

Advisory Program Description

Name of Entity: Curriculum Associates, LLC <i>Strategies to Achieve Reading Success (STARS)</i>
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Type of Program: Supplemental Program
If this program is intervention or supplemental which component(s) of reading are addressed: <input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension
Grade Level: K-3
Summary of the program: – <i>STARS</i> may be used with any core program. Of note, specific STARS lessons are recommended for students based on their results on the i-Ready Diagnostic, an approved READ Act interim, diagnostic and summative assessment. <i>STARS</i> works especially well with students struggling with reading comprehension. Based on students’ results on i-Ready Diagnostic—a READ Act approved diagnostic and summative assessment—students may be recommended specific lessons within <i>STARS</i> . The program employs the research-based and proven-effective gradual release of responsibility model, which includes the following five steps: 1) Modeled instruction 2) Guided instruction 3) Modeled practice 4) Guided practice 5) Independent practice <i>STARS</i> student books include instructional lessons on the key comprehension strategies, following the model described above. Cumulative review lessons and interim benchmarks allow for progress monitoring, and the Final Review allows teachers to assess mastery of all the strategies taught in the program. Additionally Teacher Guides provide robust embedded professional development. The format and recommendations help teachers successfully deliver lessons to yield sustainable student growth. The step-by-step approach provides explicit guidance on how to best teach a particular skill. Think-aloud models, answer analysis, error alerts, and suggested additional activities ensure teachers are able to identify and address any student misunderstandings. Further, re-teaching activities help teachers reinforce and deepen students’ understanding. Please visit www.curriculumassociates.com to learn more about STARS.

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 it is 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

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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.