Advisory Program Description

Name of Entity: **Early Interventions in Reading © 2012**
Contact Information: Andrea Moser, SSG Sales Representative (720) 355-2868 Andrea.Moser@mheducation.com
Type of Program: Intervention Program
If this program is intervention or supplemental which component(s) of reading are addressed: ☒Phonemic Awareness   ☒ Phonics   ☒Fluency   ☒Vocabulary   ☒Comprehension
Grade Level: K-3
Summary of the program:

Prevent failure, promote literacy and promise success

Solid research is at the heart of SRA Early Interventions in Reading. Designed to work comfortably with your core reading program, this early intervention program provides the significant increase in the intensity of instruction that low-level readers need to meet grade-level expectations. SRA Early Interventions in Reading helps you identify struggling readers in Grades 1-3 and provide them with lessons that build mastery of essential skills through explicit, systematic instruction in five critical strands—phonemic awareness, letter-sound correspondences, word recognition and spelling, fluency, and comprehension.

SRA Early Interventions in Reading identifies at-risk children in Grades 1-3 and provides the critical content and clear instruction needed to transform a struggling reader into a skilled reader. Through daily, explicit, and systematic instruction, the program addresses the needs of children who are not making adequate progress in their core reading program. Each integrated lesson works to build student mastery of essential skills through activities aligned along five central content strands: Phonemic Awareness, Letter-Sound Correspondences, Word Recognition and Spelling, Fluency, and Comprehension Strategies.

The program uses prescribed lesson plans to help you deliver explicit instruction which will assist students in the integrated and fluent use of alphabetic knowledge and comprehension strategies. The curriculum presents small-group instruction that prevents reading failure by providing:

- Explicit instruction in phonics, with an emphasis on fluency
- A carefully constructed scope and sequence which prevents possible confusions
- Systematic cueing of appropriate strategies to help children learn to apply new skills
- Suitable levels of scaffolding to promote independence
- On-going assessment so you can evaluate progress and make decisions about instructional needs

Results from federally-funded research studies using the program materials confirm that, after participating in SRA Early Interventions in Reading for one year, over ninety-nine percent of students at risk of reading failure at the beginning of the academic year were no longer at risk of failing in reading.

- The combination of quality classroom instruction and systematic intervention positively affected

reading skills of at-risk students
- Significant growth on measures of word attack, word identification, passage comprehension, and oral reading fluency were achieved.
- SRA Early Interventions in Reading closed the gap between average performers and struggling readers
- There was an overall positive impact on participating students

Components:

Teacher Materials
- Staff Development Guide and Teaching Tutor CD-ROM provide a comprehensive understanding of the components and techniques used to teach SRA Early Interventions in Reading, an overview of the five content strands, and explicit instructions for teaching the program materials.
- Teacher's Editions (A, B, and C) present carefully sequenced teacher-directed instruction designed to assist students in mastering the integrated skills introduced in the program. Each lesson consists of multiple strands and the skills used to teach those strands. The objectives box on the first page of each lesson lists the strands and objectives for each activity in the lesson.
- Screening, Placement and Assessment Guide include materials for evaluating and monitoring student performance in the program materials.
- Letter-Sound Cards offer catchy jingles to help students learn letter names and letter-sound correspondences.
- Tricky Word Cards present words that are considered tricky because not all the letter-sound correspondences in a word have been introduced to the students at the point the word is first used.
- Maxwell (Level 1), a hand puppet in the form of a friendly puppy, makes learning phonemic awareness and letter-sounds fun.
- Answer Key for Activity Books (A, B, and C) provide annotated versions of the student activity pages.

Student Materials
- Collection of Individual Story-Time Readers (Level 1) give you 60 engaging decodable books that students read to build fluency and comprehension. Each story provides students with opportunities to read text that is familiar, predictable, and decodable. Readers are also available as blackline masters.
- Challenge Stories (Level 1) are decodable stories in a take-home format to provide additional opportunities for students to apply decoding skills taught throughout the program.
- Activity Books (A, B, and C) provide skills development and related practice for every lesson.
- Student Edition (Level 2) presents short fiction and nonfiction selections to help students acquire comprehension strategies and content-rich vocabulary.
- Chapter Books (Level 2) provide high-interest text to develop concepts and related vocabulary that students will encounter in science and social studies (13 books total).

For further information on Early Interventions In Reading, please visit
https://www.mheonline.com/directinstruction/early-interventions-in-reading/

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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 <u>comprehensive core reading program</u>. 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 <u>supplemental program</u> 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 <u>specific intervention program</u> 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.