

Evidence-Based Tiered Programs

The following is a list of evidence-based programs that have been reviewed as appropriate for Tier 1, 2, and 3 instruction. When providing intervention, appropriate instruction and materials should be matched to students’ targeted needs and when possible, aligned with and supportive of Tier 1 instruction. Using a research-based program/practice does not guarantee success. The instructional match and fidelity of implementation are also important considerations in judging effectiveness.

Disclaimer: This is not an exhaustive list of all tiered programs. These programs were chosen based on their availability, popularity, and most importantly, their evidence of effectiveness.

Tier 1

Comprehensive Core Literacy Programs

Program	Grades	Publisher
Core Knowledge Language Arts (https://www.amplify.com/curriculum/core-knowledge-language-arts)	PreK-5	Amplify
EL Education (http://openupresources.org/ela-curriculum/)	K-5	Open Up Resources
Journeys (http://www.hmhco.com/shop/education-curriculum/reading/core-reading-programs/journeys)	K-6	Houghton Mifflin Harcourt
Reach for Reading http://ngl.cengage.com/search/productOverview.do?N=201+4294918395&Ntk=NGL&Ntt=PRO0000000004&Ntx=mode%2Bmatchallpartial)	K-6	National Geographic
Reading Wonders (http://mhreadingwonders.com/reading-wonders/)	K-6	McGraw Hill
The Writing Road to Reading (http://www.spalding.org/)	K-6	Spalding

Criteria for Selecting a Comprehensive Core Literacy Program

These tools are useful for evaluating curriculum materials for their alignment to the Utah ELA Core Standards.

- [Instructional Materials Evaluation Tool for Grades K-2](http://achievethecore.org/content/upload/IMET_ELA_K-2_9%2024_editable%20form.pdf)
(http://achievethecore.org/content/upload/IMET_ELA_K-2_9%2024_editable%20form.pdf)
- [Instructional Materials Evaluation Tool for Grades 3-12](http://achievethecore.org/content/upload/IMET_ELA_3-12_9%2024_editable%20form.pdf)
(http://achievethecore.org/content/upload/IMET_ELA_3-12_9%2024_editable%20form.pdf)
- [University of Oregon Center on Teaching and Learning](http://reading.uoregon.edu/cia/curricula/core_program.php)
(http://reading.uoregon.edu/cia/curricula/core_program.php)
- [Ed Reports Curriculum Reviews](https://www.edreports.org/ela/reports/index.html#!?f=&b=title&o=0)
(<https://www.edreports.org/ela/reports/index.html#!?f=&b=title&o=0>)

Core Phonics Programs

Program	Grades	Publisher
Saxon Phonics and Spelling (http://www.hmhco.com/shop/education-curriculum/literature-and-language-arts/language-arts/saxon-phonics-and-spelling)	K-3	Houghton Mifflin
Reading Horizons Discovery/Elevate (https://www.readinghorizons.com)	K-3	Reading Horizons
Blast Foundations (https://www.reallygreatreading.com/blast-foundations)	K-3	Really Great Reading

Core Supplemental Instruction Programs

Program	Target Areas	Grades	Publisher
Heggerty's Phonemic Awareness Curriculum (https://www.literacyresourcesinc.com/store/curriculum/)	PA	PreK-1	Literacy Resources Inc.
Kilpatrick's Equipped for Reading Success (https://equippedforreadingsuccess.com/)	PA		Equipped for Reading Success
Enhanced Core Reading Instruction (https://dibels.uoregon.edu/market/movingup/ecri)	Phonics	K-2	Center on Teaching & Learning

Tier 2

Tier 2 instruction happens *in addition* to Tier 1 instruction. It is a time when *some* students are provided with supplemental instruction based on assessment data, screening measures, or demonstration of exceptional/weak progress from regular classroom instruction. For at-risk students, it is recommended that they are provided with:

- **Elementary Setting:** 20-30 minutes, 4-5 times a week of targeted, supplemental Tier 2 instruction. Conducted in a small group setting with peers of similar instructional needs identified through a diagnostic assessment (e.g., Can't Do/Won't Do Assessment, Survey Level Assessment, CORE Phonics Survey).
- **Secondary Setting:** The reading intervention class should be provided within the school day. It should be structured to provide targeted, supplemental Tier 2 instruction aligned to instructional needs as identified through a diagnostic assessment (e.g., CORE Phonics Survey).

Supplemental Intervention Programs

Target areas for all of the following Tier 2 and 3 programs have been coded as follows:

PA = Phonological/Phonemic Awareness **P** = Phonics **F** = Fluency **S** = Spelling
C = Comprehension **OL** = Oral Language **V** = Vocabulary **W** = Writing

Evidence bases for all of the following Tier 2 and 3 programs have been coded as follows:

- **IES/WWC** = [What Works Clearinghouse](https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Literacy)
 (https://ies.ed.gov/ncee/wwc/FWW/Results?filters=,Literacy)
- **NCII** = [National Center on Intensive Intervention](https://charts.intensiveintervention.org/chart/instructional-intervention-tools?field_subject%5B%5D=reading)
 (https://charts.intensiveintervention.org/chart/instructional-intervention-tools?field_subject%5B%5D=reading)
- **BEE** = [Best Evidence Encyclopedia](http://www.bestevidence.org/)
 (http://www.bestevidence.org/)
- **FCRR** = [Florida Center for Reading Research](http://www.fcrr.org/index.shtml)
 (http://www.fcrr.org/index.shtml)

Program	Grades	Target Areas	Publisher	Evidence Base
95% Group (http://www.95percentgroup.com/)	PreK-6	PA, P, V, C	95% Group Inc.	
Blast Foundations (https://www.reallygreatreading.com/blast-foundations)	K-2	PA, P	Really Great Reading	
Earobics (http://www.hmhco.com/shop/education-curriculum/intervention/reading/earobics)	PreK-3	PA, P, F, V, C, W	Houghton Mifflin Harcourt	IES/WWC FCRR
Early Intervention in Reading (EIR) (http://earlyinterventioninreading.com/)	K-5	PA, P, F, V, C, W	Barbara M. Taylor	IES/WWC BEE
Early Steps (http://uarc.utah.edu/General/EarlySteps.php)	K-1	PA, P, F, S, W, C	U of U Reading Clinic	
Foundations (Early Intervention) (http://www.wilsonlanguage.com/programs/fundations/)	K-3	PA, P, F, V, C, S	Wilson	FCRR
Higher Steps (http://uarc.utah.edu/General/HigherSteps.php)	2-8	PA, P, F, S, C	U of U Reading Clinic	
Ladders to Literacy (http://products.brookespublishing.com/Ladders-to-Literacy-P201.aspx)	K	PA, OL	Brookes Publishing Company	IES/WWC BEE
Next Steps (http://uarc.utah.edu/General/NextSteps.php)	1-2	PA, P, F, S, W, C	U of U Reading Clinic	
PALS (http://kc.vanderbilt.edu/pals/)	K-6, 9-12	PA, P, F, C	Vanderbilt Kennedy Center	IES/WWC BEE

Program	Grades	Target Areas	Publisher	Evidence Base
Passport Reading Journeys (http://www.voyagersopris.com/curriculum/subject/literacy/passport-reading-journeys-with-ebooks/overview)	6-12	F, V, C, W, S	Voyager Sopris Learning	BEE
Phonics Blitz (https://www.reallygreatreading.com/phonics-blitz)	4-12+	PA, P	Really Great Reading	
Phonics Boost (https://www.reallygreatreading.com/phonics-boost)	2-12+	PA, P	Really Great Reading	
Phonics for Reading (http://www.curriculumassociates.com/products/detail.aspx?title=PhonicsReading)	1-6	PA, P, F, C	Curriculum Associates	FCRR
QuickReads (https://www.pearsonschool.com/index.cfm?locator=PS15K4)	2-6	F, V, C	Pearson	NCII BEE FCRR
Read 180 (http://www.hmhco.com/products/read-180/index.htm)	4-12+	PA, P, F, V, C, W, S	Houghton Mifflin Harcourt	IES/WWC NCII BEE
Reading for All Learners (http://iseesam.com/reading-for-all-learners/)	K-3	PA, P, F, C	Academic Success for All Learners	
Read Naturally (http://www.readnaturally.com/intervention-programs)	1-8	P, F, V, C	Read Naturally	IES/WWC NCII BEE FCRR
REWARDS (http://www.voyagersopris.com/curriculum/subject/literacy/rewards/overview)	4-12	P, F, V, C, S, W	Voyager Sopris Learning	FCRR
Road to the Code (http://products.brookespublishing.com/Road-to-the-Code-P322.aspx)	K-1	PA	Brookes Publishing Company	FCRR
Scott Foresman Early Reading Intervention (ERI) (http://www.pearsonschool.com/index.cfm?locator=PSZu68&PMDbProgramID=13301)	K	PA, P	Pearson	FCRR
Sound Partners (http://www.voyagersopris.com/curriculum/subject/literacy/sound-partners/overview)	K-3	PA, P, F, S	Voyager Sopris Learning	IES/WWC NCII
SpellRead (http://www.thereadingcollege.ca/SpellRead/The-SpellRead-Program.html)	2-12	PA, P, F, V, C, OL	The Reading College	IES/WWC FCRR
SRA FLEX Literacy (http://flexliteracy.com/)	3-12	P, F, V, C	McGraw Hill	

Program	Grades	Target Areas	Publisher	Evidence Base
Stepping Stones to Literacy (http://www.voyagersopris.com/curriculum/subject/literacy/stepping-stones-to-literacy/overview)	PreK-1	PA	Voyager Sopris Learning	IES/WWC NCII
Voyager Passport (http://www.voyagersopris.com/curriculum/subject/literacy/voyager-passport/overview)	K-5	PA, P, F, V, C	Voyager Sopris Learning	BEE

Extensive Training is required for Early Steps, Foundations (Early Intervention), Higher Steps, and Next Steps. PALS and Read Naturally have shown evidence of effectiveness for English Learners (ELs). Evidence of effectiveness for students with disabilities (SWD) has been shown in Early Intervention in Reading, PALS, QuickReads, Reading Recovery, and Voyager Passport.

Software Programs

For software programs to be most effective, it is essential not only for students to cumulate the required time associated with the program, but also for the teacher to review the reports and data that is generated and provide targeted instruction as identified by the data. Using the data to drive instruction is critical for generating the best results from the use of software programs.

Program	Grades	Target Areas	Publisher	Evidence Base
Achieve 3000 (https://www.achieve3000.com/)	2-12	C, V, F, W	Achieve 3000	FCRR
Fast ForWord LANGUAGE Series (http://www.scilearn.com/products/fast-forward/language-series)	PreK-12	PA, P, F, V, C	Scientific Learning Corporation	IES/WWC NCII BEE
Imagine Learning (http://www.imaginelearning.com/)	K-6	PA, P, F, V, C	Imagine Learning	
iReady (https://www.curriculumassociates.com/Products/i-Ready)	K-12	PA, P, V, C	Curriculum Associates	
iStation (http://www.istation.com/)	PreK-12	PA, P, F, V, C	iStation	FCRR
Language Live! (https://www.voyagersopris.com/literacy/language-live/overview)	5-12	PA, P, F, V, C, W, S, OL	Voyager Sopris Learning	
Lexia Reading (http://www.lexialearning.com/product/core5)	PreK-12	PA, P, F, V, C	Lexia Learning	IES/WWC NCII BEE FCRR
My Reading Coach (http://mindplay.com/)	K-12	PA, P, F, V, C	MindPlay	BEE

Program	Grades	Target Areas	Publisher	Evidence Base
MyOn (https://www.myon.com/)	PreK-12	V, C	Capstone	
Reading Plus (https://www.readingplus.com/)	3-12	V, C	Taylor Associates	IES/WWC NCII
SuccessMaker (https://www.pearsonschool.com/index.cfm?locator=PS2qJ3)	K-8	PA, P, F, V	Pearson	
Waterford Early Reading Software (http://www.waterford.org/)	K-3	PA, P, F, V, C, W	Waterford	IES/WWC FCRR

None of the Tier 2 software programs require extensive training. Fast ForWord LANGUAGE Series has shown evidence of effectiveness for ELs. Evidence of effectiveness for SWD has been shown in Lexia Reading.

Tier 3

Intensive Intervention Programs

Tier 3 instruction addresses the specific needs of students who are the most at risk or who have not responded to Tier 2 interventions. For students who are low-performing, supports represent the use of adapted strategies, increase in frequency, intensity, and/or time, and may or may not equate to special education services. Students with intensive needs may access Tier 3 supports without first receiving Tier 2 instruction. For students at high risk, it is recommended that they are provided with:

- **Elementary Setting:** 30-45 minutes of intensive, individually-responsive Tier 3 instruction on a daily basis. It may be conducted individually or in a small group setting of 2-5 students with similar instructional needs. Student needs are identified through a diagnostic assessment that “assesses discrete skills, such as identifying the specific letter patterns a student can and cannot read well.”
- **Secondary Setting:** The reading intervention class should be provided within the school day. It should be structured to provide intensive, individually-responsive Tier 3 instruction aligned to instructional needs as identified through an individually administered diagnostic assessment.

Program	Grades	Target Areas	Publisher	Evidence Base
Corrective Reading (https://www.mheonline.com/directinstruction/corrective-reading/)	3-12+	P, C	McGraw Hill	IES/WWC BEE FCRR

Program	Grades	Target Areas	Publisher	Evidence Base
LANGUAGE! (https://www.voyagersopris.com/literacy/language/overview)	4-12	PA, P, F, V, C, W, S, OL	Voyager Sopris Learning	FCRR
LiPS (http://lindamoodbell.com/program/lindamood-phoneme-sequencing-program)	K-3	PA, P, S	Lindamood-Bell Learning Processes	IES/WWC BEE FCRR
My Sidewalks (https://www.pearsonschool.com/index.cfm?locator=PSZu68&PMDbProgramId=72101)	1-5	PA, P, V, F, C	Pearson	
Reading Mastery (https://www.mheonline.com/directinstruction/reading-mastery-signature-edition/)	K-5	PA, P, V, C, W	McGraw Hill	IES/WWC
Sunday System 1 (http://www.winsorlearning.com/products/sonday-system-1)	K-2	PA, P, F, V, C, S	Winsor Learning	
Sunday System 2 (http://www.winsorlearning.com/products/sonday-system-2)	3-8	P, F, V, C, S	Winsor Learning	
S.P.I.R.E. (http://eps.schoolspecialty.com/landing/spire)	PreK-8	PA, P, F, V, C, S	School Specialty	FCRR
System 44 (http://www.hmhco.com/products/system-44/experience/program-design.htm)	3-12+	P, F, V, C, W	Houghton Mifflin Harcourt	NCII
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) (https://www.collaborativeclassroom.org/programs/sipps/)	1-12	PA, P, F, C	Collaborative Classroom	
Wilson Reading System (http://www.wilsonlanguage.com/programs/wilson-reading-system/)	2-12	PA, P, F, V, C, OL, S	Wilson Language Training	IES/WWC FCRR

Extensive training is required for LiPS, Sunday System 1, Sunday System 2, and Wilson Reading System. Reading Mastery has shown evidence of effectiveness for ELs. Evidence of effectiveness for SWD has been shown in Corrective Reading and LiPS.