Advisory Program Description

Name of Entity: Achieve3000, Inc.
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Type of Program: Supplemental Program
If this program is intervention or supplemental which component(s) of reading are addressed: ☒Phonemic Awareness ☒ Phonics ☒Fluency ☒Vocabulary ☒Comprehension
Grade Level: K-2
Summary of the program: **Smarty Ants** Smarty Ants, available in English and with Spanish support, puts emergent readers in grades PreK–2 on a personalized path to learning success. As each student explores and interacts with the engaging, 3D environment in Smarty Ants, the solution continuously evaluates his or her exact skill level, temperament, and learning style. Based on this information, the adaptive content system automatically delivers the right level of skill instruction and practice to keep learners in the zone of proximal development. Motivation is optimized in the game-based environment, encouraging students to "play" their way to mastery.

NOTE: We use the following descriptions to define various types of instructional support in early literacy. Please review the descriptions and identify your program according to the type of instructional support is it intended to deliver*. Each approved instructional program should classify itself under one type of instructional programming only.*

Core Instruction is instruction provided to all students in the class, and it is usually guided by a comprehensive core reading program. Part of the core instruction is usually provided to the class as a whole, and part is provided during the small group, differentiated instruction period. Although instruction is differentiated by student need during the small group period, materials and lesson procedures from the core program can frequently be used to provide reteaching, or additional teaching to students according to their needs.

Supplemental Instruction is instruction that goes beyond that provided by the comprehensive core program because the core program does not provide enough instruction or practice in a key area to meet the needs of the students in a particular classroom or school. For example, teachers in a school may observe that their comprehensive core program does not provide enough instruction in vocabulary, or in phonics, to adequately meet the needs of the majority of their students. They could then select a supplemental program in these areas to strengthen the initial instruction and practice provided to all students.

Intervention Instruction is provided only to students who are lagging behind their classmates in the development of critical reading skills. This instruction will usually be guided by a specific intervention program that focuses on one or more of the key areas of reading development. This type of instruction is

needed by only a relatively small minority of students in a class. In some cases, students in 2nd and 3rd grade may have lagged so far behind grade level development of reading skills that very little content from the grade level comprehensive core program is suitable for them. In these cases, students may need to receive instruction guided by a comprehensive intervention program that is specifically designed to meet their specific needs while at the same time accelerating their growth toward grade level reading ability.