

Alaska Evidence-based Core Program List 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 core instruction. 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 Tier I Core Programs aligned to Reading Science															
Publisher	Product Title	Usability Score	Grade Levels	Phonological Awareness	Phonics	Vocabulary	Comprehension	Fluency	Oral Language	AK	CO	LA	AR	MS	Program Type
Amplify	<u>Core Knowledge Language Arts</u>	4	K-8	☒	☒	☒	☒	☒	☒	☒	☒	☒	☒		C
Benchmark	<u>Benchmark Advance</u>	4	K-5	☒	☒	☒	☒	☒	☒	☒	☒				C
HMH	<u>Into Reading</u>	4	K-6	☒	☒	☒	☒	☒	☒	☒	☒	☒ *3rd- 5th	☒ *3rd- 6th	☒	C
McGraw Hill	<u>Open Court 2023</u>	4	K-5	☒	☒	☒	☒	☒	☒	☒	☒ **v.2016		☒ **v.2016		C
	<u>Reading Mastery Transformations</u>	4	K-5	☒	☒	☒	☒	☒	☒	☒	☒				C
	<u>Wonders 2023</u>	4	K-5	☒	☒	☒	☒	☒	☒	☒	☒	☒ *3rd- 5th **v.2020	☒ *3rd- 6th **v.2020		C
Open Up EL	<u>EL Education</u>	4	K-8	☒	☒	☒	☒	☒	☒	☒	☒ *k-2 nd	☒		☒	C

*Approved for only noted grade levels by that state department of education

**Different publication year approved by that state department of education



Usability Defined:	Core 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>A <i>Core Program</i> is aligned to the Science of Reading and the Alaska Reads Act. It promotes systematic and explicit <i>Tier I Instruction</i> and is designed to teach grade level standards for the five components of reading and oral language. Instruction is designed in part for whole group and small group instruction and leads to differentiation of instruction. Comprehensive instructional materials are evidence-based, do not include three-cueing instructional practices foundational skill instruction, and are designed to ensure all grade-level content standards are addressed in sufficient depth, breadth, and utilizing a learning continuum in a defined scope and sequence of interconnected skills for all learners.</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>