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As school teams determine when and which intervention a student will need, the 4 critical questions of the Professional Learning Community Model should be used:

- What do we want students to learn?
- How will we know if they have learned it?
- What will we do if they do not learn it?
- What do we do if they do learn it?

Data should include multiple sources to determine student needs and strengths.
Intervention

An instructional intervention is additional skill instruction that supports and intensifies classroom instruction and is provided to students for the primary purpose of increasing proficiency levels. Such approaches can be administered both in and out of the traditional classroom. It includes the following components:

- Is in addition to core instruction
- Includes a plan for implementation that is data-based
- Is targeted (not just a single lesson or strategy but not an entire curriculum)
- Is explicit, systematic, multi-sensory and cumulative that focuses on the student(s) needs
- Measurable and goal oriented (intended to produce change in knowledge/behavior)
- Uses evidenced based pedagogy and strategies
- Delivered by a trained instructor
- Uses assessment to monitor progress
- Has criteria for successful response

Interventions are not accommodations. An accommodation is intended to help the student fully access and participate in the general-education curriculum without changing the instructional content and without reducing the student’s rate of learning (Skinner, Pappas & Davis, 2005). An accommodation is intended to remove barriers to learning while still expecting that students will master the same instructional content as their typical peers.

Accommodations

- Provide students an equal access to learning
- Provide students equal opportunity to demonstrate their knowledge
- Are based upon individual strengths and weaknesses
- May vary in intensity and degree
- Do not substantially change instructional level or content

<table>
<thead>
<tr>
<th>Examples of Accommodations</th>
<th>Examples of Non-Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional aides (ex. visuals, number lines, counters, manipulatives)</td>
<td>Differentiated instruction</td>
</tr>
<tr>
<td>Visual schedule</td>
<td>Double dose of reading</td>
</tr>
<tr>
<td>Graphic organizers for written assignments</td>
<td>Work with reading teacher</td>
</tr>
<tr>
<td>Clarify/simplify directions</td>
<td>Work with ESOL/HILT teacher</td>
</tr>
<tr>
<td>Frequent cuing for attention/re-direction</td>
<td>Parent provided tutor</td>
</tr>
<tr>
<td>Positive behavior supports</td>
<td>Homework Club</td>
</tr>
<tr>
<td>Use of audio books</td>
<td>SOL remediation</td>
</tr>
<tr>
<td>Highlight essential information</td>
<td>One-to-one instruction</td>
</tr>
<tr>
<td>Preferential seating</td>
<td>Orton Gillingham Methodology</td>
</tr>
</tbody>
</table>

Office of English Language Arts and Department of Student Services and Special Education ● September 2015
Interventions can occur at varying degrees of intensity which often delineates the difference between a Tier 2 and Tier 3 intervention.

Tier 1

All students in Arlington Public schools should have access to the core curriculum and it should meet the needs of a significant proportion of students. Core instruction should have a strong evidence base and include elements of phonemic awareness, phonics, fluency, vocabulary, and comprehension (National Reading Panel, 2000). Each grade level will incorporate core skills and knowledge identified in the Virginia Standards of Learning, universal screening and progress monitoring.

Tier 2

Students who need supplemental support beyond core instruction should receive a Tier 2 intervention. Typically this includes an additional 20-30 minutes of explicit, targeted multi-sensory instruction delivered by a trained specialist 3-5 days a week with more frequent progress monitoring. This can be small group or individual instruction in either the general education class or in a separate location. *

Tier 3

Students who need intensive support beyond core instruction should receive a Tier 3 intervention. Typically this includes an additional 40-60 minutes of explicit, targeted instruction delivered by a trained specialist 4-5 days a week with weekly progress monitoring.

*Tier 2 interventions can be intensified to become Tier 3 intervention. Typically this happens in separate location from the general education class and is individualized.
Overview

Below is a brief overview and grade level recommendations for each intervention. A fact sheet for each intervention is included to get further information on each intervention.

### Kindergarten

- Additional Small Group
- Earobics
- Book Buddies
- LLI
- Step Up to Writing
- Reading Recovery

### 1st Grade

- Earobics
- Book Buddies
- LLI
- Read Naturally
- Step Up to Writing
- My Virtual Reading Coach
- SpellRead
- PCI

### 2nd Grade

- Earobics
- Book Buddies
- LLI
- Read Naturally
- Step Up to Writing
- My Virtual Reading Coach
- SpellRead
- PCI

### 3rd Grade

- Earobics
- Book Buddies
- LLI
- Read Naturally
- Step Up to Writing
- My Virtual Reading Coach
- SpellRead
- PCI

### 4th Grade

- Earobics
- Book Buddies
- LLI
- Read Naturally
- Step Up to Writing
- My Virtual Reading Coach
- SpellRead
- PCI

### 5th Grade

- Earobics
- Book Buddies
- LLI
- Read Naturally
- Step Up to Writing
- My Virtual Reading Coach
- SpellRead
- PCI

Additionally, the following questions should be addressed when considering placing the student in an intervention.

- What has been done during core instruction to remediate the student?
- Has the reading teacher worked with the student?
- What is the student’s WIDA level (if applicable)?
- Has Word Study been done with fidelity and from a teacher that has been trained?
- Has any other intervention been attempted in previous years, and if so, what was the outcome?
- Are there other concerns, besides reading, and if so, what is being done to address those concerns?

### Additional Targeted Small Group Instruction with a Specialist (ESOL, Reading, Special Education)

**Tier:** 2

**Brief Description and Implementation:** Small group instruction with a specialist is designed specifically for student needs and skill development. This can be a push in or pull out model to provide a double dose of remediation. 3-5x per week; 20-30 minutes

**Grade:** K-5

**Literacy Skills Targeted:** Determined based on student need but can include:
- Alphabetics
- Concepts about Print (CAP)
- Concept of Word (COW)
- Phonological Awareness
- Phonics
- Comprehension
- Fluency
- Word Analysis
- Vocabulary

**Progress Monitoring:** PALS Quick checks, Running Records

**Student Who May Benefit From Intervention:** Students who are not making expected progress from core instruction may benefit from a double dose of targeted instruction.

### Book Buddies

**Tier:** 2

**Brief Description and Implementation:** 1:1 tutorial by a trained tutor that is coordinated and planned by a reading teacher

**Grade:** 1-2

**Literacy Skills Targeted:**
- Alphabetics
- Concepts about Print (CAP)
- Concept of Word (COW)
- Phonological Awareness

**Progress Monitoring:** PALS Quick checks, Running Records, DRA

**Student Who May Benefit From Intervention:** Students who are not making PALS benchmarks.
<table>
<thead>
<tr>
<th>Intervention</th>
<th>Frequency</th>
<th>Duration</th>
<th>Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earobics</td>
<td>2x per week; 45 minutes</td>
<td>Phonics, Comprehension, Fluency, Word Analysis, Vocabulary</td>
<td>K-3: Phonological awareness, Phonics, Vocabulary. PALS Quick checks, Earobics Assessments, Running Records. Students who are not making PALS benchmarks.</td>
</tr>
<tr>
<td>Leveled Literacy Intervention (LLI)</td>
<td>Both direct and computerized instruction on phonological awareness and phonics (2.5 hours a week; 1:5 ratio)</td>
<td>Concepts about Print (CAP), Concept of Word (COW), Phonological Awareness, Comprehension, Fluency, Word Analysis, Writing</td>
<td>K-5: Daily/Weekly Running Records. Students who are not making expected progress from core instruction may benefit from a double dose of targeted instruction. A large emphasis is focused on fluency and comprehension.</td>
</tr>
<tr>
<td>My Virtual Reading Coach</td>
<td>Explicit, multi-sensory, and systematic instruction in decoding, encoding, and orthography (4x per week; 20 minutes)</td>
<td>Alphabet, Sound/symbol correspondence, Blending/Segmenting Phonics, Sight words Additional, the computer program targets fluency, comprehension, grammar and vocabulary. Use of My Virtual Reading Coach Report, print outs weekly. The reports should include: Progress Report and Improvement Report</td>
<td>2-5: Students who have made progress in Word Study, struggles to decode and encode accurately and with automaticity, and may have a phonological processing deficit.</td>
</tr>
<tr>
<td>Orton Gillingham</td>
<td>Direct, multi-sensory, and systematic instruction in decoding, encoding, and orthography (5x per week; 30 minutes)</td>
<td>Alphabet, Sound/symbol correspondence, Handwriting, Blending/Segmenting Phonics, Sight words, Spelling</td>
<td>K-5: Orton - Gillingham Assessment, Running Records. Student who needs additional instruction and practice with</td>
</tr>
<tr>
<td>PCI Reading</td>
<td>Intensive 1:1 instruction in whole word identification (1:1 for 30 minutes; 5x per week)</td>
<td>Word identification, Comprehension</td>
<td>2-5: Posttest after every 5 lesson PCI comprehensive assessment 3x. Students who have intellectual disabilities or students who have tried other phonics interventions and have not been successful.</td>
</tr>
<tr>
<td>Phono-Graphix</td>
<td>Explicit, multi-sensory instruction in blending, segmenting, phoneme manipulation and spelling (1-5)</td>
<td>Phonemic awareness, Blending/Segmenting Phoneme manipulations, Spelling of CVC, VCC, Read America Assessment at least 3x</td>
<td>1-5: Student who needs additional instruction and practice with</td>
</tr>
<tr>
<td>Intervention</td>
<td>Frequency</td>
<td>Duration</td>
<td>Focus Areas</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------</td>
<td>----------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Read Naturally</td>
<td>2</td>
<td></td>
<td>CVCC, CCVC, long vowel teams, and control r vowel words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Recovery</td>
<td>3</td>
<td></td>
<td>Students who are struggling to read in 1st grade and in the lowest 20% as measured by Observation Survey.</td>
</tr>
<tr>
<td>Step Up To Writing</td>
<td>2</td>
<td></td>
<td>K-5</td>
</tr>
<tr>
<td>Spell Read</td>
<td>3</td>
<td></td>
<td>2-5</td>
</tr>
</tbody>
</table>
Book Buddies Fact Sheet

Description:

Book Buddies is a research-based one-on-one tutorial program that supports reading instruction in the classroom. It enlists trained community volunteers to provide instruction to first and second grade students who need extra support in literacy acquisition. It demonstrates long lasting literacy gains, and facilitates mentor relationships for young children and community members.

In the fall, reading specialists serve as Book Buddy coordinators and train community volunteers to become effective tutors. Tutors are supervised twice a week by the reading specialist/coordinator. The reading coordinators write individualized lesson plans for each tutoring session. They assess the students three times a year, participate in scheduling, and maintain communication with the students' classroom teachers.

The Book Buddies Program has attracted widespread national attention at reading conferences and in national and international professional journals. It has been replicated throughout Virginia and around the nation. The Book Buddies Program is the recipient of the Virginia State Reading Association's 1997 Literacy Award.

Targeted Audience:

Students in grades 1-2 who are performing below grade level as evidenced by the Phonological Awareness Literacy Screening (PALS).

Training Requirements:

Book Buddy Coordinators are provided with a training manual and one-day training. Community volunteers are provided with small group training and are supervised during most tutorial sessions.

Implementation:

It is recommended that Book Buddies be delivered in 45 minute sessions, 2-3 times a week by a trained volunteer and supervised by a reading teacher.

Progress Monitoring:

Book buddies is considered a Tier 2 intervention. Phonological Awareness Literacy Screening (PALS) is used in the fall, midyear, and spring. Additionally, PALS Quick Checks are used to monitor and report progress.
Earobics Fact Sheet

Description:

Earobics©2014 is a proven research-based reading intervention solution that is diagnostic and prescriptive for students in Grades Pre-K–3. Earobics©2014 provides updated targeted individualized instruction in Phonics, Phonemic Awareness, Reading Comprehension, Vocabulary, Fluency, Writing, Listening, and Speaking. Through adaptive technology combined with a robust set of engaging classroom resources (big books, readers, magnetic letters, and audio cds) students are provided with a comprehensive early literacy program.

Powerful management tools enable teachers and administrators to monitor and chart student progress for differentiation.

Targeted Audience:

Students in grades K – 3 who do not meet benchmark scores on the Phonological Awareness Literacy Screening (PALS).

Training Requirements:

In order to implement Earobics, tutors are required to take 6 hours of training on the software and instructional resources. In addition, 3 hours of training is required for reviewing and interpreting data as well as monitoring student progress over time.

Implementation:

It is recommended that the PALS intervention program be delivered a minimum of 2.5 hours per week by a trained teacher. The student-tutor ratio is 5-1 or less.

Progress Monitoring:

Earobics is considered a tier 2 intervention and has a complete online management and reporting system which includes automatic performance alerts to easily track and record student data.

The online assessment includes:

• Assessments for Phonemic Awareness, Phonics, Vocabulary, Reading Comprehension, and Fluency
• 12 benchmark assessments (6 in Foundations, 6 in Connections) which includes initial placement assessment and progress assessments for each strand (Phonological Awareness, Phonics, Vocabulary, Reading Comprehension, and Fluency)
• Online Assessment Guidelines Resource with constructed response for writing
• Assessment Roadmaps: The Earobics Assessment Roadmap creates more effective intervention instruction by inputting assessment results from PALS and generating real-time reports of student performance with links to instruction specially tailored to each student’s needs.
• Voice recording tool for Fluency assessments (with rubrics)
Leveled Literacy Intervention (LLI) Fact Sheet

Description:

“The LLI system is designed to be used with small groups of students who need intensive support to achieve grade level competencies. It is designed to serve the lowest achieving students in the grade who are not receiving another supplementary literacy intervention. It also provides strong support for students who are acquiring English as an additional language and are receiving classroom reading instruction in English. You may also decide to include students who are identified as having special needs if the content of the LLI intervention meets the educational program specifications for the student.” LLI System Guide!

Please note: this program is supplementary; strong classroom instruction is required in order to accelerate children's literacy progress. LLI provides students with:

- Combination of reading, writing, and phonics/word study.
- Emphasis on teaching for comprehending strategies.
- Explicit attention to genre and to the features of nonfiction and fiction texts.
- Special attention to disciplinary reading, literature inquiry, and writing about reading.
- Specific work on sounds, letters, and words in activities designed to help students notice the details of written language and learn how words "work."
- Close reading to deepen and expand comprehension.
- Explicit teaching of effective and efficient strategies for expanding vocabulary.
- Explicit teaching for fluent and phrased reading.
- Use of writing about reading for the purpose of communicating and learning how to express ideas for a particular purpose and audience using a variety of writing strategies.
- Built-in level-by-level descriptions and competencies from The Continuum of Literacy Learning, PreK-8 (2011) to monitor student progress and guide teaching.

One of the highlights of the program for grades K-2 are the black and white copies of take home books specifically designed for children to practice the skills they are learning. All K-5 programs include access to an abundance of printed materials to use during lessons, communicate with parents and classroom teachers and assess progress. Additionally, professional development tutorials are also available. The lesson plan framework is comprehensive: children receive direct, explicit instruction in comprehension, fluency, writing and word work. The amount of time children remain in the LLI program depends on how close to grade level they are when they enter. According to the teacher resource manual: “Children entering up to one year or slightly more below grade level in Grades 1 and 2 were able to reach grade level performance in less than 18 weeks. If children enter one or more years below grade level, you should expect significant progress, but they may not reach grade level in 18 weeks...you could keep them in the intervention longer, even a full school year.” As per the upper grade levels, the manual states: Most students “should reach grade level in 18-24 weeks with daily lessons (5 per week) and strong teaching, depending upon how far below grade level they enter the system.”

Elementary Schools have the following levels available:

<table>
<thead>
<tr>
<th>Level</th>
<th>Fountas &amp; Pinnell Levels</th>
<th>Approx Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orange</td>
<td>A-C</td>
<td>Approx Grade K</td>
</tr>
<tr>
<td>Green</td>
<td>A-J</td>
<td>Approx Grade 1</td>
</tr>
<tr>
<td>Blue</td>
<td>C-N</td>
<td>Approx Grade 2</td>
</tr>
<tr>
<td>Red</td>
<td>L-Q</td>
<td>Approx Grade 3</td>
</tr>
<tr>
<td>Gold</td>
<td>O-T</td>
<td>Approx Grade 4</td>
</tr>
<tr>
<td>Purple</td>
<td>R-W</td>
<td>Approx Grade 5</td>
</tr>
</tbody>
</table>
**Targeted Audience:**

This intervention approach is intended for students in grades 1-5 who need additional small group instruction on comprehension, fluency, and vocabulary. LLI also have a small focus on phonics, word work, reading and writing.

<table>
<thead>
<tr>
<th><strong>Training Requirements:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Recommendation for LLI Training Offered Through APS (Pre-requisite: Experienced Reading Background)!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Implementation:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>It is recommended that LLI be delivered daily in 30-minute lesson plans in grades K-2, and daily 45-minute lesson plans in grades 3-5. Children are clustered in groups not to exceed a 3:1 ratio in K-2, and a 4:1 ratio in 3-6. Frequency is dependent on student needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Progress Monitoring:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>LLI is considered a Tier 2 intervention. Daily/Weekly collection of running records should be done and for a few, LLI offers on-line progress monitoring.</td>
</tr>
</tbody>
</table>
My Virtual Reading Coach (MVRC) Fact Sheet

Description:

My Virtual Reading Coach is a researched based adaptive computer intervention to improve reading skills. MVRC explicitly targets phonemic awareness, phonics, sight words, fluency, vocabulary and comprehension. MVRC includes:

- interactive lessons with media-rich content.
- direct, explicit, and systematic instruction.
- scaffolded instruction and remediation.
- virtual reading specialists and speech pathologists.
- self-paced and mastery-based instruction.
- immediate and specific feedback.

MVRC provides differentiated instruction based on each student’s initial diagnostic testing results. The diagnostic tests, progress monitoring results, and student performance determine lesson assignments. Students are assigned targeted instruction based on needs. MVRC accommodates students with diverse reading skills and instructional needs. It is effective with students of all ages and in disparate categories, including: adult education, GED preparation, English Language Learners, bilingual education, and special education.

MVRC teaches students to comprehend grade level text and to read that text fluently. An MVRC student first becomes proficient in phonological awareness and phonics skills if needed. When a student demonstrates accurate decoding skills, he also receives vocabulary and grammar and meaning instruction. Finally, MVRC delivers explicit fluency training to improve silent reading rate. Improvement in comprehension and fluency are simultaneous goals. The interactive activities help students stay focused and accelerate their progress.

MVRC uses methods and strategies of successful reading teachers and speech pathologists. Each student works toward 100% mastery at his or her own pace.

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Targeted Audience:

Students in grades 2-12 who are significantly below grade level benchmarks as determined by district assessments.

Training Requirements:

In order to have a student use MVRC, the teacher needs to be trained on how to use the program, monitor progress and support the student. Training is provided through the Office of Special Education.

Implementation:

It is recommended that MVRC be implemented 30 minutes, 4 times a week by a trained teacher. Frequency is dependent on the student needs.

Progress Monitoring:

MVRC is considered a Tier 3 intervention and should have progress monitored every 2-4 weeks. Progress can be monitored through running records, informal reading inventories, writing samples and the assessments built into the program.
Orton Gillingham Fact Sheet

Description:

The Orton Gillingham methodology is an explicit multisensory researched based structured language approach for teaching reading and spelling.

CONTENT:

Phonology and Phonological Awareness:
Phonology is the study of sounds and how they work within their environment. A phoneme is the smallest unit of sound in a given language that can be recognized as being distinct from other sounds in the language. Phonological awareness is the understanding of the internal linguistic structure of words. An important aspect of phonological awareness is phonemic awareness, which includes the ability to segment words into their component sounds.

Sound-Symbol Association:
This is the knowledge of the various sounds in the English language and their correspondence to the letters and combinations of letters, which represent those sounds. Sound-symbol association must be taught (and mastered) in two directions: visual to auditory and auditory to visual. Additionally, students must master the blending of sounds and letters into words as well as the segmenting of whole words into the individual sounds.

Syllable Instruction:
A syllable is a unit of oral or written language with one vowel sound. Instruction must include teaching of the six basic syllable types in the English language: closed, vowel-consonant-e, open, consonant-le, r-controlled, and diphthong. Syllable division rules must be directly taught in relation to word structure.

Morphology:
Morphology is the study of how morphemes are combined from words. A morpheme is the smallest unit of meaning in the language. The curriculum must include the study of base words, roots, prefixes, and suffixes.

Syntax:
Syntax is the set of principles that dictate the sequence and function of words in a sentence in order to convey meaning. This includes grammar, sentence variation, and the mechanics of language.

Semantics:
Semantics is that aspect of language concerned with meaning. The curriculum (from the beginning) must include instruction in the comprehension of written language.

PRINCIPLES OF INSTRUCTION:

Simultaneous, Multisensory (VAKT):
Teaching is done using all learning pathways in the brain (visual/auditory, kinesthetic-tactile) simultaneously in order to enhance memory and learning.

Systematic and Cumulative:
Multisensory language instruction requires that the organization of material follows the logical order of the language. The sequence must begin with the easiest and most basic elements and progress methodically to more difficult and based on concepts already learned. Concepts taught must be systematically reviewed to strengthen memory.

Direct Instruction:
The inferential learning of any concept cannot be taken for granted. Multisensory language instruction requires the direct teaching of all concepts with continuous student-teacher interaction.

Diagnostic Teaching:
The teacher must be adept at prescriptive or individualized teaching. The teaching plan is based on careful and continuous assessment of the individual’s needs. The content presented must be mastered to the degree of automaticity.

Synthetic and Analytic Instruction:
Multisensory, structured language programs include both synthetic and analytic instruction. Synthetic instruction presents the parts of the language and then teaches how the parts work together to form a whole. Analytic instruction presents the whole and teaches how this can be broken down into its component parts.

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Targeted Audience:
Students in grades 1-12 who have difficulties with phonological processing are best suited for this methodology. This can include difficulty in:

- Rhyming words
- Breaking compound words into individual words and words into syllables
- Identifying initial, medial or final sounds in words
- Segmenting words into their individual sounds
- Deleting and substituting sounds from words
- Adding beginning sound to make phoneme blends
- Blending sounds

Training Requirements:
In order to deliver Orton Gillingham, a teacher must complete the 30 hour Comprehensive Training and/or the 24 hour Advanced Training by the Institute of Multi-Sensory Education.

Implementation:
It is recommended that Orton Gillingham be delivered in 30 minute sessions, 5 times a week by a trained teacher. Frequency is dependent on the student’s needs.

Progress Monitoring:
Orton Gillingham is considered a Tier 2 intervention and includes progress monitoring every 2-4 weeks. Progress can be monitored through running records, informal reading inventories, writing samples and assessments built into the Orton Gillingham methodology.
PCI Fact Sheet

Description:

PCI Reading is a researched based intervention designed to target nonreaders who are not able to read using traditional reading approaches such as phonics. Students learn 1 word a day, 5 words a week with over 100 exposures to the new word.

The lesson cycle consist of:

- Learn the word
- Trace the word
- Hands-on practice
- Independent practice
- Read a book
- Assess
- Review if needed

Level One teaches 140 basic sight words from the Dolch and Fry lists and "real-world" words through a comprehensive system of repetition, "hands-on" practice, controlled-vocabulary reading, and high-interest activities. Students progress from reading individual words to 8-12 word sentences. Level One includes 28 books, ranging in length from 8 to 12 pages. By the end of Level One, nonreaders will have progressed to approximately a 1.0 reading level.

Level Two is designed as the next step for students who have completed Level One. It teaches 140 additional sight words and "real-world" nouns and verbs, advancing students from a 1.0 reading level to a 2.0-2.5 reading level. While Level Two's focus is still on teaching words through visual discrimination, it also introduces students to wrapped text, common inflectional endings, such as -s, -ing, -ed, and compound words.

Level Three serves as a bridge between the whole-word visual discrimination approach in Levels One and Two and the decoding required of independent readers. To promote student success, instruction is carefully scaffolded to introduce students to the process of decoding by unveiling sounds that are embedded within the sight words they already know how to read. Students learn to examine known sight words, recognize common onsets and rimes, match phoneme sounds to letters, and decode unfamiliar words such as “bat” and “rake.”

Targeted Audience:

The PCI Reading Program is a scientifically research-based curriculum created specifically to teach students with intellectual disabilities, autism, and significant learning disabilities to read. The program is designed for nonreaders age 5 to adult.

Students do not need to know the alphabet to begin Level One. The only prerequisites for the program are:

- Students must be able to follow simple, one-sentence directions.
- Students must be able to respond to a teacher request either verbally or by pointing.
- Students must be able to visually discriminate between words.

Training Requirements:

Teachers must be trained in order to use this intervention. Training can be provided through the Office of Special Education.
Implementation:

PCI is implemented in a 1:1 setting for 30 minutes, 5 times a week by a trained teacher.

Progress Monitoring:

PCI is considered a Tier 3 intervention and should have progress monitored every week. Progress can be monitored through the weekly assessment built into the program, weekly sight words lists, running records and writing samples.
Phono-Graphix Fact Sheet

Description:

The Phono-Graphix methodology is a multi-sensory, researched based, explicit approach to teach segmenting, blending, manipulating phonemes and spelling. The content is based on the nature of the English code while focusing on three skills to access the code: segmenting, blending, and phoneme manipulation. There are 4 overarching ideas behind the English code.

1. Letters are pictures of sounds.
   These are pictures of sounds: b o a t

2. Sound pictures can be one or more letters.
   "Boat" has three sounds, and three sound pictures: b o a t
   Two sound pictures are one letter and one sound picture is two letters.

3. There is variation in the code - most of the sounds can be shown with more than one picture.
   Consider the 'oa' sound in “boat”. It can be represented differently in different words:
   b o a t
   s l o w
   m o s t
   t o e
   n o t e
   th o u g h

4. There is overlap in the code; some of the pictures are used for more than one sound.
   ow = sh ow
   ow = f r ow n

The Skills Needed to Use Such a Code

Reading and spelling is also dependent upon proficiency on three skill areas: segmenting, blending and phoneme manipulation.

Segmenting: to use a sound picture code one must be able to access independent sounds within words.
Blending: to use a sound picture code children must be able to push sounds together into words.
Phoneme Manipulation: to use a code that contains overlap children must be able to slide sounds in and out of words that contain overlap spellings such as the 'ow' in 'brown'.

Targeted Audience:

Students in grades 1-5 who need additional instruction in blending, segmenting and manipulating phonemes to break the code and read with automaticity.

Training Requirements:

In order to deliver Phono-Graphix a teacher must complete the 3 half day Phono-Graphix trainings provided by Office of Special Education and pass the final exam through Read America.

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Implementation:

It is recommended that Phono-Graphix be delivered in 20-30 minute sessions, 5 times a week, by a trained teacher. Frequency is dependent on the student’s needs.

Progress Monitoring:

Phono-Graphix is considered a Tier 2 intervention and should have progress monitored every 2-4 weeks. Progress can be monitored through running records, informal reading inventories, writing samples and the Read America assessments built into the methodology.
Read Naturally Fact Sheet

Description:

Read Naturally is a researched based intervention that helps students in grades 2 through 8 who are struggling with reading fluency. The program differentiates instruction and provides each student with an individualized learning experience, building fluency at the pace and level adapted specifically for that student. Read Naturally is a structured and highly motivating program that combines the following three research-validated strategies for fluency instruction:

- teacher modeling, in which students read along while listening to a recording of a high interest story;
- repeated reading practice, in which students practice reading the story until they can read it at a predetermined, appropriate goal rate; and
- progress monitoring, including consultation between teacher and student.

Program components include initial placement and continuous, formative assessment, adaptive instruction, independent practice, and verification of mastery. Students use the Read Naturally software placement test to determine the appropriate level of reading passages and fluency goals personalized for each student.

Targeted Audience:

Students in grades 2-8 who are dysfluent. Dysfluent readers may be characterized as reading word-by-word, haltingly, slowly, and laboriously. Students with poor fluency skills typically also have difficulty comprehending text.

Training Requirements:

A teacher who uses Read Naturally needs to be trained on how to use the program and monitor student progress. Training can be provided through the Office of Special Education.

Implementation:

It is recommended that Read Naturally be implemented in 20-30 minute sessions, 3-5 times per week, by a trained teacher. Frequency is dependent on student needs.

Progress Monitoring:

Read Naturally is considered a tier 2 intervention and should have progress monitored every 2-4 weeks. Teachers can monitor student progress using data gathered during each instructional session and regularly confer with students about their progress. Additionally teachers can use running records and informal reading inventories. Student’s WCPM goals should be continually monitored and modified based on achievement in the program.
Reading Recovery Fact Sheet

Description:
Reading Recovery is a researched based individualized, short term reading and writing intervention designed to accelerate the progress of a school’s lowest achieving first graders. Reading Recovery is considered a Tier 3 intervention. Each 30 minute lesson is designed to accelerate an individual student’s progress by building on their strengths, promoting problem solving, analogous thinking and the reciprocal nature of writing and reading. Daily lessons follow a similar structure but content varies according to student strengths and needs. Each lesson includes the following components: Familiar Reads; a Running Record (on a book introduced the day before); Letter and Word Work; Planning and Writing a Story; Assembling a cut-up version of the story and the Introduction and Reading of a New Book.

Targeted Audience:
Students in grade 1 who are in the lowest 20% of a school’s first grade population are eligible. Because Reading Recovery is a short-term intervention, students who are retained in first grade or whom have been identified as needing long term special education interventions are excluded.

Training Requirements:
Trained Reading Recovery teachers have successfully completed a year-long, six credit graduate class and attend a minimum of four Ongoing Professional Development sessions each year to maintain their certification.

Implementation:
Reading Recovery is delivered daily in 30-minute one on one session for 12-20 weeks.

Progress Monitoring:
Reading Recovery is considered a Tier 3 intervention. Progress is monitored daily with running records and a daily observation form. Records of student text level, writing words and strategic problem solving actions are submitted monthly to appropriate school stakeholders. A teacher leader provides support, as needed, with students who are finding it difficult to accelerate. When students meet recommended county benchmarks and show evidence of a self-extending system their series of lessons is discontinued and new students are selected.
SpellRead Fact Sheet

**Description:**

SpellRead is a researched based intervention for students in grades 2-5 who have not been successful in Phono-Graphix or Orton Gillingham. SpellRead is based on specific skill mastery and consists of 105 sequential lessons broken down into three phases:

Phase A provides the foundation for the SpellRead program, training the phonological processing function of the brain to hear and manipulate the 44 sounds of English so that students develop a “sound processing reflex” - automatically and directly recognizing each sound without needing to make associations with rules that hinder automaticity.

Phase B builds on this foundation, teaching secondary spellings, consonant blends, syllabication, and auditory/visual automaticity to the two-syllable level.

Phase C continues the development of fluency with polysyllabic words and introduces the most common clusters (such as “tion” in “invention”) as well as, pronunciation and spelling of verb forms. Phase C is intensely language oriented and students apply their cumulative word-level knowledge from phases A and B.

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**Targeted Audience:**

Students in grades 2-5 who have not been successful with Phono-Graphix or Orton Gillingham and have significant phonological processing deficits would be appropriate for this intervention. Second language learners are not recommended for this intervention.

**Training Requirements:**

Each teacher needs to complete a 2 day training provided by the Office of Special Education.

**Implementation:**

It is recommended that Spell Read be delivered in 40-60 minute sessions, 5 times a week in addition to core instruction. Students should not be in a group larger than 5:1 ratio.

**Progress Monitoring:**

SpellRead is considered a Tier 3 intervention and should have progress monitored every week. Progress can be monitored through running records, informal reading inventories, and writing samples.
Step Up To Writing Fact Sheet

Description:

Step Up to Writing is a researched based multisensory, explicit, and structured approach for teaching writing strategies in grades K-5 to help students become proficient in the areas of informative/explanatory, narrative and personal narrative, and argument writing. These strategies also foster development of critical thinking, reading comprehension, and listening and speaking skills and helps establish writing as a process rather than as an end product. Step Up provides explicit, research-based instructional support; the writing activities and strategies lead to increased writing proficiency across all grade levels and for all learners. These strategies can be incorporated seamlessly into an existing writing curriculum, or they can constitute a curriculum of their own.

Step Up Addresses 10 Areas:

1. Writing to Improve Reading and Listening Comprehension
   Strategies from this section include:
   - Making connections
   - Creating questions
   - Developing summaries
   - Analyzing text

2. Vocabulary
   Writing strategies in this section that facilitate vocabulary learning include:
   - Breaking down definitions
   - Using concept maps
   - Categorizing words
   - Examining content-area words

3. Sentence Mastery
   Strategies from this section include:
   - Examining sentence structure
   - Integrating sentence variety
   - Encouraging use of vivid action verbs

4. Informative/ Expository Paragraphs
   Strategies from this section include:
   - Color coding to visualize paragraph organization
   - Explicitly teaching the appropriate use of transitions
   - Understanding all aspects of the writing process
   - Including interesting and accurate details
   - Developing strong topic sentences

5. Accordion Essays and Reports
   Strategies include:
   - Writing strong introductions and conclusions
   - Shaping writing for different purposes
   - Employing effective sequencing
   - Moving from a paragraph to an essay

6. Story and Narrative Writing
   Strategies include:
   - Planning and writing a narrative piece
   - Examining the qualities of good writing
   - Multisensory activities to narrow writing topic
   - Transitions specific to narrative writing

7. Personal Narrative
   Strategies from this section include:
   - Examining the pattern of personal narratives
   - Preparing to write personal narratives
   - Sharing and publishing personal narratives

8. Speeches
   Topics in this section include:
   - Components of a good speech
   - Using an informal outline for speech planning
   - Focus on audience
   - Informational, impromptu, and persuasive speeches

9. Specific Writing Assignments
   Students need to know how to write for a variety of purposes, including:
- Persuasive writing (includes supporting opinion with facts)
- Compare/Contrast writing
- Biographical/Autobiographical sketches
- Responding to literature
- Cause/Effect and Problem/Solution Writing
- Letter writing
- Writing for content learning
- RAFTS: Writing from different points of view
- Descriptive writing and framed writing

10. Assessment
   Immediate feedback and ongoing assessment are essential to the writing process. Step Up to Writing provides:
   - Student-friendly scoring guides with detailed rubrics
   - Models of writing that match each rubric level
   - Tools to guide students in editing and revising their work

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Targeted Audience:

Students in grades K-5 who have difficulty generating, sequencing, or organizing ideas, need help with specific genres of writing, or students who also struggle with executive function skills that impact writing.

Training Requirements:

Teachers must complete a two day training by Voyager/Sopris.

Implementation:

It is recommended that Step Up to Writing be implemented in conjunction with the core writing program or as an additional targeted small group tier 2 intervention. Time and duration are based on the specific needs of the student.

Progress Monitoring:

SUTW is considered a Tier 2 intervention. Writing samples should be done every 2 weeks to monitor growth of specific skills.