

Alaska Evidence-based Reading Interventions and Supplemental 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 Supplemental and Intervention Programs aligned to the Science of Reading															
Publisher	Program Title	Usability Score	Grade Levels	Phonological Awareness	Phonics	Vocabulary	Comprehension	Fluency	Oral Language	AK	CO	LA	AR	MS	Program Type
95% Group	<u>Phonics Chip Kits</u>	3	3-6		☒					☒	☒		☒		I
	<u>95 Phonics Core Program</u>	3	K-5	☒	☒					☒	☒		☒		S
	<u>Phonics Lesson Library</u>	3	K-2	☒	☒					☒	☒		☒		I
	<u>Phonological Awareness Lessons</u>	3	K-2	☒					☒	☒	☒		☒		I
	<u>Vocabulary Surge</u>	3	3-6			☒				☒	☒		☒		I
Brainspring	<u>Explode the Code</u>	1	K-5	☒	☒			☒		☒					S
	<u>Primary Phonics</u>	1	K-5		☒			☒		☒					S
Center for Collaborative Classroom	<u>SIPPS</u>	4	K-12	☒	☒		☒	☒	☒	☒	☒	☒	☒		I
Curriculum Associates	<u>Magnetic Reading Foundations</u>	4	K-2		☒			☒	☒	☒					S
	<u>Phonics for Reading</u>	3	3-5		☒					☒					S



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EPS/School Specialty, Inc.	<u>S.P.I.R.E</u>	2	PreK to 12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	I
Flyleaf *must include teacher guides	<u>Flyleaf Publishing</u>	1	K-3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					S
Heggerty	<u>Heggerty</u>	2	PreK - 5	<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		S
	<u>Bridge to Reading</u>	2	K-2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>					S
HMH	<u>Saxon Phonics</u>	3	K-2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		I
Letterland	<u>Letterland</u>	2	K-3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					S
Lindamood Bell	<u>Seeing Stars</u>	4	K-3		<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				I
Logic of English	<u>Foundations</u>	2	K-2		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>					S
	<u>Essentials</u>	2	3-12		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>					S
McGraw Hill	<u>Corrective Reading</u>	2	3-12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				I
	<u>Corrective Reading Decoding</u>	2	3-12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					I
	<u>Corrective Reading Comprehension</u>	3	3-12				<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>					I



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McGraw Hill	<u>Early Interventions In Reading</u>	2	K-3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					I
	<u>Language for Learning</u>	2	K-2			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					I
	<u>Language for Thinking</u>	2	1-3			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					I
	<u>Open Court Reading Foundational Skills Kits</u>	2	K-3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				S
	<u>Phonemic Awareness</u>	1	K-1	<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>					S
	<u>Reading Mastery (Transformations and Signature)</u>	3	K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				I
Reading Horizons	<u>Reading Horizons Discovery</u>	2	K-12		<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	I
Read Naturally	<u>Read Naturally</u>	2	1-12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					I
Really Great Reading	<u>Countdown</u>	3	K	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		S
	<u>Blast</u>	3	1 st	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		S
	<u>HD Word</u>	3	2-12					<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		S
University of Florida Literacy Institute	<u>UFLI Foundations</u>	2	K-2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					S



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Vanderbilt University	<u>Peer-Assisted Learning Strategies (PALS)</u>	2	K-12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					I
Voyager Sopris	<u>Read Well</u>	2	K-2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					I
	<u>REWARDS</u>	2	4-12		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					I
	<u>Voyager Passport</u>	3	K-5	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		I
	<u>Six-Minute Solution</u>	1	1-12					<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					S
William Sadler	<u>From Phonics to Reading</u>	3	K-3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				S
Wilson Language Training	<u>Fundations</u>	4	K to 3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		I
	<u>Wilson Reading System</u>	4	2-12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		I
Winsor Learning	<u>Sonday System</u>	4	K-12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		I
Zaner-Bloser	<u>SuperKids</u>	3	K-2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		S

Additional Teacher Instructional Resources: Core Learning: Teaching Reading Sourcebook
 Core Learning: Assessing Reading Multiple Measures
 Core Learning: Vocabulary Handbook



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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>Intervention Program Defined:</p> <p>An <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>Supplemental Program Defined:</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>