

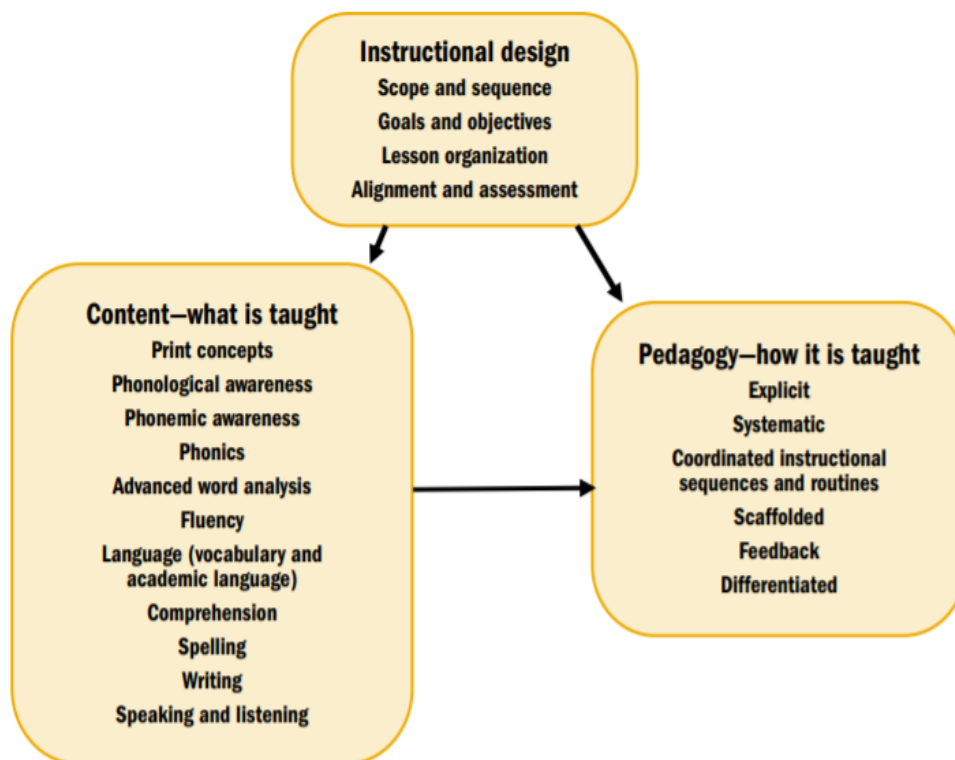
**Instructional Program Review
Core, Intervention, and Supplemental**

Appendices and References

Appendix A: Elements of design for reading/language arts instructional materials

For elements of instructional design, understanding how a curriculum is created is important. That is, it is imperative that the review team understand how to identify a systematic scope and sequence, how goals and objectives are related, what the elements of an organized lesson are, and how to align materials and embed formative assessments. The content is what is taught during reading/language arts instruction (such as phonics, spelling, comprehension, and writing). Pedagogy is how the content is taught (such as explicitly using routines or differentiated instruction). Differentiated instruction materials include activities that address both intervention for students with special learning needs and extension/enrichment for students ready for further work. Salient features of instructional design, reading/language arts content, and pedagogy are shown in figure 1.

Figure 1. Elements of design for reading/language arts instructional materials



Source: Foorman, Smith, Kosanovich, 2017

Appendix B: Terminology: Acronyms, abbreviations and other terminology

Acronyms and abbreviations are defined at their first occurrence in this request for review. The following list is provided to assist the reader in understanding acronyms, abbreviations and terminology used throughout this document.

- **Department:** The Virginia Department of Education, a department of the government of the Virginia Commonwealth.
- **Oral Language:** The ability to produce and comprehend spoken language, including vocabulary and grammar.
- **Phonological Awareness:** Awareness of the sound structure of spoken words.
- **Phonemic Awareness:** A subset of phonological awareness in which listeners are able to hear, identify, and manipulate phonemes, the smallest units of sound that can differentiate meaning.
- **Phonics:** A method of teaching reading and writing by developing learners' phonemic awareness, that is, the ability to hear, identify, and manipulate the sounds (phonemes) in order to teach the correspondence between these sounds and the spelling patterns (graphemes) that represent them.
- **Vocabulary:** Knowledge of words and word meanings and includes words that a person understands and uses in language. Vocabulary is essential for both learning to read and for comprehending text.
- **Comprehension:** The process of extracting and constructing meaning from written texts. Comprehension has three key elements: (1) the reader; (2) the text; and (3) the activity.
- **Fluency:** The capacity to read words in connected text with sufficient accuracy, rate, and prosody to comprehend what is read.
- **Explicit Instruction:** Instruction that involves direct explanation in which concepts are explained and skills are modeled, without vagueness or ambiguity. The teacher's language is concise, specific, and related to the objective, and guided practice is provided.
- **Instructional Program:** Science-based reading research or evidence-based literacy instruction that local education providers are encouraged to use including but not limited to interventions, tutoring, and instructional materials that adequately teach students to read and may include materials used within a multi-tiered system of support including the universal/core level and supplemental and intensive interventions.
- **Core (Universal) Program:** A reading program that is used to help guide both initial and differentiated instruction in the regular classroom. It supports instruction in the broad range of reading skills (phonemic awareness, phonics, fluency, vocabulary, comprehension) required to become a skilled reader. It contains teacher's manuals with explicit lesson plans, and provides reading and practice materials for students.
- **Intervention Program:** Intervention programs provide systematic, explicit evidence-based instruction aligned to science-based reading research (SBRR) to students who persistently struggle to master literacy skills, including phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- **Supplemental Program:** A supplemental program provides additional evidence-based literacy instruction and practice on a specific literacy skill (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension, writing) aligned to science-based reading research. The supplemental program is used to enhance a core instruction program during whole class or small group instruction. Teachers use a supplemental program when the core instructional program does not provide adequate instruction or practice opportunities in a specific literacy skill to meet student needs.
- **Science-Based Reading Research:** Research that (i) applies rigorous, systematic, and objective observational or experimental procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading and writing difficulties and (ii) explains how proficient reading and writing develop, why some children have difficulties developing key literacy skills, and how schools can best assess and instruct early literacy, including the use of evidence-based literacy instruction practices to promote reading and writing achievement.

- **Evidence-Based Literacy Instruction:** Structured instructional practices, including sequential, systematic, explicit, and cumulative teaching, that (i) are based on reliable, trustworthy, and valid evidence consistent with science-based reading research; (ii) are used in core or general instruction, supplemental instruction, intervention services, and intensive intervention services; (iii) have a demonstrated record of success in adequately increasing students' reading competency, vocabulary, oral language, and comprehension and in building mastery of the foundational reading skills of phonological and phonemic awareness, alphabetic principle, phonics, spelling, and text reading fluency; and (iv) are able to be differentiated in order to meet the individual needs of students.
- **Systematic Instruction:** A carefully planned sequence of instruction that is thought out and designed before activities and lessons are planned, maximizing the likelihood that whenever children are asked to learn something new, they already possess the appropriate prior knowledge and understandings to see its value and to learn it effectively.

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