BEMIDJI AREA SCHOOLS – <u>Reading Intervention Strategies</u>

Name of Intervention	Grade Level	Size of Group	Entrance Criteria: Implement if Student has not reached Benchmark or at least the 25th percentile on:	Frequency	Length of Session	Progress Monitoring Probe	Continue Intervention for:	Exit Criteria: Discontinue Implementation when student reaches Benchmark or at least the 25th percentile on:
Sound Boxes (Phonemic Awareness)	K and 1	1 - 3	PSF	At least 3 times per week	At least 10 minutes	AIMSweb PSF	At least 6 weeks or until student meets Exit Criteria	PSF
Blending Pathway (Phonemic Awareness)	K and 1	1 - 3	PAST (Phoneme Blending Task) or Phoneme Blending Assessment (PBA)	At least 3 times per week	At least 10 minutes	PAST (Phoneme Blending Task) or Phoneme Blending Assessment (PBA)	At least 6 weeks or until student meets Exit Criteria	PAST Benchmark: 5 or 6 of 6, or See Blending Pathway Intervention for PBA Benchmark
Flashcard Procedure (Letter Naming)	K and 1	1 - 3	LNF or QPS (Task 1a)	At least 3 times per week	At least 10 minutes	AIMSweb LNF	At least 6 weeks or until student meets Exit Criteria	LNF or QPS (Task 1a)
Flashcard Procedure (Letter Sounds)	K+	1 - 3	LSF or has not mastered letter sounds	At least 3 times per week	At least 10 minutes	AIMSweb LSF	At least 6 weeks or until student meets Exit Criteria	LSF or QPS (Task 1b)
Three Ways of Remembering (Letter Names or Sounds)	K and 1	1 - 3	LNF (or LSF) or has not mastered letter names or sounds	At least 3 times per week	At least 10 minutes	AIMSweb LNF (or LSF)	At least 6 weeks or until student meets Exit Criteria	LNF or QPS (Task 1a or b)
Line-by-Line Letter ID (Letter Names or Sounds)	K and 1	1	LNF (or LSF) or has not mastered letter names or sounds	At least 3 times per week	At least 10 minutes	AIMSweb LNF (or LSF)	At least 6 weeks or until student meets Exit Criteria	LNF or QPS (Task 1a or b)
Sound Boxes (Phonics)	1+	1 - 3	LSF, NWF, R-CBM, QPS, or Spelling Inventory	At least 3 times per week	At least 10 minutes	AIMSweb LSF, NWF, or R-CBM	At least 6 weeks or until student meets Exit Criteria	LSF, NWF, R-CBM, or QPS (Task 2 or higher depending on grade level)
Flashcard Procedure (Sight Words)	K+	1 - 3	Curriculum Sight Word Checklist, San Diego Quick Assessment, or other graded word list	At least 3 times per week	At least 10 minutes	Curriculum Sight Word Checklist or San Diego Quick Assessment	At least 6 weeks or until student meets Exit Criteria	Curriculum Sight Word Checklist, San Diego Quick Assessment, or other graded word list
Paired Reading (Fluency)	1+	1	R-CBM or other fluency rate assessment	3 to 5 times per week	At least 10 minutes	AIMSweb R-CBM	At least 12 weeks or until student meets Exit Criteria	R-CBM

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Repeated Reading (Fluency)	1+	1 – 3 (Students will need to do some reading on their own)	R-CBM or other fluency rate assessment	3 to 5 times per week	At least 10 minutes	AIMSweb R-CBM	At least 12 weeks or until student meets Exit Criteria (It may be 12-18 weeks before gains are seen—give the intervention time to work.)	R-CBM
Repeated Reading with Comprehension (Fluency)	1+	1 – 3 (Students will need to do some reading on their own)	R-CBM or other fluency rate assessment	3 to 5 times per week	At least 10 minutes	AIMSweb R-CBM	At least 12 weeks or until student meets Exit Criteria (It may be 12-18 weeks before gains are seen—give the intervention time to work.)	R-CBM
Four Square (Vocabulary)	1+	1 - 3	MAP or MCA Vocabulary, or does not perform well on curricular vocabulary assessments	4 to 5 times per week	At least 15 minutes	Curriculum vocabulary assessments	At least 12 weeks or until student meets Exit Criteria	MAP, MCA, or Curriculum vocabulary assessments
Journal (Vocabulary)	1+	1 - 3	MAP or MCA Vocabulary, or does not perform well on curricular vocabulary assessments	4 to 5 times per week	At least 15 minutes	Curriculum vocabulary assessments	At least 12 weeks or until student meets Exit Criteria	MAP, MCA, or Curriculum vocabulary assessments
Read, Cover, Remember, Retell (Comprehension)	2+	1 - 3	MAP, MCA, R-CBM, MAZE or other curriculum comprehension assessment	3 to 5 times per week	At least 20 minutes	AIMSweb R-CBM and MAZE	At least 12 weeks or until student meets Exit Criteria	MAP, MCA, R-CBM, MAZE or other curriculum comprehension assessment
Click or Clunk? (Comprehension)	2+	1 - 3	MAP, MCA, R-CBM, MAZE or other curriculum comprehension assessment	3 to 5 times per week	At least 20 minutes	AIMSweb R-CBM and MAZE	At least 12 weeks or until student meets Exit Criteria	MAP, MCA, R-CBM, MAZE or other curriculum comprehension assessment

BEMIDJI AREA SCHOOLS - <u>Commercial Reading Intervention Programs</u>

The following intervention programs are utilized in many of the district's schools. **These interventions must be used as indicated by the developers and implemented with fidelity in order to be considered a viable intervention within the district's Response to Intervention program**.

Name of Intervention Program	Grade Level	Size of Group	For Students with Difficulties in:	Entrance Criteria:	Suggested Frequency	Suggested Length of Session	Progress Monitoring Probe	Continue Intervention for:	Exit Criteria:
Leveled Literacy Intervention (Fountas and Pinnell)	K – 2 3 - 5	3 4	Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension	Below benchmark in PSF, LSF, LNF, NWF, R-CBM, or MAZE; below grade level in MAP or MCA; or as indicated by diagnostic assessment	Daily	30 minutes (Grades K-2) 45 minutes (Grades 3-5)	LLI Running Record, R-CBM, or MAZE	12 – 20 weeks or until student meets Exit Criteria, or longer if student is making sufficient progress	Discontinue when student reaches Benchmark or at least the 25th percentile on PSF, LSF, LNF, NWF, R-CBM, MAZE, MAP, or MCA; or performs at grade-level on the Fountas and Pinnell Benchmarking Assessment or the Basic Reading Inventory
Reading Recovery	1	1	Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension	Qualifies for program using screening and Observation Survey results	Daily	30 minutes	RR Running Record and observational data	12-20 weeks	Student exits program after 12 – 20 weeks.
Read Naturally	1+	1-4 (Students can pair up)	Fluency	Below benchmark on R-CBM	3 to 5 times per week	30 minutes	R-CBM or MAZE	At least 12 weeks or until student meets Exit Criteria	Discontinue when student reaches Benchmark or at least the 25th percentile on R-CBM
Early Reading Intervention (Scott Foresman)	K and 1	1 - 3	Phonemic Awareness, Phonics, Letter Names & Sounds, Beginning Word Reading	Below benchmark in PSF, LSF, LNF, NWF, or R-CBM	Daily	30 minutes (can be in two 15-minute chunks)	ERI Student Progress Checklists, LNF, LSF, PSF, NWF	30 weeks (full program) or until student meets Exit Criteria	Discontinue when student reaches Benchmark or at least the 25th percentile on PSF, LSF, LNF, NWF, or R-CBM
Peer-Assisted Learning Strategies - Reading (PALS)	Pre-K - 12	Whole class or fewer	Phonemic Awareness, Alphabetic Principle, Fluency, Comprehension	Below benchmark in PSF, LSF, LNF, NWF, R-CBM, or MAZE; MAP	At least 3-4 times per week depending on the grade	30 – 35 minutes (in peer partnerships)	LNF, LSF, PSF, NWF, R-CBM	As needed or until student meets exit criteria	Discontinue when student reaches Benchmark or at least the 25th percentile on PSF, LSF, LNF, NWF, R-CBM, or MAZE; MAP
Preteaching or Reteaching with HM Journeys Write-In Reader	1+	1 - 3	Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension	Below benchmark in PSF, LSF, LNF, NWF, R-CBM, or MAZE; below grade	Daily	30 minutes	Any of the AIMSweb literacy tools, depending on grade level	As needed until student meets Exit Criteria	Discontinue when student reaches Benchmark or at least the 25th percentile on PSF, LSF, LNF, NWF, R-CBM, MAZE, MAP, or MCA; or performs at grade-level on

				level in MAP or MCA; or as indicated by diagnostic assessment					the Fountas and Pinnell Benchmarking Assessment or the Basic Reading Inventory
Preteaching or Reteaching with HM Reading/Literacy Tool Kits	Reading Tool Kit – Primary; Literacy Tool Kit – Intermed.	1 - 3	Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension	Below benchmark in PSF, LSF, LNF, NWF, R-CBM, or MAZE; below grade level in MAP or MCA; or as indicated by diagnostic assessment	Daily	30 minutes	Any of the AIMSweb literacy tools, depending on grade level		Discontinue when student reaches Benchmark or at least the 25th percentile on PSF, LSF, LNF, NWF, R-CBM, MAZE, MAP, or MCA; or performs at grade-level on the Fountas and Pinnell Benchmarking Assessment or the Basic Reading Inventory
REWARDS	4 - 6	Whole class or fewer	Multi-Syllabic Word Decoding and Analysis, Fluency	Below benchmark in R-CBM; below grade level in MAP or MCA; or as indicated by diagnostic assessment	Daily	45 – 50 minutes, or 25 – 30 minutes (if a lesson is to be divided over 2 days)	R-CBM (measure accuracy), running record, or program-provided assessment tools		Discontinue when student reaches Benchmark or at least the 25th percentile on R-CBM, MAP, or MCA; or performs at grade-level on the Fountas and Pinnell Benchmarking Assessment or the Basic Reading Inventory; or maintains an accuracy level of at least 97% on running records
Great Leaps	K-2	1	Phonological Skills, Letter Recognition, Letter Sounds/Phonics, High Frequency Words and Phrases, and Fluency	Below benchmark in PSF, LSF, LNF, NWF, R-CBM, or below grade level as indicated by diagnostic assessment	Daily	10 – 30 minutes, depending on which section(s) of the intervention are being implemented	PSF, LSF, LNF, NWF, or R-CBM		Discontinue when student reaches Benchmark or at least the 25th percentile on PSF, LSF, LNF, NWF, or R-CBM or performs at grade-level on the Fountas and Pinnell Benchmarking Assessment or the Basic Reading Inventory

BEMIDJI AREA SCHOOLS – <u>Math Intervention Strategies</u>

Name of Intervention	Grade Level	Size of Group	Entrance Criteria: Implement if Student has not reached Benchmark or at least the 25th percentile on:	Frequency	Length of Session	Progress Monitoring Probe	Continue Intervention for:	Exit Criteria: Discontinue Implementation when student reaches Benchmark or at least the 25th percentile on:
Oral Counting	K and 1	1	AIMSweb OCM	At least 3 times per week	At least 10 minutes	AIMSweb OCM	At least 6 weeks or until student meets Exit Criteria	AIMSweb OCM
Number Identification Flashcard Procedure	K and 1	1-3	AIMSweb NIM	At least 3 times per week	At least 10 minutes	AIMSweb NIM	At least 6 weeks or until student meets Exit Criteria	AIMSweb NIM
Re-Teaching Using Math Games	K+	1-4	Any Early Numeracy, M-COMP, or M-CAP probe; MAP	At least 3 times per week	At least 15 minutes	Any Early Numeracy, M-COMP, or M-CAP probe	At least 6 weeks or until student meets Exit Criteria	Any Early Numeracy, M-COMP, or M-CAP probe; MAP
Cover, Copy, Compare	1+	Whole class or fewer	M-COMP, MAP, or those who are not fluent with basic or complex computation	At least 3 times per week	At least 10 minutes	AIMSweb M-COMP	At least 6 weeks or until student meets Exit Criteria	AIMSweb M-COMP; MAP
Flashcard Procedure	1+	Whole class or fewer	Any Early Numeracy, M-COMP, or M-CAP probe	At least 3 times per week	At least 10 minutes	Any Early Numeracy, M-COMP, or M-CAP probe	At least 6 weeks or until student meets Exit Criteria	Any Early Numeracy, M-COMP, or M-CAP probe
Gradual Release of Responsibility (Re-Teach, Pre-Teach)	K+	1-3	Any Early Numeracy, M-COMP, or M-CAP probe; MAP	At least 3 times per week	At least 10 minutes	Any Early Numeracy, M-COMP, or M-CAP probe	At least 6 weeks or until student meets Exit Criteria	Any Early Numeracy, M-COMP, or M-CAP probe; MAP
Concrete, Representational, Abstract (CRA)	K+	1-3	Any Early Numeracy, M-COMP, or M-CAP probe; MAP	At least 3 times per week	At least 20 minutes	Any Early Numeracy, M-COMP, or M-CAP probe	At least 6 weeks or until student meets Exit Criteria	Any Early Numeracy, M-COMP, or M-CAP probe; MAP
Word Problem Structures and Schema	2+	1-3	M-CAP; MAP	At least 3 times per week	At least 20 minutes	M-CAP	At least 6 weeks or until student meets Exit Criteria	M-CAP; MAP
Classwide Peer Tutoring	1+	Whole Class or fewer	M-COMP or M-CAP; MAP	5 times per week	Primary – 20 minutes Intermediate – 30 minutes	M-COMP or M-CAP	At least 6 weeks or until student meets Exit Criteria	M-COMP or M-CAP; MAP
Math Vocabulary Journal	1+	1-3	M-CAP; MAP	4 to 5 times per week	At least 15 minutes	M-CAP	At least 6 weeks or until student meets Exit Criteria	M-CAP; MAP

BEMIDJI AREA SCHOOLS - <u>Commercial Math Intervention Programs</u>

The following intervention programs are utilized in many of the district's schools. **These interventions must be used as indicated by the developers and implemented with fidelity in order to be considered a viable intervention within the district's Response to Intervention program**.

Name of Intervention Program	Grade Level	Size of Group	For Students with Difficulties in:	Entrance Criteria:	Suggested Frequency	Suggested Length of Session	Progress Monitoring Probe	Continue Intervention for:	Exit Criteria:
Peer-Assisted Learning Strategies - Math (PALS)	K-6	Whole class or fewer	Counting, Number and Operations, Algebraic Thinking, Applications	Below benchmark in OC, NI, QD, MN, CAP or COMP; MAP; MCA	At least 2 times per week in K & Grades 2+ (3 times in Grade 1)	20 – 30 minutes (in peer partnerships)	Any of the AIMSweb numeracy or math tools, depending on grade level	As needed; materials can be repeated, or until student meets Exit Criteria	Discontinue when student reaches Benchmark or at least the 25th percentile on OC, NI, QD, MN, M-CAP, or M-COMP; MAP; MCA
Number Worlds	K-5	1-4	Number Sense, Computation, Algebraic Thinking, and Geometry & Measurement	Below benchmark in OC, NI, QD, MN, CAP or COMP; MAP; MCA	Daily	30 - 60 minutes	Any of the AIMSweb numeracy or math tools, depending on grade level	Up to 32 weeks (Levels A-C) Up to 30 weeks (Levels D+)	Discontinue when student reaches Benchmark or at least the 25th percentile on OC, NI, QD, MN, M-CAP, or M-COMP; MAP; MCA