

Advisory Program Description

Name of Entity: MindPlay, a Division of Methods and Solutions, Inc.
Contact Information: Michael@mindplay.com ; lisa@mindplay.com
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: K-6
Summary of the program: MindPlay Virtual Reading Coach™ (MVRC™) has clear objectives, explicit instruction, and modern technological innovations. MindPlay embedded <i>virtual</i> coaches and speech pathologists guide students through lessons and activities that are based on sound learning principles and are intended to motivate students to succeed. MVRC teaches students to comprehend grade level text and to read that text fluently. An MVRC student first becomes proficient in phonics skills and phonological awareness if needed. When a student demonstrates accurate decoding skills, Grammar for Meaning instruction and fluency training to improve silent reading rate are added. Finally, MVRC delivers vocabulary instruction to enhance and challenge students to learn new words and expand their knowledge of existing words. MVRC uses methods and strategies of successful reading teachers and speech pathologists. Each student works toward 100% mastery at his or her own pace. MVRC helps all readers including struggling readers, excelling readers, and English Language Learners (ELL). Students who lack a foundation or have gaps in basic skills like phonics, phonetic rules, phonemic awareness, grammar, reading comprehension, and reading fluency can learn to read with MVRC. MindPlay's instructional software enables every learner to receive individualized instruction with a unique Prescriptive Reading Plan (curriculum assignment) created especially for them.

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.