

## Advisory Program Description

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Name of Entity: Really Great Reading: <b>Blast</b>
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Type of Program: Supplemental Program
If this program is intervention or supplemental which component(s) of reading are addressed: <input checked="" type="checkbox"/> Phonemic Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension
Grade Level: K-1
Summary of the program:  <b>BLAST FOUNDATIONS G1A (GRADE 1 ALIGNED)</b> is a series of lessons focused on the essential foundational skills students need to master by the end of first grade. It includes explicit instruction and progress monitoring of letter sounds, phonemic and phonological awareness, sight word fluency, and phonics knowledge. These sub-skills lead to strong decoding and fluent, accurate reading. The lessons can be completed in just 16-24 weeks. Blast is designed with 25 units which are comprised of 5 lessons per week. Each lesson keeps students actively engaged in the learning process with multisensory teaching. Lessons are designed to be completed in 15-20 minutes sessions. In one week, students are immersed in 75-100 minutes of explicit foundational skills instruction. Students are taught to use functional strategies to attack unknown words and learn to transfer and apply this skill in all academic areas. It's a better way of teaching.  <b>Note:</b> This can also be used as intervention in small group with older students who struggle with basic foundational skills.

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

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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.