

Comprehensive Intervention Model

Intervention Descriptions and Selection Criteria

| Criteria for Selection to Intervention | Intervention Description |
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| <p>Early Language and Literacy Students entering kindergarten with the following characteristics would be considered for tier 2 Oral Language and Literacy intervention: Student is currently unable to</p> <ul style="list-style-type: none"> ○ Print own name ○ Score 8 or above on knowledge of print concepts ○ Score 2 or above (out of a possible 10) on story sequencing and retelling ○ Score 7 or below (out of 13 possible) on letter Identification ○ Score 3 or above (out of 10 possible) on letter-sound identification ○ Score 9 or above on repeated sentences. | <p>Early Language and Literacy: A highly tailored small group intervention designed to close the gap in receptive and expressive language, vocabulary, basic concepts and listening comprehension levels of students who come to school least experienced in language and literacy. These students are most likely to continue to struggle without adequate readiness to engage in listening, speaking, reading, writing and language learning consistent with age level expectation</p> |
| <p>Interactive Writing Students demonstrating the following characteristics would be considered for Tier 2 Interactive Writing intervention: Student is currently unable to</p> <ul style="list-style-type: none"> ○ Print first and last name ○ Score 16 or above on writing vocabulary ○ Score 18 above on print concepts ○ Score 6 above on story sequencing and retelling ○ Score 13 or above on letter identification ○ Score 9 or above on letter sound identification ○ Read connected text at a level 4 | <p>Assisted Writing: Interactive Writing A supplemental intervention taught by a specially trained teacher for small groups of students at the emergent and early levels who are struggling with literacy processing to acquire foundational skills and concepts.</p> |
| <p>Writing Aloud Writing Aloud intervention is designed for students who can demonstrate large unit comprehension orally but not in written form and/or struggle with writing fluency</p> | <p>Assisted Writing: Writing Aloud: A supplemental intervention for small groups of students within the writing workshop block taught by a specially trained teacher focusing on composing a meaningful message, applying problem-solving strategies for working on words, revising and editing the message and maintaining a focus for completing the writing task.</p> |

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| <p>Reading Recovery Lowest performing 20% first grade students on multiple measures of literacy tasks who have not yet benefitted from classroom or small group instruction would be considered for Reading Recovery 1-1 intervention.</p> | <p>Reading Recovery: One-to-one daily instruction for 12-20 weeks by a specially trained teacher to reach the average reading level for those first grade students who need it most (lowest performing 10-20%).</p> |
| <p>Guided Reading Plus-Early Stages Students demonstrating the following characteristics would be considered for Tier 2 Guided Reading Plus intervention for early stages:</p> <ul style="list-style-type: none"> • Reads and comprehends text level below standard for grade 1 • Requires pointing to monitor one-to one correspondence • Relies on only one or two sources of information to make meaning of text • Fails to notice errors and self-correct • Fails to use knowledge of letter-sound relationships to solve words • Is not searching through words, blending sounds or rereading to solve words or confirm predictions • Fails to use known patterns to take apart unknown words • Struggles to develop a bank of fluent high-frequency words • Ignores punctuation to regulate phrasing and fluency/reads word by word | <p>Guided Reading Plus A small-group intervention for students who are not reading on grade level in the primary grades (emergent to transitional level) and for upper-grade students who are reading below grade level (approximately third or fourth grade levels) delivered by a specially trained teacher including the special role that writing plays in lifting reading achievement. The intervention enables struggling readers to read for understanding, practice efficient decoding and use what they know in one literacy context to assist with the others.</p> |
| <p>Guided Reading Plus: Late Stages Students demonstrating the following characteristics would be considered for Tier 2 Guided Reading Plus intervention for later stages:</p> <ul style="list-style-type: none"> • Reads and comprehends text read below standard for grade 2 • Demonstrates limited self-monitoring behaviors and attempts to self-correct • Does not consistently integrate multiple sources of information to make meaning of text • Fails to apply word parts/patterns/inflectional endings to check on reading • Inconsistent application of larger units of analysis to take apart unknown words (onset and rime, compound word junctures, syllable junctures) • Is unable to apply meaning based strategies to solve problems (morphographic and structural analysis) • Fails to consistently use complex punctuation to regulate phrasing and fluency | <p>Guided Reading Plus A small-group intervention for students who are not reading on grade level in the primary grades (emergent to transitional level) and for upper-grade students who are reading below grade level (approximately third or fourth grade levels) delivered by a specially trained teacher including the special role that writing plays in lifting reading achievement. The intervention enables struggling readers to read for understanding, practice efficient decoding and use what they know in one literacy context to assist with the others.</p> |

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| <p>Preplanned Word Study Students who demonstrate limited understanding of orthographic and morphographic processes in word identification</p> | <p>Preplanned Word Study Word Study intervention is designed to provide explicit vocabulary and word identification skills and strategies for students.</p> |
| <p>Comprehension Focus Group Students demonstrating the following characteristics would be considered for Tier 2 Comprehension Focus Group Intervention: Student is able to</p> <ul style="list-style-type: none"> • Orchestrate multiple sources of information (meaning, structure and visual cues): reads text with accuracy and more efficient word level self-correction • Take apart multi-syllabic words; uses knowledge of syllables and word parts/patterns to solve words quickly • Use word meanings to solve problems (prefixes, suffixes, compound words, derivations of common roots) • Applies knowledge about word meanings across different texts; makes predictions about word meanings and checks within texts; refines word knowledge • Makes efficient attempts to solve multisyllabic words • Reads high frequency words fluently • Uses more complete punctuation to regulate phrasing and fluency • But, struggles to use close reading and comprehension strategies effectively to understand complex meanings in what is read | <p>Comprehension Focus Group: Genre or Content Units of Study Interventions designed for intermediate and middle school students who are struggling with comprehension. The intervention is organized around units of study that require readers to apply higher-level comprehension strategies to analyze relationships within and across texts. Reading and writing are viewed as reciprocal processes wherein students are taught to use knowledge from reading to support their writing and vice versa.</p> |

| <p align="center">Social Cognitive Theory of Learning: A Part of ALL interventions</p> | | | | |
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| <p>Learning</p> <ul style="list-style-type: none"> •Study skills •Metacognitive strategies •Goal setting •Self-regulated learning | <p>Academic Behaviors</p> <ul style="list-style-type: none"> •Going to class •Doing homework •Organizing materials •Participating, studying | <p>Academic Perseverance</p> <ul style="list-style-type: none"> •Grit, tenacity •Delayed gratification •Self-discipline •Self-control | <p>Academic Mindsets</p> <ul style="list-style-type: none"> •I belong •My ability and competence can grow with effort •I can succeed •This work has value | <p>Social Skills</p> <ul style="list-style-type: none"> •Interpersonal skills •Empathy, cooperation •Assertion of responsibility |