

Alaska Evidence-based Reading Digital Instructional Programs 2023

This is a supportive resource for districts and schools seeking evidence-based instructional materials grounded in the Science of Reading.

The purpose of this list is to provide districts with support in choosing evidence-based interventions or supplemental programs that can be used in Individual Reading Improvement Plans to improve students' reading deficit areas. This is not intended to be an all-inclusive or exhaustive list. This list also informs which programs have been additionally vetted and reviewed by other state department of educations. While DEED has reviewed these evidence-based programs, it does not endorse individual products.

Alaska Department of Education and Early Development Web-based or Digital Instructional Programs aligned to the Science of Reading															
Publisher	Product	Usability Score	Grade Levels	Phonological Awareness	Phonics	Vocabulary	Comprehension	Fluency	Oral Language	AK	CO	LA	AR	MS	Program Type
Amplify	mClass Boost Reading	2	K-5	☒	☒	☒	☒	☒		☒		☒	☒		I
Curriculum Associates	i-Ready	4	K-8	☒	☒	☒	☒	☒		☒	☒		☒	☒	S
Lexia	Core5 Reading	2	Prek to 5	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒	S
I-Station	i-Station	3	K-8		☒	☒	☒	☒			☒			☒	I
Imagine Learning	My Path	2	K-12		☒	☒	☒	☒			☒		☒	☒	S
McGraw Hill	Smarty Ants	2	Prek to 1	☒	☒		☒	☒	☒	☒					S
Mindplay	Mindplay Virtual Reading Coach	2	K-12	☒	☒		☒	☒		☒	☒		☒		I
Nearpod	Flocabulary	2	K-12			☒				☒					S
Sortegories	Sortegories	2	K-12	☒	☒	☒	☒	☒	☒	☒					
Waterford	Waterford Reading Academy	2	K-2	☒	☒	☒	☒	☒	☒	☒	☒			☒	I



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Usability Defined:	Intervention Program Defined:	Supplemental Program Defined:
<p>1: All educator types should be able to teach the material regardless of training or prior knowledge. This is a “pick up and teach” resource.</p> <p>2: Minimal professional development or teacher preparation is required. Professional Development is free and asynchronous. Program may require basic additional materials such as Elkonin boxes, white boards, or alphabet tiles/magnetic letters, etc.</p> <p>3: Basic professional development is required from the vendor and may have a minor cost associated with it. Program materials are in multiple books/binders and require regular repurchase of student consumables.</p> <p>4: Extensive professional development provided by the vendor is required for successful implementation. Program materials may have physical and/or digital components and require regular repurchase of student consumables or digital subscriptions.</p>	<p><i>Intervention Program</i> is aligned to the Science of Reading and the Alaska Reads Act and provides explicit, systematic, and sequential direct instruction, does not include three-cueing instructional practices, and is evidence-based. ESSA defines evidence-based as results from high-quality studies determining the intervention to have positive effects. A desirable effect size is generally considered to be .4 or greater. The intervention follows a logical plan focused on a targeted area of reading development and is primarily provided in a small group or one-to-one setting. This is intensive, explicit instruction that meets the needs of individual students. This involves more time daily, above and beyond Tier 1 or Core instruction, which is focused on the specific needs of the student as identified by a diagnostic measure. Instruction can be intensified in three ways: (1) more time, (2) more targeted instruction, and (3) smaller group size.</p>	<p>A <i>Supplemental Program</i> is aligned to the Science of Reading and provides additional <i>Tier One</i> instructional support to strengthen a core program. The program meets criteria to support and extend the critical elements of core instruction for one or more of the five components of reading because the core program does not provide enough instruction or practice in a key area to meet the needs of the students in a particular classroom or school. Supplemental programs are often used to prevent achievement gaps before they occur. If students need additional support beyond what the core program provides, schools may elect to use a supplemental program, to reteach, differentiate instruction, and individualize instruction, and to provide additional practice in Tier II or Tier III. Instruction can be intensified in three ways for Tier II and Tier III: (1) more time, (2) more targeted instruction, and (3) smaller group size. This is not a replacement of core program materials and must not include three-cueing instructional practices.</p>

