

Reading Curriculum and Intervention
Resource Guide
for Tier 2 and 3

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To help answer the question: What alternative reading curriculums are available for students who have not made adequate progress using Tier 1 and Tier 2 interventions I created a menu of interventions that specifically target reading deficit. I decided to research students who struggle with reading and possible alternative teaching options, because I have been noticing students who had struggled with reading in 1st grade, still had the same reading struggles when they reached 3rd and 4th grade. These students had typical or near typical intelligence yet their reading gap was increasing as they advanced in grades when compared to their grade level peers.

The Alternate Curriculum and Intervention Resource Guide is divided by each of the essential reading elements. These elements include phonological awareness, phonics, fluency, vocabulary and oral language, and comprehension strategies. Each of the curriculums and/or interventions are evidence based teaching options that specifically target the essential reading elements students need to become efficient readers. Many curriculums and/or interventions may have other reading essential elements incorporated into the lessons but may not be explicitly taught. Some curriculums and/or interventions are listed under more than one essential element. When this occurs, there is direct, explicit, and systematic instruction in that reading element.

Each of the five essential reading elements are defined at the beginning of each chart. Each instructional material is denoted as a curriculum, intervention, or as supplemental material. The type of delivery method is listed as either large group, small group, or individual instruction. The intended grade levels the curriculum and/or intervention is also listed on the resource guide. Since 21st century learning involves technology which is also very motivating to young students, a column was added to specify if there is a technology component to enhance and have repeated practice of the skill taught within the listed curriculum.

The What Works Clearinghouse (WWC) is a federal website established in conjunction with the Institute of Education Sciences (IES) that is a trusted source of scientific evidence for educational programs. This website ranks curriculums and interventions based on a series of high quality standards. Since many educators use this useful tool, the WWC ranking and participant information is listed. Participant information is very important as some curriculums/ interventions may have been given a positive ranking for use with kindergarten students but may not have the same results if you used the curriculum with 4th graders. Independent research is also listed. I believe this is important information to include as some research studies may have positive results comparing student growth from one year or intervention to the next, but did not establish a control group (one of WWC requirements). There are many examples of great research that is not published on the WWC, so independent research with links to all the research is also listed on the resource guide.

In conclusion, the Curriculum and Intervention Resource Guide is designed to easily help educators identify which curriculum or intervention is the best educational tool to address a specific reading deficit. It should also be noted, students should receive high quality Tier 1 instruction *and* the intervention that explicitly teaches the skill the student is struggling with. Educators should assess student knowledge of reading skills beginning with phonological awareness and proceeding through the five reading elements. Comprehension strategies or whole language reading is the last and highest ranking reading skill. In order for student to be efficient readers able and use comprehension strategies, a student must first have phonological awareness of sounds, have an understanding of phonics, be able to read text fluently, and have the vocabulary and oral language skills necessary to use the comprehension strategies.

Phonological Awareness

The ability to hear and manipulate sounds within spoken words and an ability to identify and visually imagine the number, the order, and the identity of sounds and letters within a word. The table below lists some commercial curriculums that employ an Orton-Gillingham approach (explicit and direct, multisensory, structured, and systematic) that specifically targets phonemic and phonological awareness skills.

Curriculum, Intervention, or Supplement	Delivery Method	Grade Levels	Technology	What Works Clearinghouse	Independent Research Information
**Barton (Intervention)	Individual Small group	K-12	Yes	Not yet rated	Five independent studies (including Title schools) all have data that has shown 1.5 to 2 years growth when students were provided the intervention for 3 months 30 minutes per session. Although 1:1 is best, small group instruction is an option. https://bartonreading.com/the-barton-system-is/#eve
**Earobics	N/A	K-3	Yes	Not Measured	No longer available for purchase
Lindamood-Bell LiPs (Supplement)	Individual	K-12	No	Not Measured	Study has proven that the development of oral-motor, visual, and auditory feedback enables students to prove the identity, number, and order of phonemes in syllables and words. https://lindamoodbell.com/program/lindamood-phoneme-sequencing-program

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Curriculum, Intervention, or Supplement	Delivery Method	Grade Levels	Technology	What Works Clearinghouse	Independent Research Information			
Phonological Awareness Training and Letter Knowledge Training (Supplement)	Large group, Small group, Individual	Is there technology to enhance and reinforce skills taught in lessons	++ Strong evidence intervention had positive effects + - Mixed evidence/ inconsistent outcomes + Potentially positive effects with no overriding contrary evidence 0 No evidence that intervention had effect on outcome https://ies.ed.gov	Small group	pre-K	No	++ Three individual studies with English and English language learners spanning from 1986-2004.	Two separate studies have proven to increase phonological awareness skills in 72 preschool children. www.childtrends.org/programs/phonological-awareness-training-and-letter-knowledge-training/
**Reading Mastery (Curriculum, Intervention, or Supplement)	Individual	K-5	Not measured/rated	Recent research continues to document the effectiveness of Direct Instruction. These studies confirm the accumulated finding of <i>decades</i> of research showing that students taught with Direct Instruction have higher achievement scores and stronger growth rates than other curricula. www.nifdi.org/research/recent-research/technical-reports	Small or large group			

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Phonics

Phonics teaches students the relationship between written language and the spoken sounds. After a student has gained phonemic awareness skills, phonics instruction can begin. The table below lists some commercial curriculums that employ an Orton-Gillingham approach (explicit, multisensory, structured, and systematic) for phonics instruction.

Curriculum, Intervention, or Supplement	Delivery Method	Grade Levels	Technology	What Works Clearinghouse	Independent Research Information
Fast Forward (Supplement)	N/A	K-10	Yes	<p>Rating and research information</p> <p>++ Strong evidence intervention had positive effects</p> <p>+ - Mixed evidence/ inconsistent outcomes</p> <p>+ Potentially positive effects with no overriding contrary evidence</p> <p>0 No evidence that intervention had effect on outcome</p> <p>https://ies.ed.gov</p> <p style="text-align: center;">+ -</p> <p>Included 1,390 students from several areas in the United States and Australia. Studies concluded medium to large growth in both phonics and comprehension.</p>	<p>Fast Forward is an interactive computer based program that adapts to participates individual abilities. Over 40 nationwide, independent research resulted great gains in phonic skills among other skills.</p> <p>http://www.scilearn.com/results/special-education</p>
**Barton (Intervention)	Individual Small group	K-12	Yes	Not yet rated	<p>Five independent studies(including Title schools) all have data that has shown 1.5 to 2 years growth when students were provided the intervention for 3 months 30 minutes per session. Although 1:1 is best, small group instruction is an option.</p> <p>https://bartonreading.com/the-barton-system-is/#eve</p>
**Read Naturally (Intervention)	Large group Small group	1-8	Yes	<p style="text-align: center;">0</p> <p>Study included 168 3rd grade students (special education students were eliminated from this study). 25% the students were English language learners.</p>	<p>Nine independent research groups from the past ten years have proven strong and promising evidence for Read Naturally.</p> <p>https://www.readnaturally.com/userfiles/ckfiles/files/u-of-m-n-essa-memo_dupuis_jan17.pdf</p>

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Curriculum, Intervention, or Supplement	Delivery Method Large group, Small group, Individual	Grade Levels	Technology Is there technology to enhance and reinforce skills taught in lessons	What Works Clearinghouse Rating and research information ++ Strong evidence intervention had positive effects + - Mixed evidence/ inconsistent outcomes + Potentially positive effects with no overriding contrary evidence 0 No evidence that intervention had effect on outcome https://ies.ed.gov	Independent Research Information
**Reading Mastery (Curriculum, Intervention, or Supplement)	Individual Small or large group	K-5	No	0 This study compared Reading Mastery Fast Track and Horizon curriculum (made by the same company). Fifteen 2-4 grade students were instructed in each curriculum.	“Recent research continues to document the effectiveness of Direct instruction. These studies confirm the accumulated finding of decades of research showing that showing students taught with DI have higher achievement scores and stronger growth rates than students studying with other curricula.” www.nifdi.org/research/recent-research/technical-reports
Read Well (curriculum/ intervention)	Small group	K-3	No	Since 2007, no studies have been found that fell within the review protocols.	Multiple independent studies over a span of six years have proven increased phonic skills and overall reading scores for regular and special education students http://www.voyagersopris.com/docs/default-source/literacy/read-well/research-base.pdf?sfvrsn=e618b3c0_4

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Fluency

Fluency is described as the ability to read text quickly and accurately. Repeated readings of leveled passages has been proven through decades of studies to have a positive effect on fluency. Below is a list of curriculums that systematically teach fluency and provide leveled text passages (one to two pages in length with minimal or no pictures or graphics).

Curriculum, Intervention, or Supplement	Delivery Method	Grade Levels	Technology	What Works Clearinghouse	Independent Research Information
**Read Naturally (Intervention)	Whole group, Small group, Individual	1-8	Yes	<p>Rating and research information</p> <p>++ Strong evidence intervention had positive effects</p> <p>+ - Mixed evidence/ inconsistent outcomes</p> <p>+ Potentially positive effects with no overriding contrary evidence</p> <p>0 No evidence that intervention had effect on outcome</p> <p>https://ies.ed.gov</p>	<p>Several research trials all conclude Read Naturally program has an effective intervention to increase text fluency.</p> <p>https://www.readnaturally.com/research/studies</p>
Sound Partners (Supplement)	Individual	K-2	No	<p>++</p> <p>Seven studies met standards and was found to have a positive effect on fluency along with alphabets, and comprehension.</p>	<p>A nebraska study concluded eleven emotional/ behavioral students gained one standard deviation or greater on the Woodcock Johnson IV reading subtests .</p> <p>https://nebraska.pure.elsevier.com/en/publications/implementation-of-the-sound-partners-reading-program</p>
ReadWell (curriculum/ intervention)	Small group	K-3	No	<p>Not Measured</p>	<p>Read Well systematically builds fluency gradually through repeated readings. One study included on this website spanned across eight 2nd grade classrooms at 3 high-risk schools across a district, two of the schools had between 41-82% Free/ Reduced Lunch, with 8-23% had ethnic minority status.</p> <p>http://readwellteachwell.com/images/results/Read_Well_Research_Base_Brochure.pdf</p>

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Curriculum, Intervention, or Supplement	Delivery Method	Grade Levels	Technology	What Works Clearinghouse	Independent Research Information
**Reading Mastery (Curriculum, Intervention, or Supplement)	Whole or Small group	K-5	No	<p style="text-align: center;">+</p> 154 studies from 1983-2012 were published or released.	In a study that provided 256 kindergarteners Reading Mastery as an intervention increased their reading fluency substantially as well as increased word attack, word identification, vocabulary, and comprehension skills. https://www.nifdi.org/programs/reading/reading-mastery

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Vocabulary and Oral Language Skills

Vocabulary and oral language skills increase comprehension of both oral and written text. Research tells us that most vocabulary is learned indirectly but in some instances vocabulary must be explicitly taught. Below are a list of curriculums that explicitly and systematically teach vocabulary and oral language skills.

Curriculum, Intervention, or Supplement	Delivery Method	Grade Levels	Technology	What Works Clearinghouse	Independent Research Information
**Language for Learning	Whole group, Small group, Individual	Pre K-2	No	<p style="text-align: center;">0</p> <p>Studies included on WWC involved instructing pre-school children, 5 years and under. There is no data available on the WWC for elementary aged students.</p>	<p>Ten independent studies spanning across the country have concluded direct instruction increases vocabulary and oral language skills in children. One study alone has 19,000 participants with 90% of the student population receiving Free and Reduced Lunch.</p> <p>https://www.mheonline.com/directinstruction/success/</p>
Read Well	Small group	K-3	No	As of July 2007, no studies fell within WWC scope of evidence standards.	<p>Read Well builds vocabulary and background knowledge by instructing and revisiting concepts throughout the program.</p> <p>http://readwellteachwell.com/images/results/Read_Well_Research_Base_Brochure.pdf</p>

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Text Comprehension

Comprehension strategies directly teach students to infer both word and sentence meaning as well as using decoding strategies based on contextual clues. The following are programs that explicitly teach comprehension strategies.

Curriculum, Intervention, or Supplement	Delivery Method	Grade Levels	Technology	What Works Clearinghouse Rating and research information ++ Strong evidence intervention had positive effects + - Mixed evidence/ inconsistent outcomes + Potentially positive effects with no overriding contrary evidence 0 No evidence that intervention had effect on outcome https://ies.ed.gov	Independent Research Information
Comprehension Plus	Whole group, Small group,	2nd - 12th	No	+ Study was comprised of over 13,000 5th-9th grade students	Provides direct instruction in comprehension strategies. Studies concluded increased interest and confidence and higher levels of overall reading in all grade levels 2-5th, 6-8th, and 9-12th grade. https://www.readingplus.com/results/research-briefs/
**Leveled Literacy Intervention (Intervention)	Small group	K - 12th	No	Not specifically rated for comprehension strategies. No studies have been reported that fall within WWC evidence standards.	LLI is fast paced intervention designed to bring children quickly up to grade-level competency—intervention 14 to 18 weeks on average. http://www.fountasandpinnell.com/research/
Success for All (Combined curriculum and instructional process)	Whole group, Small group, Individual	Pre-K - 4th	Yes	+- Nine studies with 94 students showed increased comprehension skills.	Success for All is a whole school reform that integrates curriculum, school culture, and family and community supports. http://www.pbs.org/makingschoolswork/sbs/sfa/

Curriculum, Intervention, or Supplement	Delivery Method	Grade Levels	Technology	What Works Clearinghouse	Independent Research Information
Voyager Universal Literacy System	Whole group, Small group, Individual	K-5th	Is there technology to enhance and reinforce skills taught in lessons	Rating and research information ++ Strong evidence intervention had positive effects + - Mixed evidence/ inconsistent outcomes + Potentially positive effects with no overriding contrary evidence 0 No evidence that intervention had effect on outcome https://ies.ed.gov	Graduation rates increased 46% in four years for special education high school students helping to break the cycle of generational illiteracy. https://www.researchgate.net/publication/237776026_Evaluation_of_the_Voyager_Universal_Literacy_System

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