

Advisory Program Description

Name of Entity: Language Dynamics Group
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Type of Program: Intervention Program Supplemental and Intervention Instruction
If this program is intervention or supplemental which component(s) of reading are addressed: <input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension
Grade Level: K-3
Summary of the program: Story Champs is a multi-tiered intervention curriculum that supplements core instruction with the entire class and ensures aligned intervention to those who need more intensive support. Story Champs targets academic language in an explicit, authentic manner. Core curricula, in general, lack a robust focus on the complex academic language needed for successful reading comprehension, writing, and expository production. Story Champs fills this gap while integrates smoothly into school's using a multi-tiered approach. In various arrangements and depending on the needs of the students, Story Champs targets story retelling, personal story generation, fictional generation, information retelling, story writing, information writing, vocabulary, linguistic complexity (e.g., syntax and grammar), and comprehension, all of which are essential, but often neglected academic language skills. The program has been studied as a whole class supplemental instruction with remarkable improvements on writing, expository language, and reading comprehension. Story Champs has been examined in small groups of at risk students, including English Language Learners. Finally, Story Champs has been validated with students with disabilities and in individual arrangements. Results are consistently strong with moderate to large effects on academically important outcomes. The program offers a significant level of flexibility so that all educators (e.g., general education teachers, special education teachers, paraprofessionals, speech-language professionals, and preschool teaches) can use the same program and do so with fidelity. For example, Story Champs contains 65 different master lesson plans, 24 stories, 144 story exemplars, review games for classrooms, family engagement activities for younger students, peer tutoring strategies to achieve social benefits, digital presentation, and myriad printables on a flash drive.

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

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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.