

Advisory Program Description

Name of Entity: Really Great Reading: HDWord
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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 checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension
Grade Level: 2nd Grade
Summary of the program: <p>HD Word is a set of lessons that efficiently teaches the foundational skills that lead to strong decoding and fluent, accurate reading. <i>HD</i> stands for “high definition.” This program will help students see words more clearly, with greater clarity and definition. The lessons systematically teach the essential phonics structures that unlock the English code in both simple and complex words. While the main focus of <i>HD Word</i> is word study (phonics and phonemic awareness), there are fluency, vocabulary, and comprehension components, and there is a high rate of transfer to students’ skills in all areas of reading. The net effect is faster, more accurate, and more confident readers. The lessons have the ability to transform a student’s ability to accurately read complex words and can typically be completed in 16–33 weeks.</p> <p><i>HD Word</i> lessons are designed for 2nd–5th grade students who need more support and practice with the foundational reading skills than what they typically get in their daily reading and language arts instruction, or for older struggling readers (grades 5–12) who have slipped through the cracks and have gaps in their basic reading skills that are holding them back from being proficient and accurate readers. When taught in grades 2–5, <i>HD Word</i> is considered prevention, or early intervention. When taught in older grades, <i>HD Word</i> is considered intervention. The instruction can fill in gaps in students’ phonics knowledge and make up for poor or no phonics instruction in the earlier grades.</p> <p>Note: <i>HD Word</i> has been successfully used in a variety of settings:</p> <ul style="list-style-type: none">•As a whole group supplement for schools that need a more structured foundational reading program•As a large group early intervention for students who are starting to fall behind and are at risk•As a small group intervention for students who can accurately decode common single-syllable words but have mild to moderate difficulties decoding multisyllabic words. <p>There are three levels of difficulty for teachers to choose from, which helps them to provide the appropriate level of support or challenge for their specific students.</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

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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.