Advisory Program Description

Name of Entity: Curriculum Associates, LLC   *Phonics for Reading*
Contact Information: Luke Wehrman – 720-737-1612 – lwehrman@cainc.com www.curriculumassociates.com
Type of Program: Supplemental Program
If this program is intervention or supplemental which component(s) of reading are addressed: ☐Phonemic Awareness ☒ Phonics ☐Fluency ☐Vocabulary ☐Comprehension
Grade Level: 3rd Grade
Summary of the program: – *Phonics for Reading* may be used with any core program. Of note, specific *Phonics for Reading* lessons are recommended for students based on their results on the i-Ready Diagnostic, an approved READ Act interim, diagnostic and summative assessment. *Phonics for Reading* is designed for students who have not yet mastered the decoding skills necessary to read efficiently. *Phonics for Reading* builds students' phonemic awareness, decoding, and fluency skills to strengthen their reading comprehension. Employing systematic, explicit instruction that fosters student confidence and motivation, the program features consistent teaching routines, repeated practice, and immediate corrective feedback. 1. Student Books: a. First Level—30 teacher-directed lessons: focuses on short vowels, consonants, consonant blends, and digraphs   b. Second Level—32 teacher-directed lessons: progresses with vowel combinations, r-controlled vowel sounds, common endings, and CVCe words. c. Third Level—36 teacher-directed lessons: expands concepts with vowel/letter combinations, common prefixes and suffixes, minor consonant sounds for c and g, and minor vowel sound combinations 2. Teacher Guides offer educators the tools to implement the program effectively in a wide variety of settings and include: a. Individual Education Plan—Long-term and short-term goals for individual students b. Placement Test—Tests can be administered to monitor student progress c. Letters of Progress—Letters home inform parents/guardians of their child's performance d. Reading Fluency Graphs (in Second and Third Levels)—Graphs allow teachers to record fluency-building activities e. Games for Additional Word Practice—Games utilize the words from the lessons Please visit www.curriculumassociates.com to learn more about *Phonics for Reading*

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 particu lar 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.