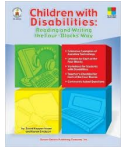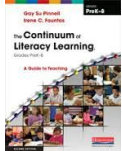# A Showcase of Literacy Materials Available
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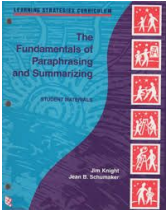| Program	Targeted Population	Program Description	Research Based Practices	PA	P	F	V	C	W
Children With Disabilities: Reading and Writing the Four Blocks Way **Check out this item**	Kindergarten through 6th grade	*Children With Disabilities: Reading and Writing the Four Blocks Way* is a comprehensive language arts framework that allows students to develop their reading, writing, speaking and listening skills towards becoming effective, literate communicators. Supports students with disabilities in the special ed classroom as well as the inclusive classroom. Includes: guided reading, working with words, writing, self selected reading.	• small and large group instruction • daily summaries • home-school connections • teacher/student conferencing • individualized to student • teacher checklist			*	*	*	*
The Continuum of Literacy Learning, 2nd edition **Check out this item**	PreK - 2	*The Continuum of Literacy Learning* provides evidence of literacy learning across seven curricular areas. These include interactive read-aloud & literature discussion, share & performance reading, writing about reading, writing, oral, visual, & technological communication, phonics, spelling, and word study, and guided reading. Each continua provides specific text to read, listen to, write and perform as well as a list of behaviors and understandings to demonstrate thinking within, beyond, and about the text.	• assessment • intervention • progress monitoring • guided reading • read aloud			*	*	*	*
Explode the Code Kit (Books A, B, C) **Check out this item**	Pre-K-1	*Explode the Code* is an Orton-Gillingham based pre-literacy program teaches students phonics and writing skills through visual, auditory and kinesthetic activities. There are accommodations for ELL and struggling readers, tons of practice and reinforcement opportunities for retention, and enhancing comprehension skills through reading in context.	• systematic instruction • direct instruction • pre and posttests • differentiation • flexible grouping • multisensory	*	*	*	*	*	

VDOE Recommendations for Instructional Interventions
U.S. Department of Education Interventions

PA - Phonemic Awareness, P – Phonics, F – Fluency, V – Vocabulary, C- Comprehension, W - Writing

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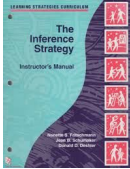| Program	Targeted Population	Program Description	Research Based Practices	PA	P	F	V	C	W
Fundamentals of Paraphrasing and Summarizing: SIM **Reserve this item**	4th grade and above reading levels	The *Fundamentals of Paraphrasing and Summarizing* is designed to teach the fundamental skills students need to be able to identify and paraphrase main ideas and details. *Fundamentals* contains lessons on paraphrasing words, phrases, and sentences, as well as lessons on identifying main ideas and details in paragraphs and short essays.	● direct instruction ● explicit Instruction ● progress monitoring ● graphic organizer ● instructional process, ● pretest and posttest ● feedback					*	
FUNdations® www.fundations.com **Check out this item**	Grades K-3	*Fundations* is a supplemental reading program based on Wilson Reading System principles. It can be used as prevention/intervention program for teaching decoding, spelling, handwriting, and study of word structure. Recommended instructional time is 30 min/day.	● direct instruction ● systematic instruction ● explicit instruction ● Orton-Gillingham based approach ● multisensory ● mastery learning ● progress monitoring	*	*				
Fusion Reading **Check out this item**	Grades 6-12 Reading at the 4th grade level (600 Lexile) or higher	*Fusion* provides explicit instruction using age-appropriate leveled text to teach reading skills and strategies and engage students. It adapts to various instructional settings and to multiple block schedule formats. Student motivation to learn is a component woven throughout the program. Classroom management system is included. Technology is NOT required. Whole class, partner work, and independent practices are built into each lesson.	● explicit instruction ● charting progress ● progress monitoring ● feedback		*	*	*	*	*

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Hands-on Phonics Activities for Elementary Children **Check out this item**	K - 5	*Hands-on Phonics Activities for Elementary Children* has hundreds of stimulating hands-on activities for developing children's knowledge of the alphabet and letter-sound relationships, plus scores of reproducible book and word lists that can be used to tailor almost any of the activities in the book to a specific phonics skill.	• multisensory • explicit instruction • direct instruction	*	*				
Inference Strategy: SIM **Reserve this item**	4th grade and above	The *Inference Strategy* is a set of procedures readers can use to comprehend written passages and answer inferential questions (questions that are not answered directly in the text). Research results showed that students who learned the Inference Strategy improved their ability to make inferences and to identify different types of questions. Students performed significantly better on tests—including standardized reading assessments—after learning the strategy.	• direct instruction • explicit Instruction • progress monitoring • graphic organizer • instructional process • pretest and posttest • feedback					*	
Just Words® www.justwords.com **Check out this item**	Grades 4-12	*Just Words* is a supplemental reading program based on the Wilson Reading System principles. It is an accelerated intervention for teaching decoding and encoding. It takes 1-1.5 years to complete the program and recommended instructional time is 45min/day.	• direct instruction • systematic and explicit • Orton-Gillingham based principles • multisensory • mastery learning • progress monitoring	*	*	*	*	*	

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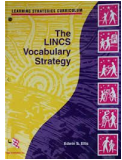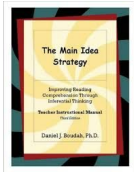| Program	Targeted Population	Program Description	Research Based Practices	PA	P	F	V	C	W
Language!* **Language!** *Live** **Check out this item**	Grades 3-12	*Language/Language Live* is a blended program with teacher direct instruction & online components based on Louisa Moats, author of LETRS® . It includes word training (online) & text training (small group). It has benchmark assessments, unit tests, and ongoing progress monitoring and is recommended 90 min/day.	• feedback • progress monitoring • multisensory • technology integration • assessments	*	*	*	*	*	*
Letterland **Check out this item**	PreK- 1st	*Letterland* is a systematic program of instruction for alphabetic and phonological knowledge that is critical for the early stages of reading development. The materials motivate students to spend more and more time learning to recognize and name the letters of the alphabet as well as learn the letter sounds AND develop their rhyming and rime skills.	• multisensory approach • systematic instruction • mnemonic learning	*	*				*
Leveled Literacy Intervention System (LLI) http://www.heinemann.com/product s/E01198.aspx **Check out this item**	Grades K-5	*LLI* is a small group supplementary intervention program with comprehension strategies using fiction/nonfiction. It offers a short-term, intensive program (20 weeks) with recommended instructional time: 30 min/day. T/TAC has the entire green kit available for check-out and a sample red and orange kit for check-out	• systematic instruction • explicit instruction • progress monitoring • leveled text • assessments	*	*	*	*	*	*

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LINCS Vocabulary Strategy: SIM **Reserve this item** 	4th grade and above	The *LINCS Vocabulary Strategy* helps students learn the meaning of new vocabulary words using powerful memory-enhancement techniques. Strategy steps cue students to focus on critical elements of the concept; to use visual imagery, associations with prior knowledge, and key-word mnemonic devices to create a study card; and to study the card to enhance comprehension and recall of the concept.	- direct instruction - explicit Instruction - progress monitoring - graphic organizer - instructional process - pretest and posttest - feedback				*		
The Main Idea Strategy **Reserve this item** 	4th grade and above	*The Main Idea Strategy* provides step by step instructions for teachers to use The Main Idea Strategy. Student practice materials need to be purchased with the instructor's manual. For elementary, middle, high school or adult literacy students.	- direct instruction - explicit instruction - progress monitoring - graphic organizer - instructional process - pretest and posttest - feedback					*	
MEville to WEville **Check out this item** 	Grades PK-10th	*Meville to Weville* literacy curriculum connects literacy skills with students' real world experiences and what they know about themselves, their families, and their school. It teaches print skills, vocabulary, and reading skills.	- direct instruction - progress monitoring	*	*		*		

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Open Court Foundational Skills Sampler [Check out this item](#)	Grade 2	*Open Court Foundational Skills Kit* Grade 2 expands on fluency and learning the mechanics of decoding and encoding	• teacher model • guided practice • small group • differentiated instruction • progress monitoring		*	*	*		
Open Court Foundational Skills Sampler [Check out this item](#)	Grade 3	*Open Court Foundational Skills Kit* Grade 3 teaches students to analyze word structure to unlock meanings of words to read with both fluency and comprehension	• teacher model • guided practice • small group • differentiated instruction • progress monitoring			*	*	*	
Paraphrasing Strategy: SIM [Reserve this item](#)	4th grade and above	The *Paraphrasing Strategy* is designed to help students focus on the most important information in a passage. Students read short passages of materials, identify the main idea and details, and rephrase the content in their own words.	• direct instruction • explicit instruction • progress monitoring • graphic organizer • instructional process • pretest and posttest • feedback					*	

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Read Naturally: Encore **Check out this item**	Grades 1st-8th	*Read Naturally: Encore* uses the Read Naturally Strategy in a print/CD format to accelerate reading achievement. Students become more confident readers by developing fluency, phonics skills, comprehension and vocabulary while reading leveled, nonfiction text.	● teacher model ● repeated reading ● progress monitoring ● technology integration		*	*	*	*	
Read Naturally: Gate **Check out this item**	Grades 1st-3rd	*Read Naturally: Gate* offers small group phonics instruction that blends fluency, comprehension and vocabulary building.	● teacher modeling ● repeated reading ● progress monitoring	*	*	*	*	*	
Read Naturally: Signs for Sounds **Check out this item**	Grades 1st-8th	*Read Naturally: Signs for Sounds* uses the *Read Naturally* Strategy that focuses on one component of reading while embedding all 5 components of reading. *Signs for Sounds* is a spelling program for beginning and developing spellers and readers.	● teacher modeling ● repeated reading ● progress monitoring ● explicit instruction	*	*				
Read Naturally: Take Aim **Check out this item**	Grades 4th and above	*Read Naturally: Take Aim* is an intervention program that actively engages students in vocabulary development. Students participate in research-based activities to learn the meaning of high-utility words and develop lifelong vocabulary acquisition techniques.	● vocabulary acquisition ● individualized ● explicit instruction				*		

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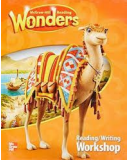| Program	Targeted Population	Program Description	Research Based Practices	PA	P	F	V	C	W
Read Naturally: Word Warm-Ups **Check out this item** 	Grades 1st-4th	*Read Naturally: Word Warm-Ups* Intervention Program is a systematic and explicit phonics program that teaches students to decode and encode one, two, and three syllable words.	- teacher model - repeated reading - progress monitoring		*				
Read: OutLoud 6 	Grades 4th & above	Read: Outloud 6 is text reader accommodation software that provides easy access to electronic books. It includes a fully accessible web browser and study tools	- listening strategies - comprehension strategies - SQ3R - note-taking - audio feedback				*	*	
Read to Achieve **https://www.mheonline.com/programMHID/view/0076234789** **Check out this item** 	Grades 6-12	*Read to Achieve* incorporates research-based practices that meet the needs of struggling adolescent readers. It offers an organized plan of action to build reading fluency, with ongoing instruction that targets decoding multisyllabic words . It offers intensive instruction of word-learning strategies and is recommended: 45 min/day.	- systematic instruction - explicit instruction - guided practice		*			*	

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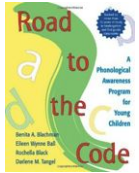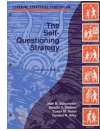| Program	Targeted Population	Program Description	Research Based Practices	PA	P	F	V	C	W
READ 180 ® [Reserve this item](#) (READ 180 logo)	Grades 4th-12th	*READ 180 ®* is filled with engaging multimedia science and social studies content as well as literature. It is available in three stages: stage A (Grades 4-6), stage B (Grades 6-8), stage C (Grades 9 and up). This program should be used with *System* 44. T/TAC @ VT has Stage B available for check-out.	● explicit Instruction ● whole group ● small group ● universal screening placement ● progress monitoring		*	*	*		
Reading Wonders 3rd grade Sample (Wonders cover)		*Wonders* is a reading/writing workshop that provides core lessons in one place. It includes a book for short reads to teach/model close reading. Leveled readers are use with digital lessons and whiteboard activities.	● Leveled Readers ● Digital collaboration ● Games and music ● eBooks w/audio & tracking ● Built-in plan to scaffold ● Interactive mini-lessons ● Pre-sequenced resources		*	*	*	*	
REWARDS Multisyllabic Word Reading: Secondary 3rd edition [Check out this item](#) (REWARDS cover)	6-12	*REWARDS Multisyllabic Word Reading: Secondary* is an explicitly taught, research-validated reading intervention program. It incorporates a highly generalizable and effective strategy for decoding multisyllabic words frequently found in content-area texts. Daily 50- or 60-minute lessons increase oral and silent reading rates (fluency), expand students' knowledge of general academic and domain-specific vocabulary, and build students' confidence.	● explicit instruction ● direct instruction		*	*	*		

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Road to the Code **Check out this item**	K - 1	*Road to Code* is an 11 week program to teach phonemic awareness and letter sound correspondence. It is developmentally sequenced with 15-20 mins. lessons. It offers 3 activities: Say-It-and Name-It, Letter Name and Sound Instruction, and Phonological Awareness Practice. It is recommended for small group or individual instruction.	● direct instruction ● explicit instruction	*	*				
Self-Questioning Strategy:SIM **Reserve this item**	4th grade and above	The *Self-Questioning Strategy* helps students create their own motivation for reading. Students create questions in their minds, predict the answers to those questions, search for the answers as they read, and paraphrase the answers to themselves.	● direct instruction ● explicit instruction ● progress monitoring ● graphic organizer ● instructional process ● pretest and posttest ● feedback					*	
Six Minute Solution **Check out this item**	Kindergarten through 9th grade	The Six Minute Solution provides concentrated practice on phonetic elements, sight word vocabulary, and expository passage reading. It The primary activity is partner reading utilizing repeated readings, and peer-assisted learning strategies.	● assessment ● progress monitoring ● explicit ● systematic ● feedback ● 6 minutes daily			*			

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Sonday System http://www.winsorlearning.com/products/sonday-system-1 **Check out this item**	Beginning Readers-8th Grade	*The Sonday System* is Orton Gillingham based tools. They include mastery assessment for every 3 levels of instruction. It is intended to be used with a small group in 35 minute sessions.	• explicit instruction • multisensory approach • assessment	*	*	*	*	*	
Program	**Targeted Population**	**Program Description**	**Research Based Practices**	**PA**	**P**	**F**	**V**	**C**	**W**
SRA Flex Literacy™ **Check out this item**	Grades 3-5	*SRA Flex Literacy* is a high-interest interactive tools and rich text selections engage challenged students. Ongoing assessment empowers teachers to provide differentiated instruction and administrators are equipped with the tools they need for critical decision-making. Instruction and practice in The Digital Experience is tailored to meet individual student needs based on ongoing assessments and continually evaluated student performance. The design of the program improves classroom behavior.	• explicit instruction • five components of effective adolescent literacy instruction • feedback • progress monitoring • mastery learning • technology integration		*	*	*	*	*
SRA Reading Labs™	Grades K and Above	*SRA Reading Labs* develop independent, confident readers using a pre-test and interest inventory and leveled reading practice. Fiction and non-fiction text is matched to students' Lexile level (Beginning Reader to 1250 L). Ongoing assessment guides individually paced student learning. Track and communicate progress and to make instructional decisions. Classroom management system included.	• mastery learning • feedback • progress monitoring • charting progress • includes five components of effective adolescent literacy instruction • technology integration		*	*	*	*	*

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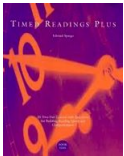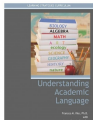| Program	Targeted Population	Program Description	Research Based Practices	PA	P	F	V	C	W
Start to Finish CORE	Grades K- 5th	*Start to Finish CORE* is a multi-year literacy curriculum based on principles of systematic and direct instruction It has daily lessons that are delivered to individuals or small groups in two 30-minute sessions.	● direct instruction ● progress monitoring	*	*	*		*	
Start to Finish Literacy Starters	Grades 4th-10th+	*Start to Finish Literacy Starters* features comprehension lessons tied to graphics-supported books and phonics activities that help students (4th-12th grade) with complex instructional needs and move into early conventional reading.	● direct instruction ● explicit instruction ● comprehension ● systematic phonics instruction		*		*	*	
Story Champs	PreK-3rd	*Story Champs* is a multi-tiered language intervention targeting story structure and complex language necessary for understanding and producing oral and written language.	● explicit and direct ● differentiated ● systematic ● feedback ● visual supports ● progress monitoring ● assessments				*	*	

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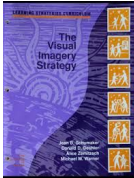| Item	Grade	Description	Features	PA	P	F	V	C	W
Super Kids **Check out this item**	Grades k,1,2	*The Superkids Reading Program* is a comprehensive reading and language arts curriculum with phonics at its core.It provides a vclear sequential path of instruction that leads to reading mastery while it simultaneously teaches students to write and spell. It includes assessments to help teachers evaluate performance and progress and to plan instruction, including formal, informal,periodical assessments.	• explicit instruction • systematic instruction • phonics-based • decodable text in K-1 • technology integration	*	*	*	*	*	*
System 44 **Reserve this item**	Grades 3rd-12th	*System 44* is a proven foundational reading program designed to meet the needs of your most challenged readers in Grades 3–12+. A personalized learning progression driven by technology and explicit instruction facilitated by the teacher engages students in reading, writing, language, speaking and listening. This program should be utilized with *READ ® 180.*	• explicit instruction • small group • differentiated • universal screening placement • progress monitoring • technology integration	*			*	*	*
Timed Readings Plus & 3rd Ed (Books 1-10) **Check out this item**	Grades 4 and above	*Timed Reading Plus* prepares your students for timed tests from our largest collection of science, social studies, and literature selections . It increase reading stamina , and builds reading rate and fluency. Students chart their reading rate and comprehension scores. Lesson can be taught in whole or small group or individually.	• charting progress • progress monitoring • explicit • systematic • feedback			*		*	
Understanding Academic Language Strategy **Reserve this item**	4th grade and above reading levels	*Understanding Academic Language* is a learning strategy that can help students better comprehend the content of their language arts, science, social studies, and math textbooks. The strategy is an integral part of the Learning Strategies Curriculum, a research-based series of instructional programs designed to help students meet the rigorous demands of educational settings.	• direct instruction • explicit Instruction • progress monitoring • graphic organizers • instructional process • pretest and posttest • feedback					*	

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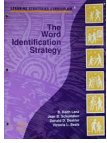| Program	Targeted Population	Program Description	Research Based Practices	PA	P	F	V	C	W
Visual Imagery Strategy:SIM **Reserve this item**	4th grade and above	The *Visual Imagery Strategy* is a reading comprehension strategy for creating mental movies of narrative passages. Students visualize the scenery, characters, and action and describe the scenes to themselves. Research results showed that students who demonstrated a 35 percent comprehension and recall rate before learning the strategy improved to an 86 percent comprehension and recall rate after learning the strategy.	• direct instruction • explicit Instruction • progress monitoring • graphic organizer • instructional process • pretest and posttest • feedback					*	
Wanderful Storybooks **http://wanderfulstorybooks.com/**	Ages 3-8	The *Wanderful Storybooks* were originally published as *The Living Books series*. It is a series of interactive animated multimedia children's books which come in a variety of languages. Classroom activity guides are available through an in-app purchase and help bring the storybooks to life.	• group • individual • technology integration				*	*	*
Wilson Reading System® **Reserve this item**	2nd grade and above	*The Wilson Reading System* is a supplemental reading and writing curriculum designed to promote reading accuracy (decoding) and spelling (encoding) designed to teach phonemic awareness, alphabetic principles (sound-symbol relationship), word study, spelling, sight word instruction, fluency, vocabulary, oral expressive language development, and comprehension.skills for students with word-level deficits.	• reading and spelling curriculum • interactive lesson plans • sequential system with extensive controlled text • systemic • explicit & direct	*	*	*	*	*	*

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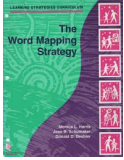| Program	Targeted Population	Program Description	Research Based Practices	PA	P	F	V	C	W
Word Identification Strategy: SIM [Reserve this item](#)	4th grade and above	The *Word Identification Strategy* provides a functional and efficient strategy to help challenged readers successfully decode and identify unknown words in their reading materials. The strategy is based on the premise that most words in the English language can be pronounced by identifying prefixes, suffixes, and stems and by following three short syllabication rules.	• direct instruction • explicit Instruction • progress monitoring • graphic organizer • instructional process • pretest and posttest • feedback		*				
Word Mapping Strategy: SIM [Reserve this item](#)	4th grade and above reading levels	The *Word Mapping Strategy* involves breaking words into their morphemic parts (prefix, suffix, root); attaching meaning to each word part; making a prediction about the meaning of the unknown word based upon the meaning of each part; and checking the dictionary for the definition. The mnemonic MAPS helps students learn and remember the names of the steps.	• direct instruction • explicit instruction • progress monitoring • graphic organizer • instructional process • pretest and posttest • feedback				*		
Words Their Way: Word Study in Action Developmental Model http://www.pearsonschool.com/	Kindergarten through fifth grade.	*Words Their Way: Word Study in Action Developmental Model* is based on the progression of word knowledge, including the development of phonics, spelling, word recognition, and vocabulary. It consists of 5 stages: Emergent-Early Letter Name, Letter Name, Within Word Pattern, Syllables and Affixes, and Derivational Relations.	• systematic • progress monitoring • small group & individual • 15 minutes daily 5x a week • optional whiteboard activities • [research](#) based	*	*		*		*

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