

Advisory Program Description

Name of Entity: Really Great Reading: BOOST
Contact Information: Shari Zimmer shari.zimmer@rgrco.com 301.312.1570
Type of Program: Intervention 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 checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension
Grade Level: 3rd Grade
Summary of the program: <p>Phonics Boost is a set of 80 reading intervention lessons which provide explicit, multi-sensory, and systematic instruction in phonics and phonemic awareness. The lessons teach the essential foundational reading skills that many struggling readers lack. The goal of the lessons is to teach students to read accurately and efficiently. The lessons include exposure to rigorous academic vocabulary with ample opportunities to read both decodable and non-decodable text.</p> <p><i>Phonics Boost</i> is part of a family of products called <i>Phonics Suite</i>. <i>Phonics Suite</i> is a set of tools which help educators identify, group, teach and monitor the progress of students who have weaknesses in their basic literacy skills.</p> <p>Each <i>Phonics Boost</i> Lesson has 4 main parts:</p> <ul style="list-style-type: none">• Oral Reading• Phonemic (Phonological) Awareness• Phonics Instruction• Student Practice Activities <p>Lessons are designed to be completed in 45-60 min. of daily instruction.</p> <p>Note: Boost is designed as a comprehensive small group (6 per group) intervention. It works well for SPED, ELL, and older students who struggle with decoding.</p>

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.

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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.