Appendix A
Selected programs that have been proven effective at improving reading skills.

Stepping Stones to Literacy (SSL) is a supplemental curriculum designed to promote listening, print conventions, phonological awareness, phonemic awareness, and serial processing/rapid naming (quickly naming familiar visual symbols and stimuli such as letters or colors). The program targets kindergarten and older preschool students considered to be underachieving readers, based on teacher's recommendations, assessments, and systematic screening. Students participate in 10- to 20-minute daily lessons in a small group or individually. The curriculum consists of 25 lessons, for a total of 9–15 hours of instructional time. Two studies met the WWC standards. They included 120 kindergarten students in 17 elementary schools in the Midwest.

Stepping Stones to Literacy was found to have positive effects (average 30 percentile points) on student outcomes in the alphabetics domain.
http://ies.ed.gov/ncee/wwc/reports/beginning%5Freading/ssl

Kaplan SpellRead is a literacy program for struggling readers in grades 2 or above, including special education students, English language learners, and students more than two years below grade level in reading. *Kaplan SpellRead* integrates the auditory and visual aspects of the reading process and emphasizes specific skill mastery through systematic and explicit instruction. The program takes five to nine months to complete and consists of 140 lessons divided into three phases. Two studies of *Kaplan SpellRead* met the What Works Clearinghouse (WWC) evidence standards. The two studies included 208 students from first to third grades in Pennsylvania and in Newfoundland, Canada.

Kaplan SpellRead was found to have positive effects on alphabetics (average 18 percentile points) and potentially positive effects on fluency (average 9 percentile points) and comprehension (average 20 percentile points). http://ies.ed.gov/ncee/wwc/reports/beginning%5Freading/spellread

Reading Recovery is a short-term tutoring intervention intended to serve the lowest-achieving (bottom 20%) first-grade students. The goals of *Reading Recovery* are to promote literacy skills, reduce the number of first-grade students who are struggling to read, and prevent long-term reading difficulties. *Reading Recovery* supplements classroom teaching with one-to-one tutoring sessions, generally conducted as pull-out sessions during the school day. Tutoring, which is conducted by trained *Reading Recovery* teachers, takes place daily for 30 minutes over 12–20 weeks.

Four studies of *Reading Recovery* meet What Works Clearinghouse (WWC) evidence standards, and one study meets WWC evidence standards with reservations. The five studies included approximately 700 first-grade students in more than 46 schools across the United States.

Reading Recovery was found to have positive effects on alphabetics (average 34 percentile points) and general reading achievement (average 32 percentile points) and potentially positive effects on fluency (average 46 percentile points) and comprehension (average 14 percentile points).
http://ies.ed.gov/ncee/wwc/reports/beginning%5Freading/reading%5Frecovery