

# EARLY ADOLESCENT LITERACY INTERVENTION PROGRAMS LIST (Grades 6-8)

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## PURPOSE AND DEFINITIONS

The Office of the State Superintendent of Education's (OSSE's) [Comprehensive Literacy Plan \(CLP\)](#) seeks to move the District toward a reality in which all learners receive the effective literacy instruction and research-based interventions they need to become successful readers. The CLP's guiding principles for literacy begin with inclusive literacy instruction to help ensure that all learners have access to equitable, culturally and linguistically responsive, high-quality, science-based literacy curriculum. Additionally, [DC Law 23-191 Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020](#), requires that *"each LEA shall adopt a science-based reading program."*<sup>1</sup> This document is designed to provide DC local education agencies (LEAs) serving early adolescent students (grades 6-8) with a summary of research on supporting non-proficient adolescent readers and guidance on adopting high-quality, science-based reading intervention programs.

## DEFINITIONS:

- **The science of reading:** The science of reading is a vast, interdisciplinary body of scientifically based research about reading and issues related to reading and writing. This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop, why some have difficulty, and how educators can most effectively assess and teach, and therefore, improve student outcomes through prevention of and intervention for reading difficulties.
- **Science-based reading programs:** In support of non-proficient early adolescent readers, OSSE defines "science-based reading programs" as a set of school-based systems, curricular materials, and instructional practices that align with established research on improving literacy levels among students in grades 6-8. This includes assessments for identifying and addressing gaps in student literacy skills.
- **High-Quality Instructional Materials (HQIM):** OSSE defines HQIM as sequential, comprehensive instructional materials that are evidence-based and aligned with the Common Core State Standards (CCSS). The CCSS for English Language Arts, adopted by the District of Columbia in 2010, establishes rigorous guidelines that reflect the skills and knowledge students need to succeed at each grade level. For literacy instruction, HQIM can include core programming, supplemental programming, and intervention programming.
- **Literacy intervention programming:** A set of instructional resources designed to support students in enhancing literacy skills by explicitly and systematically targeting specific skill deficits. Research-based literacy intervention programs are grounded in scientifically validated methods shown to be effective in improving literacy outcomes. Within this context, literacy intervention programming pertains to tier 2 intervention.

<sup>1</sup> [D.C. Law 23-191. Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020.](#) | [D.C. Law Library \(dccouncil.gov\)](#)

## ADOPTING AND IMPLEMENTING SCIENCE-BASED | Literacy Intervention Programs

[DC Law 23-191](#) requires that “each LEA shall adopt a science-based reading program.” Within this context, OSSE defines “adopt” to mean “acquire, purchase, or develop” and “implement” to mean “trained staff and regularly use to drive instruction.” In support of LEA adoption and implementation of science-based reading intervention programs for grades 6-8, OSSE has developed the following resources:

- **The HQIM rubric for early adolescent literacy interventions:** a tool for evaluating whether a program meets the requirements of a high-quality science-based reading program.
- **The Early Adolescent Interventions Guidance Document:** is a document designed to provide DC LEAs with guidance to support their adoption of high-quality science-based literacy intervention programs.

<p>If an LEA has adopted or is currently implementing early adolescent intervention program(s) that are <b>included</b> on the Science-Based Literacy Interventions List:</p>	<p>If an LEA has adopted or is currently implementing a core literacy program(s) <b>not included</b> on the Science-Based Reading Programs List:</p>
<ul style="list-style-type: none"> <li>• LEAs will confirm the intervention programs when submitting compliance documents to OSSE every year in October.</li> <li>• LEAs will complete the assessment component of the rubric and submit evidence to OSSE in October consistent with the requirements of <a href="#">DC Law 23-191</a>.</li> </ul>	<ul style="list-style-type: none"> <li>• LEAs will use the HQIM rubric to analyze and evaluate literacy programs for alignment to the essential components of literacy instruction.</li> <li>• LEAs will submit completed rubrics with evidence to OSSE for review and approval. LEAs will submit rubrics in October consistent with the requirements of <a href="#">DC Law 23-191</a>.</li> </ul>

The literacy programs identified below were reviewed by OSSE and meet the criteria “science-based reading programs” outlined in [DC Law 23-191](#).

### Science-Based Core Literacy Intervention Programs List for Grades 6-8

PROGRAM NAME	PROVIDER	DELIVERY FORMAT	VENDOR SUMMARY
Lexia PowerUp Literacy	Lexia Learning Systems LLC	Teacher led/Digital	Lexia PowerUp Literacy blends online instruction with educator-delivered lessons and independent skill-based activities to accelerate the development of fundamental literacy and higher-order thinking skills through addressing the instructional needs of a wide range of students. The program identifies skill gaps and provides a personalized, systematic instruction focused on word study, grammar, vocabulary, and comprehension.
Language! Live	Lexia Voyager Sopris Inc	Teacher led/Digital	LANGUAGE! Live is comprehensive intervention program that blends personalized, online learning with teacher directed instruction to empower struggling learners in grades 5 and above. Students work on fundamental skills at their own pace online, while still receiving teacher-directed instruction for comprehension skills. The systematic scope and sequence and learning progression in LANGUAGE! Live improves students’ basic decoding, spelling, grammar, comprehension, vocabulary, and writing skills.
Read 180	Houghton Mifflin Harcourt	Teacher led/Digital	Read 180 is a comprehensive literacy intervention program that includes explicit and systematic instruction in both teacher-led and computer-based lessons. Read 180 offers explicit instruction in the Five Pillars of Reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension, as well as writing and knowledge-building. The Read 180 instructional model balances whole- with small group learning that is targeted to different skills based on students’ needs.
STARI	SERP Institute	Teacher led	STARI is a literature-focused, Tier 2 intervention for students in grades 6-9 who read two or more years below grade level. Using research-based practices and highly engaging texts, STARI addresses gaps in fluency, decoding, reading stamina, and comprehension, aiming to move struggling students to higher levels of proficiency at the end of one year.