

**Reading Language Arts (RLA)/ English Language Development (ELD)
Intervention: Programs with Assessments**

Program	Assessments & Programs
<p>Avenues ©2004</p> <p>*CDE Approved Legal & Social Compliance Funded List</p>	<p>Description: <i>Avenues</i> offers research-based and standards-based instruction in English reading and language arts. <i>Avenues</i> is designed for English learners and struggling readers in grades K-5 to accelerate growth in language, literacy, and content. Using literature selections in both fiction and nonfiction, instruction proceeds from building vocabulary and language to understanding the fundamentals of reading (phonemic awareness, phonics and decoding), development of comprehension skills, writing, and applications in content area studies.</p> <p>Assessments: Includes the following <i>options</i>: Pre/Posttests and Unit Progress Test.</p> <p>Grades: K - 5 *CDE</p> <p>Reading Components Addressed: Comprehension, fluency, listening, speaking and writing</p> <p>Publisher: Hampton Brown</p> <p>Contacts: www.hbavenues.com & www.ngsp.com (National Geographic School Publishing)</p>
<p>Carousel of Ideas ©2005</p> <p>*CDE Approved Legal & Social Compliance Funded List</p>	<p>Description: <i>Carousel of IDEAS</i> is a comprehensive language development program designed for K-5 English learners at all stages of language proficiency. The program is based on scientific research on how children best learn a new language. <i>Carousel of Ideas</i> integrates listening, speaking, reading, and writing with major content areas. It prepares students for success in mainstream or academic classes. Teachers find <i>Carousel of IDEAS</i> easy to use, effective, and comprehensive. Students say the program is interactive, hands-on, and fun. There is a parent involvement component that emphasizes fine literature, phonics, and the development of literacy skills.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Initial Instructional Baseline • Chapter Tests • Performance Based Assessments • Portfolio Evaluation <p>Grades: K - 6 *CDE</p> <p>Reading Components Addressed: Comprehension, listening, reading, speaking, and writing</p> <p>Publisher: Ballard Tighe</p> <p>Contact: www.ballard-tighe.com/carouselweb</p>

Reading Language Arts (RLA)/ English Language Development (ELD) Intervention: Programs with Assessments

Corrective Reading ©1999

*CDE Approved
Legal & Social
Compliance
Funded List

Description: *Corrective Reading* is for students who read without understanding. The SRA Corrective Reading Comprehension program develops vocabulary, information, and comprehension strategies needed for academic success. This program helps underachieving readers develop higher-order thinking and reasoning skills used by successful readers—applying prior knowledge, making inferences, and analyzing evidence. The program is designed to change the behavior of a student with poor comprehension skills. These behaviors may include: lack of precision in following oral and/or written instructions, poor memory for information, poor statement-repetition skills (which negatively influence information retention), lack of analytical skills needed to process, a deficiency in vocabulary and common information, and lack of motivation. The program targets intensive intervention students who are reading at least two or more years below grade level and have poor comprehension. The methodology used is teacher-directed, direct instruction. It is a scripted presentation approach that uses a brisk pace, carefully chosen exercises and examples, and other special presentation techniques to engage even reluctant learners. Small group instruction from five (5) to 20 students is 45 to 50 minutes daily and may be delivered by a classroom teacher, trained aide or interventionist which require minimal daily preparation by the teacher. This program is not designed to be used with students who do not speak English, or whose grasp of English is quite weak. Teachers may be resistant at first to the direct instruction model that requires strict adherence in order to prove successful. The overall design and instructional sequence of the Program includes:

Level A: Thinking Basics

For students who have difficulty responding to literal questions and following directions. Builds the oral language foundation from which other comprehension skills can be developed. (60 lessons)

Levels B1 and B2: Comprehension Skills

Teaches literal and inferential comprehension strategies. Students read for information and learn to retain new facts and vocabulary. (B1: 60 lessons, B2: 65 lessons)

Level C: Concept Applications

Builds on skills needed for content area study in Secondary School. Students sharpen their critical reading skills and organize information for retention and reporting. Teacher-directed activities are replaced with independent study. (140 lessons)

Assessments:

Comprehension Placement Test (measures performance on analogies, similarities, recitation behavior, deductions, and other skills assumed in complex comprehension activities.) Note: there is the option of using the Decoding Placement Test results to place students into the appropriate Comprehension Program level.

Fact Game/Mastery Test Lessons: A format for both reviewing program material, and for checking for skill attainment. These are scheduled periodically as follows:

Comprehension A	Every 10 lessons
Comprehension B1	Every 5 lessons
Comprehension B2	Every 10 lessons
Comprehension C	Every 15 lessons

Grades: 4-8 *CDE

Reading Components Addressed: Comprehension, fluency, and vocabulary

Publisher: SRA McGraw Hill

Contacts: www.sraonline.com & www.mcgraw-hill.com

Reading Language Arts (RLA)/ English Language Development (ELD) Intervention: Programs with Assessments

Earobics

©2000

*CDE Approved
Legal & Social
Compliance
Funded List

Description: *Earobics* is a supplemental, Pre K-3 early literacy solution designed to ensure that all students have the foundational skills they need to be successful readers. Earobics provides diverse language experiences and facilitates the transition from spoken language to print. Earobics is a web-based program that is available on the district network that requires both a teacher and a computer. It is platform neutral, and requires a standard web browser to access. It is also available from home with a high speed Internet connection. A classroom teacher or trained instructional aide may deliver the program which includes 30 minutes of teacher directed instruction and 20 minutes of independent software daily. Earobics teaches skills to students in all five (5) areas of reading. Students develop phonological awareness skills while using the software, which provides systematic, individualized instruction. Interactive software games automatically adapt to each student's skill level and progress. Students strengthen language enrichment skills while participating in classroom activities, songs and chants that encourage the development of vocabulary and language concepts, and the production of sounds, words and sentences. Knowledge of letters and sounds and word analysis are developed through hands-on activities, letter and word cards, and alphabet manipulatives. Comprehension is developed while reading with teachers or independently, using Big Books, Little Books, Take-home books, talking CD-ROM books, and books on audiocassettes and videotapes.

Assessments:

- Electronic, progress is monitored by the software.
- Students can be placed using DIBELS scores.
- District, school, classroom, and student reports are generated by the software and can be filtered by gender, disability, language spoken, ethnicity, Title I or LEP status and grade level.
- Earobics also tracks student time on task.

Grades: Pre K - 3 *CDE

Step I Foundations recommended for grades Pre-K through 1

Step II Connections recommended for grades 2 - 3

The program comes with directions in 10 different languages and is appropriate for ESL and Special Education students who are older but working at a lower level.

Reading Components Addressed: Primarily decoding and comprehension, fluency, phonemic awareness, phonics, and vocabulary

Publisher: Houghton Mifflin Harcourt

Contact: www.earobics.com

Reading Language Arts (RLA)/ English Language Development (ELD) Intervention: Programs with Assessments

<p>Fast Track Reading ©2002</p> <p>SBE Intervention</p> <p>Reading/ Language Arts Adopted</p>	<p>Description: <i>Fast Track Reading</i> is an intervention program for students who are reading at least two years below grade level. This program uses direct, explicit phonics and skills instruction.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Comprehension Placement Assessment • Evaluations for each level <p>Grades: 4-8</p> <p>Reading Components Addressed: Comprehension, reading, vocabulary, and writing</p> <p>Publisher: Wright Group</p> <p>Contacts: www.wrightgroup.com</p>
<p>High Point Instructional Material ©2001</p> <p>SBE Intervention</p> <p>Adopted for English learners</p>	<p>Description: <i>High Point Reading Program</i> is offered as an intensive intervention strand for students who demonstrate that they are two or more years behind in their reading skills. This program is standards-based with specialized instructional strategies designed to motivate struggling readers and English learners, close gaps in language and literacy, as well as equip teachers for effective instruction.</p> <p>Assessments:</p> <p>Tests include multiple-choice items and writing prompts. Each test measure mastery of skills in five areas:</p> <ul style="list-style-type: none"> • Vocabulary • Reading and Literary Analysis • Language Skills • Writing Process and Strategies • Written Composition <p>The corresponding Teacher's Guide provides support for administering, scoring, and interpreting test results, and prescribes reteaching activities.</p> <p>E-Assessment is used for multiple views of student performance including:</p> <ul style="list-style-type: none"> • Mastery of the High Point skills by district, school, or classroom. • Mastery of benchmark skills • How to group students for re-teaching and access re-teaching lessons. • End-of-Level Test results for a summative profile of student performance. <p>Grades: 4-8</p> <p>Reading Components Addressed: Comprehension, reading, vocabulary, and writing</p> <p>Publisher: Hampton Brown</p> <p>Contacts: www.ngsp.com</p>

**Reading Language Arts (RLA)/ English Language Development (ELD)
Intervention: Programs with Assessments**

<p align="center">Holt Literature & Language Arts ©2003</p> <p>SBE: Reading/ Language Arts/ ELD Adopted</p>	<p>Description: <i>Holt Language and Language Arts</i> provides access for students with special needs or ethnic or cultural background to personalize the literature. In-depth coverage of language arts skills is integrated with the literature. Each chapter or workshop page is divided into skill areas that focus on the California standards for literary response and analysis, reading comprehension, vocabulary development, writing, listening, speaking, and media analysis. The <i>Holt Literature and Language Arts</i> internet site provides dynamic activities and up-to-date instruction in reading, writing, listening, and speaking skills. Although most of the resources on this site were created with students in mind, the site is available to teachers and others who use the <i>Holt Literature and Language Arts</i> program.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Entry Level • 1st Quarter • Mid Year • 3rd Quarter • End of Year <p>Grades: 6 - 8 (Basic Program)</p> <p>Reading Components Addressed: Comprehension, listening, reading, and writing</p> <p>Publisher: Holt, Rinehart & Winston</p> <p>Contact: www.hlla.hrw.com</p>
<p align="center">Houghton Mifflin ©2003</p> <p>SBE: Reading/ Language Arts/ ELD Adopted</p>	<p>Description: <i>A Legacy of Literature</i> includes step by step instruction in the five strands of reading. Assessments diagnose needs, inform instructor, and document results.</p> <p>Assessments: Includes: <i>Base Line Group Test</i> are group-administered tests for initial planning. Assess student's reading levels, strengths and needs one to six (1-6). <i>Benchmark Progress Test</i> measures overall student progress in reading and writing as compared to national norms. It is designed for use two to three (2 to 3) times per year, and can be used for documenting and reporting student progress. The <i>Theme Skills Multiple Choice Test</i> measure discrete reading and language arts skills. The tests are available as Blackline Masters or in packages of 35 with a Teacher's Annotated Edition. The <i>Integrated Theme Skills Test</i> assesses student comprehension strategies and skills, word skills, spelling, grammar, and writing. These tests include open-ended written responses, multiple-choice answers, a writing sample, self-evaluation, and optional listening comprehension, and match many state test formats. The <i>Teachers Assessment Handbook</i> is used to conduct initial screenings, provide formal and ongoing assessment, teach test-taking strategies, and evaluate student writing with the handbook (K-6) and included is a <i>California Summative Test</i>.</p> <p>Grades: K-6 (Basic Program)</p> <p>Reading Components Addressed: Comprehension, fluency, grammar, reading, spelling, and writing</p> <p>Publisher: Houghton Mifflin</p> <p>Contact: www.eduplace.com/</p>

Reading Language Arts (RLA)/ English Language Development (ELD) Intervention: Programs with Assessments

<p>Language! ©2004</p> <p>SBE Intervention RLA adopted (2nd edition)</p> <p>Adopted for English learners (3rd edition)</p>	<p>Description: <i>LANGUAGE!® The Comprehensive Literacy Curriculum</i> is used to increase the performance of students who are reading two or more years below grade level. Providing an integrated approach to literacy instruction, <i>LANGUAGE!</i> accelerates learning so students can access grade-level content. Designed specifically for struggling learners—English learners and students in special education or general education—<i>LANGUAGE!</i> leads to improved reading comprehension and written expression. <i>LANGUAGE!</i> Teaches literacy explicitly, sequentially, and cumulatively. The curriculum comprises six levels, Books A–F, each with six units of instruction (10 lessons per unit). Based on a group-administered placement test, students enter the curriculum at their respective skill level.</p> <p>Assessments: Group administered placement exam.</p> <p>Grades: 4-8</p> <p>Reading Components Addressed: Comprehension, decoding, and phonemic awareness</p> <p>Publisher: Sopis-West, 2nd (2001) /3rd (2004) edition</p> <p>Contact: www.sopriswest.com</p>
<p>McDougal Littell Reading & Language Arts Program ©2008</p> <p>SBE: Reading/ Language Arts/ ELD Adopted</p>	<p>Description: <i>McDougal Littell Reading and Language Arts Program</i> is organized around clusters of standards which allows for the teaching of major literary concepts across multiple genres. Students analyze fiction, nonfiction, poetry, drama, and media. Features support visual and media literacy, along with research strategies.</p> <p>Assessments: N/A</p> <p>Grades: 6-8</p> <p>Reading Components Addressed: Analyze, comprehension, fluency, reading, vocabulary, and writing</p> <p>Publisher: McDougal Littell</p> <p>Contact: www.mcdougallittell.com</p>
<p>Open Court ©2002</p> <p>SBE: Reading/ Language Arts/ ELD Adopted</p>	<p>Description: <i>Open Court</i> is a structured program that teaches children through a systemic and explicit scaffolding of skills that build upon each other.</p> <p>Assessments: Three types of items appear on the comprehension assessments: multiple-choice, short answer, and extended answer. <i>Linking to the Concepts</i> writing assessment asks students to write an inference or summary about an element of the story. The Comprehension and Writing Assessment are available as blackline masters and annotated teacher's editions helps students recall the contents of a selection, measure how well they understood what they read, and give them an opportunity to integrate reading and writing skills.</p> <p>Personal Response writing assessment asks students to reflect on an element of the story as it relates to them personally.</p> <ul style="list-style-type: none"> ▪ The extended response items are similar to items students might experience on a state competency test or a performance assessment. <p>Skills Assessment</p> <ul style="list-style-type: none"> ▪ Available as blackline masters and annotated teacher's editions for each Level, K-6. ▪ Consists of multiple-choice activities that focus on the critical skills that have been introduced or reviewed in a lesson. ▪ Prepare students for assessments such as state competency tests or standardized tests. ▪ Skills assessments are intended to be completed in ten minutes or less. ▪ Keeping the assessments short allows the teacher to measure student progress regularly without consuming instructional time.

Reading Language Arts (RLA)/ English Language Development (ELD) Intervention: Programs with Assessments

	<p><u>Assessment Guide</u></p> <ul style="list-style-type: none"> ▪ One assessment guide for K-6 program. ▪ Explains each assessment resource in detail. ▪ Provides specific suggestions for developing an assessment plan that meets the teacher's needs. ▪ Additional assessment and tracking components in this guide include a Teacher's Observation Log and Oral Fluency Assessments. <p>Grades: K-6 (Basic Program) Reading Components Addressed: Comprehension, decoding, fluency, reading, and writing Publisher: SRA Contact: www.sraonline.com</p>
<p>Prentice Hall Literature: Timeless Voices, Timeless Themes ©2002</p> <p>SBE: Reading/ Language Arts/ ELD Adopted</p>	<p>Description: <i>Prentice Hall Literature Timeless Voices, Timeless Themes</i> is a single-column format with built-in reading support before, during, and after each selection.</p> <p>Assessments: Diagnostic and prescriptive tools to align teacher's instruction to students' needs and to monitor progress.</p> <p>Grades: 6-8 Reading Components Addressed: Comprehension and reading Publisher: Prentice Hall Contact: www.prenticehall.com</p>
<p>Reach ©2001</p> <p>SBE Intervention R/LA Adopted</p>	<p>Description: <i>Reach</i> challenges students in intervention in decoding, comprehension, reasoning, writing, or spelling. The REACH System is structured with four lesson plan strands, two plans for students in grades 4-6 and two for grades 6-Adult. A placement test enables teachers to find the right entry point for each student. The system provides four entry points, which are determined by the skill level of the student. Teachers can start where students are experiencing problems, and end where they need to be. A System Guide assists teachers plan instruction. The Scheduling Section sets goals, provides a pacing guide, and explains how to coordinate the components on a daily basis. Interactive lesson plans provide two and a half (2 ½) to three (3) hours of instructional time. It is reading intervention for students who are two or more grade levels below grade and reading intervention for English learners.</p> <p>Assessments: Placement Test includes: Oral reading, multiple choice & short answer, mastery tests/ benchmarks which occur after 30 or so lessons.</p> <p>Grades: 4-8 Reading Components Addressed: Comprehension, fluency, reading, spelling, and writing Publisher: SRA Contact: www.sraonline.com</p>
<p>Read 180 ©2002</p> <p>SBE Intervention R/LA Adopted</p>	<p>Description: <i>READ 180</i> is an intensive reading intervention program which meets the needs of struggling readers whose reading achievement is below proficient level. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. The READ 180 Instructional Model includes sessions which begins and ends with whole-group, teacher-directed instruction. During the 60 minutes between the whole-group meetings, students break into three small groups that rotate among three stations.</p>

Reading Language Arts (RLA)/ English Language Development (ELD) Intervention: Programs with Assessments

	<p>Assessments: The READ 180 program provides data and progress reports for all student work done on the program. This is a part of the students' grades, as is their participation in both independent reading and small-group instruction.</p> <p>Grades: 4-8</p> <p>Reading Components Addressed: Reading, vocabulary, and writing</p> <p>Publisher: Scholastic</p> <p>Contact: www.scholastic.com/read180</p>
<p>Read Naturally ©1994</p> <p>*CDE Approved Legal & Social Compliance Funded List</p>	<p>Description: <i>Read Naturally</i> is a supplemental fluency program designed to develop the skills necessary for fluent and effortless reading: speed, accuracy, and proper expression. Research indicates that comprehension and fluency are highly correlated. A teacher trained in Read Naturally must oversee the program. Instructional assistants and other trained support staff members can also aid in the implementation of this intervention. This program is offered in both an audio-taped version, Read Naturally ME, and in a software version, Read Naturally SE. Individual headphones are necessary for both the cassette recorder and computer versions. Students also require access to 1 minute timers. Read Naturally is intended to be implemented a minimum of three, 30-minute sessions each week. Progress monitoring drives instructional practice. Comprehension questions and written retell are apart of every story, reminding students that their ultimate goal is to achieve understanding while they read. Activities are structured so students work in a self-directed manner. Students are instructionally engaged in the act of reading and their time on task is high. Students receive valuable 1 on 1 time with teacher. Timed reading and graphing the words correct per minute (wcpm) can be very motivating for students. Read Naturally is not a comprehensive program. It is not intended to be used for all students. Students must read a minimum of 50 words correct per minute. Ideally student, to teacher ratio should remain at 6:1 or 12:2. The instructional design is based on 3 powerful strategies: teacher modeling, repeated reading, and progress monitoring.</p> <p>Assessments: Manual or computer-based. Placement into program is obtained by determining the independent reading level of each student. Frequency of Progress Monitoring occurs on a graph upon completion of each oral read: One (1) "cold read", three to five (3-5) student reads, and three (3) "hot read." DIBELS assessment should be used in conjunction with the implementation of Read Naturally.</p> <p>Grades: K - 3 *CDE (This program is geared for students who can decode and read with an oral fluency level of fifty words per minute and above).</p> <p>Reading Components Addressed: Fluency is the primary purpose of this program however; vocabulary and comprehension are also targeted.</p> <p>Publisher: Read Naturally</p> <p>Contact: Ben@readnaturally.com</p>
<p>The Reader's Choice ©2002</p> <p>SBE: Reading/ Language Arts/ ELD Adopted</p>	<p>Description: <i>The Reader's Choice</i> standards-based program combines literature with active learning. An inquiry-based "Big ideas" approach organizes and guides student learning.</p> <p>Assessments: Multiple choice test at the end of every unit.</p> <p>Grades: 6-8</p> <p>Reading Components Addressed: Analyze, comprehension, and reading</p> <p>Publisher: Glencoe/McGraw-Hill</p> <p>Contact: www.glencoe.com</p>

**Reading Language Arts (RLA)/ English Language Development (ELD)
Intervention: Programs with Assessments**

<p>Reading Mastery ©2002</p> <p>*CDE Approved Legal & Social Compliance Funded List</p>	<p>Description: <i>Reading Mastery</i> uses direct instruction to help students develop into fluent, independent, and skilled readers. <i>Reading Mastery</i> is a reading intervention program for a wide range of students, including significantly at-risk populations, for more than 35 years.</p> <p>Assessments: Placement Assessment with assessments after every five to fifteen (5 - 15) lessons depending on level.</p> <p>Grades: K-6 *CDE</p> <p>Reading Components Addressed: Fluency and decoding</p> <p>Publisher: SRA</p> <p>Contact: www.sraonline</p>
<p>The Shining Star Program ©2004</p> <p>SBE Intervention</p> <p>Adopted for English learners</p>	<p>Description: A standards-driven ESL program designed for secondary students based on systematic development of reading and writing skills as well as learning strategies. English learners read a variety of thematically linked readings, including content readings and literature selections, poems, and songs. Technology resources, including an interactive student CD-ROM, audio reading selections, and the “Focus and Connect” video program address multiple learning styles. Support tools include a Teacher’s Edition, point-of-use teaching suggestions, daily lesson plans, graphic organizers, reproducible newcomer worksheets, and practice transparencies.</p> <p>Assessments: Diagnostic tests, test prep worksheets for standardized test practice, and four skills tests.</p> <p>Grades: 4-8</p> <p>Reading Components Addressed: Reading, vocabulary, and writing</p> <p>Publisher: Pearson Longman</p> <p>Contact: www.pearsonlongman.com</p>
<p>Study Island ©2008</p>	<p>Description: <i>Study Island</i> is a web-based program. Students logon to www.studyisland.com to access the program. The program is organized into topics covering all of the California Content Standards that are tested on the state-mandated California Standards Test (CST) and California High School Exit Exam (CAHSEE) in grades 2 through 8 and high school. The academic material is organized in topics which contain a lesson and assessment questions with explanations. For each subject (math, language arts, science, and social studies), the students must take a pre-test, complete all content groups covering all the California Content Standards, and pass a post-test in order to complete the program. Teachers have access to a private page where they can view usage statistics and results for each student, a group of students, and the school as a whole. In addition, teachers can compare their students' performance against other students in California.</p> <p>Assessments: Pre-test and post-test</p> <p>Grades: 2-8</p> <p>Reading Components Addressed: California Content Standards aligned</p> <p>Publisher: Study Island</p> <p>Contact: www.studyisland.com/</p>

Reading Language Arts (RLA)/ English Language Development (ELD) Intervention: Programs with Assessments

<p>SuccessMaker ©2001</p> <p>*CDE Approved Legal & Social Compliance Funded List</p>	<p>Description: <i>SuccessMaker</i> Enterprise individualizes learning for measurable success in grades K – 8 * according to the website. In one package, there are 3,300 hours of digital supplemental instruction in English, language arts, math, science, and social studies. The course allows the teacher to forecast student performance on high-stakes tests. More than 16,000 schools nationwide use SuccessMaker Enterprise to deliver standards-based lessons one-on-one to at-risk and gifted children, students with special needs, and English language learners. SuccessMaker Enterprise is targeted for: Middle School, Elementary, Special Education or RTI, and English learners.</p> <p>Assessments: Diagnostic assessment to place students.</p> <p>Grades: K-2 *CDE</p> <p>Reading Components Addressed: Comprehension, fluency, phonemic awareness, phonics, and vocabulary</p> <p>Publisher: Pearson</p> <p>Contact: www.pearsonschool.com/</p>
<p>Visions ©2004</p> <p>*CDE Approved Legal & Social Compliance Funded List</p>	<p>Description: <i>Visions</i> is a four-level language development program that supports students from the newcomer level through transition into mainstream classrooms. Incorporates literature with content so students learn and practice skills to meet grade-level standards while being introduced to academic language. Scaffolding throughout all four books uses a three-pronged approach to meet the standards: Into, Through, and Beyond. Writing activities reinforce and recycle strategic skills. The Heinle Reading Library gives students practice in independent reading with classic stories tied to Student Book themes. Technology reinforces listening/speaking, reading skills, and phonemic development.</p> <p>Assessments: Assessment materials and Exam-View test-generating software are aligned with state standards and exams Assessment Package contains Diagnostic Test, Chapter Quizzes, Unit Tests, Mid-Book and End-of-Book Exams, Teacher Checklists and Rubrics, Student Checklists for Peer and Self-Assessment, and Test-Taking Tips.</p> <p>Grades: 6 - 12 *CDE</p> <p>Publisher: Thomson & Heinle</p> <p>Reading Components Addressed: Listening, reading, speaking, and writing</p> <p>Contact: www.visionsineducation.org/</p>
<p>Voyager Passport ©2005</p> <p>SBE Intervention</p>	<p>Description: <i>Voyager Passport</i> includes 30 to 40-minute daily lessons. Through explicit introduction of priority skills, struggling readers access increasingly complex text. Lessons include two components, “Word Works” which provides grade-appropriate instruction in phonemic awareness, letter-sound recognition, word reading, and sight words and “Read to Understand” which gives struggling readers daily opportunities to apply newly learned skills with accessible and engaging text.</p> <p>Assessments: Vital Indicators of Progress (VIP) benchmarks and progress monitoring measures provide the critical information teachers need to determine if students are responding to intervention. Individual VIP assessment scores are input into the VPORT® Data Management System which produces student, class, school, and district level reports.</p> <p>Grades: 4-8</p> <p>Publisher: Voyager Learning Co.</p> <p>Reading Components Addressed: comprehension, fluency, phonemic awareness, and phonics</p> <p>Contact: www.voyagerlearning.com</p>

Reading Language Arts (RLA)/ English Language Development (ELD) Intervention: Programs with Assessments

Waterford

©2002

*CDE Approved
Legal & Social
Compliance
Funded List

Description: *The Waterford Early Reading Program™* curriculum teaches children how to read, write, and keyboard. This is a research-based, technology-driven model in early reading instruction. It includes multiple, year-long courses tailored to each student's reading level.

Level One: Reading Readiness and Emergent Skills

- Build phonological awareness
- Automatically recognize letter names, sounds, and symbols
- Master basic print concepts
- Experience oral and written language through stories, songs, and rhymes
- Expand vocabulary

Level Two: Beginning Reading

- Solidify phonemic awareness
- Blend letter sounds to make words
- Decode pattern words quickly
- Recognize sight words automatically
- Practice comprehension strategies
- Read and listen to a variety of literature and text
- Express ideas in writing
- Understand basic grammar, punctuation, and language rules
- Expand vocabulary

Level Three: Fluent Reading

- Analyze word structure and patterns
- Utilize a variety of comprehension strategies
- Extend reading skills to other content areas
- Understand the steps in the writing process
- Practice grammar, punctuation, and language skills
- Spell pattern and sight words accurately
- Expand vocabulary
- Read aloud fluently and expressively
- Use a word processor

Phonological Awareness: Teaches students that spoken words are made up of smaller speech units—phonemes. As they progress, students practice listening, rhyming, segmenting, blending, and making new words.

Phonological Awareness is typically run concurrent with *Level One* or *Level Two*.

Keyboarding to Read and Write: Teaches students to keyboard by touch. Students also develop reading and writing skills by keyboarding high priority words and literature from *Level Two*. Keyboarding is usually run concurrent with *Level Two* or *Level Three*, but after Phonological Awareness.

Writing provides a menu of writing activities and paint programs for emergent readers and a word processor for advanced readers. It also provides students with additional writing opportunities at the teacher's discretion.

Assessments: Pretests or screening assessments determine students' knowledge for beginning placement and initial instruction. Ongoing assessments use the instructional process to check and determine the individual needs of each student. Unit or final assessments check for retention of important skills.

**Reading Language Arts (RLA)/ English Language Development (ELD)
Intervention: Programs with Assessments**

	<p>Grades: K-3 *CDE Reading Components Addressed: Comprehension, phonemic awareness, reading, spelling, and writing Publisher: Pearson Contact: www.waterford.org</p>
--	---

Funding For Instructional Materials:
<http://www.cde.ca.gov/ci/cr/cf/fundnforinstrumatr.asp>

Reading/Language Arts/ELD Publishers: Instructional Materials Funding Realignment Program (IMFRP) funds can be used to purchase items on the above CDE website list. Items placed upon this list shall remain State Board adopted, and available for ordering purposes, from the date of the adoption of the item until the State Board of Education (SBE) adopts a new list for this subject area. The SBE is currently scheduled to adopt a new list in this subject area in 2008.
<http://www.cde.ca.gov/ci/cr/cf/rla2002pub.asp>

Legal and Social Compliance: Although these instructional materials are not adopted by the State Board of Education (SBE), they are approved as legally and socially compliant by CDE Committee. After districts have certified that each pupil has been provided with adopted, standards-aligned basic instructional materials, the district may use any remaining state Instructional Materials Funding Realignment Program/Instructional Materials Block Grant (IMFRP) funds to purchase supplementary materials that have either passed this state legal and social compliance review. Districts also receive restricted lottery funds that may be used to purchase any instructional materials, including materials from this state specific list.
<http://www.cde.ca.gov/ci/cr/cf/lc.asp>