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

Program Descriptions

Disclaimers:

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

Revised

October 1, 2015

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

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

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

Mathematics

Instructional Intervention	Contact Information	K - 3	4 - 8	9 - 12
Comprehensive:				
Cortez Management Mathematics Lab System	**Cindy Hyman** **757-722-2312** **cortezmgmt@aol.com**		**X**	**X through Algebra II**
Everyday Mathematics (University of Chicago Mathematics Project)	**Stewart Smith** **Stewart.smith@mheducation.com** **804-837-6281** **Valerie Pack** **Valerie.pack@mheducation.com** **540-204-7043**	**X**	**X Grades 4-6**	
I CAN Learn Middle School Mathematics	**Vincent Melerine** **504-232-5671** **vmelerine@icanlearn.com**		**X Grades 6-8**	
Roots and Wings – Math Wings	**Sue Belt** **800-548-4998 Ext. 2378** **sbelt@SuccessforAll.org**	**X**	**X Grades 4-6**	
Saxon Mathematics	**Debbie Denson** **804-355-5188** **debbie.denson@hmhpub.com**	**X**	**X**	
SuccessMaker	**Linda Berry-Loase** **804-824-1300** **Linda.berry@pearson.com**	**X**	**X**	
Supplemental/Intervention:				
A Plus	**Michael Pearson** **240-299-9778** **mikepearsonsr@afcscholarship.com**	**X Grades 1-3**	**X**	**X**
Cognitive Tutor	**Regis D'Angelo** **888-851-7094 Ext. 459** **rdangelo@carnegielearning.com** **Kellie Stevens** **888-851-7094 Ext. 178** **kstevens@carnegielearning.com**			**X**
Larson's Elementary Math	**Debbie Denson** **804-355-5188** **Debbie.denson@hmhpub.com**	**X**	**X Grades K-2**	
Larson's Intermediate Math	**Debbie Denson** **804-355-5188** **Debbie.denson@hmhpub.com**	**X Grade 3**	**X Grades 4-6**	
Larson's Prealgebra	**Debbie Denson** **804-355-5188** **Debbie.denson@hmhpub.com**		**X Grades 6-8**	
Math Buddies	**Dr. Carol Rezba** **804-745-4144** **mathbuddies@verizon.net**	**X Grade 3**	**X Grades 4-5**	

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

English/Reading

Instructional Intervention	Contact Information	K - 3	4 - 8	9 - 12
Comprehensive:				
Houghton Mifflin Reading: The Nation's Choice	**Deborah Denson** **804-355-5188** **Debbie_denson@hmhpub.com**	**X**		
Open Court	**Stewart Smith** **804-837-6281** **Stewart.smith@mheducation.com** **Valerie Pack** **540-204-7043** **Valerie.pack@mheducation.com**	**X** **Grades K-5**	**X** **Grades K-5**	
Reading Mastery Plus	**Stewart Smith** **804-837-6281** **Stewart.smith@mheducation.com** **Valerie Pack** **540-204-7043** **Valerie.pack@mheducation.com**	**X** **Grades K-5**	**X** **Grades K-5**	

Instructional Intervention	Contact Information	K - 3	4 - 8	9 - 12
Success for All (New Version)	**Sue Belt** **800-548-4998 Ext. 2378** **sbelt@successforall.org**	**X**		
Voyager Universal Literacy System	**Theresa McKee** **888-399-1995** **Theresa.mckee@voyagersopris.com** **Shirley A. Faris** **shirley.faris@voyagersopris.com**	**X**		
Supplemental/Intervention:				
Academy of Reading	**Tracy Gavin** **757-353-5399** **Tracy.Gavin@schoolspecialty.com**	**X**	**X**	**X**
Be A Better Reader, 8th Edition	**Doug Pond** **804-731-5131** **Doug.pond@pearson.com** **Amanda Ansell** **304-541-4370** **Amanda.ansell@pearson.com** **Jennifer Jordan** **304-389-3548** **Jennifer.jordan@pearson.com**		**X**	**X** **Grades 9-10**
Breakthrough to Literacy	**Stewart Smith** **804-837-6281** **Stewart.smith@mheducation.com** **Valerie Pack** **540-204-7043** **Valerie.pack@mheducation.com**	**X**		
Compass Learning Odyssey Reading	**Lisa Perry** **800-232-9556** **bids@compasslearning.com**	**X** **Grades K-5**	**X** **Grades K-5**	
Destination Reading	**Deborah Denson** **804-355-5188** **Debbie_denson@hmhpub.com**	**X**		
Early Success	**Debbie Denson** **804-355-5188** **Debbie_denson@hmhpub.com**	**X** **Grades K-2**		
Earobics	**Debbie Denson** **804-355-5188** **Debbie_denson@hmhpub.com**	**X**		
Failure Free Reading	**Marshall Ward** **704-786-7838** **Marshall.ward@failurefree.com** **www.failurefree.com**	**X**	**X**	**X**
Fast ForWord Products	**http://www.scilearn.com/techspec**	**X**	**X**	**X**
Imagine Learning	**Sam Eyre** **919-621-2867** **Sam.eyre@imaginelearning.com**	**X** **Grades K-2**		

Instructional Intervention	Contact Information	K - 3	4 - 8	9 - 12
Language! 4th Edition	**Theresa McKee** **888-399-1995** **Theresa.mckee@voyagersopris.com** **Shirley A. Faris** **shirley.faris@voyagersopris.com**	**X**	**X**	**X**
Language! *Live*	**Theresa McKee** **888-399-1995** **Theresa.mckee@voyagersopris.com** **Shirley A. Faris** **shirley.faris@voyagersopris.com**		**X**	**X**
Making Meaning	**Reed O'Brien** **800-340-7323 or 804-346-2424** **reed@obrienassociates.com**	**X**	**X**	
Mondo Publishing: *Bookshop*	**Dan Carlson** **434-218-3610** **dan@carlsoneducation.com**	**X**		
My Sidewalks on Reading Street and Early Intervention Reading	**Doug Pond** **804-731-5131** **Doug.pond@pearson.com** **Amanda Ansell** **304-541-4370** **Amanda.ansell@pearson.com** **Jennifer Jordan** **304-389-3548** **Jennifer.jordan@pearson.com**	**X**	**X** **Grades K-5**	
Passport Reading Journeys Beginnings/Level III	**Theresa McKee** **888-399-1995** **Theresa.mckee@voyagersopris.com** **Shirley A. Faris** **shirley.faris@voyagersopris.com**		**X** **Grade 6**	**X**
Plaid Phonics	**Linda Berry-Loase** **804-824-1300** Linda.berry@pearson.com	**X**	**X** **Grades 4-6**	
QuickReads	**Doug Pond** **804-731-5131** **Doug.pond@pearson.com** **Amanda Ansell** **304-541-4370** **Amanda.ansell@pearson.com** **Jennifer Jordan** **304-389-3548** Jennifer.jordan@pearson.com	**X**	**X** **Grades 4-5**	
Read Naturally (Fluency)	**Karla Ramy** **800-788-4085** **Kramy@readnaturally.com** **Info@readnaturally.com**	**X** **Grades 1-3**		
Read Well	**Theresa McKee** **888-399-1995** **Theresa.mckee@voyagerlearning.com**	**X** **Grades 2-3**		

Instructional Intervention	Contact Information	K - 3	4 - 8	9 - 12
	Shirley A. Faris **shirley.faris@voyagersopris.com**			
Read Well 3	**Theresa McKee** **888-399-1995** **Theresa.mckee@voyagersopris.com** **Shirley A. Faris** **shirley.faris@voyagersopris.com**	**X** **Grade 3**		
Ready Readers	**Karla Ramy** **800-788-4085** **Kramy@readnaturally.com** **Info@readnaturally.com**	**X**		
Reading Plus	**Beth Szymanski** **800-732-3758 x 2830** Beth.Szymanski@ReadingPlus.com		**X** **Grades 6-7**	**X**
Saxon Phonics and Spelling	**Debbie Denson** **804-355-5188** **Debbie_denson@hmhpub.com**	**X**		
Scholastic Read 180 Stage B	**Cindy Lawrence** **804-514-8930** **CLawrence@Scholastic.com**		**X** **Grades 6-8**	
Sing, Spell, and Write	**Doug Pond** **804-731-5131** **Doug.pond@pearson.com** **Amanda Ansell** **304-541-4370** **Amanda.ansell@pearson.com** **Jennifer Jordan** **304-389-3548** **Jennifer.jordan@pearson.com**	**X** **Grades K-2**		
Soar To Success	**Debbie Denson** **804-355-5188** **Debbie_denson@hmhpub.com**	**X** **Grade K-6**	**X** **Grades K-6**	
SuccessMaker Enterprise	**Linda Berry-Loase** **804-824-1300** Linda.berry@pearson.com	**X**	**X**	
Voyager Passport	**Theresa McKee** **888-399-1995** **Theresa.mckee@voyagersopris.com** **Shirley A. Faris** **shirley.faris@voyagersopris.com**	**X** **Grade K-5**	**X** **Grade K-5**	
Voyager Passport Reading Journeys	**Theresa McKee** **888-399-1995** **Theresa.mckee@voyagersopris.com** **Shirley A. Faris** **shirley.faris@voyagersopris.com**		**X** **Grades 7- 8**	
Waterford Early Reading Program	**Barbara Roberts** **803-724-7900** **Barbararoberts@waterford.org**	**X** **Grades 1-3**		

Instruction Interventions That Include Reading/English and Mathematics

Instructional Intervention	Contact Information	K – 3	4 – 8	9 – 12
Comprehensive:				
Direct Instruction*	**Stewart Smith** **804-837-6281** **Stewart.smith@mheducation.com** **Valerie Pack** **540-204-7043** **Valerie.pack@mheducation.com**	**X**	**X**	
Success For All Roots and Wings	**Sue Belt** **800-548-4998 Ext. 2378** **sbelt@successforall.org**	**X** **Grades K-5**	**X** **Grades K-5**	

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

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

Reading/English and Mathematics

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

Cortez Management Math Lab Program

IN BRIEF

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

Origin/Scope

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

General Description

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

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

For more information, contact:

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Cortez Management
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Everyday Mathematics

IN BRIEF

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

General Description

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

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

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

For more information, contact:

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12109 Waterford Place
Richmond, VA 23233
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Email: Stewart.smith@mheducation.com/ Valerie.pack@mheducation.com

I CAN Learn Middle School Mathematics

IN BRIEF

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

Origin/Scope

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

General Description

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

For more information, contact**:**

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Fax: 504-263-1545
E-mail: vmelerine@icanlearn.com

Roots and Wings – MathWings

IN BRIEF

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

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

Origin/Scope

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

General Description

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

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

For more information, contact:

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Fax: 410-324-4442
E-mail: **sbelt@SuccessForAll.org**

Saxon Mathematics

IN BRIEF

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

Origin/Scope

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

General Description

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

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

For more information, contact:

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E-mail: Debbie.denson@hmhpub.com

SuccessMaker

IN BRIEF

Developer	Pearson Learning System
Year Established	1988
# Schools Served	Over 1,000
Level	K-8
Primary Goal	*SuccessMaker* provides a research-based, balanced mathematics program for PreK-8 to use in combination with any adopted mathematics texts. Approaches draw from effective practices.
Main Features	Effective practices include: • cultivating early mathematics abilities, • building conceptual understanding, • building procedural fluency in mathematics operations, • complex problem solving, • transition to first-year algebra, and • supporting multiple means of assessment.
Results	When properly implemented, *SuccessMaker* produces consistent improvement in student performance.
Impact on Instruction	Feedback to teachers on students' needs are provided.
Impact on Organizational Staffing	Pull out program
Impact on Schedule	Pull out program
Subject-Area Programs Provided by Developer	Yes
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	No
Technology	Yes
Materials	Software

Origin/Scope

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

General Description

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

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

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

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

For more information, contact:

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Fax: 703-997-0481
E-mail: Linda.Berry@pearson.com

TransMath

IN BRIEF

Developer	Voyager Sopris Learning, Inc.
Year Established	Copyright 2010
# Schools Served	Approximately 2,184
Level	Grades 5–10
Primary Goal	*TransMath (Transitional Mathematics)* is a comprehensive, skill-based mathematics intervention program developed specifically for students who are two or more years behind in mathematics on standardized grade-level tests and lack the necessary skills for successful entry into algebra.
Main Features	• *TransMath*'s comprehensive assessment system provides teachers with the measures they need to accurately place students into the curriculum and to monitor their progress through the curriculum. • Across three levels, students are taught essential concepts, computational skills, and problem-solving strategies through explicit, cumulative instruction. • Flexible implementations allow for differentiated grouping, including whole class, small group, and individual instruction. • *TransMath* uses research-based methods that are proven effective and that feature high interest and age-appropriate topics across content areas.
Results	Several evaluation studies, including results from Virginia, indicate strong evidence of the efficacy of the program. Results are available on the *TransMath* Web page at http://www.voyagerlearning.com/curriculum/math-solutions/transmath.
Impact on Instruction	N/A
Impact on Organizational Staffing	N/A
Impact on Schedule	N/A
Subject-Area Programs Provided by Developer	*TransMath* is an intensive mathematics intervention for grades 5-10.
Students Served	
Title I/ Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes

Parental Involvement	The online data management system, *VPORT*, includes integrated student/parent reports, which are available in English and Spanish. Parents can also get involved through the use of *VmathLive* and homework.
Technology	• *VmathLive* is the fun and motivating online technology component. • The game-oriented, online program reinforces classroom instruction and provides extra practice in essential mathematics concepts, skills, and problem-solving strategies. • *VmathLive* helps students practice and also monitors their progress. • Automated diagnosis of students' strengths and weaknesses is done through *VPORT*, where teachers can manage their class rosters; enter assessment data; and view and print class status reports, summary charts, student charts, and parent reports.
Materials	*TransMath Placement Assessment* per student. *TransMath Instructors Kit* per teacher (Level 1, 2, or 3). Level-specific *TransMath Student Set* per student.

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

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

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Vmath

IN BRIEF

Developer	Voyager Sopris Learning, Inc.
Year Established	Copyright 2009
# Schools Served	Approximately 2,758
Level	Grades 2−8
Primary Goal	*Vmath* is a proven, results-driven program that combines teacher-led instruction and student-centered technology, targeting struggling students who are 1−1 ½ years behind their peers on high-stakes tests. *Vmath* helps struggling students build the solid mathematics foundation that they have yet to establish and accelerates them to grade level.
Main Features	• *Vmath* includes a comprehensive assessment system. • *Vmath* provides differentiated mathematics intervention to effectively improve students' results in math. • *Vmath* has a research-based, explicit, systematic four-step lesson structure that takes students from observation to mastery, while providing immediate feedback. • *Vmath* is endorsed by the *Council of Administrators of Special Education (CASE)*.
Results	Several evaluation studies, including results from Virginia, indicate strong evidence of the efficacy of the program. Results are available on the *Vmath* Web page at http://www.voyagerlearning.com/curriculum/math-solutions/vmath.
Impact on Instruction	N/A
Impact on Organizational Staffing	N/A
Impact on Schedule	N/A
Subject-Area Programs Provided by Developer	*Vmath* is a strategic mathematics intervention for grades 2–8.
Students Served	
Title I/ Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	The online data management system, *VPORT*, includes integrated student/parent reports, which are available in English and Spanish. Parents can also get involved through

	the use of *VmathLive* and homework.
Technology	• *VmathLive* is the fun and motivating online technology component. • The game-oriented, online program reinforces classroom instruction and provides extra practice in essential mathematics concepts, skills, and problem-solving strategies. • *VmathLive* helps students practice and also monitors their progress. • Automated diagnosis of students' strengths and weaknesses is done through *VPORT*, where teachers can manage their class rosters; enter assessment data; and view and print class status reports, summary charts, student charts, and parent reports.
Materials	• *Teacher Resource Kit* (TRK) per grade level and per teacher • Level-specific *Student Math Pack*

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

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

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Dreambox Learning, Math

IN BRIEF

Developer	Dreambox Learning
Year Established	2006
# Schools Served	N/A
Content Area/ Level	Mathematics, Grades K-8
Primary Goal	Dreambox Learning Math provides students with the foundation for deep, fundamental mathematical understanding in alignment with SOL.
Main Features	• Adapts in real time, within and between lessons, creating personalized learning paths tailored to individual students • Utilizes digital manipulatives • Wraps math in real-world context and provides varying models empowering students to develop flexible transfer for college- and career-ready applications • Web-based program
Results	Several experimental research studies indicate strong evidence of the efficacy of the program. The complete SRI International, *Evaluation of Rocketship Education's use of Dreambox Learning's Online Mathematics Program* study can be found on the Dreambox Web page here: http://www.dreambox.com/effectiveness-studies. Case studies are available at: http://www.dreambox.com/case-studies
Impact on Instruction	N/A
Impact on Organizational Staffing	N/A
Impact on Schedule	N/A
Students Served	N/A
Title I/ Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes

Parental Involvement	As a Web-based program, Dreambox can be accessed during school as well as at home. Parents can get involved with homework.
Technology	• Primarily uses computer technology to deliver instruction to students • Web-based application
Materials	Provides a suite of academic progress reports, including a report that offers a real-time view of individual progress against SOL

General Description

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

i-Ready Diagnostic and Instruction, Mathematics

IN BRIEF

Developer	Curriculum Associates
Year Established	1969
# Schools Served	200+
Content Area/Level	Mathematics, Grades K-8
Primary Goal	*i-Ready Diagnostic & Instruction* is a research-based program to support measurable and sustained student achievement
Main Features	• Identifies specific student needs with an adaptive diagnostic • Provides on-time, prescriptive reports that inform data-driven instructional decisions • Monitors progress between administrations of the full diagnostic to inform instructional refinement and remediation • Connects valid and reliable data to differentiated instruction
Results	At each grade level and subject, English language learners, special education students, and economically disadvantaged students had equal or stronger growth compared to average student growth across the *i-Ready* national sample.
Impact on Instruction	• Identifying similarities and differences • Summarizing and note taking

	• Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representation • Structured small groups • Setting goals and providing feedback • Generalizing and testing hypothesis • Activating prior knowledge
Impact on Organizational Staffing	N/A
Impact on Schedule	Teachers administer the online diagnostic three to four times per school year, with 12-18 weeks of instruction between tests. Students work with the online instruction 2.5 hours per week throughout the school year, with targeted intervention occurring at the higher end of that range. Teachers administer interim progress monitoring assessments each month, using the results to refine intervention.
Students Served	Over two million
Title I/ Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	N/A
Technology	• Vendor-hosted Web-delivered software
Materials	Provides a program that supports measurable and sustained student achievement aligned to the SOL.

General Description

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

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A Plus

IN BRIEF

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

General Description

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

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

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Cognitive Tutor

IN BRIEF

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

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

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

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

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

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Larson's Elementary Math

IN BRIEF

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

Origin/Scope

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

General Description

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

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

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

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

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

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

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Larson's Intermediate Math

IN BRIEF

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

Origin/Scope

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

General Description

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

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

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

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

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Larson's Prealgebra

IN BRIEF

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

Origin/Scope

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

General Description

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

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

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

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

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

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Math Buddies

IN BRIEF

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

Origin/Scope

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

General Description

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

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

Math Buddies Program Objectives

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

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

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

Math Buddies Training

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

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IN BRIEF

Developer	America's Choice, Inc.
Year Established	2006
# Schools Served	2 school divisions
Level	2-10
Primary Goal	*Mathematics Navigator* targets specific gaps and misconceptions about key concepts and skills needed for students to learn advanced mathematics.
Main Features	• Identifies and addresses the mathematical misconceptions that research shows holds students back. • Builds skills, problem solving and the conceptual understanding needed for success in Algebra. • Targets student needs using diagnostic screeners and discrete 20-day modules. • Includes pre-tests, checkpoints, and post-tests that help teachers differentiate instruction and check progress. • Provides extensive online professional development for teachers to better support striving students. • Includes support for English Language Learners (ELLs) and special needs students. • Produces sustained results during the school day, after school, and in summer school.
Results	*Mathematics Navigator* has resulted in statistically significant effects on achievement as demonstrated from multiple studies in various schools throughout the country. As stated in the Consortium for Policy Research in Education, July 2004, the America's Choice strategies of identifying and paying substantial attention to bringing lower-performing students up to standard and differentiating instruction for learners at all levels appear to be resulting in substantial achievement gains for most disadvantaged students. http://repository.upenn.edu/cgi/viewcontent.cgi?article=1099&context=gse_pubs
Impact on Instruction	This program is intended to supplement and enhance not replace the regular mathematics

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

Origin/Scope

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

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

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

General Description

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

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Ramp-Up Mathematics

IN BRIEF

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

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

Origin/Scope

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

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

- A comprehensive assessment program contains a variety of assessments; including quizzes, end of unit assessments, class profiles, and periodic reporting to show growth and areas of weakness.

General Description

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

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Houghton Mifflin Reading: The Nation's Choice

IN BRIEF

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

Origin/Scope

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

General Description

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

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

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

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

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

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

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Open Court Reading

In Brief

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

Origin/Scope

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

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

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Reading Mastery Plus

IN BRIEF

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

Origin/Scope

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

General Description

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

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

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

Levels 1 and 2 emphasize the process of learning to read by teaching decoding through systematic, explicit phonics. By making reading "automatic" for young readers, they are able to concentrate on word meaning and comprehension.
Levels 3 and 4 emphasize reading to learn new information. These levels provide the structure and challenging materials that develop a strong vocabulary, multiple decoding skills, and word knowledge that enable students to understand, interpret and use new information. This provides the transition necessary for students to access the information presented in the more difficult content-area reading they begin to experience.

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

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

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

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

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

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

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

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Success for All

IN BRIEF

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

Origin/Scope

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

General Description

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

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

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

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

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Voyager Universal Literacy System

IN BRIEF

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

Origin/Scope

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

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

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

General Description

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

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

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Academy of Reading

IN BRIEF

Developer	AutoSkill International Inc.
Year Established	1995
# 0f Schools Served	100+
Level	K – 12; Emphasis on Middle School
Primary Goal	For emerging readers: to create a solid foundation to support higher skills; foundations include phonemic awareness, decoding skills, and comprehension abilities. For upper elementary and middle school students who struggle with reading: to give students a foundation in phonemic awareness and decoding skills that will improve comprehension.
Main features	Computer based instruction; battery of tests that provides teachers with the means to analyze in detail students' reading ability; a program designed for each student's reading profile.
Results	Research results from a wide range of studies show dramatic gains for middle school students; most schools in Virginia that have implemented the program have experienced solid gains in students' reading level; little data as of Spring 2000 on impact on SOL tests.
Impact on Instruction	Requires students to spend 30 minutes per day on Academy of Reading Program.
Impact on Organizational Staffing	**None**
Impact on Schedule	Time must be found for students to complete the program. Most schools that have adopted have developed a Middle School Reading block.
Subject-Area Programs Provided by Developer	Yes, in reading.
Students Served	
Title I/Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parent Involvement	No specific program
Technology	Significant use of computers required. Either in a computer lab format or enough computers in a classroom to allow students who need instruction to spend 30 minutes per day.
Material	Provided software

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

General Description
The Academy of Reading builds the phonemic awareness of students, develops their decoding skills, and improves their comprehension abilities. The program's modular design allows teachers to customize the student's instruction in all three areas based on the student's individual requirements. The approach to instruction is based on a neuro-psychological theory on how the brain processes and retains information. Students working at the precise level at which they need instruction are immersed in the reading material until they obtain "automaticity" on a particular reading skill.
The program allows three levels of implementation. The first implementation model addresses the needs of students in grades K-3. This model utilizes the various training components of the Academy of Reading as an early intervention tool. In this approach, students master a variety of skills from phonemic awareness, visual matching, auditory visual matching and comprehension strategies. By mastering the battery of component skills, a student will have acquired the requisite basic skills to be a successful reader by the end of the third grade.
The second implementation model addresses the intervention needs of students in grades 4-8. This approach uses a Cloze paragraph assessment to determine the degree of reading delay. Based on this assessment the students are assigned into one of three streams: 1) Auditory – Visual Matching is assigned to students 1 – 2 grade levels behind; 2) Visual is assigned to students 3 or more grade levels behind; and 3) Students who require substantial motivation, or are learning English for the first time are supplemented with a course of phonemic awareness instruction. All students are gradually assigned higher-order tasks as they progress through the material of the Academy of Reading.

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

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Be A Better Reader, Eighth Edition

IN BRIEF

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

Origin/Scope

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

General Description

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

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

Each unit follows a proven pattern of instruction:

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

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

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

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

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Breakthrough to Literacy

IN BRIEF

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

Origin/Scope

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

General Description

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

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

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

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

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

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CompassLearning Odyssey: Reading/Language Arts

IN BRIEF

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

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

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

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

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

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

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Destination Reading

IN BRIEF

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

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

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

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Early Success

IN BRIEF

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

Origin/Scope

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

General Description

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

Early Success

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

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Earobics Literacy Launch

IN BRIEF

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

Origin/Scope

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

General Description

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

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Failure Free Reading

IN BRIEF

Developer	Dr. Joseph Lockavitch
Year Established	1988
# Schools Served (Jan. 1968)	Several hundred
Level	K-12
Primary Goal	To turn the school into a "living, learning, language literacy machine" – giving all students the chance to succeed while holding all students to a high level of accountability.
Main Features	*Failure Free Reading* : • Is designed to function within typical school environments with large numbers of at-risk and special education students; • Has a zero reject policy - no students will be denied access to the program because of a previous label or handicapping condition and no student will be discontinued for reasons other than success; • Has a unique blend of facilitator-directed classroom instruction, scripted lessons, print-based materials (student readers, booklets, activities, flash cards, parental communication packets, etc.), Diagnostic Prescriptive Talking software and Instructional Talking software; • Has 100 percent correlation between the print and Talking software materials; • Has scripted materials that enable facilitators to be teachers, paraprofessionals, or reliable adult tutors; • Facilitates group instruction while achieving results with effect sizes comparable to one-on-one tutoring programs.
Results	*Failure Free Reading* produces consistent improvement in student performance.
Impact on Instruction	*Failure Free Reading* is designed to work within any instructional model from resource, pullout, self contained, inclusion with small group, medium group, or whole class instruction. *Failure Free* also correlates with other curriculum subject areas without changing teaching practices.
Impact on Organizational Staffing	*Failure Free* delivers a staff development model that trains existing staff on the *Failure Free* philosophy and methodology and enables teachers to more effectively use paraprofessionals, adult tutors, and university students in instructional capacities. The use of current classroom teachers, Title I teachers, special education teachers, and assistants is suggested. No additional staff is required.
Impact on Schedule	The implementation requires few changes to the current schedule and *Failure Free* consultants will assist schools in conforming to the existing school schedule.

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

Origin/Scope

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

General Description

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

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

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Imagine Learning English

IN BRIEF

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

Origin/Scope
Imagine Learning English is a K-2 software program.

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

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Language! 4th Edition

IN BRIEF

Developer	Voyager Sopris Learning, Inc.
Year Established	Copyright 2009
# Schools Served	Approximately 6,174
Level	Grades 3-12
Primary Goal	*LANGUAGE! The Comprehensive Literacy Curriculum,* including *Focus on English Learning,* is a comprehensive and connected literacy intervention curriculum designed to accelerate students who are two or more grade levels behind in reading.
Main Features	• *LANGUAGE!* provides diagnostic, progress monitoring, and summative assessments. • All books have the same consistent, explicit, *Six Step* structure for every unit and lesson. • *LANGUAGE!* instruction is comprehensive, teacher-directed, and can be delivered using small group or whole group instruction for inclusive or pull out instructional models. • The program has been reviewed and endorsed by literacy scholars, researchers, and organizations in the field of special education for its ability to differentiate instruction and empower students with special needs to achieve literacy success.
Results	Several evaluation studies, including results from Virginia, indicate strong evidence of the efficacy of the program. Results are available on the *LANGUAGE!* Web page at http://www.voyagerlearning.com/curriculum/literacy-solutions/language.
Impact on Instruction	N/A
Impact on Organizational Staffing	N/A
Impact on Schedule	N/A
Subject-Area Programs Provided by Developer	*LANGUAGE!* is an intensive reading/literacy intervention for grades 3–12.
Students Served	
Title I/ Economically Disadvantaged	Yes
English-Language Learners	Yes

Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	The online data management system, *VPORT*, includes integrated student/parent reports, which are available in English and Spanish. Parents can also get involved through the use of *VocabJourney*, *eReaders*, *Sortegories*, and homework.
Technology	• *VocabJourney* is an online component for students to provide individualized instruction to build and strengthen vocabulary skills. Word packs are selected by students and geared toward the *Lexile* level of each. • *Sortegories* offer students several games to play to build their skills with a variety of vocabulary words and build automaticity. • *eReaders* offer students the ability to listen and read along with passages from the *Student Text*. • *Interactive Whiteboard Activities* provide opportunities for collaborative learning, instruction and additional interactive activities within the program. • *Instructional Planning Tools* are used by teachers to prepare instruction. • Automated diagnosis of students' strengths and weaknesses is done through *VPORT*, where teachers can manage their class rosters; enter assessment data; and view and print class status reports, summary charts, student charts, and parent reports.
Materials	Training/Teacher Resource Kit and Teacher Set for the next consecutive level. Set of the same levels of student materials per student, appropriate to placement level.

Origin/Scope

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

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

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Language Live!

IN BRIEF

Developer	Voyager Sopris Learning, Inc.
Year Established	Copyright 2014
# Schools Served	Approximately 476
Level	Grades 4-12
Primary Goal	*LANGUAGE! Live* is a comprehensive literacy solution that combines teacher-directed learning with personalized, adaptive instruction in an online social environment. *LANGUAGE! Live* integrates the latest findings on using technology in intervention with up-to-date standards and a proven pedagogy.
Main Features	• *LANGUAGE! Live* uses valid and reliable assessment tools to make accurate diagnoses and guide learning to best meet the individualized needs of students. • *LANGUAGE! Live* uses an explicit, systematic lesson design. • *LANGUAGE! Live* combines teacher-directed learning with student-centered online learning.
Results	Evaluation studies, limited in scope, contain evidence of the efficacy of the program. Results are available on the *LANGUAGE! Live* Web page at http://www.voyagerlearning.com/curriculum/literacy-solutions/language!-live.
Impact on Instruction	N/A
Impact on Organizational Staffing	N/A
Impact on Schedule	N/A
Subject-Area Programs Provided by Developer	*LANGUAGE! Live* is an intensive reading/literacy intervention for grades 4–12.
Students Served	
Title I/ Economically Disadvantaged	Yes
English-Language Learners	Yes
Students with Disabilities	Yes
Urban	Yes
Rural	Yes
Parental Involvement	The online data management system, *VPORT*, includes integrated student/parent reports, which are available in English and Spanish. Parents can also get involved through the use of *Word Training*, the online student-directed *LANGUAGE! Live* technology, and homework.
Technology	• *Word Training* is the online student-directed technology component that specifically builds students' foundational skills of phonological awareness, phonics, spelling, word use,

	sentence structure, and fluency. • Each *Word Training* lesson includes video tutorials, a quick check for understanding and engaging, interactive, cumulative reading activities. In this innovative platform students will find: o Expert tutorials where students learn content. o Adaptive, customized learning paths that adjust to individual students. o Purposeful online practice activities and student-centric gaming. o Age-appropriate, multimedia tools. o Engaging, age-appropriate peer-to-peer learning. o Student dashboard with which students are able to monitor their own progress. • The online teacher scorecard shows how many students are participating in each unit, how many items they have completed in the past seven days, and total training time for that time frame broken into increments of minutes on task. Averages are automatically calculated and provide a great resource to see how many minutes the class is spending on training; how many items they have, on average, completed and where they are in the unit; and their skill level with site words.
Materials	Teacher Start-Up Package for every teacher implementing *LANGUAGE! Live*. Student Package for every student who will participate in *LANGUAGE! Live*.

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

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

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My Sidewalks on Reading Street and Early Intervention Reading

IN BRIEF

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

Origin/Scope

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

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

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

General Description

My Sidewalks on Reading Street provides:

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

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