

Intervention Overview

Please note:

- **This list of interventions is not all-inclusive.**
- **Not all interventions are available at all schools. Choose interventions that are available at your school.**

Key:

+ = some aspects of this component taught and/or practiced

++ = most aspects of this component taught and/or practiced

+++ = all aspects of this component taught and/or practiced

References: InterventionCentral.org and FCRR.org

Research-based Program	Description	Word Analysis, Phonics, Phonemic Awareness	Comprehension and Vocabulary	Fluency	Notes
<i>Earobics</i>	Earobics® is interactive software that provides students in pre-K through third grade with individual, systematic instruction in early literacy skills as students interact with animated characters. <u>Earobics® Foundations</u> is the version for prekindergarten, kindergarten, and first grade. <u>Earobics® Connections</u> is for second and third graders and older struggling readers. The program builds children's skills in phonemic awareness, auditory processing, and phonics, as well as the cognitive and language skills required for comprehension. Each level of instruction addresses recognizing and blending sounds, rhyming, and discriminating phonemes within words, adjusting to each student's ability level. The software is supported by music, audiocassettes, and videotapes and includes picture/word cards, letter-sound decks, big books, little books, and leveled readers for reading independently or in groups.	+++	+++	+++	K-3 Technology Based Explicit Systematic Student materials aligned Ample practice opportunities provided

<p><i>Imagine Learning</i></p>	<p>Imagine Learning is an engaging language and literacy software program that assists struggling readers through explicit instruction in reading skills and strategies. <u>Imagine Learning provides direct instruction</u> in all key components of reading with an <u>emphasis in comprehension and vocabulary</u>. Struggling readers are taught comprehension strategies and shown how to answer literal, inferential, main idea, compare and contrast, and other types of questions. If they answer incorrectly, they are directed to information in the text that helps them find the correct answer. This instructive feedback teaches struggling students that self-discovery is an important aspect of comprehension. Students learn to read at grade level and develop college and career readiness skills. Imagine Learning, 1) provides engaging content through videos, graphics and games 2) Offers differentiated instruction, followed by instructive feedback 3) Features adaptive, tailored curriculum.</p>	<p>+++</p>	<p>+++</p>	<p>+++</p>	<p>K - 3</p> <p>Explicit</p> <p>Student materials aligned</p> <p>Ample practice opportunities provided</p>
<p><i>Comprehension Intervention: Small-Group Lessons for the Primary Comprehension Toolkit</i></p> <p><i>Comprehension Intervention: Small-Group Lessons for the Intermediate Comprehension Toolkit</i></p>	<p>Comprehension Intervention Small group lesson provides is an inexpensive yet effective comprehension strategy intervention, These strategies lead to in-depth comprehension enabling students to read texts at their level, think deeply about them, and acquire new knowledge while expanding their background knowledge and vocabulary. This toolkit provides additional support and remediation to students who need more time and more explicit instruction to integrate comprehension strategies and use them as tools for learning and understanding.</p>		<p>+++</p>		<p>K-6</p> <p>Can be easily adapted for secondary level for students with comprehension needs</p> <p>Explicit</p> <p>Teacher friendly lesson plans</p> <p>Can be applied to any text</p>
<p><i>Great Leaps</i></p>	<p>Great Leaps Reading is a fluency program that enables students to make significant strides in their reading with an average growth of two years growth per intervention year. Short sessions three to four times a week will likely provide significant results. Easily Observable and Measurable Student Growth.</p>	<p>++</p>		<p>+++</p>	<p>K-12</p> <p>Fluency program</p> <p>Easy to use</p> <p>Ample practice opportunities provided</p> <p>Easily observable student growth measures</p>

<p>Tyner Small Group Instruction</p>	<p>This program offers a Small-Group Differentiated Teaching Model, a classroom-tested and research-based model that provides effective reading instruction to meet the needs of each classroom's broad range of learners. It provides easy-to-use lesson plans and activities that support the five stages of reading-emergent, beginning, fledgling, transitional, and independent- as well as a wide assortment of materials that will help you implement the lessons. While the basic foundations of the model are still in place, Tyner provides revised lesson plans that include more hands-on student involvement.</p>	<p>+++</p>	<p>+++</p>	<p>+++</p>	<p>K – 8</p> <p>Explicit and systematic</p> <p>Student materials aligned</p> <p>Ample practice opportunities provided</p> <p>Teacher lesson plans</p> <p>All components of reading</p> <p>Congruent with Tier I and Tier II phonics and phonemic awareness instruction</p> <p>Available at all schools</p>
<p>Fountas and Pinnell Phonics and Word Study Lessons</p>	<p>Fountas and Pinnell's Word Study Continuum plots a course along the developmental pathway children traverse as they become expert word solvers and effective readers. To address young readers' developmental needs, <i>Phonics Lessons, Kindergarten</i> includes four essential areas of language knowledge: phonemic awareness, letters and sounds, reading words, and early reading concepts. <i>Phonics Lessons, Grade 1</i> expands into more sophisticated concepts and includes six areas of knowledge: phonemic awareness, letters and sounds, reading words, writing words, processing strategies in reading, and processing strategies in writing. Students in grade 2 will move into more sophisticated reading and writing concepts within these six areas, and students in grade 3 focus on even more advanced areas of language with the addition of vocabulary, fluency in reading and writing, and word meaning.</p>	<p>+++</p>	<p>+++</p>	<p>+++</p>	<p>K-3</p> <p>Developmental Continuum</p> <p>Includes Reading Writing Connection</p> <p>Systematic</p> <p>Teacher Friendly</p> <p>Easy to Use</p> <p>Relatively Inexpensive</p> <p>Strategies can be generalized and supported throughout student's day</p> <p>Systematic</p> <p>Explicit</p>

<p><i>Fountas and Pinnell Level Literacy Instruction</i></p>	<p>The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading.</p> <p>LLI provides a combination of reading, writing, and phonics/word study with an emphasis on teaching for comprehending strategies. Explicit attention to genre and to the features of nonfiction and fiction text with 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." The lessons involve close reading to deepen and expand comprehension and include explicit teaching of effective and efficient strategies for expanding vocabulary as well as explicit teaching for fluent and phrased reading. Also LLI includes 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. There are built-in level-by-level descriptions and competencies from The Continuum of Literacy Learning, PreK-8 (2011) to monitor student progress and guide teaching as well as communication tools for informing parents about what children are learning and how they can support them at home. There is also technology support for assessment, record keeping, lesson instruction, and home and classroom connections and a detailed analysis of the characteristics of text difficulty for each book.</p>	<p>+++</p>	<p>+++</p>	<p>+++</p>	<p>K - 8</p> <p>Explicit</p> <p>Systematic</p> <p>Student materials aligned</p> <p>Ample practice opportunities provided</p> <p>Teacher friendly lesson plans</p> <p>Easy to use</p> <p>Relatively expensive</p>
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<p>Road to the Code / Explode the Code</p> <p>Phonemic Awareness/Phonics Program</p>	<p>Road to the Code is a successful, 11-week program for teaching phonemic awareness and letter sound correspondence. Developmentally sequenced, each of the 44 15- to 20-minute lessons features three activities — Say-It-and-Move-It, Letter Name and Sound Instruction, and Phonological Awareness Practice — that give students repeated opportunities to practice and enhance their beginning reading and spelling abilities. Road to the Code is backed by more than 10 years of study in kindergarten and first-grade classrooms.</p> <p>Detailed scripted instructions and reproducible materials — such as Alphabet Picture and Sound Bingo cards — make this program easy for teachers to use. Teachers have the flexibility to work with students individually or in small groups and may adjust the amount of time it takes for a student to complete the program. With these proven phonological awareness activities, educators can confidently intervene before children have a chance to fail.</p>	<p>+++</p>			<p>K – 1</p> <p>Explicit</p> <p>Systematic</p> <p>Student materials aligned</p> <p>Ample practice opportunities provided</p> <p>Easy to use</p> <p>Computer support available</p>
<p>Stevenson</p>	<p>The Stevenson Program is an alternative approach for teaching reading, spelling and other basic language skills. The program uses strategic mnemonic devices as well as a multi-sensory approach. Stevenson can support students with phonological processing difficulties, memory weaknesses, and sequencing/blending confusion.</p>	<p>+++</p>	<p>+</p>	<p>+</p>	<p>K – 6</p> <p>Multi-sensory approach</p> <p>Significantly different scope and sequence – difficult to support during other times of the day because its dramatically different from core curriculum</p>
<p>Reading Horizons: Discovery</p>	<p>Reading Horizons empowers teachers and students with a simple, streamlined approach to reading intervention. Students are provided with a framework that allows them to read the majority of words in the English language. Students learn these skills through an explicit, systematic, and multi-sensory approach.</p>	<p>+++</p>			<p>K – 3</p> <p>Explicit</p> <p>Systematic</p> <p>Student materials aligned</p> <p>Ample practice opportunities provided</p>

Read Well	Read Well® is a reading curriculum for 1 st grade through 3 rd grade students. The program provides instruction in phonemic awareness, phonics, vocabulary, comprehension, and fluency. Students are given opportunities to discuss the vocabulary concepts that are presented in each story. The program is based on the tenets of scaffolded instruction, in which teachers begin by presenting models and gradually decreasing their support by providing guided practice before students are asked to complete the skill or strategy independently. For example, the student and teacher read new text aloud with the teacher reading the difficult or irregular words. As student skills (and motivation) increase, the amount of teacher-read text decreases and the student is given greater independence.	+++	+++	+++	<p align="center">1-3</p> <p align="center">Explicit</p> <p align="center">Systematic</p> <p align="center">Student materials aligned</p> <p align="center">Ample practice opportunities provided</p>
Quick Reads	The Quick Reads intervention is designed to increase word reading efficiency and fluency for children in grades 1-6. Quick Reads is a repeated-reading program that includes grade-appropriate short, nonfiction passages. Each grade level includes three books with five passages in six content areas (a total of 90 passages per grade level). Quick Reads passages are designed to build fluency and comprehension by utilizing grade-level, high-frequency words that reflect appropriate phonics and syllable patterns. The recommended classroom instructional routine is to use Quick Reads for 15 minutes a day for one semester (about 18 weeks).	+	++	+++	<p align="center">K- 6</p> <p align="center">Phonemic Awareness and phonics program</p> <p align="center">Explicit and systematic</p> <p align="center">Student materials aligned</p> <p align="center">Ample practice opportunities provided</p>
Read 180	<i>READ 180</i> is a reading program designed for students in elementary through high school whose reading achievement is below the proficient level. The goal of <i>READ 180</i> is to address gaps in students' skills through the use of a computer program, literature, and direct instruction in reading skills. The software component of the program aims to track and adapt to each student's progress. In addition to the computer program, the <i>READ 180</i> program includes workbooks designed to address reading comprehension skills, paperback books for independent reading, and audio books with corresponding CDs for modeled reading.	+++	+++	+++	<p align="center">6 – 8</p> <p align="center">Explicit and systematic</p> <p align="center">Student materials aligned</p> <p align="center">Ample practice opportunities provided</p>
Achieve3000	Achieve3000 is a web-based differentiated K-12 reading program that uses email, technology, and current events to strengthen students' literacy skills. Achieve3000 helps students reach and exceed the appropriate reading and writing levels through individualized teaching. To support grade level content area standards, interventionists can tailor lessons/articles to match each student's own reading level, so students can read the same article as their classmates (just at a different level) and participate in class discussions together. Achieve3000 addresses the needs of students by building skills in reading comprehension, vocabulary and writing.	+	+++	++	<p align="center">K – 12</p> <p align="center">Technology Based</p> <p align="center">Explicit and systematic</p> <p align="center">Student materials aligned</p> <p align="center">Ample practice opportunities provided</p>

	The program also provides access to a web-based writing center which provides a host of activities, prompts, and graphic organizers to assist students as they develop skills in expository and persuasive writing.				
Reading For Meaning (RR)	<p>Reading For Meaning is a literacy tutoring intervention model for students who are struggling readers in first grade, but it can be used for second and third grade students, as well.</p> <p>The daily lesson contains five basic parts, which are modified as a student moves through each phase. Part 1 is dedicated to building the student's fluency, and involves the rereading of familiar books. During Part 2, the student reads a book introduced the previous day while the tutor assesses the student's oral reading accuracy, word analysis, and comprehension. Part 3 of the lesson includes the teaching of letters, as well as activities that develop phonological awareness and phonics skills. In Part 4 tutor - assisted sentence writing is used to develop phonological awareness, phonics, and comprehension. Finally, in Part 5, decoding, comprehension and vocabulary are developed as the tutor coaches the student in the reading of a new book.</p>	+++	+++	+++	<p>1 - 3</p> <p>Explicit and systematic</p> <p>Student materials aligned</p> <p>Ample practice opportunities provided</p>
Saxon Phonics Phonemic Awareness & Phonics Program	Houghton Mifflin Harcourt's Saxon Phonics and Spelling builds foundational skills with a unique, research-based method. The explicit instruction in phonemic awareness, phonics, decoding, spelling and fluency can be used as an intervention. Ensure long-term student success through incremental introduction of concepts.	++	+++	++	<p>K - 3</p> <p>Explicit and systematic</p> <p>Student materials aligned</p> <p>Ample practice opportunities provided</p> <p>Teacher friendly</p> <p>Multi-sensory approach</p>
Wilson Reading System	A comprehensive program that specifically addresses the learning style of students with a language-based learning disability; however, it is beneficial to any student lacking basic reading and spelling skills. For students with word-level deficits, the basic purpose is to teach fluent decoding and encoding skills to the level of mastery. From the beginning steps of the program, the program also teaches sight word instruction, fluency, vocabulary, oral expressive language development and comprehension. The main goals are improved academic outcomes, stronger ties to reading and spelling, and strategic approaches to learning. Hands-on activities and manipulatives for students are an important	+++	+++	+++	<p>3 - 12</p> <p>Explicit and systematic</p> <p>Student materials aligned</p> <p>Ample practice opportunities provided</p> <p>Comprehensive Instruction</p>

	part of the curriculum. Students also get direct practice with specific, basic skills, allowing them to build their mastery of reading and spelling as the program progresses.				Manual Easy to use materials Manipulatives Visual, auditory, kinesthetic and tactile
Orton-Gillingham	Orton-Gillingham is a multisensory approach to teaching reading to children with language-based learning difficulties such as <u>dyslexia</u> . works by teaching a concept in a variety of ways simultaneously. For example, you would teach a student what the letter F looks like at the same time as you show him how to write it and sound it out. Instant feedback from the teacher combined with repetition by the student allows him to capture or memorize the information in several ways. Simply put, the information has more ways of getting through using the multisensory approach. The Orton-Gillingham method requires one on one work with students by qualified practitioners.	+++	++	++	K – 12 Explicit Systematic Student materials aligned Ample practice opportunities provided Professional development required Multi-sensory approach
Linda Mood Bell - Verbalizing and Visualizing	<p>This program supports struggling readers with develop the sensory-cognitive function of concept imagery required for comprehension of both oral and written language. Students move through a series of steps to learn the process for creating images to strengthen their comprehension and critical thinking. A weakness in concept imagery can often result in difficulties with reading comprehension, critical thinking, and verbal expression, as well as problems connecting to conversations and following directions. These comprehension difficulties often manifest through the following symptoms:</p> <ul style="list-style-type: none"> • Difficulty with reading comprehension (often needing to reread material several times, and still only remembering a few details, rather than the whole picture) • Difficulty with oral language comprehension (often needing to re-ask the same question several times, and still only connecting to a small part of the conversation) • Difficulty with oral language expression (often relaying information in a disjointed, non-sequential way – if at all) • Difficulty with written language skills (often resulting in disorganized or nonspecific writing) 		+++		K-12 Helps students who don't have a movie playing in their head while their reading (helps build imagery capacity) Helps students develop listening comprehension Supports oral language development Kits available for check-out from ABS Department

<p>Linda Mood Bell - Seeing Stars: Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling</p>	<p>Many struggling readers experience problems with establishing sight words and contextual fluency because of a weakness in symbol imagery. Symbol imagery is the ability to visualize the identity, number, and sequence of sounds and letters within words. Many children and adults who are thought to have reading disabilities are able to sound-out (decode) and comprehend words. However, some individuals struggle with difficulties in recognizing the visual (orthographic) patterns of letters. Symbol imagery not only allows readers to recognize and sound-out letters, but also to recognize and retain the orthographic patterns of letters and whole words (sight words) that do not play by the standard rules of decoding.</p> <p>A weakness in symbol imagery can often result in difficulties with decoding, spelling, word recognition, and reading fluency. These reading problems often manifest through the following symptoms:</p> <ul style="list-style-type: none"> • Difficulty with word recognition (often resulting in inaccurate guessing) • Difficulty with spelling (often phonetically accurate, though orthographically incorrect) • Difficulty with visual memory • Difficulty with contextual fluency • Difficulty with reading comprehension • Slow reading rate <p>Seeing Stars instruction directly applies symbol imagery to sight word development, contextual fluency, spelling, and increasing the speed and stability of phonemic awareness. Students in the Seeing Stars program move through a series of steps - from single consonants/vowels to multisyllabic and contextual reading - to develop the imagery-language connection for competency in written language.</p>	<p>+++</p>		<p>+++</p>	<p>K-12</p> <p>Builds symbol imagery for students who struggle to remember sight words (inaccurate guessing)</p> <p>Supports spelling</p> <p>Helps visual memory</p> <p>Builds fluency</p> <p>Supports comprehension growth as student struggles less with remembering sight words</p> <p>Kits available for check-out from ABS Department</p>
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Sonday System	Auditory, Visual, Kinesthetic, Tactile approach based on Orton-Gillingham principles (otherwise referred to as Orton-Gillingham in a Box). Excellent intervention for students with decoding deficits.	+++			<p>K – 8</p> <p>Can easily be adapted for secondary students with severe decoding deficits</p> <p>Systematic</p> <p>Reaches all learners</p> <p>Great research support</p> <p>Great scaffold for interventionists</p>
Ticket to Read	A self-paced online program where students complete tasks in the areas of foundational skills, fluency, vocabulary, and comprehension. Students can earn points to decorate their personal clubhouse or stock their toy store which supports student motivation.	+++	+++	++	<p>K-5</p> <p>Builds foundational skills</p> <p>Supports fluency</p> <p>Builds vocabulary which supports comprehension</p> <p>Points motivate many reluctant readers</p>
Corrective Reading	Corrective Reading is designed to promote reading accuracy (decoding), fluency, and comprehension skills of students in grades 4–12 who are reading below their grade level. The program includes four sequential levels that address students’ decoding skills and six sequential levels that address students’ comprehension skills. The levels are designed to target students who need assistance with particular types of reading skills based on the results of <i>Corrective Reading</i> placement tests. The decoding and comprehension components can be used separately as a supplemental reading intervention or combined for use as a reading intervention curriculum. All lessons in the program are sequenced and scripted. <i>Corrective Reading</i> can be implemented in small groups of four to five students or in a whole-class format. <i>Corrective Reading</i> is intended to be taught in 45-minute lessons four to five times a week.	+++	++	+++	<p>4-12</p> <p>Explicit</p> <p>Systematic</p> <p>Student materials aligned</p> <p>Ample practice opportunities provided</p>

<p><i>Destination Reading</i></p>	<p>Destination Reading combines an explicit instructional pathway with frequent assessments to help guide individualized, data-driven instruction.</p> <p>Destination Reading's adolescent literacy program for students in Grades 4–8 provides an explicit, intensive instructional pathway with frequent assessments to help guide individualized, data-driven instruction.</p> <p>The program engages students through its use of avatars and teen buddies who provide encouragement and guidance in a way that appeals to today's generation of learners.</p>	<p>+++</p>	<p>+++</p>	<p>+++</p>	<p>4-8</p> <p>Technology Based</p> <p>Explicit</p> <p>Systematic</p> <p>Student materials aligned</p> <p>Ample practice opportunities provided</p>
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