

## Advisory Program Description

Name of Entity: Dreamcatcher Direct Instruction Centers
Contact Information: Shirley Rosenblum 303-905-4872
Type of Program: Tutoring
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: K-6
Summary of the program: Studies throughout the decades, including the National Reading Panel, continue to affirm that struggling learners benefit most from Direct Instruction programs because of its design and proven effectiveness with a wide range of students including English language learners. These programs use a unique, step-by-step approach to learning which places students in the program at their instructional skill level, and teaches them to a high level of mastery. Students are given carefully designed, explicit instruction, incorporating multiple learning styles. Dreamcatcher Direct Instruction Centers have used these scientifically proven and learner verified programs since its inception in 1985. We deliver high quality instruction for the neediest and most challenging students on Tier 2 and Tier 3 intervention plans, and schools can now schedule sessions in language (listening and speaking) and/or reading with our highly trained and experienced teachers 3 to 5 times per week. Dreamcatcher has a proven track record in multiple U.S. states and an international location with a 95% ELL student population, where students averaged 1.5 years gain or better during the academic school year 2016-2017.

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.