

**Proven and Promising
Reading Programs
in
Vermont Schools**



June 2004

**Vermont Department of Education
Student Support Team
(802) 828-5118**

Introduction

Act 117, an act to strengthen the capacity of Vermont' Education Support System to meet the educational needs of all Vermont students, was enacted by the General Assembly of the State of Vermont in the spring of 2000. Many of the goals of Act 117 aimed the Department in the direction of more efficient and cost effective practices. Three goals specified in Act 117 include: 1) increasing the capacity of general education, 2) improving the consistency of and cost effective implementation of special education programs across the state, and 3) improving cost containment and cost effectiveness by disseminating cost efficient models and strategies. Act 117 calls for the Department to identify the most effective organizational, instructional, and procedural practices and disseminate information regarding those practices throughout the state.

Since the enactment of Act 117, the Department has monitored all school districts to determine the level of procedural compliance with federal and state special education rules and regulations. Audits were also performed in each district to ensure fiscal compliance. In the spring of 2003, the IEP-Decision Making Guide was distributed and training was provided to special educators, parents, and other service providers throughout the state. At the start of the 2003 – 2004 school year, the Department disseminated a number of strategies used within Vermont to help retain special education staff.

This document represents our first effort at highlighting effective practices in instruction. We have focused this first effort on reading because of its obvious importance and the emphasis on Scientifically Based Reading Programs in No Child Left Behind, Reading First, etc. This is a summary of some of these programs currently in use in Vermont. The publisher for each program is listed along with a short description of the program itself, contact information, and a list of schools in Vermont currently utilizing the program.

This is not an exhaustive list of schools using these programs in Vermont. The design of this report is to give teachers and special educators an idea of who is doing what where. This is not to be construed as an advertisement for any given program.

Table of Contents

Proven and Promising Reading Programs

Success for All.....	1
Open Court Reading.....	2
Harcourt Reading/Trophies	3
Houghton Mifflin Reading	4
Early Success and Soar to Success (Houghton Mifflin Reading)	6
Macmillan/McGraw-Hill Reading	8
Scott Foresman Reading.....	9
Rigby Literacy (A Harcourt Education Company)	10
Lindamood Phoneme Sequencing Program for Reading, Spelling and Speech (LiPS Program)	11
Project Read	12
Wilson Reading Program	13
Foundations Wilson Language Basics for K-3.....	14
S.P.I.R.E. (Specialized Program Individualized Reading Excellence), Educators Publishing Service.....	15
Language!, Sopris West	16
Spelling, Writing, Reading (SWR).....	17
Great Leaps Reading	18
Speed Drills for Decoding Automaticity, Oxtan House.....	19

Special Programs

The Vermont Lab School	20
The Vermont Strategic Reading Initiative.....	23
The Vermont Supervisory Union/Landmark College Technology	24

Proven and Promising Reading Programs

Name of Program	<i>Success For All (SFA)</i>
Descriptor	<i>Success For All</i> , Success For All Foundation, is a comprehensive school reform program designed to be implemented for ninety minutes a day. All members of the school community establish a “family support team” to deliver this program which has been extensively researched and utilizes scientifically based reading practices in phonics, word study, fluency, vocabulary and comprehension. The program emphasizes prevention and early intervention and was designed to educate at-risk students.
Audience	<i>Success For All</i> is a core reading program that ranges from pre-kindergarten through eighth grade. Designed for at-risk students in high poverty/title one schools, all schools implementing SFA have reported significant gains in reading.
Website	http://www.successforall.net
Where	Franklin North Supervisory Union: Bakersfield, Berkshire, Richford Windham Northeast Supervisory Union: Bellows Falls, Central Hill, Cherry Hill, Bellows Falls Middle School

Name of Program	<i>Open Court Reading</i>
Descriptor	<i>Open Court Reading</i> , SRA/McGraw-Hill is a well-designed, systematic reading program, balancing phonics and literature. <i>Open Court Reading</i> is a research-based curriculum grounded in systematic, explicit instruction of phonemic awareness, phonics and word knowledge, comprehension skills and strategies, inquiry skills and strategies, and writing and language arts skills and strategies. Reading fine literature is one of the founding principles of <i>Open Court Reading</i> . At the third grade level, students extend their phonics strategies and spelling knowledge to become automatic, fluent readers. The program has been proven successful in schools nationwide and is one of two core programs used in California.
Audience	Whole class instruction is provided in grades K-3. The <i>Open Court Intervention Program</i> is for students in grades 2-6.
Website	http://www.sra4kids.com
Where	Morrisville Elementary School Moretown Elementary School Barnard Elementary School

Name of Program	<i>Harcourt Reading/Trophies</i>
Descriptor	<i>Trophies</i> is a high quality reading program that is based on scientifically based research. It offers explicit instructional strategies in phonemic awareness, phonics, reading fluency, vocabulary and high frequency words, and comprehension skills and strategies.
Audience	<i>Trophies</i> is a core reading program designed for the whole class. It is for students in grades K-5 with an additional intervention resource kit to provide support for struggling learners, as well as instruction for English language learners.
Website	http://www.harcourt.com
Where	Orwell Village Elementary School St. Mary's Elementary School, Middlebury Lowell Graded School East Montpelier Elementary School

Name of Program	<i>Houghton Mifflin Reading</i>
Descriptor	<i>Houghton Mifflin Reading</i> meets the criteria crucial for effective reading instruction established by the National Reading Panel Report. It provides explicit, systematic instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension. Daily phonemic awareness establishes the foundation for literacy development. Phonics instruction is explicit with scaffolded instruction to guide student independence. Fluency instruction includes decodable text and leveled books with assessment measures for speed, accuracy and the ability to read with expression. Comprehension instruction addresses seven categories of comprehension including monitoring, questioning and summarizing for narrative and expository text with the use of graphic organizers. It is one of two core programs used in California.
Audience	Houghton Mifflin Reading is a core program designed for whole class instruction for students in kindergarten to grade eight. <i>Early Success and Soar to Success</i> are intervention programs designed for struggling readers in Houghton Mifflin Reading.
Website	http://www.hmco.com
Where	John F. Kennedy Elementary School Hartland Elementary School Barre City School District Barre Town Elementary School Shelburne Community School Dorset Elementary School

Name of Program	<i>Early Success and Soar to Success (Houghton Mifflin Reading)</i>
Descriptor	<i>Early Success and Soar to Success</i> are Houghton Mifflin Intervention Reading Programs. <i>Early Success</i> is a research-based reading intervention program for students in grades 1 and 2 who need extra support to become proficient, grade-level readers. <i>Early Success</i> develops reading fluency within a meaning-based context. <i>Soar to Success</i> uses authentic literature, reciprocal teaching, and graphic organizers to help students learn to apply and use comprehension and decoding strategies and skills of an effective reader as they read across the curriculum.
Audience	<i>Early Success</i> students who need extra support are provided 30 minutes of instruction daily in small groups of 5-7. <i>Soar to Success</i> was designed to accelerate learning for students who are experiencing difficulty in reading in grades three, four, five, and six. Small group intervention is provided during a 40-minute block of instruction daily. Both intervention programs are used in conjunction with a regular program of classroom instruction in reading and language arts.
Website	http://www.hmco.com
Where	John F. Kennedy Elementary School C.P. Smith Elementary School Barre City 3-5 Lab Barre Town Elementary School Rutland 3-6 (Soar To Success)

Name of Program	<i>Macmillan/McGraw-Hill Reading</i>
Descriptor	Children receive explicit instruction in various levels of phonological awareness in grades K –2. Instruction in phonics is provided in grades K-3. Spelling, vocabulary, fluency and comprehension are also an integral part of the program from grades K-6. Leveled and decodable books are used at all levels. Scientifically based research guides the recommended instructional strategies. Supplementary support and intervention components meet the needs of struggling literacy learners.
Audience	<i>Macmillan/McGraw-Hill Reading</i> is a core program designed for whole class instruction for students in kindergarten to grade six.
Website	http://www.mhschool.com
Where	Johnson Elementary School Enosburg Elementary School

Name of Program	<i>Scott Foresman Reading</i>
Descriptor	<i>Scott Foresman Reading</i> provides every grade level with a rich collection of fiction and nonfiction in a core text that is well grounded in scientific research. The program also contains sets of leveled readers that provide high-interest, accessible literature. All students can focus on the same target skill and vocabulary working at their own instructional level. Comprehension strategies help with vocabulary development, story structure, questioning and summarizing information. Assessment for screening helps with placement decisions using the DIBELS (Dynamic Indicators of Basic Early Literacy Skills). Intervention strategies and support materials are provided for students who are at risk of reading failure and need additional support.
Audience	<i>Scott Foresman Reading is a</i> core reading program for the whole class with supplementary support for struggling readers in grades K-6.
Website	http://www.scottforesman.com
Where	Waterville Elementary School Wolcott Elementary School Stowe Elementary School

Name of Program	<i>Rigby Literacy (A Harcourt Education Company)</i>
Descriptor	<i>Rigby Literacy</i> incorporates the reading and writing approaches of modeled, shared, guided, and independent reading. It utilizes authentic literacy (trade books) to provide comprehension, phonics, and words structure skills instruction that is delivered in an embedded context.
Audience	Rigby components are part of a core reading program. It is designed for regular classroom instruction for students in grades K-5. Supplementary support is provided for struggling and at risk literacy learners.
Website	http://www.rigby.com
Where	St. Johnsbury School Lawrence Barnes Elementary School

Name of Program	<i>Lindamood Phoneme Sequencing Program for Reading, Spelling and Speech (LiPS Program)</i>
Descriptor	This program is used for students with severe difficulty with sounds and stresses the oral-motor characteristics of speech. The LiPS program addresses the development of phonemic awareness as a base for accurate reading and spelling. The program progresses from sounds in isolation, to sequences of sounds in nonwords and real words.
Audience	Whole class instruction in kindergarten as a part of a phonological awareness program or with individual students developing articulation and phoneme-grapheme relationships PreK-12
Website	http://proedinc.com
Where	Dothan Brook Elementary School Greenwood School U-32 High School Shrewsbury Elementary School Southwest VT Supervisory Union Schools Barre Town Elementary School

Name of Program	<i>Project Read</i>
Descriptor	<i>Project Read</i> , The Language Circle, is a language arts program for students who need systematic, direct teaching of phonology, linguistics, reading comprehension Story Form (narrative text), and reading comprehension Report Form (expository text), and written expression using multi-sensory techniques.
Audience	Whole class instruction, small group and individual student instruction for students in grades 1 through high school with mild-moderate and severe needs.
Website	http://www.projectread.com
Where	Underhill ID Elementary School <i>Report Form:</i> Bellows Falls Middle and High School Rutland City School District U-32 Middle and High School Southwest VT Supervisory Union <i>Story Form:</i> Rutland City (elementary level) Written Expression <i>Framing Your Thoughts:</i> White River School Main Street Middle School, Montpelier

Name of Program	<i>Wilson Reading System</i>
Descriptor	The <i>Wilson Reading System</i> is a multi-sensory, synthetic approach to teaching reading and writing based on an Orton Gillingham approach. Decoding and spelling are taught in a step-by-step sequential fashion. The program teaches sounds to automaticity and the structure of words with concepts presented within controlled text. Fluency is a part of daily instruction. Students have the opportunity to practice skills within context and to establish the connection of reading for meaning.
Audience	The program was originally designed for grades 4-12 but has been adapted for younger students. <i>Wilson Reading</i> is taught in early elementary grades through adult.
Website	http://www.wilsonlanguage.com
Where	Rutland City Schools (Northeast, Northwest, and Rutland Intermediate School) Albert. D Lawton Thomas Fleming Milton Bellows Falls Middle School Bellows Falls High School Essex Middle School C.P. Smith Southwest VT Supervisory Union Schools

Name of Program	<i>Foundations Wilson Language Basics for K-3</i>
Descriptor	<i>Foundations</i> is an adaptation of the Wilson Reading System. It links literature-based and basal instruction with effective components of effective reading (print knowledge, alphabetic awareness and letter formation, phonological and phonemic awareness, decoding/word recognition, writing/spelling, comprehension).
Audience	The program was designed for students in grades K-3. It is designed for whole class general education instruction with targeted instruction for children with disabilities. In schools where it is not used in the general classroom it has been adapted for younger students in the lowest 30 th percentile as an intervention program. It is also combined with a literature-based program to provide students with a language learning disability who struggle with an alternative language arts program.
Website	http://www.wilsonlanguage.com
Where	Rutland City Elementary Schools

Name of Program	<i>S.P.I.R.E. (Specialized Program Individualized Reading Excellence)</i> , Educators Publishing Service
Descriptor	<i>S.P.I.R.E.</i> is a multisensory intervention reading program for at-risk, struggling readers in grades K-8. Its scope and sequence, informed by most frequently used elements of children's language and coupled with its Orton-Gillingham philosophy make it an effective intervention, remedial or inclusion reading program.
Audience	<i>S.P.I.R.E.</i> 's spiral, sequential curriculum provides support instruction for at-risk beginning readers in grades K-1 and struggling readers in grades 2-8. Research-based components in <i>S.P.I.R.E.</i> account for children's success in learning to read, spell and write.
Website	http://www.epsbooks.com/SPIRE
Where	Bellows Falls Middle School Bellows Falls High School Barre City Elementary School C.P. Smith Elementary School Camels Hump Middle School

Name of Program	<i>Language!</i> , Sopris West
Descriptor	<i>Language!</i> is a literacy curriculum for delayed readers, writers and spellers. Literacy skills are taught sequentially and cumulatively in the areas of reading, composition, vocabulary, spelling, morphology, and grammar.
Audience	<i>Language!</i> is for students who are performing two or more years behind grade level, are English Language Learners, and have difficulty learning due to learning disabilities. It is for students ranging from grades 2 through high school.
Website	http://www.sopriswest.com
Where	Main Street Middle School, Montpelier Bellows Free Academy Mt. Saint Anthony Middle School

Name of Program	<i>Spelling, Writing, Reading (SWR)</i>
Descriptor	Explicit, multisensory, systematic instruction in decoding and encoding for grades 1-4 that incorporates a combination of (synthetic and analytic) word family approaches as well as study in grammar and usage.
Audience	<i>SWR</i> is designed for regular classroom instruction and can be modified for small group instruction for at risk readers.
Contact	Carol Kavanaugh, Literacy Consultant Shelburne Community School
Where	Richmond Elementary School Porters Point School Mallets Bay School Berlin Elementary School Doty Memorial School Westford Elementary School Essex Elementary School

Name of Program

Great Leaps Reading

Descriptor

Great Leaps Reading emphasis is on fluency training. It requires 5-10 minutes of intervention per day per student. The goal is to develop comprehension through fluency.

Audience

This is a supplementary program to be used in conjunction with the curriculum being implemented in the classroom. Instruction provided in a one-to-one fashion can be used in grades K-12.

Where

Camels Hump Middle School
Grand Isle School

Name of Program	<i>Speed Drills for Decoding Automaticity, Oxton House</i>
Descriptor	<i>Speed Drills</i> is a reading fluency program, on the word level, that is designed to help students respond automatically when reading whole words in order to develop sight word recognition. It is designed for students to respond automatically to the orthographic units (phonic elements) that make up words.
Audience	<i>Speed Drills for Automaticity</i> is a supplemental fluency training program, designed for students who need to develop sight word recognition as well as words containing phonetically regular word patterns. Instruction is provided in a one-to-one or small group setting.
Where	Bellows Falls Middle School Bellows Falls High School Westford Elementary School Albert D. Lawton Shelburne Community School Grand Isle School Milton Elementary School Camels Hump Middle School

Special Projects

The Vermont Lab School

The *Vermont Lab School* is designed for middle school students with learning disabilities. In the lab setting students receive 90 minutes of instruction daily working on explicit systematic reading instruction, writing, and oral language skills. Content area teachers have also participated in professional development in how to teach students with language related learning disabilities to help insure success beyond the lab class.

Participating Schools

Contact these schools directly for more information about instructional materials used.

Windham Northeast Supervisory Union: Bellows Falls Middle and High School

Burlington School District: C.P. Smith Elementary and Hunt Middle School*

Chittenden South Supervisory Union: Shelburne Community School* and Charlotte Middle School

Chittenden Central Supervisory Union: Thomas Fleming, Albert D. Lawton, and Westford Elementary Schools

Essex Town School District: Essex Middle School

Milton Town School District: Milton Elementary

Colchester School District: Colchester Middle School

Materials

Decodable Readers: *Flyleaf Publishing Books*, Flyleaf Publishing
The Garside Readers, Garside Institute
JJ Readers, Sopris West
Phonics Readers, Steck-Vaughn Publishing
Stories to Take Home and Read by Bonnie Kline, Language Circle Enterprises

Wilson Reading System (Wilson Language)
S.P.I.R.E. (Educators Publishing Service)
Reading Speed Drills, Phyllis Fisher (Oxton House Publishing)
Great Leaps Reading, Diamuid, Inc.

* Shelburne Community School and Hunt Middle School are model sites open for observation.

Winston Grammar Program, Paul Erwin (Precious Memories Educational Resources)
The Sentence Writing Strategy, Jean Schumaker, University of Kansas Writing Program,
Project Read, Framing your Thoughts, Report Form, Language Circle
Language!, Sopris West
Lindamood Phoneme Sequencing Program for Reading, Spelling and Speech (LiPS Program)
Visualizing and Verbalizing, Nanci Bell, Gander Educational Publishing

Content Area Materials

Classroom Strategies for Interactive Learning, Doug Buel, Wisconsin State Reading Association
Landmark Study Skills Guide, Joan Sedita, Landmark College
Teaching Reading in the Content Areas, If Not Me, Then Who? Rachel Billmeyer, ASCD Press
Teaching Reading in Mathematics, Mary Lee Barton, ASCD Press
Teaching Reading in Science, Mary Lee Barton, ASCD Press

The Vermont Strategic Reading Initiative

The *Vermont Strategic Reading Initiative*, entering its second year, offers three "strands" of professional development to educators in classrooms grades 4 - 12. Strand One, the most intense, provides a consultant who spends one day a week at the participating school, working at first with a team of 3 - 7 teachers who have attended a four-day summer institute, and agreed to share the experience with their colleagues. Schools participating in Strand One make a three-year commitment to the program, with the goal of awareness-level participation of all school staff by the end of the first year, and ongoing, schoolwide, curriculum-embedded reading instruction the goal for the conclusion of year three. Six schools, as diverse as Rumney Memorial School, a K-6 school with 160 students, North Country Union High School, with more than 1000 students, and Edmunds Middle School, with 360 students, participated in our first year; all six have enlisted for a second year, joined by six schools that are new to the program. "Strand Two" enrolls thirty literacy leaders in the four-day summer institute, and offers as many as eight follow-up sessions during the school year. "Strand Three" offers schools and districts the services of reading consultants who visit for half- or full-day awareness-level professional development. Because adolescent reading has received little attention in the U.S., Vermont's program is already recognized as being in the forefront of national efforts to help students "read to learn" once they have completed their primary-level instruction in "learning to read."

Contact Geof Hewit, Department of Education
 Nick Boke, Vermont Reads Institute

Southwest Vermont Supervisory Union / Landmark College Technology Grant

Bennington schools have received a grant from Landmark College to provide technology, as well as instructional materials for students with learning needs.

Materials: Computer Assisted Instruction

Earobics Steps 1 &2, Cognitive Concepts

Teaches phonological awareness and auditory processing skills for struggling readers. (ages 4-7 and ages 7-10)

Dragon Naturally Speaking, Don Johnson

Write Outloud, Don Johnson

Inspiration, Inspiration

A visual learning tool that helps organize and map thinking using webs, maps, diagrams, etc. (Grades 4-12)

Kidspiration, Inspiration (grades K-3)

Early Reading, Lexia Learning Systems

Develops phonemic awareness in young children. (Ages 4-6)

Phonics Based Reading, Lexia Learning Systems

This is an intensive interactive reading skills development system using Orton Gillingham structured language instruction. (Ages 5-8)

Reading SOS, Lexia Learning Systems

Designed to help older students with reading. (Ages 9-Adult)

Edmark Reading Program, Lexia Learning Systems (Any grade)

Teaches recognition of whole words and comprehension of commonly used words. Students read on the word, sentence and story level.

Kurzweil 1000/3000 is an advanced reading tool that converts the printed word to speech. Kurtzweil Education Systems