instructional routines to develop foundational skills for decoding and encoding in a digital format. The program also includes instructional routines for developing comprehension, background knowledge, vocabulary, and writing through teacher-guided lessons. Divisions will want to consider the technology required to effectively implement this program.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability and Support	Meets Expectations
Phonological and Phonemic Awareness	
Phonics and Word Analysis	
Fluency for Automatic Word Recognition	
Vocabulary	
Text Reading for Comprehension	

 Approved for Use

 Not Approved for Use

Lindamood-Bell **Visualizing and Verbalizing**

INTERVENTION SNAPSHOT

APPROVED USE

This program is approved as an intervention program for comprehension.

PROGRAM STRENGTHS

- Lessons include research-based instructional strategies for supporting students' comprehension of complex text. Strategies include the use of 12 structure words, imagery, verbalization, and writing.
- Instruction is explicit and progresses systematically using pictures, words, sentences, and paragraphs to support the application of skills to content, writing, and critical thinking.
- Lessons are interactive with prompts for questioning, visualizing, and writing.
- The program provides specific teacher language and prompts for corrective feedback.


PROGRAM CHALLENGES

- The teacher manual is lengthy and organized by chapter, with lesson descriptions, graphics, and scripted language; however, the program does not provide daily lesson plans organized by week or unit.
- The program includes Vanilla Vocabulary (a separate component of the program); however, chapters and lesson descriptions do not include explicit word analysis or morphology instruction.
- Teachers may require additional training for this program in order to understand the instructional approach and how to use teacher materials.

THE BOTTOM LINE

Visualizing and Verbalizing is an intervention program that offers a unique approach to teaching comprehension through imagery, questioning, and writing, while progressing from simple to complex understanding of a wide variety of text genres and structures. Divisions may need to consider opportunities for teacher training in order to implement the program effectively.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability and Support	Meets Expectations
Text Reading for Comprehension	

 Approved for Use

 Not Approved for Use

Literacy Lab Reading Corps

INTERVENTION SNAPSHOT

APPROVED USE

This program is approved as an intervention program for phonological and phonemic awareness, phonics, and fluency.

The program is not designed for purchase apart from the supported program through Reading Corps that provides trained AmeriCorps members as tutors.

PROGRAM STRENGTHS

- This program, designed to be implemented by tutors, provides detailed teacher (tutor) language for both explicit teaching and for corrective feedback. A gradual release model is used when new skills or concepts are introduced.
- Scripted interventions targeting ten skill areas are offered in this program. Examples of interventions scripted in the program materials include “Phoneme Blending,” “Blending Words,” and “Newscaster Reading” for fluency building. Intervention scripts include precise language for corrective feedback as well as suggestions for scaffolding instruction as needed.
- The program provides support and resources for building and maintaining a strong home-school connection, including reading materials.
- Fluency instruction includes teacher modeling and explicit teaching of prosody.
- Student progress is monitored weekly, and guidance is provided for next steps in every area of literacy instruction covered by this program. Materials include assessment tools for student placement and progress monitoring. Assessment data guides student placement and progress.

PROGRAM CHALLENGES




- The Intervention Enhancement Guide, created specifically for use in Virginia, is required for successful implementation of the phonics portion of this program. Divisions must ensure the Enhancement Guide is used during implementation.
- Students may have difficulty seeing themselves reflected in the texts that they read, as this program is not inclusive of a wide variety of cultures, backgrounds, and abilities.


- This program is designed for students who have already developed proficiency with letter sounds. The program does not contain explicit teaching of phoneme/grapheme correspondence.
- This program does not contain instruction on letter formation, common phonics principles, high-frequency words, or morphology. The Reading Corps interventions provide a scope and sequence for phonics patterns in the following order: short vowels, blends, digraphs, silent e, common long vowel teams, r-controlled vowels, and other common vowel teams.

THE BOTTOM LINE

The Literacy Lab’s Reading Corps program provides intensive intervention in the form of explicit and systematic 1:1 tutoring, including specific language for both explicit instruction and corrective feedback and weekly progress monitoring to inform next steps in delivering targeted instruction. Divisions will want to consider that this program is not designed for purchase and implementation separate from the supported program through Reading Corps, which provides trained AmeriCorps members as tutors. Since interventions are provided one on one or in pairs, divisions should consider the number of tutors needed to match the needs of their schools, as well as additional resources for supporting culturally and linguistically diverse students.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability and Support	Meets Expectations
Phonological and Phonemic Awareness	
Phonics and Word Analysis	
Fluency for Automatic Word Recognition	

 Approved for Use

 Not Approved for Use

Literacy Resources **Bridge the Gap**

INTERVENTION SNAPSHOT

APPROVED USE

This grades 2 and above program is approved as an intervention program for phonological and phonemic awareness.

PROGRAM STRENGTHS

- The teacher materials are easy-to-use for trained educators, volunteers, or paraprofessionals, with explicit instructions and scripts.
- Program materials are visually appealing for students and are provided with the purchase of the program.
- The program materials contain “Boost” and “Expand” sections to support teachers in differentiating and scaffolding instruction for students.


PROGRAM CHALLENGES


- Materials provide limited guidance on how to communicate progress monitoring data with students and families.
- Divisions will want to consider the overall instructional needs of students struggling with word reading skills to ensure the pace and instructional time devoted to phonemic awareness skills is appropriate to accelerate student learning of foundational skills on its own or whether the program should be paired with additional word reading intervention lessons.

THE BOTTOM LINE

Bridge the Gap is a phonological and phonemic awareness intervention designed for older students still struggling with these foundational skills. The lessons are designed to offer short, explicit instruction in the area of phonemic awareness and may potentially serve as a warm-up paired with further phonics intervention lessons.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability and Support	Meets Expectations
Phonological and Phonemic Awareness	

 Approved for Use

 Not Approved for Use

Lexia Core5 Reading

INTERVENTION SNAPSHOT

APPROVED USE

This K-5 program is approved as an intervention program for phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension.

PROGRAM STRENGTHS

- The program provides systematic and explicit instruction in phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students receive frequent opportunities to practice and review skills as they progress through the program.
- The program provides both an online component and lesson plans for teacher-led instruction. It can be implemented exclusively online without teacher-led instruction, or online instruction can be supported with direct teaching.
- The program offers a comprehensive and user-friendly system for data collection and management. The online program gathers data based on student performance, identifies at-risk students, and provides progress monitoring to modify instruction as needed. Action plans are devised monthly based on risk levels. Teachers can easily access all this information on the MyLexia platform, which also provides specific lessons to teach for additional support as needed.






PROGRAM CHALLENGES

- Most of this program is delivered online, so student access to individual devices is crucial.
- Schools with a limited amount of time in the literacy block or without a dedicated intervention block may find it challenging to implement this program, as it recommends approximately 40 minutes per day for online and teacher-directed instruction.
- The program has limited writing opportunities. There is no explicit handwriting instruction. While the teacher-directed lessons include opportunities for student interaction and responses, there is little evidence of opportunities for students to practice writing.

THE BOTTOM LINE

Lexia Core5 Reading provides data-driven, explicit, and systematic literacy instruction that can be implemented as an intervention program within the classroom setting or during a separate intervention time. Divisions will want to consider the technology and time needed to fully implement the program.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability and Support	Meets Expectations
Phonological and Phonemic Awareness	
Phonics and Word Analysis	
Fluency for Automatic Word Recognition	
Vocabulary	
Text Reading for Comprehension	

 Approved for Use

 Not Approved for Use

Lexia Voyager Sopris **Voyager Passport**

INTERVENTION SNAPSHOT

APPROVED USE

This program is approved as an intervention program for phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension.

PROGRAM STRENGTHS

- Program includes formative assessments embedded at the mid point and ending of every Adventure (unit) with built-in time and activities for differentiation.
- Program includes an online data management system for teachers/administrators that also provides supplemental lessons, parent materials, take-home readers, and additional resources
- Program provides supplemental online skills practice; the online practice program, “Reading Rangers,” offers more individualized, targeted practice for students in school or at home.
- Program offers tips for English Language Learners, embedded vocabulary instruction, and home letters in multiple languages for students from linguistically diverse backgrounds.






PROGRAM CHALLENGES

- Each lesson addresses all areas of literacy broadly. However, the intervention program may not provide the focus and intensity needed for some students who struggle in foundational literacy skills.
- Pacing of phonics skills is fast with new skills taught in each lesson which may be too little time for mastery.
- High-frequency word instruction is encouraged as whole word memorization using the say-spell-say instructional model. High-frequency words are not grouped by phonics patterns, and instruction does not address which graphemes are regular versus which graphemes are irregular.
- The program does not provide materials for the teacher to present to students (other than displaying the student edition). Therefore, teachers may require extra time for creating materials for presenting content to students.

THE BOTTOM LINE

Voyager Passport is a Tier 2 intervention program covering all pillars of literacy instruction. The program is delivered to small groups of students in 30-45 minute blocks. Because of its vast coverage of skills, intervention may not be targeted and intense enough for some students with foundational literacy skill needs.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability and Support	Meets Expectations
Phonological and Phonemic Awareness	
Phonics and Word Analysis	
Fluency for Automatic Word Recognition	
Vocabulary	
Text Reading for Comprehension	

 Approved for Use

 Not Approved for Use

Reading Simplified Academy

INTERVENTION SNAPSHOT

APPROVED GRADES

This K-5 program is approved as an intervention program for phonological and phonemic awareness, phonics, and fluency.

PROGRAM STRENGTHS

- The program provides explicit, systematic instruction in foundational skills including phonemic awareness, phonics, and fluency.
- The materials include a detailed phonics scope and sequence, referred to as their Streamlined Pathway, which can flexibly meet the individual needs of students by adjusting the pace of instruction based on ongoing data collection.
- The program uses ongoing data collection to drive instructional decision-making through their Dynamic Assessment approach, which embeds the use of formative assessment data to guide lessons.
- The program uses a consistent 15-20 minute lesson format with three components including Re-Reading for Fluency, Word Work, and Guided Oral Reading. Lessons can be implemented with various group sizes.
- Re-Reading for Fluency materials are directly aligned to targeted phonics skills and provide explicit instruction for irregular words grouped by spelling patterns. Fluency routines involve teacher modeling and multiple opportunities for practice.
- The consistent instructional Word Work routines include activities for:
 - Switch It - phoneme manipulation paired with encoding,
 - Read It - phonological decoding and encoding,
 - Sort It - introduction and practice with new phonics patterns, and
 - Write It - phonemic development through encoding practice.
- The Guided Oral Reading materials include decodable texts aligned to targeted phonics patterns. Oral reading activities can be scaffolded

with before, during, and after reading procedures to support students. While the goal is to develop decoding skills within connected text, oral reading routines also include setting a purpose for reading and monitoring comprehension of the text.

PROGRAM CHALLENGES




- To be implemented with fidelity, teachers must receive training prior to using the program. Professional learning is provided through the Reading Simplified online course. While the course is aligned with reading research, the course includes over 40 lessons. This training requires a significant investment of teacher time. The website includes additional professional learning options, as well as opportunities to engage with a live professional learning community. While this may serve as a beneficial resource for some teachers, divisions should carefully consider the time and training involved in program implementation.
- The scope and sequence for instruction begins with CVC words. While phonemic awareness is embedded within phonics instruction, divisions may need additional resources for supporting alphabet knowledge and phonological awareness.
- While the program's Dynamic Assessment approach is designed to closely monitor student progress, teachers need training in the program's methods for assessment and decision-making. Trained teachers must use the assessment data to plan lessons and prepare materials for students and/or small groups.

THE BOTTOM LINE

Reading Simplified Academy is an intervention program that provides systematic, data-driven

instruction for phonemic awareness, phonics, and fluency. The program uses a highly responsive assessment system that requires extensive teacher knowledge and training. While the lessons are designed to maximize instructional time and can be implemented in 15-20 minute sessions, divisions will need to consider the demands placed on teachers' time for program training and lesson planning.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability and Support	Meets Expectations
Phonological and Phonemic Awareness	
Phonics and Word Analysis	
Fluency for Automatic Word Recognition	

 Approved for Use

 Not Approved for Use

Really Great Reading HD Word

INTERVENTION SNAPSHOT

APPROVED USE

This grades 2-5 program is approved as an intervention program for phonological and phonemic awareness, phonics, and fluency.

PROGRAM STRENGTHS

- The program follows a systematic scope and sequence for teaching essential literacy skills including advanced phonemic awareness, advanced phonics (multisyllabic words), and fluency. The lessons increase in skill difficulty with ongoing opportunities for practice.
- The program provides a multi-sensory approach for teaching phonics and phonological awareness with regular practice opportunities to build automaticity.
- Texts utilized within the program increase in complexity over time. New vocabulary words are identified at the top of fluency passages with guidance for teachers on how to introduce new words before reading.
- The program offers text and video resources for professional development in the “Reading Playground.” Individual lesson plans also include annotations regarding possible ways to scaffold and differentiate content or tasks based on students’ needs.
- This program provides a robust post-assessment matrix which specifies area(s) of weakness for each student as well as grouping and skill recommendations for intervention. Additionally, a graph is provided to advise on time requirements needed for proper intervention.

PROGRAM CHALLENGES




- Materials provide limited support for multilingual learners beyond those speaking Spanish. The cultural diversity within program materials is limited.
- Divisions will want to consider supplementing with literacy resources that support vocabulary, prosody, and comprehension instruction. While the term *prosody* is mentioned in the program overview, the program does not provide instruction for phrasing, expression, and pitch.
- While the grouping of high-frequency words is intentional and increases in difficulty, lesson

scripts provide a “Look, Think, Say” method for teaching both regular and irregular words without drawing explicit attention to spelling patterns.

THE BOTTOM LINE

HD Word is an easy-to-use, interactive, and scripted intervention program for students in the intermediate grades (grades 2-5). The program expands upon basic word knowledge through explicit and systematic instruction for advanced phonemic awareness, advanced phonics, and fluency. Divisions will want to consider whether the program is a good fit for their culturally and linguistically diverse student populations.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability and Support	Meets Expectations
Phonological and Phonemic Awareness	
Phonics and Word Analysis	
Fluency for Automatic Word Recognition	

 Approved for Use

 Not Approved for Use

Really Great Reading Countdown

INTERVENTION SNAPSHOT

APPROVED USE

This kindergarten program is approved as an intervention program for phonological and phonemic awareness, phonics, and fluency.

PROGRAM STRENGTHS

- The program follows a systematic scope and sequence for teaching essential literacy skills including phonemic awareness, phonics, and fluency. The lessons increase in skill difficulty with ongoing opportunities for practice.
- The program provides a multi-sensory approach for teaching phonics and phonological awareness with regular practice opportunities to build automaticity before introducing new, more complex skills.
- Word reading fluency tasks increase in difficulty and complexity over time, including single-syllable words with blends and digraphs as well as irregular high-frequency words.
- The program offers text and video resources for professional development in the “Reading Playground.” Individual lesson plans also include annotations regarding possible ways to scaffold and differentiate content or tasks based on students’ needs.
- This program provides a robust post-assessment matrix which specifies area(s) of weakness for each student as well as grouping and skill recommendations for intervention. Additionally, a graph is provided to advise on time requirements needed for proper intervention.




PROGRAM CHALLENGES

- Materials provide limited support for multilingual learners beyond those speaking Spanish. The cultural diversity within program materials is limited.
- The program does not immediately connect high-utility graphemes to word types as those graphemes are introduced, practiced, and mastered. Relationships between graphemes and word types are not explicitly drawn until units located later in the program’s scope and sequence.

THE BOTTOM LINE

Countdown is an easy-to-use, interactive, and scripted intervention program for teaching foundational literacy skills in the early grades. Lessons target phonemic awareness and letter-sound knowledge before introducing phonics, high frequency words, and fluency in the second half of the program. Divisions will want to consider whether the program is a good fit for their culturally and linguistically diverse student populations.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability and Support	Meets Expectations
Phonological and Phonemic Awareness	
Phonics and Word Analysis	
Fluency for Automatic Word Recognition	

 Approved for Use

 Not Approved for Use

Really Great Reading Blast Foundations

INTERVENTION SNAPSHOT

APPROVED USE

This grade 1 program is approved as an intervention program for phonological and phonemic awareness, phonics, and fluency.

PROGRAM STRENGTHS

- The program follows a systematic scope and sequence for teaching essential literacy skills including phonemic awareness, phonics, and fluency. The lessons increase in skill difficulty with ongoing opportunities for practice.
- The program provides a multi-sensory approach for teaching phonics and phonological awareness with regular practice opportunities to build automaticity before introducing new, more complex skills.
- Texts utilized within the program increase in complexity over time based on structure and vocabulary. New vocabulary words are identified at the top of fluency passages with guidance for teachers on how to introduce new words before reading.
- The program offers text and video resources for professional development in the “Reading Playground.” Individual lesson plans also include annotations regarding possible ways to scaffold and differentiate content or tasks based on students’ needs.
- This program provides a robust post-assessment matrix which specifies area(s) of weakness for each student as well as grouping and skill recommendations for intervention. Additionally, a graph is provided to advise on time requirements needed for proper intervention.

PROGRAM CHALLENGES




- Materials provide limited support for multilingual learners beyond those speaking Spanish. The cultural diversity within program materials is limited.
- While the term *prosody* is mentioned in the program overview, the program does not provide instruction for phrasing, expression, and pitch.
- While the grouping of high-frequency words is intentional and increases in difficulty, lesson

scripts provide a “Look, Think, Say” method for teaching both regular and irregular words without drawing explicit attention to spelling patterns.

THE BOTTOM LINE

Blast Foundations is an easy-to-use, interactive, and scripted intervention program for beginning readers that expands upon a foundation of the alphabetic principle through explicit and systematic instruction for phonemic awareness, phonics, and fluency. Phonics instruction progresses from single-syllable words containing short vowels to words that are multisyllabic and contain vowel patterns. Divisions will want to consider whether the program is a good fit for their culturally and linguistically diverse student populations.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability and Support	Meets Expectations
Phonological and Phonemic Awareness	
Phonics and Word Analysis	
Fluency for Automatic Word Recognition	

 Approved for Use

 Not Approved for Use

Sortegories

INTERVENTION SNAPSHOT

APPROVED USE

This program is approved as an intervention program for phonological and phonemic awareness and phonics.

PROGRAM STRENGTHS

- The program follows a systematic scope and sequence for teaching phonics features based on their frequency and complexity.
- Lessons are explicit and incorporate predictable instructional routines. Lessons include virtual manipulatives and frequent practice opportunities.
- The program includes routines for teaching and practicing high-frequency words with regular and irregular spelling patterns.
- Students progress through lessons targeting phonemic awareness, phonics, morphology, and syntax in order to make meaning from words, sentences, and texts.
- The web-based tool provides ongoing feedback and assessment data to teachers to support differentiation and scaffolding.



PROGRAM CHALLENGES

- The program lacks instruction on decoding multisyllabic words with a variety of syllable types.
- The program does not provide a consistent dictation routine for spelling multisyllabic words.
- Key elements of this program are delivered online, so students need access to individual devices.

THE BOTTOM LINE

Sortegories 3.0 is an intervention program targeting phonemic awareness and phonics. The program provides explicit and systematic instruction regarding how to blend and segment individual sounds in order to decode and encode words. The program provides daily practice with corrective feedback. The program uses an initial placement assessment and has embedded assessments throughout instruction to assist in data-based decision making and scaffolding.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability and Support	Meets Expectations
Phonological and Phonemic Awareness	
Phonics and Word Analysis	

 Approved for Use

 Not Approved for Use

Wilson Language Training **Foundations Levels K-2**

INTERVENTION SNAPSHOT

APPROVED USE

This K-2 program is approved as an intervention program for phonics.

PROGRAM STRENGTHS

- Materials allow frequent opportunities for students to engage in interactive, multi-sensory activities.
- The program includes a logical and explicit scope and sequence. The lessons are systematically designed to build on previously taught skills, ensuring a seamless progression from basic to more complex reading skills.
- Program components include tools for regular assessment and access to an online Learning Community.


PROGRAM CHALLENGES

- The program does not fully support teachers to tailor instruction to individual student needs, as it lacks specific guidance for adjusting the intensity of intervention.
- Materials provide limited support for multilingual learners.
- Divisions will want to consider that the program does not provide frequent opportunities for students to read in aligned decodable texts.

THE BOTTOM LINE

Foundations is a research-based based intervention program that provides systematic, data-driven instruction in phonics and word analysis. Program materials are provided digitally and in print. Divisions will need to consider that the program materials provide limited guidance for teaching multilingual learners. Additionally, divisions may consider additional decodable books since these do not come with the program.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability and Support	Meets Expectations
Phonics and Word Analysis	

 Approved for Use

 Not Approved for Use

INTERVENTION TABLE OF CONTENTS/LIST

Meets Expectations in Some but Not All Reviewed Components

The following programs met the criteria for Instructional Design and Usability and Support 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
Ancora Publishing	The Third Quest/The Third Quest's Parallel Universe, 2018	Fluency	Phonological and Phonemic Awareness Phonics Vocabulary Comprehension
Curriculum Associates	Phonics for Reading, 2011	Phonics Fluency	Phonological and Phonemic Awareness
Imagine Learning	Imagine MyPath, 2023	Phonological and Phonemic Awareness Comprehension	Phonics Fluency Vocabulary
Lindamood-Bell	Seeing Stars: Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling, Second Edition, 2013	Phonological and Phonemic Awareness Phonics	Fluency
Pearson	Spell-LINKS to Reading & Writing, 2017	Phonological and Phonemic Awareness Phonics Fluency	Vocabulary Comprehension
Read Naturally	Read Live, 2023	Fluency	Phonological and Phonemic Awareness Phonics
Wilson Language Training	Wilson Reading System, Steps 1-6, 4th Edition, 2018	Phonics Fluency Vocab Comprehension	Phonological and Phonemic Awareness
Winsor Learning	Sonday System 1, 12th Edition, 2000	Phonics	Phonological and Phonemic Awareness Fluency Vocabulary Comprehension

Ancora Publishing **The Third Quest**

INTERVENTION SNAPSHOT

APPROVED USE

This grade 5 program is approved as an intervention program for fluency.

This program also submitted for review for phonological and phonemic awareness, phonics, 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 lessons are systematically designed to reflect evidence-based, explicit instruction. Materials offer a high level of teacher-student interaction and provide teachers with prompts for the provision of explicit feedback.
- Materials are easy to navigate, offer clear instructions for lessons, and provide guidance for lesson timing and group size. Materials are comprehensive and organized to help teachers effectively implement the program.
- The program's fluency component adheres to a well-organized scope and sequence with a gradual increase in text complexity. Fluency practice opportunities are cumulative and encompass all previously taught phoneme-grapheme correspondences. Students have ample practice opportunities to develop oral reading fluency.

PROGRAM CHALLENGES






- The program only passed in one content area.
- While the program includes measures for oral reading fluency progress, progress monitoring tools are not provided to measure student growth in phonics or phonemic awareness.
- Materials provide limited guidance for intensifying skill instruction based on student need.
- Materials provide limited guidance for working with multilingual learners.

THE BOTTOM LINE

The Third Quest is an intervention program that offers evidence-based, structured lessons with an emphasis on oral reading fluency growth. Divisions need to be aware that this program is only approved

for use in fluency and did not meet expectations for phonological and phonemic awareness, phonics, vocabulary, or comprehension.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability and Support	Meets Expectations
Phonological and Phonemic Awareness	
Phonics and Word Analysis	
Fluency for Automatic Word Recognition	
Vocabulary	
Text Reading for Comprehension	

 Approved for Use

 Not Approved for Use

Curriculum Associates **Phonics for Reading**

INTERVENTION SNAPSHOT

APPROVED USE

This grades 3-5 program is approved as an intervention program for phonics and fluency.

This program also submitted for review for phonological and phonemic awareness 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 overall instructional design is accessible and easy to use for teachers. Each daily lesson employs a predictable, repetitive sequence of instruction.
- The teaching materials provide age-appropriate tasks and expectations while teaching foundational skills.
- The teaching materials are organized in a systematic way and use a gradual release model, allowing for teacher modeling, guided and independent practice, and opportunities for corrective feedback.




PROGRAM CHALLENGES

- Teachers implementing the program may need additional support with decision making around accelerating the pace of the program or scaffolding the program to meet the needs of individual students. While students participate in an initial placement test to determine a starting point for instruction, the program offers little guidance on how to adjust instruction in response to student performance during and after intervention.

THE BOTTOM LINE

Phonics for Reading is a straightforward, easy-to-use word reading intervention program designed for older students still working on foundational skills. The predictable daily routines embedded within the program allow students to focus on the new content and receive multiple practice opportunities of new skills. Divisions may need to consider how to support teachers in adjusting instruction in response to progress monitoring data during and after the intervention.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability and Support	Meets Expectations
Phonological and Phonemic Awareness	
Phonics and Word Analysis	
Fluency for Automatic Word Recognition	

 Approved for Use

 Not Approved for Use

Imagine Learning Imagine MyPath

INTERVENTION SNAPSHOT

APPROVED USE

This K-5 program is approved as an intervention program for phonological and phonemic awareness and comprehension.

This program also submitted for review for phonics, fluency, and 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 those areas of instruction.

PROGRAM STRENGTHS

- This intervention is delivered through an adaptive online platform, which makes it easy to implement during the school day. Students working below grade level are encouraged to spend 60-90 minutes per week working on the program; all other students should spend 30-60 minutes per week.
- The program has an initial assessment that assesses a student's grade level in reading and creates an Individualized Learning Path (ILP) that adjusts automatically according to how students perform on skills. Teachers are able to adjust students' ILPs as needed.
- The program uses a consistent lesson format with an Introduction, Supported Practice, and Independent Practice.
- The program provides explicit, systematic instruction in phonemic awareness, as well as in reading comprehension and grammar concepts.

PROGRAM CHALLENGES






- While the program includes lessons on high-frequency words, the program does not provide explicit instruction regarding why certain word parts are irregular.
- Fully decodable texts are not provided. There are ample opportunities to decode words, but not to encode them.
- The program does not include instruction on letter formation.
- The program does not include opportunities for writing. While students answer multiple-choice questions about texts, there are no points in the program where they write (or type) responses to what they have read.
- The teacher dashboard can be difficult to navigate. The ability to search for a specific lesson by


keyword(s) does not work consistently, making it difficult to locate specific resources. There are no teacher editions provided for the program.

THE BOTTOM LINE

Imagine MyPath is a web-based intervention program that provides data-driven, explicit, and systematic literacy instruction. The program uses assessment data to individualize instruction for students so that students can progress through lessons with minimal teacher support. Divisions will need to consider access to individual student devices.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability and Support	Meets Expectations
Phonological and Phonemic Awareness	
Phonics and Word Analysis	
Fluency for Automatic Word Recognition	
Vocabulary	
Text Reading for Comprehension	

 Approved for Use

 Not Approved for Use

Lindamood-Bell Seeing Stars

INTERVENTION SNAPSHOT

APPROVED USE

This K-5 program is approved as an intervention program for phonological and phonemic awareness and 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 lessons are systematically designed to support student acquisition and application of foundational literacy skills including the alphabetic principle, phonemic awareness, and phonics skills.
- Throughout the program, students receive multiple opportunities to decode and encode single-syllable and multisyllabic words.
- The program provides extensive guidance for teacher language and examples of corrective feedback.
- The program materials include tools for progress monitoring. The program also provides guidance for teachers regarding how to scaffold phonological and phonemic awareness instruction based on progress monitoring data.
- Lessons include frequent opportunities for student responses and engagement (e.g., air writing, Socratic seminar discussions, verbal responses).




PROGRAM CHALLENGES

- Materials provide limited support for multilingual learners.
- While the program promotes symbol imagery, the program does not explicitly teach letter formation or articulation.
- Divisions will want to consider that the program recommends providing 30-45 minutes of targeted instruction for Tier 2 learners 4-5x/week, and 60-120 minutes of daily, targeted instruction for Tier 3 learners, in addition to Tier 1 instruction.
- The program provides guidelines for instruction with decodable text to make meaning, but it does not provide passages or explicit comprehension instruction to support meaning making from the texts.

THE BOTTOM LINE

Seeing Stars is an intervention program that supports student development in the areas of phonics and phonological and phonemic awareness. The program provides systematic and explicit guidance for instruction in phonemic awareness and phonics, ranging from letter names and sounds, to single-syllable and multisyllabic words. The program includes progress monitoring tools and regular assessment to track student progress over time. Additionally, divisions will need to consider that the program materials provide limited guidance for teaching multilingual learners.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability and Support	Meets Expectations
Phonological and Phonemic Awareness	
Phonics and Word Analysis	
Fluency for Automatic Word Recognition	

 Approved for Use

 Not Approved for Use

Pearson SPELL-Links to Reading and Writing

INTERVENTION SNAPSHOT

APPROVED USE

This program is approved as an intervention program for phonological and phonemic awareness, 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

- This program provides evidence-based instructional routines including: Segment Sounds, Discriminate Sounds, Letter-Sound Relationships, Patterns and Spelling Rules, Mental Images, and Writing and Reading activities.
- The program includes explicit and systematic instruction that incorporates 14 strategies for decoding words and 14 strategies for encoding words.
- Lessons are designed with frequent opportunities for student engagement and practice through word, sentence, and passage reading.
- Materials incorporate the use of manipulatives, including sound boxes, chips, dot stickers, and gestures such as tapping, to connect phonemes and graphemes.

PROGRAM CHALLENGES






- Materials provide limited guidance for explicit corrective and affirmative feedback.
- The program requires prerequisite skills, such as letter names and sounds, as well as letter formation. These skills are not explicitly covered within the program's scope and sequence.
- While the program offers multiple opportunities for students to practice fluent reading, there is minimal guidance on how to support prosody and reading at an appropriate rate.

THE BOTTOM LINE

SPELL-Links to Reading and Writing is an intervention program that provides evidence-based strategies for supporting students' decoding and encoding. Lessons are interactive, and the program provides frequent opportunities for practice and cumulative review. Additionally, divisions will need

to support teachers to build knowledge regarding the provision of explicit feedback especially as it relates to fluent reading.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability and Support	Meets Expectations
Phonological and Phonemic Awareness	
Phonics and Word Analysis	
Fluency for Automatic Word Recognition	
Vocabulary	
Text Reading for Comprehension	

 Approved for Use

 Not Approved for Use

Read Naturally **Read Live**

INTERVENTION SNAPSHOT

APPROVED USE

This program is approved as an intervention program for fluency.

This program also submitted for review for phonological and phonemic awareness and phonics 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

- Lessons are web-based and systematically designed to provide explicit instruction and extended practice in fluency. Lessons follow a consistent structure and employ regular instructional routines.
- Lessons are aligned to a well-organized scope and sequence that ascend in difficulty throughout the program.
- The program can be reasonably implemented within school hours. Guidance is provided on lesson timing, frequency, and group size if applicable.
- Student placement is data-driven. Guidance is provided on placing students, and progress monitoring is embedded into every lesson. Student progress data informs further instruction.




PROGRAM CHALLENGES

- Implementation requires a device and headphones for each student.
- Materials provide limited guidance for explicit corrective and affirmative feedback during phonics or fluency instruction.
- Materials provide limited guidance for working with multilingual learners.

THE BOTTOM LINE

Read Live is a web-based intervention program that offers evidence-based explicit instruction to support fluent reading. The program uses data to inform student placement and instruction within a logical scope and sequence. Divisions will need to consider access to individual student devices.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability and Support	Meets Expectations
Phonological and Phonemic Awareness	
Phonics and Word Analysis	
Fluency for Automatic Word Recognition	

 Approved for Use

 Not Approved for Use

Wilson Language Training Wilson Reading System, Steps 1-6

INTERVENTION SNAPSHOT

APPROVED USE

This grades 2-5 program is approved as an intervention program for phonics, fluency, vocabulary, and comprehension.

This program also submitted for review for phonological and phonemic awareness 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

- Materials are accessible and easy to navigate. For example, the manual has tabs to make it easier to locate resources and a search bar for keywords.
- Program offers a digital Learning Community with resources that include demonstration videos, text passages, a resource library, and digital card activities.
- The intervention program includes guidance for communication with parents/guardians in the *Instructor Manual for Reinforcing Skills Learned and Students Doing Repeated Reading at Home*.
- The program provides website for helping parents/guardians support their child(ren) with a learning disability.






PROGRAM CHALLENGES

- Materials provide limited guidance for supporting teachers on differentiation and scaffolding.
- Materials are not representative of students from culturally and linguistically diverse backgrounds.

THE BOTTOM LINE

Wilson Reading System, Steps 1-6 is an intervention program which focuses on foundational literacy skills, including letter-sound correspondences and basic decoding strategies. The steps in this program gradually build a strong base for students to develop fluency in reading and spelling by integrating multisensory techniques and structured language patterns.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability and Support	Meets Expectations
Phonological and Phonemic Awareness	
Phonics and Word Analysis	
Fluency for Automatic Word Recognition	
Vocabulary	
Text Reading for Comprehension	

 Approved for Use

 Not Approved for Use

Winsor Learning **Sunday System 1**

INTERVENTION SNAPSHOT

APPROVED USE

This program is approved as an intervention program for phonics.

This program also submitted for review for phonological and phonemic awareness, fluency, 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

- Lessons are systematically designed to reflect evidence-based, explicit instruction and follow a repeated daily pattern of activities: read sounds, spell sounds, read words, spell words, teach new material, and read aloud.
- Materials include placement assessments for determining student groupings and placements within the program.
- The program's phonics instruction adheres to a well-organized scope and sequence which progresses from simple to more complex features.
- Materials provide frequent opportunities for practice with decodable texts containing previously taught phonics features and irregular words.






PROGRAM CHALLENGES

- The program only passed in one content area.
- Materials provide limited instruction on letter formation.
- Materials provide limited guidance for the explicit and systematic teaching of morphology. While instructional materials address compound words and the suffixes *-er* and *-ing*, the program does not include additional instruction on decoding or encoding multisyllabic words.
- Materials provide limited guidance for working with multilingual learners.

THE BOTTOM LINE

Sunday System 1 is an intervention program that offers evidence-based, structured lessons with an emphasis on phonics, wording reading, and spelling. Divisions need to be aware that this program is only approved for use in phonics and did not meet expectations for phonological and phonemic awareness, fluency, vocabulary, or comprehension.

CRITERIA OVERVIEW

Criterion	Results
Instructional Design and Usability and Support	Meets Expectations
Phonological and Phonemic Awareness	
Phonics and Word Analysis	
Fluency for Automatic Word Recognition	
Vocabulary	
Text Reading for Comprehension	

 Approved for Use

 Not Approved for Use