

ARKANSAS DIVISION OF ELEMENTARY & SECONDARY EDUCATION

Literacy Curriculum Program Types

Program Types	Explanations	Additional Considerations
Core Program	A <i>Core Program</i> is aligned to the Science of Reading and promotes systematic and explicit <i>Tier I Instruction</i> and is designed to teach grade level standards for <i>the five components of reading</i> . Instruction is designed in part for whole group and small group instruction and leads to differentiation of instruction. Comprehensive Instructional materials are designed to ensure all grade-level content standards are addressed in sufficient depth, breadth, and quality for all learners.	When thinking about Scarborough's Rope (2001), Core programs may not meet all components of reading for Word Recognition and Language Comprehension. Districts will need to consider more than one program and/or build curriculum supports to ensure both the top and bottom of the Reading Rope is addressed in instruction to meet the Science of Reading.
Component Specific Core Program	A <i>Component Specific Core Program</i> is aligned to the Science of Reading and provides systematic and explicit <i>Tier I Instruction</i> and is designed to teach grade level standards for <i>one or two of the five components of reading</i> . Instruction is designed in part for whole group and small group instruction and leads to differentiation of instruction. Comprehensive Instructional materials are designed to ensure all grade-level content standards are addressed in sufficient depth, breadth, and quality for all learners.	When thinking about Scarborough's Rope (2001), Core programs will not meet all components of reading to support subskills to build <i>Word Recognition and Language Comprehension</i> . Districts will need to consider more than one program and/or build curriculum supports to ensure both the top and bottom of the Reading Rope is addressed in instruction to meet the Science of Reading.
Supplemental Program	A <i>Supplemental Program</i> is aligned to the Science of Reading and provides additional <i>Tier One</i> instructional support to strengthen a core program. The program meets criteria to support and extend the critical elements of core instruction for one or more of the five components of reading. If a student needs additional support beyond what the core program provides to meet core standards, schools may elect to use a supplemental program to reteach and provide additional practice.	When thinking about Scarborough's Rope (2001), Supplemental Programs should support the building of subskills to build <i>Word Recognition and Language Comprehension</i> .
Intervention Program	An <i>Intervention Program</i> is aligned to the Science of Reading and provides explicit, direct instruction in a systematic, sequential, and cumulative and follows a logical plan focused on a targeted area of reading development. Intervention is primarily provided in a small group or one-to-one setting. A <i>Dyslexia Intervention Program</i> means explicit, direct instruction that is: Systematic, sequential, and cumulative and follows a logical plan of presenting the alphabetic principle that targets the specific needs of the student without presuming prior skills or knowledge of the student. Intervention should be offered in a small group setting <i>Ark. Code Ann. § 6-41-602</i> .	When thinking about Scarborough's Rope (2001), schools should have intervention programs to address each strand of the rope. When thinking about Scarborough's Rope (2001), dyslexia intervention programs must be comprehensive, addressing all five components denoted in Word Recognition and Language Comprehension.
Resource	A <i>resource</i> is an approved learning tool aligned to the Science of Reading to support instruction; however, it does not meet all the instructional criteria for supplemental or core programs. Resources can support students in whole or small groups settings that may need more guided practice, independent practice or simply need reinforcements in a targeted area of reading development.	Think about the component of reading and purpose of the resource related to the components of the Gradual Release Model (Pearson & Gallagher, 1983) that recommends that the cognitive workload should shift slowly and with intent from the teacher modeling to joint responsibility to student independent practice.

