

# 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
<a href="https://www.amplify.com/curriculum/core-knowledge-language-arts">Core Knowledge Language Arts</a> ( <a href="https://www.amplify.com/curriculum/core-knowledge-language-arts">https://www.amplify.com/curriculum/core-knowledge-language-arts</a> )	PreK-5	Amplify
<a href="http://openupresources.org/ela-curriculum/">EL Education</a> ( <a href="http://openupresources.org/ela-curriculum/">http://openupresources.org/ela-curriculum/</a> )	K-5	Open Up Resources
<a href="http://www.hmhco.com/shop/education-curriculum/reading/core-reading-programs/journeys">Journeys</a> ( <a href="http://www.hmhco.com/shop/education-curriculum/reading/core-reading-programs/journeys">http://www.hmhco.com/shop/education-curriculum/reading/core-reading-programs/journeys</a> )	K-6	Houghton Mifflin Harcourt
<a href="http://ngl.cengage.com/search/productOverview.do?N=201+4294918395&amp;Ntk=NGL&amp;Ntt=PRO0000000004&amp;Ntx=mode%2Bmatchallpartial">Reach for Reading</a> <a href="http://ngl.cengage.com/search/productOverview.do?N=201+4294918395&amp;Ntk=NGL&amp;Ntt=PRO0000000004&amp;Ntx=mode%2Bmatchallpartial">http://ngl.cengage.com/search/productOverview.do?N=201+4294918395&amp;Ntk=NGL&amp;Ntt=PRO0000000004&amp;Ntx=mode%2Bmatchallpartial</a> )	K-6	National Geographic
<a href="http://mhreadingwonders.com/reading-wonders/">Reading Wonders</a> ( <a href="http://mhreadingwonders.com/reading-wonders/">http://mhreadingwonders.com/reading-wonders/</a> )	K-6	McGraw Hill
<a href="http://www.spalding.org/">The Writing Road to Reading</a> ( <a href="http://www.spalding.org/">http://www.spalding.org/</a> )	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](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](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](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
<a href="http://www.hmhco.com/shop/education-curriculum/literature-and-language-arts/language-arts/saxon-phonics-and-spelling">Saxon Phonics and Spelling</a> ( <a href="http://www.hmhco.com/shop/education-curriculum/literature-and-language-arts/language-arts/saxon-phonics-and-spelling">http://www.hmhco.com/shop/education-curriculum/literature-and-language-arts/language-arts/saxon-phonics-and-spelling</a> )	K-3	Houghton Mifflin
<a href="https://www.rainbowresource.com/prodlist.php?subject=Phonics/5&amp;category=Discover+Intensive+Phonics+for+Yourself/6588">Intensive Phonics</a> ( <a href="https://www.rainbowresource.com/prodlist.php?subject=Phonics/5&amp;category=Discover+Intensive+Phonics+for+Yourself/6588">https://www.rainbowresource.com/prodlist.php?subject=Phonics/5&amp;category=Discover+Intensive+Phonics+for+Yourself/6588</a> )	K-3	Reading Horizons
<a href="https://www.reallygreatreading.com/blast-foundations">Blast Foundations</a> ( <a href="https://www.reallygreatreading.com/blast-foundations">https://www.reallygreatreading.com/blast-foundations</a> )	K-3	Really Great Reading

## Core Supplemental Instruction Programs

Program	Target Areas	Grades	Publisher
<a href="https://www.literacyresourcesinc.com/store/curriculum/">Heggerty's Phonemic Awareness Curriculum</a> ( <a href="https://www.literacyresourcesinc.com/store/curriculum/">https://www.literacyresourcesinc.com/store/curriculum/</a> )	PA	PreK-1	Literacy Resources Inc.
<a href="https://equippedforreadingsuccess.com/">Kilpatrick's Equipped for Reading Success</a> ( <a href="https://equippedforreadingsuccess.com/">https://equippedforreadingsuccess.com/</a> )	PA		Equipped for Reading Success
<a href="https://dibels.uoregon.edu/market/movingup/ecri">Enhanced Core Reading Instruction</a> ( <a href="https://dibels.uoregon.edu/market/movingup/ecri">https://dibels.uoregon.edu/market/movingup/ecri</a> )	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
<a href="http://www.95percentgroup.com/">95% Group</a> (http://www.95percentgroup.com/)	PreK-6	PA, P, V, C	95% Group Inc.	
<a href="https://www.reallygreatreading.com/blast-foundations">Blast Foundations</a> (https://www.reallygreatreading.com/blast-foundations)	K-2	PA, P	Really Great Reading	
<a href="http://www.hmhco.com/shop/education-curriculum/intervention/reading/earobics">Earobics</a> (http://www.hmhco.com/shop/education-curriculum/intervention/reading/earobics)	PreK-3	PA, P, F, V, C, W	Houghton Mifflin Harcourt	IES/WWC FCRR
<a href="http://earlyinterventioninreading.com/">Early Intervention in Reading (EIR)</a> (http://earlyinterventioninreading.com/)	K-5	PA, P, F, V, C, W	Barbara M. Taylor	IES/WWC BEE
<a href="http://uarc.utah.edu/General/EarlySteps.php">Early Steps</a> (http://uarc.utah.edu/General/EarlySteps.php)	K-1	PA, P, F, S, W, C	U of U Reading Clinic	
<a href="http://www.wilsonlanguage.com/programs/fundations/">Foundations (Early Intervention)</a> (http://www.wilsonlanguage.com/programs/fundations/)	K-3	PA, P, F, V, C, S	Wilson	FCRR
<a href="http://uarc.utah.edu/General/HigherSteps.php">Higher Steps</a> (http://uarc.utah.edu/General/HigherSteps.php)	2-8	PA, P, F, S, C	U of U Reading Clinic	
<a href="http://products.brookespublishing.com/Ladders-to-Literacy-P201.aspx">Ladders to Literacy</a> (http://products.brookespublishing.com/Ladders-to-Literacy-P201.aspx)	K	PA, OL	Brookes Publishing Company	IES/WWC BEE
<a href="http://uarc.utah.edu/General/NextSteps.php">Next Steps</a> (http://uarc.utah.edu/General/NextSteps.php)	1-2	PA, P, F, S, W, C	U of U Reading Clinic	
<a href="http://kc.vanderbilt.edu/pals/">PALS</a> (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
<a href="http://www.voyagersopris.com/curriculum/subject/literacy/passport-reading-journeys-with-ebooks/overview">Passport Reading Journeys</a> ( <a href="http://www.voyagersopris.com/curriculum/subject/literacy/passport-reading-journeys-with-ebooks/overview">http://www.voyagersopris.com/curriculum/subject/literacy/passport-reading-journeys-with-ebooks/overview</a> )	6-12	F, V, C, W, S	Voyager Sopris Learning	BEE
<a href="https://www.reallygreatreading.com/phonics-blitz">Phonics Blitz</a> ( <a href="https://www.reallygreatreading.com/phonics-blitz">https://www.reallygreatreading.com/phonics-blitz</a> )	4-12+	PA, P	Really Great Reading	
<a href="https://www.reallygreatreading.com/phonics-boost">Phonics Boost</a> ( <a href="https://www.reallygreatreading.com/phonics-boost">https://www.reallygreatreading.com/phonics-boost</a> )	2-12+	PA, P	Really Great Reading	
<a href="http://www.curriculumassociates.com/products/detail.aspx?title=PhonicsReading">Phonics for Reading</a> ( <a href="http://www.curriculumassociates.com/products/detail.aspx?title=PhonicsReading">http://www.curriculumassociates.com/products/detail.aspx?title=PhonicsReading</a> )	1-6	PA, P, F, C	Curriculum Associates	FCRR
<a href="https://www.pearsonschool.com/index.cfm?locator=PS15K4">QuickReads</a> ( <a href="https://www.pearsonschool.com/index.cfm?locator=PS15K4">https://www.pearsonschool.com/index.cfm?locator=PS15K4</a> )	2-6	F, V, C	Pearson	NCII BEE FCRR
<a href="http://www.hmhco.com/products/read-180/index.htm">Read 180</a> ( <a href="http://www.hmhco.com/products/read-180/index.htm">http://www.hmhco.com/products/read-180/index.htm</a> )	4-12+	PA, P, F, V, C, W, S	Houghton Mifflin Harcourt	IES/WWC NCII BEE
<a href="http://iseesam.com/reading-for-all-learners/">Reading for All Learners</a> ( <a href="http://iseesam.com/reading-for-all-learners/">http://iseesam.com/reading-for-all-learners/</a> )	K-3	PA, P, F, C	Academic Success for All Learners	
<a href="http://readingrecovery.org/reading-recovery">Reading Recovery</a> ( <a href="http://readingrecovery.org/reading-recovery">http://readingrecovery.org/reading-recovery</a> )	1	PA, P, F, C, S	RRCNA	IES/WWC NCII BEE FCRR
<a href="http://www.readnaturally.com/intervention-programs">Read Naturally</a> ( <a href="http://www.readnaturally.com/intervention-programs">http://www.readnaturally.com/intervention-programs</a> )	1-8	P, F, V, C	Read Naturally	IES/WWC NCII BEE FCRR
<a href="http://www.voyagersopris.com/curriculum/subject/literacy/rewards/overview">REWARDS</a> ( <a href="http://www.voyagersopris.com/curriculum/subject/literacy/rewards/overview">http://www.voyagersopris.com/curriculum/subject/literacy/rewards/overview</a> )	4-12	P, F, V, C, S, W	Voyager Sopris Learning	FCRR
<a href="http://products.brookespublishing.com/Road-to-the-Code-P322.aspx">Road to the Code</a> ( <a href="http://products.brookespublishing.com/Road-to-the-Code-P322.aspx">http://products.brookespublishing.com/Road-to-the-Code-P322.aspx</a> )	K-1	PA	Brookes Publishing Company	FCRR
<a href="http://www.pearsonschool.com/index.cfm?locator=PSZu68&amp;PMDbProgramID=13301">Scott Foresman Early Reading Intervention (ERI)</a> ( <a href="http://www.pearsonschool.com/index.cfm?locator=PSZu68&amp;PMDbProgramID=13301">http://www.pearsonschool.com/index.cfm?locator=PSZu68&amp;PMDbProgramID=13301</a> )	K	PA, P	Pearson	FCRR
<a href="http://www.voyagersopris.com/curriculum/subject/literacy/sound-partners/overview">Sound Partners</a> ( <a href="http://www.voyagersopris.com/curriculum/subject/literacy/sound-partners/overview">http://www.voyagersopris.com/curriculum/subject/literacy/sound-partners/overview</a> )	K-3	PA, P, F, S	Voyager Sopris Learning	IES/WWC NCII

Program	Grades	Target Areas	Publisher	Evidence Base
<a href="http://www.thereadingcollege.ca/SpellRead/The-SpellRead-Program.html">SpellRead</a> ( <a href="http://www.thereadingcollege.ca/SpellRead/The-SpellRead-Program.html">http://www.thereadingcollege.ca/SpellRead/The-SpellRead-Program.html</a> )	2-12	PA, P, F, V, C, OL	The Reading College	IES/WWC FCRR
<a href="http://flexliteracy.com/">SRA FLEX Literacy</a> ( <a href="http://flexliteracy.com/">http://flexliteracy.com/</a> )	3-12	P, F, V, C	McGraw Hill	
<a href="http://www.voyagersopris.com/curriculum/subject/literacy/stepping-stones-to-literacy/overview">Stepping Stones to Literacy</a> ( <a href="http://www.voyagersopris.com/curriculum/subject/literacy/stepping-stones-to-literacy/overview">http://www.voyagersopris.com/curriculum/subject/literacy/stepping-stones-to-literacy/overview</a> )	PreK-1	PA	Voyager Sopris Learning	IES/WWC NCII
<a href="http://www.voyagersopris.com/curriculum/subject/literacy/voyager-passport/overview">Voyager Passport</a> ( <a href="http://www.voyagersopris.com/curriculum/subject/literacy/voyager-passport/overview">http://www.voyagersopris.com/curriculum/subject/literacy/voyager-passport/overview</a> )	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 engage in learning at the recommended usage, but also for the teacher to monitor students and provide targeted instruction through continual review of reports and data. Teachers can generate the best results from the use of software programs by using data to help drive and inform instruction.

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

Program	Grades	Target Areas	Publisher	Evidence Base
<a href="http://www.lexialearning.com/product/core5">Lexia Reading</a> (http://www.lexialearning.com/product/core5)	PreK-12	PA, P, F, V, C	Lexia Learning	IES/WWC NCII BEE FCRR
<a href="http://mindplay.com/">My Reading Coach</a> (http://mindplay.com/)	K-12	PA, P, F, V, C	MindPlay	BEE
<a href="https://www.myon.com/">MyOn</a> (https://www.myon.com/)	PreK-12	V, C	Capstone	
<a href="https://www.readingplus.com/">Reading Plus</a> (https://www.readingplus.com/)	3-12	V, C	Taylor Associates	IES/WWC NCII
<a href="https://www.pearsonschool.com/index.cfm?locator=PS2qJ3">SuccessMaker</a> (https://www.pearsonschool.com/index.cfm?locator=PS2qJ3)	K-8	PA, P, F, V	Pearson	
<a href="http://www.waterford.org/">Waterford Early Reading Software</a> (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
<a href="https://www.mheonline.com/directinstruction/corrective-reading/">Corrective Reading</a> ( <a href="https://www.mheonline.com/directinstruction/corrective-reading/">https://www.mheonline.com/directinstruction/corrective-reading/</a> )	3-12+	P, C	McGraw Hill	IES/WWC BEE FCRR
<a href="https://www.voyagersopris.com/literacy/language/overview">LANGUAGE!</a> ( <a href="https://www.voyagersopris.com/literacy/language/overview">https://www.voyagersopris.com/literacy/language/overview</a> )	4-12	PA, P, F, V, C, W, S, OL	Voyager Sopris Learning	FCRR
<a href="http://lindamoodbell.com/program/lindamood-phoneme-sequencing-program">LiPS</a> ( <a href="http://lindamoodbell.com/program/lindamood-phoneme-sequencing-program">http://lindamoodbell.com/program/lindamood-phoneme-sequencing-program</a> )	K-3	PA, P, S	Lindamood-Bell Learning Processes	IES/WWC BEE FCRR
<a href="https://www.pearsonschool.com/index.cfm?locator=PSZu68&amp;PMDbProgramId=72101">My Sidewalks</a> ( <a href="https://www.pearsonschool.com/index.cfm?locator=PSZu68&amp;PMDbProgramId=72101">https://www.pearsonschool.com/index.cfm?locator=PSZu68&amp;PMDbProgramId=72101</a> )	1-5	PA, P, V, F, C	Pearson	
<a href="https://www.mheonline.com/directinstruction/reading-mastery-signature-edition/">Reading Mastery</a> ( <a href="https://www.mheonline.com/directinstruction/reading-mastery-signature-edition/">https://www.mheonline.com/directinstruction/reading-mastery-signature-edition/</a> )	K-5	PA, P, V, C, W	McGraw Hill	IES/WWC
<a href="http://www.winsorlearning.com/products/sonday-system-1">Sunday System 1</a> ( <a href="http://www.winsorlearning.com/products/sonday-system-1">http://www.winsorlearning.com/products/sonday-system-1</a> )	K-2	PA, P, F, V, C, S	Winsor Learning	
<a href="http://www.winsorlearning.com/products/sonday-system-2">Sunday System 2</a> ( <a href="http://www.winsorlearning.com/products/sonday-system-2">http://www.winsorlearning.com/products/sonday-system-2</a> )	3-8	P, F, V, C, S	Winsor Learning	
<a href="http://eps.schoolspecialty.com/landing/spire">S.P.I.R.E.</a> ( <a href="http://eps.schoolspecialty.com/landing/spire">http://eps.schoolspecialty.com/landing/spire</a> )	PreK-8	PA, P, F, V, C, S	School Specialty	FCRR
<a href="http://www.hmhco.com/products/system-44/experience/program-design.htm">System 44</a> ( <a href="http://www.hmhco.com/products/system-44/experience/program-design.htm">http://www.hmhco.com/products/system-44/experience/program-design.htm</a> )	3-12+	P, F, V, C, W	Houghton Mifflin Harcourt	NCII
<a href="https://www.collaborativeclassroom.org/programs/sipps/">Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)</a> ( <a href="https://www.collaborativeclassroom.org/programs/sipps/">https://www.collaborativeclassroom.org/programs/sipps/</a> )	1-12	PA, P, F, C	Collaborative Classroom	
<a href="http://www.wilsonlanguage.com/programs/wilson-reading-system/">Wilson Reading System</a> ( <a href="http://www.wilsonlanguage.com/programs/wilson-reading-system/">http://www.wilsonlanguage.com/programs/wilson-reading-system/</a> )	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.