North Dakota Science of Reading

Curriculum Materials Considerations for ND Schools

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 South East Education Cooperative (SEEC) 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.

ND Science of Reading Leadership Team

Through this collaborative process, the ND SOR Leadership Team has been established to support the implementation and use of evidence-based instructional materials and practices in ND so that every student can become a skilled and confident reader.

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 below.
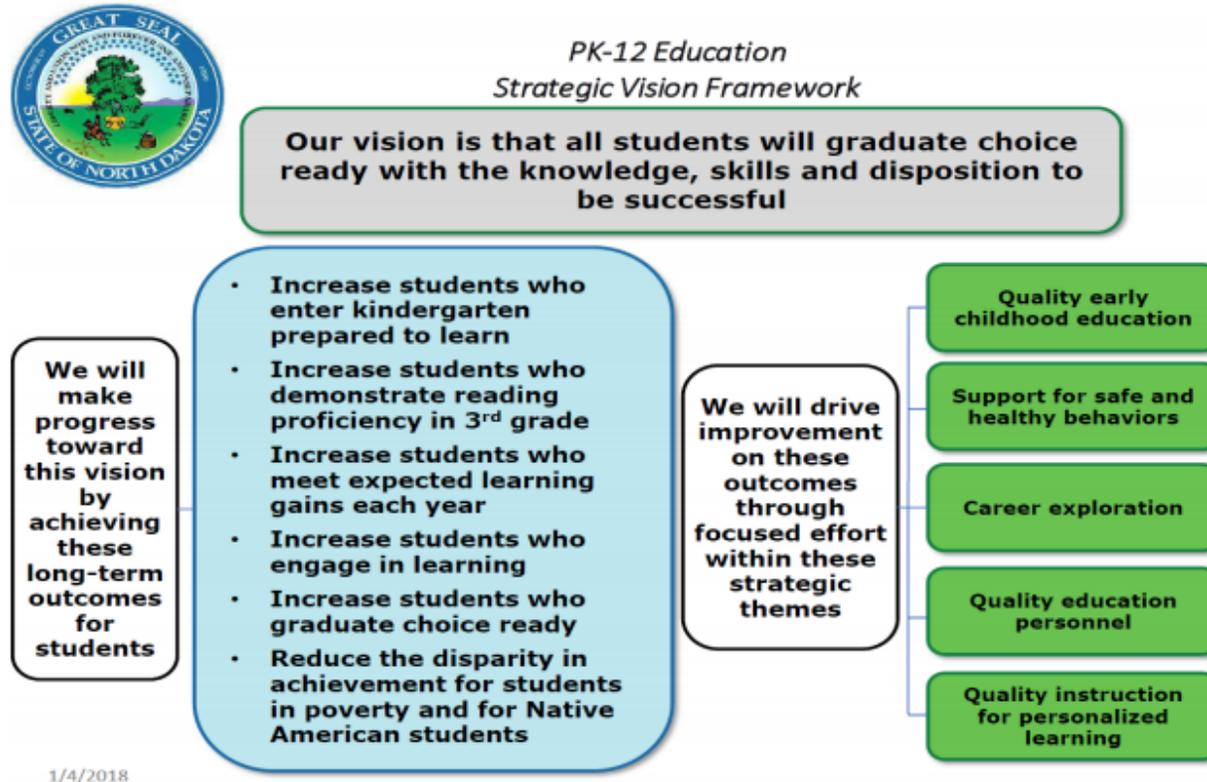
With regard to selecting curriculum materials, the ND SOR Leadership Team recommends considering the need to increase intensity of instruction and assessment. When implemented with fidelity and taught to mastery, **Tier 1** materials ensure that students across classrooms receive access to consistent 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.
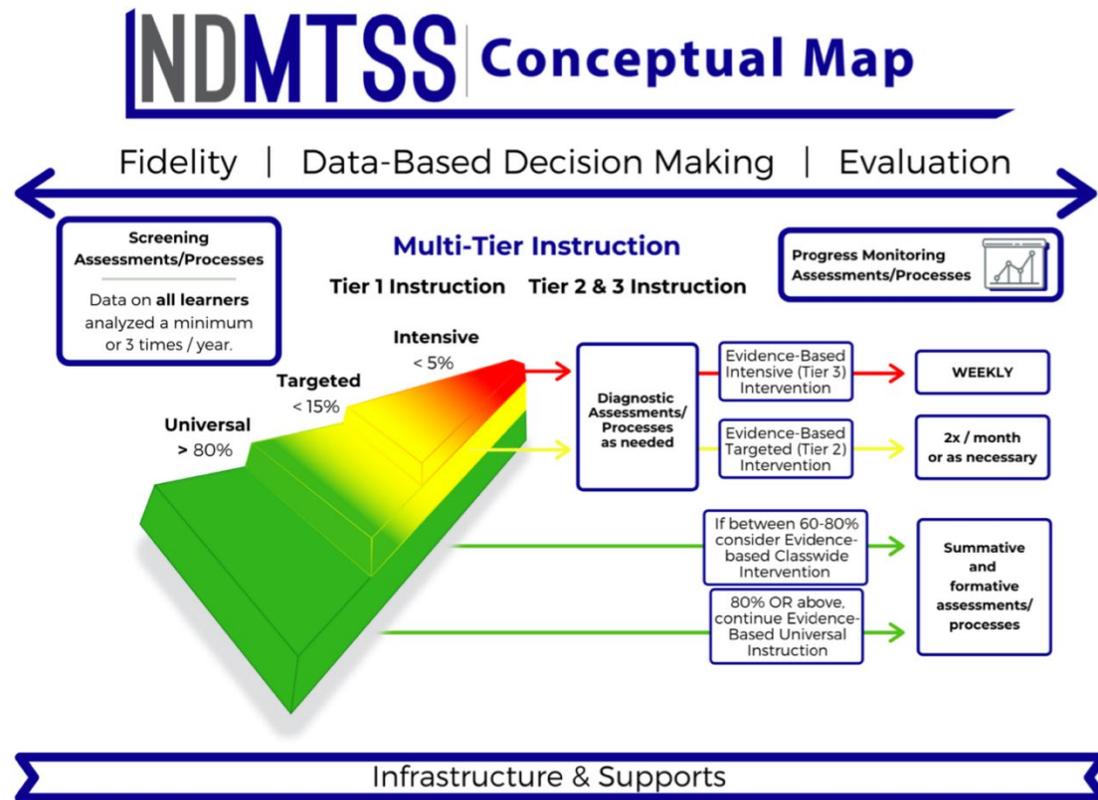
North Dakota PK – 12 Strategic Vision Framework

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 3rd grade as indicated in the PK-12 Strategic Vision Framework.

PK-12 Education
Strategic Vision Framework

Our vision is that all students will graduate choice ready with the knowledge, skills and disposition to be successful

We will make progress toward this vision by achieving these long-term outcomes for students

- Increase students who enter kindergarten prepared to learn
- Increase students who demonstrate reading proficiency in 3rd grade
- Increase students who meet expected learning gains each year
- Increase students who engage in learning
- Increase students who graduate choice ready
- Reduce the disparity in achievement for students in poverty and for Native American students

We will drive improvement on these outcomes through focused effort within these strategic themes

- Quality early childhood education
- Support for safe and healthy behaviors
- Career exploration
- Quality education personnel
- Quality instruction for personalized learning

1/4/2018

To accomplish this long-term outcome outlined in the ND Strategic Vision and State Literacy Plan, the ND SOR Leadership Team recognizes that 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 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).

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.

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.

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.

North Dakota Context Resources

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.

How to Use this Guide

This Guide was developed to support school districts in making informed investments in evidence-based curriculum materials. 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 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 of recommendations based on the ND SOR Leadership Team's research and experiences working with school districts and partners.

Table of Contents

The Guide is organized into the following five sections:

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 Defining Movement, 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:

- cognitive psychology,
- communication sciences,
- developmental psychology,
- education,
- implementation science,
- linguistics,
- neuroscience,
- school psychology

The Science of Reading is *not*:

- an ideology or philosophy,
- a fad, trend, new idea, or pendulum swing,
- a political agenda,
- a one-size-fits-all approach,
- a program of instruction
- a single, specific component of instruction such as phonics

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).
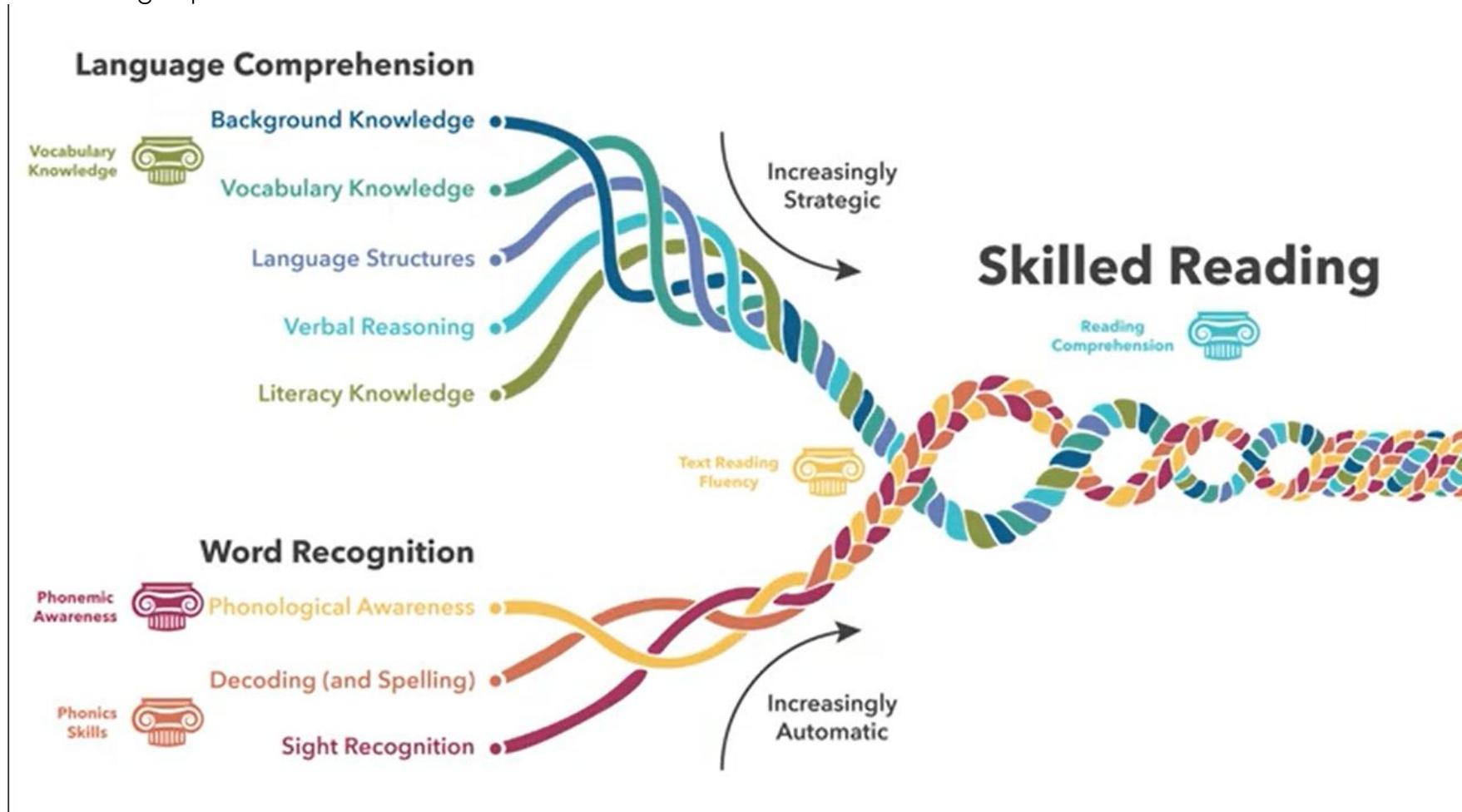
The Five Big Ideas of Reading

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. Practicing activities to support 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 *Phonological* 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 is structured, teacher directed, engaging, and success oriented.
Note: There is a mutually beneficial relationship between phonemic awareness and phonics suggesting that these two skill areas should be taught simultaneously vs. sequentially.		
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	The panel found that reading fluently improved the students' abilities to recognize new words; read with greater speed, accuracy, and expression; and better

Five Big Idea Components	Description	Finding
	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.	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. Teaching students specific strategies to improve comprehension has been supported by research.	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.

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._ |

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. Intervention in Tier 2 or 3 instruction is where we can differentiate instruction and 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 overlayed with the Five Big Ideas of Reading (adapted by SEEC).

Section 1 Resources:

North Dakota State Literacy Plan, December 2020
North Dakota State Literacy Team. (2020, December). *North Dakota comprehensive literacy plan: Taking action to ensure literacy achievement for all.* North Dakota Department of Public Instruction.

30 Science of Reading Resources (Heggerty)
Suarez, Erica. (2020, December 21st). *30 science of reading resources.* Heggerty.

5 Big Ideas (University of Oregon)
Center on Teaching and Learning. (n.d.) *Big ideas in beginning reading.* University of Oregon.

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 Science of Reading: A Defining Movement
Defining Movement. (2021, April 26). *The science of reading: A defining guide.*

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.

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. 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. Define and communicate the process you will follow to lead your team through this process. We recommend two resources to assist you in identifying your action steps to lead this change.
   - 6 Key Adoption Steps (Ed Reports)
   - CORE Curriculum Implementation Project Planning Toolkit (CORE Learning)

3. Utilize an educational tool to educate and support your team throughout this process. We recommend two resources 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.
   - The Reading League's Curriculum Evaluation Tool
   - EdReports

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 be used and supported within the school's MTSS framework.

Curriculum Material Types	Explanations	Additional Considerations
Core Materials	*Core Materials* 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. *Core Instruction* 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.
Supplemental Materials	*Supplemental Materials* 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.
Intervention Materials	*Intervention Materials* 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. While an imperative part of the comprehensive curriculum materials of a reading

Updated 10.13.22

Curriculum Material Types	Explanations	Additional Considerations
		program, intervention materials are **not included** in this Guide.
Resources	A *Resource* 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.	Think about the component of reading and purpose of the resource related to the components of the Gradual Release Model (Pearson & Gallagher, 1983) that recommend that the cognitive workload should shift slowly and with intent from the teacher modeling to joint responsibility to student independent practice. While they are an imperative part of the comprehensive curriculum materials of a reading program, resources are **not included** 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, namely, Arkansas and Colorado. Our efforts emphasized the use of Ed Reports, 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. Within this list, you will not find any programs that utilize the Three Cueing Systems Model of Reading or Visual Memory as a basis for teaching word recognition as cognitive science does not affirm these methods for teaching foundational reading skills (McClelland and Seidenberg, 1989; Dehaene, 2013).

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 below are divided into the following grade level sections: *K-5, 6-8,* and *9-12*. The charts include the *company*, *program* name, Big Five Idea *instructional focus*, target *grade level(s)*, *core vs. supplemental designation* (as outlined in Section 3: *Curriculum Material Types*), and additional *considerations*. The consideration column highlights any areas the core materials may have deficiencies and only partially meet the threshold to be considered complete in that area or for specific grade levels. This is called out as districts may still choose to select that item and will also need to select supplemental materials to address that gap. The considerations column is grayed out for the supplemental materials and for grades 6 through 12 as all of the Five Big Ideas of Reading are not typical of those grade levels.

Grades K-5

Program	Company	Big Five Idea Instructional Focus	Grade Level	Core vs. Supplemental	*Considerations
Bookworms	OpenUp Resources	Phonemic Awareness Phonics Vocabulary Comprehension Fluency	K, 1, 2, 3, 4, 5	Core	*Green on EdReports for Text Quality *Yellow on EdReports for Building Knowledge *Taught in three instructional blocks of 45 minutes: Shared Reading, ELA, and Small Group Differentiated Phonics. *More practice with decodable text may be necessary *Explicit vocabulary and writing instruction is evident *More Phonemic Awareness practice may be necessary *Teacher manuals are user friendly
Core Knowledge Language Arts, 2nd Edition (2021)	Amplify	Phonemic Awareness Phonics Vocabulary Comprehension Fluency	K, 1, 2, 3, 4, 5	Core	*Green on EdReports for both Text Quality and Building Knowledge *Background Knowledge building through a variety of content area texts *Foundational Skills through a scope and sequence with decodable text *More Phonemic Awareness may be needed after 2nd grade *Vocabulary instruction is explicit *Teacher manuals are user friendly *Research into digital resources may be necessary
LearnZillion & EL Education (2017)	EL Education	Phonemic Awareness Phonics Vocabulary Comprehension Fluency	K, 1, 2, 3, 4, 5	Core	*Green on EdReports for both Text Quality and Building Knowledge *Authentic Texts for read aloud and background knowledge building *Includes consumable student decodable texts that include encoding practice *Foundational skill instruction follows Ehri's Phases of Development *STEM building projects embedded *Materials may be difficult to manage

Grades K-5

Program	Company	Big Five Idea Instructional Focus	Grade Level	Core vs. Supplemental	*Considerations
MyView	Savvas	Phonemic Awareness Phonics Vocabulary Comprehension Fluency	K,1,2,3,4,5	Core	*Green on EdReports for both Text Quality and Building Knowledge *Reading Routines companion is necessary for foundational skills routines *Use the leveled readers included in the program with caution
Open Court Reading (2016)	McGraw Hill, LLC	Phonemic Awareness Phonics Vocabulary Comprehension Fluency	K, 1, 2, 3, 4, 5	Core	*Yellow on EdReports for Text Quality and Building Knowledge *Follows a scope and sequence for phonics instruction with explicit letter formation encoding practice. *Text complexity is questionable
Superkids Reading Program (2017)	Zaner-Bloser, Inc.	Phonemic Awareness Phonics Vocabulary Comprehension Fluency	K, 1, 2	Core*	*Yellow on EdReports for Text Quality and Building Knowledge *Includes embedded Phonemic Awareness practice and supplemental *Vocabulary instruction lacks explicitness *Fiction and Non-Fiction rotations in materials
Wit and Wisdom	Great Minds	Vocabulary Comprehension	K, 1, 2, 3, 4, 5	Core when combined: ● Fundations, ● Geodes	*Consider purchasing and training on all three *Background knowledge building materials
Fundations, 2nd Edition (2012	Wilson Language Training	Phonics	K, 1, 2	Core when combined: ● Wit and Wisdom, ● Geodes	*Consider purchasing and training on all three resources
Geodes	Great Minds	Fluency	K, 1, 2	Core when combined: ● Wit and Wisdom, ● Fundations	*Consider purchasing and training on all three resources

Grades K-5

Program	Company	Big Five Idea Instructional Focus	Grade Level	Core vs. Supplemental	*Considerations
Countdown	Really Great Reading	Phonemic Awareness Phonics	K	Supplemental	
HDWord	Really Great Reading	Phonics	2, 3	Supplemental	
6-Minute Solutions	Voyager Sopris Learning Company	Fluency	K, 1, 2	Supplemental	
Peer Assisted Learning Strategy (PALS)	Lynn and Doug Fuchs via Vanderbilt Kennedy Center for Research	Fluency	K, 1, 2	Supplemental	
Quick Reads	Savvas Learning Company	Comprehension Fluency	K, 1, 2	Supplemental	
Comprehension: Teacher's Guide and Manipulatives (2011)	95% Group Inc.	Comprehension	3, 4, 5	Supplemental	

Updated 10.13.22

Grades K-5

Program	Company	Big Five Idea Instructional Focus	Grade Level	Core vs. Supplemental	*Considerations
Vocabulary Surge: Unleashing the Power of Words, Level B (2013)	95% Group Inc.	Vocabulary	3, 4, 5	Supplemental	
Wit & Wisdom 1st Edition (2016) Great Minds PBC	Great Minds PBC	Vocabulary Comprehension	3, 4, 5	Supplemental	
Third Quest (2021)	Ancora Publishing Company	Phonics Vocabulary Comprehension Fluency	5	Supplemental	
Just Words	Wilson Language Training	Phonemic Awareness, Phonics	4, 5	Supplemental	
Phonics for Reading	Anita Archer	Phonics	3, 4, 5	Supplemental	
Rewards	Voyager Sopris Learning Company	Phonics (Multi-syllabic)	3, 4, 5	Supplemental	
Reading Mastery	McGraw Hill	Phonics	3, 4, 5	Supplemental	

Grades K-5

Program	Company	Big Five Idea Instructional Focus	Grade Level	Core vs. Supplemental	*Considerations
Corrective Reading	McGraw Hill	Phonics	4,5	Supplemental	
6-Minute Solutions	Voyager Sopris Learning Company	Fluency	3, 4, 5	Supplemental	
Peer Assisted Learning Strategy (PALS)	Lynn & Doug Fuchs via Vanderbilt Kennedy Center for Research	Fluency	3, 4, 5	Supplemental	
Quick Reads	Savvas Learning Company	Comprehension Fluency	3, 4, 5	Supplemental	

Grades 6-8

Program	Company	Instructional Focus	Grade Level	Core vs. Supplemental	Considerations
Amplify ELA (2021)	Amplify	Vocabulary Comprehension	6, 7, 8	Core	
Making Meaning (2020)	Center for the Collaborative Classroom	Vocabulary Comprehension	6	Core	
HMH Into Literature (2020)	Houghton Mifflin	Vocabulary Comprehension Fluency	6, 7, 8	Core	
EL Education	OpenUp Resources	Vocabulary Comprehension	6, 7, 8	Core	
Third Quest (2021)	Ancora Publishing Company	Phonics Vocabulary Comprehension Fluency	6, 7, 8	Supplemental	
Just Words	Wilson Language Training	Phonemic Awareness, Phonics	6, 7, 8	Supplemental	
Phonics for Reading	Anita Archer	Phonics	6, 7, 8	Supplemental	
Rewards	Voyager Sopris Learning Company	Phonics (Multi-syllabic)	6, 7, 8	Supplemental	
6-Minute Solutions	Voyager Sopris Learning Company	Fluency	6, 7, 8	Supplemental	

Updated 10.13.22

Grades 6-8

Program	Company	Instructional Focus	Grade Level	Core vs. Supplemental	Considerations
Peer Assisted Learning Strategy (PALS)	Lynn & Doug Fuchs via Vanderbilt Kennedy Center for Research	Fluency	6, 7, 8	Supplemental	
Quick Reads	Savvas Learning Company	Comprehension Fluency	6, 7, 8	Supplemental	

Grades 9 – 12

Program	Company	Instructional Focus	Grade Level	Core vs. Supplemental	Considerations
Into Literature (2020)	Houghton Mifflin Harcourt	Access to quality text and building knowledge	9, 10, 11, 12	Core	
MyPerspectives (2017)	Savvas Learning Company (f/k/a Pearson)	Access to quality text and building knowledge	9, 10, 11, 12	Core	
Paths to College and Career English Language Arts (2015)	John Wiley & Sons	Access to quality text and building knowledge	9, 10, 11, 12	Core	
Springboard (2021)	College Board	Access to quality text and building knowledge	9, 10, 11, 12	Core	

Grades 9 – 12

Program	Company	Instructional Focus	Grade Level	Core vs. Supplemental	Considerations
StudySync ELA (2021)	McGraw-Hill Education	Access to quality text and building knowledge	9, 10, 11, 12	Core	
Third Quest (2021)	Ancora Publishing Company	Phonics Vocabulary Comprehension Fluency	9, 10, 11, 12	Supplemental	
6-Minute Solutions	Voyager Sopris Learning Company	Fluency	9, 10, 11, 12	Supplemental	
Rewards	Voyager Sopris Learning Company	Phonics (Multi-syllabic)	9, 10, 11, 12	Supplemental	
Peer Assisted Learning Strategy (PALS)	Lynn & Doug Fuchs via Vanderbilt Kennedy Center for Research	Fluency	9, 10, 11, 12	Supplemental	

Section 4 Resources:

Arkansas Approved Literacy Curriculum Programs (Arkansas Division of Elementary & Secondary Education)
Division of Elementary and Secondary Education. (n.d.) *Approved science of reading curriculum.* Arkansas.gov.

Colorado Approved Programs (Colorado Department of Education)
Colorado Department of Education. (2021, April 16). *2020 advisory list of instructional programming.* Colorado Department of Education.

[AIR Center for Intensive Intervention Academic Intervention Tools Chart](#)
National Center on Intensive Intervention. (2020, June). *Academic intervention tools chart.* 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.

Section 5: Interventions & Resources

Additional complimentary Intervention Materials and Resources Guides will be issued at a later date.

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 or 701-361-1392.

128 Soo Line Drive, Suite 102
Bismarck, ND 58501
www.creand.org

1305 9th Ave S
Fargo, ND 58103
www.ndseec.org