

# North Dakota Science of Reading

## Curriculum Materials Considerations for North Dakota Schools

### How to Use this Guide

This Guide was developed to support school districts in making informed investments in evidence-based curriculum materials. Please note the following considerations while using this tool:

- There is *no* perfect curriculum.
- The first and most important step in aligning a system to the science of reading is to build educator and administrator knowledge. Without professional knowledge about reading instruction related to the science of reading, even the most robust curriculum material(s) will not lead to maximum gains in student learning.
- This Guide is not a comprehensive review of all curriculum materials, nor should it be used in isolation. Rather, this Guide is intended to serve as a part of a comprehensive process including a gap analysis that includes documentation of the current system, including curriculum materials, as well as assessment and instructional practices.
- The Guide is a living document based on the ND SOR Leadership Team's research and experiences working with school districts, partners, and emerging evidence. It will be updated and changed over time. Please note the date published in the bottom right corner.

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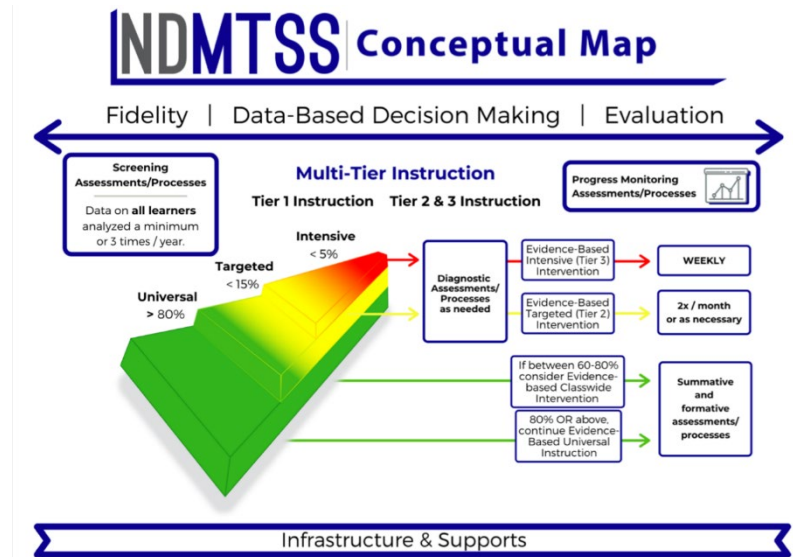
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## Science of Reading in the Context of North Dakota PK-12 Education

This document was created in partnership between the Central Regional Education Association (CREA) and the Southeast Education Cooperative (SEEC) in 2021 for the purpose of supporting North Dakota schools interested in selecting ELA curriculum materials that align to the ND state standards and the Science of Reading (SOR). It emerged in response to requests from ND school districts who are working to align instructional materials and practices with the SOR. Additional work was completed in 2024 to add intervention materials.

### North Dakota School Improvement Framework: North Dakota Multi-Tier System of Supports

[North Dakota's Multi-Tier System of Supports \(NDMTSS\)](#) is a framework to provide all students with the best opportunities to succeed academically, socially, emotionally, and behaviorally in school. NDMTSS focuses on providing high-quality instruction and interventions matched to student need while monitoring progress frequently to make decisions about changes in instruction or goals. Data is used to allocate resources to improve student learning and support staff implementation of effective practices. This process requires a constant focus on improvement, done through continuous improvement cycle focus areas of needs assessment, planning, implementation, and evaluation. Like any school improvement process, the continuous improvement cycle empowers all layers of the system to effectively plan and implement initiatives while accumulating and analyzing data to apply changes to improve practice (NDMTSS, 2018). A visual depiction of the process, featuring the aforementioned essential components, is provided in the NDMTSS Conceptual Map included here.



With regard to selecting curriculum materials, the ND SOR Leadership Team recommends considering the need to increase intensity of instruction and assessment. When implemented with fidelity and taught to mastery, **Tier 1** materials ensure that students across classrooms receive access to consistent standards-aligned content. Implemented in either large or small group settings, **Tier 2** curriculum materials and instruction are designed to provide targeted support for students who are not responding to Tier 1 materials and instruction and are at risk for performing below or significantly above expected outcomes. Tier 2 materials and instruction can be either part of core instruction or supplemental to core instruction. **Tier 3** curriculum materials and instruction serve as intensive support for individual students who have not responded to Tier 1 and 2 materials and instruction or with students with disabilities who do not meet their IEP goals. Tier 3 materials and instruction are used in addition to Tier 1 and 2 materials and instruction and are rarely used as a replacement to core reading instruction.

## North Dakota PK-12 Strategic Vision Framework

The North Dakota PK-12 Education Strategic Vision Steering Committee has established a long-term outcome to increase the number of students who demonstrate reading proficiency in 3<sup>rd</sup> grade as indicated in [the PK-12 Strategic Vision Framework](#).

### North Dakota State Literacy Plan

In 2010, the North Dakota Department of Public Instruction assembled a State Literacy Team to draft the State's first Literacy Plan as part of a federal grant application. Over time, that plan has evolved, with the most recent revision in December 2020. The current iteration includes six essential elements: Leading for Impact, Supporting Professional Learning, Engaging all Stakeholders, Planning Standards-aligned Curriculum, Instructing with Equity, and Assessing to Inform, which are divided into three categories: Systems, Stakeholders, and Classrooms as depicted below (ND State Literacy Team, 2000). The six essential elements of the ND State Literacy Plan serve as important considerations for school teams as they work through the process of curriculum selection and review.

Systems		
	Leading for Impact	Leaders and teams deeply engage in specific work to effectively ensure that all learners receive a high-quality literacy education.
	Supporting Professional Learning	Leaders align resources and processes to support all staff in improvement of literacy knowledge and instructional skill application.
Stakeholders		
	Engaging all Stakeholders	School and early childhood professionals lead collaboration strategies to engage and empower students, families and community partners to impact student achievement.
Classrooms		
	Planning Standards-aligned Curriculum	School and early childhood professionals ensure the selection and use of methods, resources and assessments to achieve the desired student outcomes defined in the North Dakota Content and Early Learning Standards.
	Instructing with Equity	School and early childhood professionals use evidence-based programs and practices in a consistent method responding to individual learner progress with corrective supports.
	Assessing to Inform	School and early childhood professionals use data and feedback to monitor and adjust all decisions impacting literacy.

To accomplish the long-term outcome outlined in the ND Strategic Vision and State Literacy Plan, school districts can provide educators with access to evidence-based resources aligned to the Science of Reading and implementation support including ongoing, job-embedded professional learning and coaching.

# North Dakota Content Standards

[North Dakota Content Standards](#) serve as expectations for what students should know and be able to do for each grade span. The standards serve as goals for teaching and learning. In North Dakota, the content standards serve as a model. Each school district may set more rigorous standards; however, no district shall use any state content standards less rigorous than those set forth in the North Dakota Century Code 15.1-21.

The North Dakota [English Language Arts and Literacy \(ELA\) Content Standards](#) provide students with a quality K-12 equal-opportunity education. Students' proficiencies in ELA will support success in all other content areas. These standards will prepare students for their journey toward choice readiness.

Local school districts determine the curriculum they will adopt and curriculum materials that will be used to ensure that students are taught the knowledge and skills included in the standards.

## Section 1: Introduction to the Science of Reading (SOR)

The Science of Reading (SOR) is a vast, interdisciplinary body of scientifically based research about reading and issues related to reading and writing. According to the [Science of Reading: Defining Guide](#) (The Reading League [TRL], 2022) this research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The Science of Reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.

The Science of Reading is derived from researchers from multiple fields:	Science of Reading is NOT...
<ul style="list-style-type: none"><li>• cognitive psychology,</li><li>• communication sciences,</li><li>• psychology,</li><li>• education,</li><li>• implementation science,</li><li>• linguistics,</li><li>• neuroscience</li></ul>	<ul style="list-style-type: none"><li>• an ideology or philosophy,</li><li>• a fad, trend, new idea, or pendulum swing,</li><li>• a political agenda,</li><li>• a one-size-fits-all approach,</li><li>• a program of instruction,</li><li>• a single, specific component of instruction such as phonics</li></ul>

The Science of Reading points our instruction toward using structured literacy practices. Structured literacy instruction is explicit, systematic, diagnostic, and cumulative instruction in the foundational skills of reading. In addition to the necessary foundational skills of reading, cognitive science has shown that a primary factor in whether one is able to understand what they read is whether they possess relevant background knowledge and vocabulary. Natalie Wexler summarizes the current research by writing, “... *skipping the step of building knowledge doesn’t work. The ability to think critically — like the ability to understand what you read — can’t be taught directly and in the abstract. It’s inextricably linked to how much knowledge you have about the situation at hand*” (Wexler 2019).

The following essential components, known as the Five Big Ideas in Reading Instruction, were identified by the National Reading Panel (NRP) in 1997. Research continues to support the findings. In 2017, Dr. Timothy Shanahan stated, “*the evidence supporting instruction in the five areas in which NRP concluded were beneficial continues to accumulate — meaning that the case is even stronger today supporting the need for those kinds of teaching. The evidence is stronger now than it was in 2000*” (Shanahan 2017).

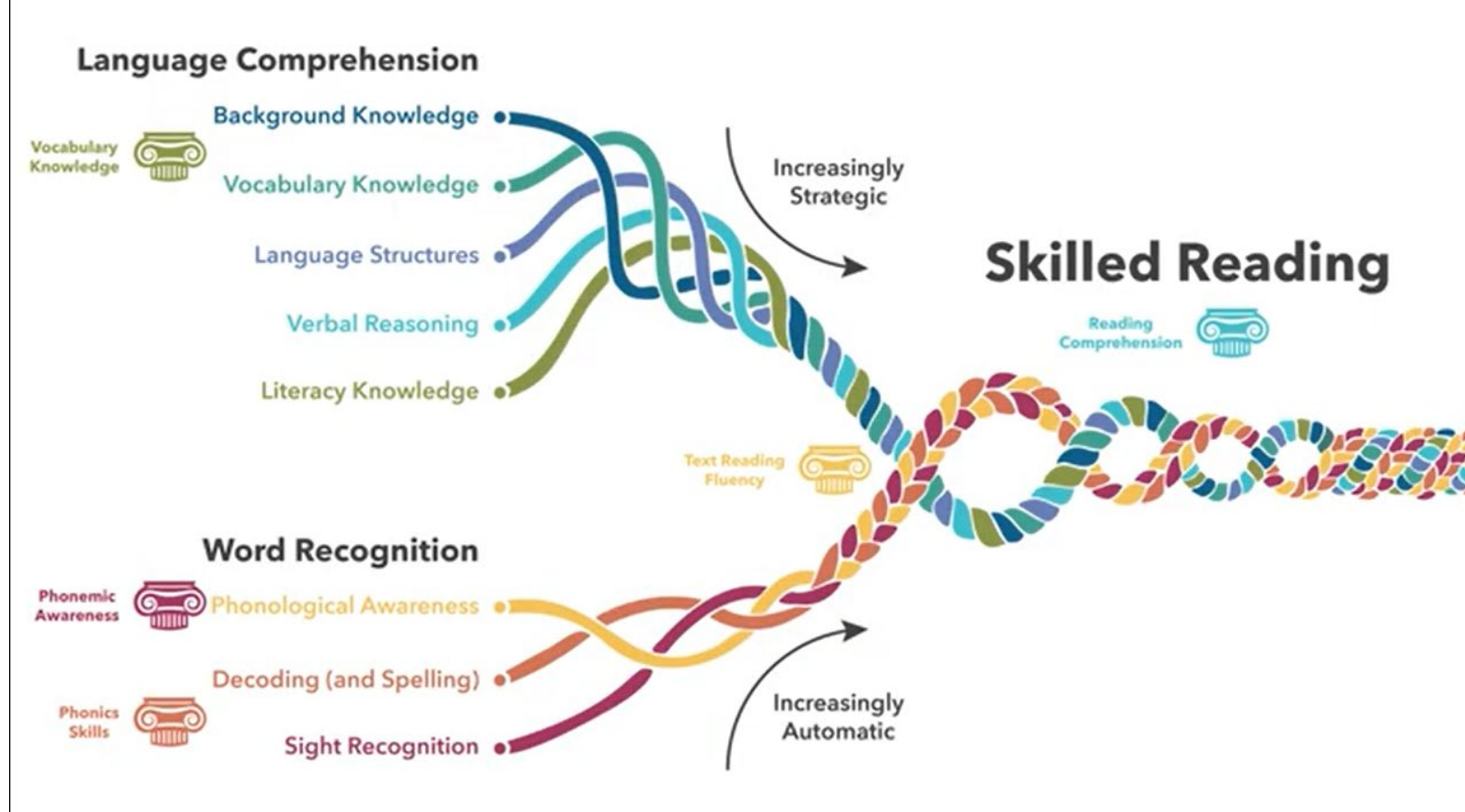
### The Five Big Ideas of Reading

Five Big Idea Components	Description	Finding
Phonemic Awareness	Phonemic awareness is the conscious knowledge that spoken words are made up of smaller parts (individual speech sounds) called phonemes. Phonemic awareness gives students the basic foundation that helps them learn to read and spell.	The panel found that students who learned to read through specific instruction in phonemic awareness improved their reading skills more than those who learned without attention to phonemic awareness. Students who struggle with phonemic awareness might need instruction in larger units of sound classified as <i>Phonological</i> Awareness activities (syllable, onset-rime, alliteration, rhyming).
Phonics	Phonics instruction involves teaching students how the written letters correspond to the sounds of speech and how to use this knowledge in reading and spelling. This includes teaching the letter sounds, how complex spelling patterns are pronounced, and how to use this information to sound out words.	The NRP concluded that kindergarten and first grade children who receive systematic and explicit phonics instruction are better at reading and spelling than children who do not receive this type of instruction. Systematic instruction is the direct teaching of letter-sound relationships in a logical sequence. Explicit instruction is structured, teacher directed, engaging, and success oriented.
<b>Note:</b> There is a mutually beneficial relationship between phonemic awareness and phonics suggesting that these two skill areas should be taught simultaneously vs. sequentially.		

Five Big Idea Components	Description	Finding
Fluency	Fluency is the ability to read text aloud with accuracy, speed, and proper expression. When students struggle with the mechanics of reading, there is no mental energy left to devote to understanding what they are reading. Oral reading fluency is important because there is a strong correlation between a student's ability to read grade level text orally and the ability to comprehend text.	The panel found that reading fluently improved the students' abilities to recognize new words; read with greater speed, accuracy, and expression; and better understand what they read. Fluency can be practiced at the sound, word, phrase, sentence, and passage level.
Vocabulary	Vocabulary refers to knowledge and memory of word meanings. Oral vocabulary refers to the words used when speaking, while reading vocabulary refers to the words recognized in print. The mental dictionary includes both receptive and expressive vocabulary and the knowing of a word may exist on a continuum of knowing a word from shallow to deep understanding.	The NRP found that both implicit and explicit approaches to teaching vocabulary were effective across the grades. Explicit instruction includes teaching students the meanings of words, techniques to determine word meanings from context, and the meanings of roots and affixes. The Panel concluded that vocabulary instruction resulted in improved reading achievement as measured by reading comprehension tests.
Reading Comprehension	Reading comprehension refers to the process of understanding and interpreting information from text. It is the reason for reading. Comprehension strategies are intentional actions that a reader can take to increase the chances of understanding or remembering the information that is read.	The NRP concluded that there are 7 strategies with sufficient evidence supporting their use in reading instruction: asking questions, monitoring, summarization, question answering, story mapping, graphic organizers, and cooperative grouping.

## Scarborough's Reading Rope and the Five Big Ideas of Reading

Dr. Hollis Scarborough (2001) compares skilled reading to the many strands of a rope. Each strand represents a separate skill that when combined with the others, creates a strong, proficient reader. When any one strand (skill) is not acquired with fluency, it weakens the strength of the rope. The Reading Rope is divided into two parts, focusing on Language Comprehension and Word Recognition (Scarborough, 2001). Effective Tier 1 literacy instruction should encompass all components of the Reading Rope so that students learn to both decode and comprehend. Tier 2 or 3 instruction is where we can intensify and differentiate instruction to target specific skills. As educators plan for instruction and work with students who struggle to read, it is helpful to be aware of and know the parts of the Reading Rope.



Scarborough's Reading Rope from AIM Institute overlaid with the Five Big Ideas of Reading (adapted by SEEC).



## Section 2: Leading and Making Curriculum Materials Decisions

Implementing new curriculum materials is an investment of school resources including educator time and district funds. The ND SOR Leadership Team recommends that decisions related to selection of curriculum materials should be a comprehensive, team-based approach. Prior to reviewing the actual curriculum materials and recommendations in this guide, we strongly encourage that your team engage in the following:

1. **STEP 1:** Complete an internal curriculum audit to review your existing materials. This task will assess which of the Five Big Ideas of Reading instruction your current curriculum materials address and reflect upon the implementation.
  - [Curricula Audit Tool \(created by SEEC\)](#)
2. **STEP 2:** Define and communicate the process you will follow to lead your team through this adoption. We recommend downloading this step-by-step resource to assist you in identifying your action steps to lead this change in your building(s).
  - [A Step-by-Step Guide to a High-Quality Curriculum Adoption](#)
3. **STEP 3:** Utilize an educational tool to educate and support your team throughout this process. We recommend the resource(s) below to identify both red flags and green flags in curriculum you review, and better understand what high-quality instructional materials are available to your educators and students.
  - [Primary Considerations for Curriculum Decision Makers](#)
  - [The Reading League's Curriculum Evaluation Tool](#)
4. **STEP 4:** Prepare for implementation. Once you decide on the material(s), the real work begins. Consider the initial and ongoing professional learning needs of the educators. This may include training on the new material(s), development of instructional plans, development of assessment and data analysis, classroom walkthroughs, and teacher PLCs. Ensuring fidelity of implementation with on-going coaching and feedback loops will lead to the best return on investment for your district and students.
5. **STEP 5:** Use a cycle of continuous improvement to make regular adjustments based on student and implementation data.



### Section 3: Curriculum Material Types

As school leadership teams review curriculum materials through the lens of the types listed in the chart below, there are additional considerations, including, but not limited to, how and when curriculum materials should be used and supported within the school's MTSS framework.

Curriculum Material Types	Explanations	Additional Considerations
<b>Core Materials</b>	<i>Core Materials</i> are those that are aligned to the Science of Reading, promote systematic and explicit Tier 1 Instruction, and are designed to teach grade level standards for the Five Big Ideas of Reading. <i>Core Instruction</i> is designed in part for the whole group and small group instruction and leads to differentiation of instruction. Comprehensive instructional materials are designed to ensure all grade-level content standards are addressed in sufficient depth, breadth, and quality for all learners.	When thinking about Scarborough's Rope (2001), Core Materials may not meet all components of reading for Word Recognition and Language Comprehension. In an instance as such, it is recommended that Districts consider more than one program and/or build curriculum supports to ensure both the top and bottom of the Reading Rope is addressed in instruction to meet the Science of Reading. If a different resource is used across grade levels, the district will need to plan for vertical alignment activities.
<b>Supplemental Materials</b>	<i>Supplemental Materials</i> are those aligned to the Science of Reading and provide additional Tier 1 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. If a student needs additional support beyond what the Core Program provides to meet core standards, schools may elect to use Supplemental Materials to reteach and provide additional practice.	When thinking about Scarborough's Rope (2001), Supplemental Materials should support skills in one or more of the Five Big Ideas which are not represented or need strengthening within a Core Program.
<b>Intervention Materials</b>	<i>Intervention Materials</i> are those aligned to the Science of Reading and provide explicit, direct instruction in a systematic, sequential, and cumulative fashion and follows a logical plan focused on a targeted area of reading development. Intervention is primarily provided in a small group or one-to-one setting.	When thinking about Scarborough's Rope (2001), the ND SOR Leadership Team recommends intervention programs to address each strand of the rope.
<b>Resources</b>	A <i>Resource</i> is an approved learning tool aligned to the Science of Reading to support instruction; however, it does not meet all instructional criteria for supplemental or core programs. Resources can support students who may need more guided practice, independent practice or simply need reinforcements in a targeted area of reading development in whole or small group settings.	While additional resources are an imperative part of the comprehensive curriculum materials of a reading program, resources are <b>not included</b> in this Guide.

\*Adapted with permission from [Arkansas Division of Elementary and Secondary Education](#) Literacy Curriculum Approval Process

## Section 4: Curriculum Materials Recommendations

Recognizing that the ND SOR Leadership Team does not have the resources to review all curriculum materials on the market, we focused our efforts on materials that have been approved by other states with SOR curriculum requirements. Our efforts emphasized the use of The Reading League Curriculum Evaluation Tool, and feedback from schools to determine if the resource was strong enough to be included. The American Institutes of Research Academic Intervention Tools Chart (2020) was also used to review studies of various intervention resources that are included in this document. In considering what to include, a combination of the following criteria was factored: review of studies performed, looking at the strength of the study design, effect size, and strength of the components of the Five Big Ideas. The Guide outlines the instructional focus, grade level, and program types to provide context of how these materials could be used with students.

Selecting curriculum materials is not a one-size-fits-all process. Within this section of the Guide, you will find materials that may address all or just a few of the Big 5 Ideas of Reading. Schools may have existing resources that work well in one area but are looking to fill a gap in other areas.

Cognitive science conducted over the past forty years does not support some methods for teaching foundational reading skills (McClelland and Seidenberg, 1989; Dehaene, 2013). Research points us toward more efficient or effective use of instructional time. Within this Guide, you will not find any programs that utilize:

- Ø the *Three Cueing Systems Model of Reading*
- Ø visual memory as the primary basis for teaching word recognition
- Ø lacking a systematic scope and sequence for word recognition
- Ø lacking enough practice opportunities for most students to master foundational skills

For additional **red flags** ▶ to avoid when reviewing materials, please consult the [Reading League's Curriculum Evaluation Guidelines](#).

Materials designated as *Core* adequately addressed at least half of the Five Big Ideas of Reading commonly found in that grade level (e.g., Phonemic Awareness is used in K-2 and is not typical of 3-12 grade core materials). To qualify as *Supplemental*, the material adequately addressed at least one of the Five Big Ideas of Reading.

The charts contained in this Guide are divided into the following grade level sections: K-5 and 6-12. The charts include the program name, company name, Big Five Idea instructional focus, target grade level(s), core vs. supplemental designation (as outlined in Section 3 of this document), and additional considerations. The consideration column highlights any additional information.

## Grades K-5 Core & Supplemental Materials

Resources are listed alphabetically by program name. Core materials are listed first, followed by supplemental materials.

\*\*\*Please note that this is not an exhaustive list of materials.\*\*\*

Program	Company	Big Five Idea Instructional Focus	Grade Level	Core vs. Supplemental	Considerations
<a href="#">Bookworms</a> (2022)	OpenUp Resources	Phonemic Awareness Phonics Vocabulary Comprehension Fluency	K-5	Core	<ul style="list-style-type: none"> <li>• Taught in three instructional blocks of 45 minutes: <ul style="list-style-type: none"> <li><input type="checkbox"/> Shared Reading</li> <li><input type="checkbox"/> English Language Arts</li> <li><input type="checkbox"/> Small Group Differentiated Phonics</li> </ul> </li> <li>• Explicit vocabulary and writing instruction is evident</li> <li>• More practice with foundational skills may be necessary</li> </ul>
<a href="#">Core Knowledge Language Arts (CKLA)</a> (2022)	Amplify	Phonemic Awareness Phonics Vocabulary Comprehension Fluency	PreK-5	Core	<ul style="list-style-type: none"> <li>• Background Knowledge building through a variety of content area texts</li> <li>• Research into digital resources may be necessary</li> <li>• Consider mCLASS assessment system with this resource</li> <li>• Read detailed review at the <a href="#">Reading League Curriculum Navigation Reports</a></li> </ul>
<a href="#">EL Education</a> (2017)	OpenUp Resources	Phonemic Awareness Phonics Vocabulary Comprehension Fluency	K-5	Core	<ul style="list-style-type: none"> <li>• Authentic Texts for read aloud and background knowledge building</li> <li>• Includes consumable student decodable texts that include encoding practice</li> <li>• Foundational skill instruction follows Ehri's Phases of Development</li> <li>• STEM building projects embedded</li> <li>• Materials may be difficult to manage</li> <li>• Read detailed review at the <a href="#">Reading League Curriculum Navigation Reports</a></li> </ul>

## Grades K-5 Core & Supplemental Materials

Resources are listed alphabetically by program name. Core materials are listed first, followed by supplemental materials.

\*\*\*Please note that this is not an exhaustive list of materials.\*\*\*

Program	Company	Big Five Idea Instructional Focus	Grade Level	Core vs. Supplemental	Considerations
<a href="#">Magnetic Reading Foundations</a> (2023)	Curriculum Associates	Phonemic Awareness Phonics Fluency	K-2	<ul style="list-style-type: none"> <li>Supplemental to enhance the core program for all students</li> <li>Core when combined with a language comprehension/ knowledge building material such as Wit &amp; Wisdom</li> </ul>	<ul style="list-style-type: none"> <li>K-2 Foundational Skills only</li> </ul>
<a href="#">Open Court Reading</a> (2023)	McGraw Hill, LLC	Phonemic Awareness Phonics Vocabulary Comprehension Fluency	K-5	Core	<ul style="list-style-type: none"> <li>Follows a scope and sequence for phonics instruction with explicit letter formation encoding practice</li> <li>Text complexity is questionable</li> <li>Strong in foundational skills - does not contain systematic knowledge building</li> <li>Writing component is not connected to reading</li> <li>Read detailed review at the <a href="#">Reading League Curriculum Navigation Reports</a></li> </ul>
<a href="#">Superkids Reading Program</a> (2017)	Zaner-Bloser, Inc.	Phonemic Awareness Phonics Vocabulary Comprehension Fluency	K-2	Core	<ul style="list-style-type: none"> <li>Text complexity is questionable</li> <li>Strong in foundational skills - does not contain systematic knowledge building</li> <li>Vocabulary instruction lacks explicitness</li> <li>Fiction and Non-Fiction rotations in materials</li> </ul>
<a href="#">Really Great Reading</a> <ul style="list-style-type: none"> <li>Launchpad (PreK)</li> <li>Countdown (K)</li> <li>Blast (1<sup>st</sup> grade)</li> <li>HD Word (2+ grades)</li> </ul>	Really Great Reading	Phonemic Awareness Phonics Fluency	K-5	Core when combined: <ul style="list-style-type: none"> <li>*Really Great Reading*</li> <li>Wit and Wisdom</li> <li>Geodes</li> </ul>	<ul style="list-style-type: none"> <li>Consider purchasing and training on all three resources (Really Great Reading, Geodes, and Wit &amp; Wisdom)</li> </ul>

## Grades K-5 Core & Supplemental Materials

Resources are listed alphabetically by program name. Core materials are listed first, followed by supplemental materials.

\*\*\*Please note that this is not an exhaustive list of materials.\*\*\*

Program	Company	Big Five Idea Instructional Focus	Grade Level	Core vs. Supplemental	Considerations
<a href="#">Geodes</a>	Great Minds	Fluency	K-2	*Note*: Wit & Wisdom and Geodes can be paired with many foundational skills programs including Really Great Reading, Foundations, 95% Phonics Core Program, or UFLI Foundations.	<ul style="list-style-type: none"> <li>Consider purchasing and training on all three resources</li> </ul>
<a href="#">Wit &amp; Wisdom (2023)</a>	Great Minds	Vocabulary Comprehension	K-5		<ul style="list-style-type: none"> <li>Consider purchasing and training on all three</li> <li>Background knowledge building materials</li> </ul>
<a href="#">95% Group Core Phonics</a>	95% Group	Phonemic Awareness Phonics Fluency	K-5	<ul style="list-style-type: none"> <li>Supplemental to enhance the core program for all students</li> <li>Core when combined with a language comprehension/ knowledge building material such as Wit &amp; Wisdom</li> </ul>	
<a href="#">Enhanced Core Reading Instruction (ECRI)</a>		Phonemic Awareness Phonics Fluency	K-2	Supplemental to enhance the core program for all students	Specific core reading program enhancements are available for grades K, 1 and 2 with over 11 core reading programs. The Tier 1 Foundational Skills Enhancements and Tier 2 Foundational Skills Intervention feature identical 150 ready-to-use, 30-minutes lessons. The Tier 2 Foundational Skills Intervention lessons are intended to be pre-taught to Tier 2 students to increase their success during Tier 1 instruction.

## Grades K-5 Core & Supplemental Materials

Resources are listed alphabetically by program name. Core materials are listed first, followed by supplemental materials.

\*\*\*Please note that this is not an exhaustive list of materials.\*\*\*

Program	Company	Big Five Idea Instructional Focus	Grade Level	Core vs. Supplemental	Considerations
<a href="#">Peer Assisted Learning Strategy (PALS) Reading</a> <ul style="list-style-type: none"> <li>Kindergarten</li> <li>1<sup>st</sup> Grade</li> <li>2<sup>nd</sup> – 5<sup>th</sup> Grade</li> <li>High School</li> </ul>	Lynn and Doug Fuchs via Vanderbilt Kennedy Center for Research, IRIS Center	Varies on grade level: Phonemic Awareness Phonics Fluency Comprehension	K-12	Supplemental to enhance the core program for all students	With PALS, every student in the class is paired, and each pair consists of one student who is academically stronger than the other. PALS sessions vary from 20 to 45 minutes in duration 2 to 4 times a week. The pairing creates 10 to 15 instructional experiences in a given classroom. Each PALS manual provides you with all the information you need to implement PALS in your classroom, including teacher-directed scripted lessons and student materials.
<a href="#">UFLI Foundations</a> (2022)	University of Florida Literacy Institute	Phonemic Awareness Phonics Fluency	K-2	<ul style="list-style-type: none"> <li>Supplemental to enhance the core program for all students</li> <li>Core when combined with a language comprehension/ knowledge building material such as Wit &amp; Wisdom</li> </ul>	
<a href="#">Self-Regulated Strategy Development</a> (SRSD)	thinkSRSD	Writing	K-12	Supplemental to enhance the core program for all students	SRSD is a structured and explicit approach that provides students with strategies and deliberate skill practice (i.e., structured sentence expansion, variation and cohesion exercises). These lighten the cognitive load and enable students to translate their ideas onto paper more easily.
<a href="#">Spellography</a>  Note: Books A-B available now. Books C-D published in fall 2024.	95% Group	Spelling	4-5	Supplemental to prevent/remediate skill deficits for students in the core who are somewhat below grade level	Best used in small group instruction with 4 <sup>th</sup> -5 <sup>th</sup> graders who need more practice spelling. There are 4 books (A-D). Each book takes approx. 12-16 weeks to complete. Each lesson is 30 minutes/day.

## Grades K-5 Core & Supplemental Materials

Resources are listed alphabetically by program name. Core materials are listed first, followed by supplemental materials.

\*\*\*Please note that this is not an exhaustive list of materials.\*\*\*

Program	Company	Big Five Idea Instructional Focus	Grade Level	Core vs. Supplemental	Considerations
<a href="#">Step Up to Writing</a> 4 <sup>th</sup> Edition	Lexia Voyager Sopris	Writing	K-12	Supplemental to enhance the core program for all students	
<a href="#">Vocabulary Surge: Unleashing the Power of Words</a> Levels A & B (2013)	95% Group Inc.	Vocabulary	2-8	Supplemental to enhance the core program for all students	Level A, grades 2-8: Level A contains 20 weeks of instruction taught in five-day lessons.  Level B, grades 4-8: Level B contains 33 weeks of instruction taught in five- and 10-day lessons.
<a href="#">Amira</a>	Houghton Mifflin Harcourt	Phonemic Awareness Phonics Fluency	K-5	Supplemental to prevent/remediate skill deficits for students in the core who are somewhat below grade level	Note: The 68th Legislative Assembly has secured funds to provide Amira Learning at no cost to students, families, and school districts through June 2025. <a href="https://www.nd.gov/dpi/education-programs/literacy/amira-learning">https://www.nd.gov/dpi/education-programs/literacy/amira-learning</a>

## Grades 6-12 Core & Supplemental Materials

Resources are listed alphabetically by program name. Core materials are listed first, followed by supplemental materials.

\*\*\*Please note that this is not an exhaustive list of materials.\*\*\*

Program	Company	Instructional Focus	Grade Level	Core vs. Supplemental	Considerations
<a href="#">Amplify ELA</a> (2021)	Amplify	Vocabulary Comprehension	6-8	Core	
<a href="#">EL Education</a> (2017)	OpenUp Resources	Vocabulary Comprehension	6-8	Core	
<a href="#">Into Literature</a> (2020)	Houghton Mifflin	Vocabulary Comprehension	6-12	Core	
<a href="#">MyPerspectives English Language Arts</a> (2017)	Savvas Learning Company	Vocabulary Comprehension	6-12	Core	



## Grades 6-12 Core & Supplemental Materials

Resources are listed alphabetically by program name. Core materials are listed first, followed by supplemental materials.

\*\*\*Please note that this is not an exhaustive list of materials.\*\*\*

Program	Company	Instructional Focus	Grade Level	Core vs. Supplemental	Considerations
<a href="#">StudySync ELA</a> (2021)	McGraw-Hill Education	Vocabulary Comprehension	6-12	Core	
<a href="#">Wit &amp; Wisdom</a> (2016)	Great Minds	Vocabulary Comprehension	6-8	Core	
<a href="#">Peer Assisted Learning Strategy</a> (PALS)	Lynn & Doug Fuchs via Vanderbilt Kennedy Center for Research	Fluency	6-12	Supplemental to enhance the core program for all students	
<a href="#">Phonics for Reading</a>	Anita Archer	Phonics	6-8	Supplemental to enhance the core program for all students	
<a href="#">Self-Regulated Strategy Development</a> (SRSD)	thinkSRSD	Writing	6-8	Supplemental to enhance the core program for all students	<i>SRSD is a structured and explicit approach that provides students with strategies and deliberate skill practice (i.e., structured sentence expansion, variation, and cohesion exercises).</i>
<a href="#">Step Up to Writing</a> 4 <sup>th</sup> Edition	Lexia Voyager Sopris	Writing	K-12	Supplemental to enhance the core program for all students	
<a href="#">Vocabulary Surge: Unleashing the Power of Words</a> , Level A & B (2013)	95% Group Inc.	Vocabulary	2-8	Supplemental to enhance the core program for all students	<p>Level A, grades 2-8: Level A contains 20 weeks of instruction taught in five-day lessons.</p> <p>Level B, grades 4-8: Level B contains 33 weeks of instruction taught in five- and 10-day lessons.</p>

Section 5: Intervention Material Recommendations

Recognizing that the ND SOR Leadership Team does not have the resources to review all curriculum materials on the market, we focused our efforts on materials that have been approved by other states with SOR intervention requirements. Our efforts emphasized the use of The American Institutes of Research Academic Intervention Tools Chart (2020) to review studies of various intervention resources that are included in this document. In considering what to include, a combination of the following criteria was factored: review of studies performed, looking at the strength of the study design, effect size, and strength of the components of the Five Big Ideas. Use student data to identify the need(s) of your students and select an intervention to match the identified need.

Grades K-12 Intervention Materials				
Resources are listed alphabetically by program name. Core materials are listed first, followed by supplemental materials.				
***Please note that this is not an exhaustive list of materials.***				
Program	Company	Instructional Focus	Grade Level	Considerations
<a href="#">Comprehension: Teacher's Guide and Manipulatives</a> (2011)	95% Group Inc.	Language Comprehension intervention to prevent/ remediate skill deficits for students in the core who are somewhat below /significantly below grade level	3-6	Intended for small group instruction.

## Grades K-12 Intervention Materials

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Program	Company	Instructional Focus	Grade Level	Considerations
<a href="#">Corrective Reading Decoding &amp; Comprehension</a> (2008)	McGraw Hill	Word Recognition and Language Comprehension intervention to replace the core for students 2 or more years below grade levels	3-12	Administer placement test to determine where to begin. Scheduling is important when implementing this resource. It takes 2 class periods- one class period for decoding and 1 class period for comprehension. Comprehension addresses vocabulary and reasoning. Corrective Reading can be used with any students in grades 3-high school who are reading 2 or more years below grade. Students are expected to complete all lessons within a level before advancing to the next level.
<a href="#">Fundamentals in the Sentence Writing Strategy</a> & Proficiency in the Sentence Writing Strategy	University of Kansas	Writing	2-12	Appropriate for students who need explicit instruction in basic concepts and terms, such as "subject," "verb," or "infinitive". Data suggests this resource is effective for students with a learning disability.
<a href="#">Lindamood Phoneme Sequencing</a> (LIPS)®	Gander Publishing	Word Recognition intervention to prevent/ remediate skill deficits for students in the core who are somewhat below /significantly below grade level	K-3	Struggling readers for approx. 20 minutes per day for two years.

## Grades K-12 Intervention Materials

Resources are listed alphabetically by program name. Core materials are listed first, followed by supplemental materials.

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Program	Company	Instructional Focus	Grade Level	Considerations
<a href="#">Path to Reading Excellence in School Sites</a> (PRESS) (2018)	Minnesota Center for Reading Research	Word Recognition intervention to prevent/ remediate skill deficits for students in the core who are somewhat below /significantly below grade level	K-5	<i>PRESS interventions are targeted to the specific skill area that students need. The PRESS data-driven decision-making process and interventions are compatible with a variety of assessment systems.</i>
<a href="#">Phonics for Reading</a> (2024)	Curriculum Associates	Word Recognition intervention to prevent/ remediate skill deficits for students in the core who are somewhat below /significantly below grade level	3-12	<p><i>Administer the "Phonics for Reading" Placement Test to determine where to begin. Scheduling is important when implementing this resource. One lesson may be competed in:</i></p> <ul style="list-style-type: none"> <li>• 3 sessions of 30 minutes each</li> <li>• 2 sessions of 45 minutes each</li> <li>• 1 session of 90 minutes each</li> </ul>

## Grades K-12 Intervention Materials

Resources are listed alphabetically by program name. Core materials are listed first, followed by supplemental materials.

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Program	Company	Instructional Focus	Grade Level	Considerations
<a href="#">Reading Mastery Transformations</a> (2021)	McGraw Hill	Word Recognition and Language Comprehension Intervention to replace the core program for students substantially below grade level	PreK-5	Administer the program placement test to determine where to begin. Scheduling is important when implementing this resource. Most lesson times are 90 minutes. 85-90% of daily lessons include review of content and 10-15% percent includes new content.
<a href="#">Rewards and Rewards Plus</a>	Voyager Sopris Learning Company	Word Recognition Intervention to prevent/remediate skill deficits for students in the core who are somewhat below /significantly below grade level	4-12	<p>REWARDS focuses on decoding multisyllabic words, identifying and understanding prefixes and suffixes, increasing word and passage reading fluency. Designed for 4<sup>th</sup>-12<sup>th</sup> graders who have mastered foundational skills associated with 1<sup>st</sup>-2<sup>nd</sup> grade. This program is appropriate for struggling students reading between the 2.5-5.0 grade and/or students who read grade level materials slowly (60-120 wpm).</p> <ul style="list-style-type: none"> <li>• The intermediate level is designed for 4-6<sup>th</sup> grade and includes 25 lessons of approximately 60 minutes each.</li> <li>• The secondary level is designed for 7<sup>th</sup>-12<sup>th</sup> and includes 20 lessons. Each lesson is approximately 60-90 minutes.</li> </ul>

## Grades K-12 Intervention Materials

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Program	Company	Instructional Focus	Grade Level	Considerations
<a href="#">SIPPS</a>	Collaborative Classroom	Word Recognition intervention to prevent/remediate skill deficits for students in the core who are somewhat below /significantly below grade level	K-12	<p>Administer the program placement test to determine where to begin. Scheduling is important when implementing this resource. The average lesson time is approx. 30-50 minutes. For students in need of additional support, the Intensive Multisensory Instruction for SIPPS Handbook provides teachers with enhanced routines. The program is comprised of the following:</p> <p><b>K-3 Students</b></p> <ul style="list-style-type: none"> <li>• Beginning Level: entry point</li> <li>• Extension Level: for students knowing 60-70 high frequency words: reading and spelling CVC patterns</li> <li>• Challenge Level: for students who have mastered single syllable phonics and need to decode longer, multi-syllabic words</li> </ul> <p><b>4-12 Students</b></p> <ul style="list-style-type: none"> <li>• Plus: for students who are at the 1<sup>st</sup> or 2<sup>nd</sup> grade reading level, this resource provides age-appropriate content for older readers as they master the foundational skills</li> <li>• Challenge Level: for older students who have mastered single syllable phonics and need to decode longer, multi-syllabic words</li> </ul>
<a href="#">Sound Partners</a>  Note: Updated materials are being released in the fall of 2024. Pre-order available now.	Voyager Sopris Learning Company	Word Recognition intervention to prevent/remediate skill deficits for students in the core who are somewhat below /significantly below grade level	K-3	<ul style="list-style-type: none"> <li>• This program is designed to be implemented by paraeducator tutors for approximately 30 minutes per day in small groups.</li> <li>• Updated materials are being released in the fall of 2024. Pre-order available now.</li> </ul>

## Grades K-12 Intervention Materials

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Program	Company	Instructional Focus	Grade Level	Considerations
<a href="#">S.P.I.R.E 4<sup>th</sup> Edition</a> with <a href="#">SPIRE Foundations Sounds Sensible</a> (2024)	EPS Learning	Word Recognition intervention to prevent/ remediate skill deficits for students in the core who are somewhat below /significantly below grade level	K-8	<p>"SPIRE Foundations: Sounds Sensible" serves as the foundational level (pre-cursor) to "SPIRE" to build phonemic awareness, master 20 consonants and the short a.</p> <p>The complete "SPIRE" program is comprised of 6 levels. Administer the program placement test to determine where to begin. Scheduling is important when implementing this resource. One lesson may be completed in:</p> <ul style="list-style-type: none"> <li>• 2 sessions of 30 minutes each</li> <li>• 1 session of 60 minutes each</li> </ul>
<a href="#">Strategic Adolescent Reading Intervention</a> (STARI)	SERP Institute	Word Recognition and Language Comprehension Intervention to replace the core program for students substantially below grade level	6-9	<p>STARI is a literature-focused, Tier II intervention for students in grades 6-9 who are reading 2-4 years below grade level. Each lesson takes approx. 45-60 minutes per day. The STARI curriculum consists of three series addressing similar reading needs, but the series 2 and 3 topics and reading materials are increasingly sophisticated. Each series includes three units, with each unit's lesson plans written for approximately 40 instructional days.</p> <p><b>Materials are available to download at no cost:</b>  <a href="https://www.serpinstitute.org/stari">https://www.serpinstitute.org/stari</a></p>



## Grades K-12 Intervention Materials

Resources are listed alphabetically by program name. Core materials are listed first, followed by supplemental materials.

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Program	Company	Instructional Focus	Grade Level	Considerations
<a href="#">Story Champs 2.0</a>	Language Dynamics Group	Language Comprehension to prevent/remediate skill deficits for students in the core who are somewhat below /significantly below grade level	PreK-2	<i>Story Champs® is a semi-manualized program with explicit teaching procedures, but it is also extremely flexible to allow for sensible differentiation. Story Champs lessons can be implemented in various arrangements, including large groups, small groups, and with individual students. Each lesson lasts 15-45 minutes, depending on the arrangement and language needs of the student(s).</i>
<a href="#">Third Quest</a> (2021)	Ancora Publishing Company	Comprehensive intervention to replace the core program for students substantially below grade level	6-12	<ul style="list-style-type: none"> <li>• Entry level for 6<sup>th</sup> grade and above: 60 to 130 wcpm on sixth-grade passage; approximately a 3rd to 5th grade reading level.</li> <li>• Scheduling is important when implementing this resource. One lesson may be completed in 50-60 minutes. If periods are a full 60 minutes, then the program will run 75 days (plus a day or two cushion).</li> </ul>
<a href="#">Word Connections</a> (2022)	University of Texas at Austin	Word Recognition Intervention to prevent/remediate skill deficits for students in the core who are somewhat below /significantly below grade level	3-5+	<p>Word Connections was developed for students in third grade and above who continue to experience challenges with word reading even though they have developed foundational decoding skills. It includes 40 lessons (40 minutes each), divided into four units of instruction. Recommended group size is approx. 5 students.</p> <p><b>This resource can be downloaded at no cost:</b>  <a href="https://www.jessicatoste.com/wordconnections">https://www.jessicatoste.com/wordconnections</a></p>

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Program	Company	Instructional Focus	Grade Level	Considerations
<a href="#">Word Flight</a> (2023)	Foundations in Learning	Word Recognition Intervention to prevent/ remediate skill deficits for students in the core who are somewhat below /significantly below grade level	2-8	20-minute daily online sessions. In addition to the online components, it includes curriculum guides and daily lesson plans.
<a href="#">Word Gen Weekly</a> and <a href="#">Word Gen Elementary</a>	SERP Institute	Language Comprehension Intervention to prevent/ remediate skill deficits for students in the core who are somewhat below /significantly below grade level	Word Gen Weekly= 6-8  Word Gen Elem.= 4-5	<p><i>Word Gen Weekly for 6-8 promotes academic language and is led by various content area teachers throughout the week. There are five connected 15–20 minute activities for ELA, math, science, and social studies and five academic “focus words” emphasized per week.</i></p> <p><b>This resource can be downloaded at no cost:</b>  <a href="https://www.serp institute.org/wordgen-weekly">https://www.serp institute.org/wordgen-weekly</a></p> <p><i>Word Gen Elementary develops academic language, argumentation, perspective-taking and writing. There are 12 two-week units for each grade with 40-50 minute lessons each day. Each unit introduces approx. 5-6 high utility “focus words”.</i></p> <p><b>This resource can be downloaded at no cost:</b>  <a href="https://www.serp institute.org/wordgen-elementary">https://www.serp institute.org/wordgen-elementary</a></p>

## Section 6: Resources for Further Investigation

### [AIR Center for Intensive Intervention Academic Intervention Tools Chart](#)

National Center on Intensive Intervention. (2020, June). *Academic intervention tools chart*. American Institutes for Research.

### [AIR Center for Intensive Intervention: Intensive Intervention in Reading Course: Module 3](#)

National Center on Intensive Intervention. (2024, March). *Intensive Intervention in Reading Course: Module 3*. American Institutes for Research.

### [IES REL Rubric for Evaluating Reading/Language Arts Instructional Materials Kindergarten to Grade 5](#)

Regional Educational Laboratory Program. (2017, January). *Rubric for evaluating reading/language arts instructional materials for kindergarten to grade 5*. Institute of Educational Sciences.

National Reading Panel. (2000, April). [\*Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction\*](#).

### [North Dakota State Literacy Plan, April 2023](#)

North Dakota State Literacy Team. (2023, April). *North Dakota comprehensive literacy plan: A Guide to Building Local Excellence in Literacy Education*. North Dakota Department of Public Instruction.

### [NDMTSS Playbook](#)

NDMTSS Leadership Team. (2018, June). *Improving student success through NDMTSS: North Dakota multi-tier system of supports playbook*. North Dakota Multi-Tier Systems of Supports.

### [Reading Rockets Reading 101](#)

Reading Rockets. (n.d.) *Reading 101: A guide to teaching reading and writing*. Center for Effective Reading Instruction and the International Dyslexia Association.

The Reading League. (2023, January 17). *Science of Reading: Defining Guide*. <https://www.thereadingleague.org/what-is-the-science-of-reading/>

Wexler, Natalie. (2019). *The Knowledge Gap: The Hidden Cause of America's Broken Education System- And How to Fix It*. Avery Publishing Group.

Shanahan, Timothy. (2017, August 13). Can I Still Rely on the National Reading Panel Report? *Shanahan on Literacy* <https://shanahanonliteracy.com/blog/can-i-still-rely-on-the-national-reading-panel-report>.

### [Scarborough's Reading Rope](#)

Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.

## Closing & Contact Information

The ND SOR Leadership Team's vision is for this Guide to be used by schools as part of their team-based curriculum materials review and selection process. As we continue to learn more about reading instruction along with our member districts, we anticipate that we will make updates to this resource. The footer signifies the most recent date of revision of the Guide. We will also continue to develop additional support for schools related to the Science of Reading. Visit our [ND SOR webpage](#) for additional resources and supports.

We hope these resources help support your work. If you have questions or need further technical assistance, please do not hesitate to reach out to us.

**Guide Point of Contact:** Kerri Whipple [kerri.whipple@k12.nd.us](mailto:kerri.whipple@k12.nd.us) or 701-361-1392.



1929 N. Washington St. Suite A  
Bismarck, ND 58501  
[www.creand.org](http://www.creand.org)



3170 43rd Street South, #103  
Fargo, ND 58104  
[www.ndseec.org](http://www.ndseec.org)