

Advisory Program Description

Name of Entity: Reading In Motion
Contact Information: Scott Caulfield - 317.762.5723 - scaulfield@readinginmotion.org
Type of Program: Choose an item. Supplemental Instruction
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 type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension
Grade Level: Choose an item. Pre-K / K / 1st
Summary of the program: See Below

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 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.

Reading In Motion is an innovative coaching based, arts-based supplemental reading program for Pre-K to 1st Grade in English and Spanish. Numerous independent studies show that Reading In Motion is effective, with 82% of Reading In Motion students reading at grade level, compared to 61% of all Chicago Public School students in 2015-2016. Reading In Motion is a Non-Profit that has been deployed in Chicago Public Schools for over 30 years and is currently in 46 schools and in over 200 classrooms. We are opening our first new site in Las Vegas with 4 schools for the 2017-2018 school year.

Our Spanish Reading In Motion curriculum is one of very few programs dedicated to teaching students to read in their native language, guided by Spanish pedagogy. The Spanish version of Reading In Motion is an adaptation, not a translation, of our English program and is designed to be used in bilingual Kindergarten and 1st grade classrooms in which reading is taught in Spanish.