

Evidence-Based Tiered Programs

The following is a list of evidence-based programs that have been reviewed as appropriate for Tier 1, 2, or 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

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.

- Rubric for Evaluating ELA Instructional Materials for K-5.** It is a tool for evaluating reading/language arts instructional and intervention materials in grades K–5 based on rigorous research and standards.
<https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4506>
- Instructional Materials Evaluation Tool.** Designed by some of the lead writers of the Common Core, the IMET is a free tool that states, and districts are using to evaluate the alignment of instructional materials to the Common Core
<https://achievethecore.org/aligned/intro-to-the-imet/>
- Educators Evaluating the Quality of Instructional Products (EQuIP).** The EQuIP suite of tools can help educators evaluate materials so that they can ensure only materials of

high quality are used in the classroom. <https://www.achieve.org/our-initiatives/equip/equip>

Core Phonics Programs

Program	Grades	Publisher
Saxon Phonics and Spelling (https://www.hmhco.com/programs/saxon-phonics-and-spelling)	K-3	Houghton Mifflin
Reading Horizons Discovery (https://www.readinghorizons.com)	K-3	Reading Horizons
Reading Horizons Elevate (https://www.readinghorizons.com)	4-6	Reading Horizons

Core Supplemental Instruction Programs

Program	Target Areas	Grades	Publisher
Hegerty's Phonemic Awareness Curriculum (https://hegerty.org/)	PA	PreK-1	Literacy Resources Inc.
Kilpatrick's Equipped for Reading Success (https://equippedforreadingsuccess.com/)	PA	K-3	Equipped for Reading Success
Enhanced Core Reading Instruction (https://dibels.uoregon.edu/market/movingup/ecri)	Phonics	K-2	Center on Teaching & Learning
95 Phonics Core Program (https://www.95percentgroup.com/products/95-phonics-core-program)	Phonics	K-3	95% Group Inc.

Tier 2

Tier 2 instruction happens *in addition* to Tier I 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, PAST, CORE Phonics Survey, etc.).

- **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, etc.).

Supplemental Intervention Programs

Target areas for 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 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/)

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)	1-3	PA, P	Really Great Reading	
Early Intervention in Reading (EIR) (http://earlyinterventioninreading.com/)	K-5	PA, P, F, V, C, W	Barbara M. Taylor	IES/WWC BEE
Fundations (Early Intervention) (http://www.wilsonlanguage.com/programs/fundations/)	K-3	PA, P, F, V, C, S	Wilson	
PALS (https://frg.vkcsites.org/what-is-pals/)	K-6, 9-12	PA, P, F, C	Vanderbilt Kennedy Center	IES/WWC BEE
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	3-12	PA, P	Really Great Reading	

Program	Grades	Target Areas	Publisher	Evidence Base
(https://www.reallygreatreading.com/phonics-boost)				
Phonics for Reading (https://www.curriculumassociates.com/products/additional-products/phonics-for-reading)	3-12	PA, P, F, C	Curriculum Associates	
QuickReads (https://www.savvas.com/index.cfm?vanity=1)	2-6	F, V, C	Savvas Learning Company	NCII BEE
Read 180 (https://www.hmhco.com/programs/read-180-universal)	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	NCII
Read Naturally (http://www.readnaturally.com/intervention-programs)	1-8	P, F, V, C	Read Naturally	IES/WWC NCII BEE
REWARDS (http://www.voyagersopris.com/curriculum/subject/literacy/rewards/overview)	4-12	P, F, V, C, S, W	Voyager Sopris Learning	
Road to the Code (http://products.brookespublishing.com/Road-to-the-Code-P322.aspx)	K-1	PA	Brookes Publishing Company	
Scott Foresman Early Reading Intervention (ERI) (https://www.savvas.com/index.cfm?vanity=1)	K	PA, P	Savvas Learning Company	
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
SRA FLEX Literacy (http://flexliteracy.com/)	3-12	P, F, V, C	McGraw Hill	
Stepping Stones to Literacy (http://www.voyagersopris.com/curriculum/subject/literacy/stepping-stones-to-literacy/overview)	PreK-2	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 Foundations (Early Intervention). PALS and Read Naturally have shown evidence of effectiveness for students who are multilingual (MLs). 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	IES/WWC
Fast ForWord LANGUAGE Series (https://www.scilearn.com/program/)	K-5	PA, P, F, V, C	Carnegie Learning Solution	IES/WWC NCII BEE
Imagine Learning (http://www.imaginelearning.com/)	PreK-8	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-8	PA, P, F, V, C	iStation	
Language Live! (https://www.voyagersopris.com/literacy/language-live/overview)	5-12	PA, P, F, V, C, W, S, OL	Voyager Sopris Learning	
Lexia Core5 Reading (http://www.lexialearning.com/product/core5)	PreK-5	PA, P, F, V, C	Lexia Learning	IES/WWC NCII BEE
My Reading Coach (http://mindplay.com/)	K-12	PA, P, F, V, C	MindPlay	BEE
MyOn (https://www.myon.com/)	PreK-12	V, C	Renaissance	
Reading Plus (https://www.readingplus.com/)	3-12	V, C	Taylor Associates	IES/WWC NCII
SuccessMaker (https://www.savvas.com/index.cfm?locator=PS2qJ3)	K-8	PA, P, F, V	Savvas	

Program	Grades	Target Areas	Publisher	Evidence Base
Waterford Early Reading Software (http://www.waterford.org/)	K-3	PA, P, F, V, C, W	Waterford	IES/WWC

None of the Tier 2 software programs require extensive training. Fast ForWord LANGUAGE Series has shown evidence of effectiveness for MLs. 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 daily. 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
LANGUAGE! (https://www.voyagersopris.com/literacy/language/overview)	4-12	PA, P, F, V, C, W, S, OL	Voyager Sopris Learning	
LiPS (http://lindamoodbell.com/program/lindamood-phoneme-sequencing-program)	K-3	PA, P, S	Lindamood-Bell Learning Processes	IES/WWC
My Sidewalks (https://www.savvas.com/index.cfm?locator=PS186j&elementType=mergedNavGroup&navGroupName=Features%20and%20Benefits&PMDbProgramID=78509)	K-5	PA, P, V, F, C	Savvas	

Program	Grades	Target Areas	Publisher	Evidence Base
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	
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

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

Disclosure Statement:

LEAs have the duty to select instructional materials that best correlate to the core standards for Utah public schools and graduation requirements. (UCA 53G-4-402(1(a))). Posting of these resources by USBE staff curriculum content specialists does not imply the resources have received official endorsement of the State Board. Educators are responsible to ensure use of these materials complies with LEA policies and directives.