

## Advisory Program Description

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Name of Entity: Really Great Reading Company
Contact Information: Shari Zimmer
Type of Program: Supplemental 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 type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension
Grade Level: Kindergarten
Summary of the program:  <p><i>Countdown</i> is a set of supplemental literacy lessons, structured in units, for students in kindergarten. It's designed to be taught 15-20 minutes a day, 5 days a week. This powerful, sequential and efficient exposure to key literacy concepts ensures that students establish a firm foundation in the subskills that lead to strong decoding and fluent reading. The lessons provide playful, targeted instruction in phonemic awareness, rhyming, phonological awareness, and phonics. <i>Countdown's</i> phonological and phonemic awareness instruction helps students learn to play with sounds in words in ways that prepare them to master the alphabetic principle; the idea that words are made out of sounds and that symbols (letters) are used to represent sounds. Students then focus on mastering letter-sound correspondences and applying this knowledge to encoding and decoding simple one-syllable words. Along the way, students play rhyming games and master a set of high frequency words. By the middle of the year, typically developing students are ready to transition into more complex concepts, and begin reading phrases and sentences. Just like astronauts countdown to prepare for their blast off, students will participate in the <i>Countdown</i> program to prepare them to "blast off" into learning to read.</p>

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

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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.