



Responsible technology. Purposeful reading practice.

How BuddyBooks answers the U.S. Department of Education's five questions for responsible education technology.

GRADES 2–12

SUPPLEMENTAL PRACTICE

~20 MINUTES • 3× WEEKLY

1 What learning problem does it solve?

BuddyBooks closes the reading-practice gap. It gives struggling readers supported oral-reading practice in connected text: the student and computer partner take turns, difficult passages are revisited, and support adjusts as the student progresses.

2 When should it be used?

Use BuddyBooks alongside explicit reading instruction during independent reading, intervention, literacy centers, after-school or summer programs, tutoring, or home practice. Students actively read aloud; this is purposeful practice, not passive screen exposure.

3 For whom should it be used?

For students in grades 2–12 who need additional support with fluency, accuracy, stamina, confidence, or consistent practice—including many students with dyslexia and other learning differences. Selection should reflect screening, classroom performance, and educator judgment.

4 For how long should it be used?

Begin with a 12-week implementation cycle, generally about 20 minutes three times per week. Review dashboard and external assessment data, then continue, adjust support or frequency, strengthen accompanying instruction, or transition to another approach based on the student's progress and needs.

5 What evidence demonstrates improved learning?

An independent LXD Research study of 107 students with dyslexia in grades 2–5 met ESSA Tier 3 (Promising Evidence) criteria. Consistent BuddyBooks use was associated with stronger i-Ready and STAAR outcomes. In a Florida school district, BuddyBooks also helped 11 of 18 Level 1 high school students graduate by improving their annual state-tested reading scores.

A reading partner—not a replacement for teaching

BuddyBooks extends and reinforces effective instruction. It does not replace a core curriculum, explicit structured-literacy teaching, specialist intervention, or educator judgment.



Evidence with the limits made clear

Independent ESSA Tier 3 evidence supports informed adoption—and continued local monitoring.

+46

i-Ready growth points

vs. +34.5 among less-consistently engaged students

2.8×

higher odds of meeting annual i-Ready growth

Odds ratio 2.78; $p < .05$

81%

met annual growth target

vs. 61% among less-consistently engaged students

+117

STAAR growth points, grades 4–5

vs. +66; $p < .05$

What this evidence means

Consistent engagement was associated with stronger outcomes for students with dyslexia in grades 2–5. The study was correlational, not randomized; it does not establish that BuddyBooks alone caused the gains.

A responsible 12-week implementation cycle

1

Identify the need

Use screening, classroom performance, and educator judgment.

2

Practice consistently

About 20 minutes, three times weekly, alongside instruction.

3

Review progress

Check fluency, accuracy, reading time, external data, and engagement.

4

Respond

Continue, adjust, add support, or discontinue based on student outcomes.

How schools use BuddyBooks responsibly



Educator-led. Teachers and specialists determine when and how BuddyBooks is used.



Evidence-informed selection. Schools consider whether the research findings apply to the students they plan to serve.



Purposeful screen time. Students read aloud and interact with connected text.



Outcome-focused. Use is reviewed regularly and changed when it is not helping.

Designed for grades 2–12

Strongest published efficacy evidence: students with dyslexia in grades 2–5. Evidence for older students is based on pilot data; additional studies are underway.

Sources

U.S. Department of Education, [Guidance on Education Technology and Screen Time in Schools](#) (Aug. 20, 2026); Jimenez et al., [ObjectiveEd BuddyBooks Efficacy Study Report](#) (LXD Research, 2026; indexed in ERIC as ED679415); ObjectiveEd, [BuddyBooks research and implementation information](#).

[Read the U.S. Department of Education guidance](#)

[Explore BuddyBooks research and evidence](#)