

**BEMIDJI AREA SCHOOLS**  
**Evidence-Based Core and Intervention Practices in Reading**

The practices on this list are likely, because of research support, to have a positive effect for struggling students than practices with no supportive evidence. This list is not exhaustive. If a practice is not found on this list, the reasons could be several: 1) It's not used in the district's schools; 2) It is used but was not found to have solid evidence; or 3) Time did not permit an exhaustive search for all evidence-based practices. All of the practices below, whether verified by research using control studies or found "promising" by the Florida Center for Reading Research or the What Works Clearinghouse, are included because they are closely tied to areas of the National Reading Panel found to be necessary for literacy success—phonemic awareness, phonics, fluency, vocabulary, and comprehension. (Note: Portions of the list below are based on the work completed at the RtI Center, St. Croix Regional Education District.)

<b>Evidence-Based Practice</b>	<b>Instructional Area for which the practice is intended:</b>	<b>Grade Level(s) for which the practice is intended:</b>	<b>Evidence Base</b>	<b>Alignment to ELA Curriculum Objectives and Standards</b>
Guided Reading	Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension	K - 6	Iaquinta, 2006; Fountas, I. & Pinnell, G., 1996, 2008; Smith, C., 2003	Grades K - 5 (all Literature, Informational Text, Foundational Skills, and Language Benchmarks; and Speaking, Viewing, Listening and Media Literacy Benchmarks 1 through 6), K.6.3.3., 1.6.3.3., 2.6.3.3., and 3.6.3.3.
Reading Recovery	Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension	1	What Works Clearinghouse: <a href="http://ies.ed.gov/ncee/wwc/InterventionReport.aspx?sid=420">http://ies.ed.gov/ncee/wwc/InterventionReport.aspx?sid=420</a>	Grade 1 (all Literature, Informational Text, Foundational Skills, and Language Benchmarks; and Speaking, Viewing, Listening and Media Literacy Benchmarks 1 through 6), 1.6.3.3.
Leveled Literacy Intervention	Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension	K - 2	<a href="http://www.heinemann.com/fountasandpinnell/research/LLIResearchBase.pdf">http://www.heinemann.com/fountasandpinnell/research/LLIResearchBase.pdf</a>	Grades K , 1, 2, and 3 (all Literature, Informational Text, Foundational Skills, and Language Benchmarks; and Speaking, Viewing, Listening and Media Literacy Benchmarks 1 through 6), K.6.3.3., 1.6.3.3., 2.6.3.3., and 3.6.3.3.
Peer-Assisted Learning Strategies (PALS)	Phonemic Awareness, Alphabetic Principle, Fluency, Comprehension	K-6	Allor, J.H., Fuchs, D. & Mathes, P. (2001); Barton-Arwood, S.M., Wehby, J.M., & Falk, K.B. (2005); Fuchs, D., & Fuchs, L.S. (1998); Fuchs, D., Fuchs, L.S., & Burish, P. (2000); Fuchs, D., Fuchs, L.S., Mathes, P.G., & Martinez, E. (2002)	K.3.0.1., K.3.0.2., 1.3.0.2., K.3.0.3., 1.3.0.3., 2.3.0.3., 1.3.0.4., 2.3.0.4., 3.3.0.4., 4.3.0.4., 5.3.0.4.
Paired Reading	Fluency	1 - 6	Delquadri et.al., 1986; Mathes & Fuchs, 1993; Mathes, et.al, 1994	1.3.0.4., 2.3.0.4., 3.3.0.4., 4.3.0.4., 5.3.0.4.

Reciprocal Teaching	Comprehension	1 - 12	Palincsar & Brown,1984; Johnson-Glenberg, M.C.,2000; Lysynchuk, L.M., Pressley, M., & Vye, N.J.,1990	2.1.1.1., 2.1.2.2., 2.1.10.10., 2.2.1.1., 2.2.2.2., 2.2.10.10., 3.1.1.1., 3.1.2.2., 3.1.10.10., 3.2.1.1., 3.2.2.2., 3.2.10.10.,4.1.1.1., 4.1.2.2., 4.1.10.10., 4.2.1.1., 4.2.2.2., 4.2.10.10., 5.1.1.1., 5.1.2.2., 5.1.10.10., 5.2.1.1., 5.2.2.2., 5.2.10.10.
Repeated Reading	Fluency	1 - 12	Moyer, S.B., 1982; Rasinski, T.V.; 1990; Rashotte, C.A., & Torgeson, J.K., 1985; Samuels, S. J., 1979; Samuels, S. J. (1987); Sindelar, P.T., Monda, L.E., & O'Shea, L.J., 1990; Therrien, W.J., 2004	1.3.0.4., 2.3.0.4., 3.3.0.4., 4.3.0.4., 5.3.0.4.
Early Reading Intervention	Phonemic Awareness, Phonics, Fluency, Vocabulary	K - 1	Simmons, D.C., Kame'enui, E.J., Harn, B.A., Edwards, L.L., & Coyne, M.D., 2001.	K.3.0.1., K.3.0.2., 1.3.0.2., K.3.0.3., 1.3.0.3., 2.3.0.3.
(Marzano) Building Academic Vocabulary	Vocabulary	K - 12	Marzano, R., 2006; Irwin, J., 2008	1.10.4.4., 1.10.5.5., 1.10.6.6., 2.10.4.4., 2.10.5.5., 2.10.6.6., 3.10.4.4., 3.10.5.5., 3.10.6.6., 4.10.4.4., 4.10.5.5., 4.10.6.6., 5.10.4.4., 5.10.5.5., 5.10.6.6.
Read Naturally	Fluency	K - 12	<a href="http://www.fcrr.org/FCRRReports/PDF/ReadNaturally.pdf">http://www.fcrr.org/FCRRReports/PDF/ReadNaturally.pdf</a> ; <a href="http://oregonreadingfirst.uoregon.edu/downloads/instruction/curriculum_review/si_reviews/read_naturally.pdf">http://oregonreadingfirst.uoregon.edu/downloads/instruction/curriculum_review/si_reviews/read_naturally.pdf</a>	1.3.0.4., 2.3.0.4., 3.3.0.4., 4.3.0.4., 5.3.0.4.
Choral Reading	Fluency	K - 5	Rasinski, Padak, Linek, & Sturtevant,1994	1.3.0.4., 2.3.0.4., 3.3.0.4., 4.3.0.4., 5.3.0.4.
Echo Reading	Fluency	K - 5	Mathes, P.G., Torgesen, J.K., & Allor, J.H., 2001	1.3.0.4., 2.3.0.4., 3.3.0.4., 4.3.0.4., 5.3.0.4.
Elkonin (Sound) Boxes	Phonemic Awareness, Phonics	K - 1	Clay, M.M., 1993; Griffith, P.L. & Olson, M.W.,1992; Joseph, L.M 2000	K.3.0.2., 1.3.0.2.
Letter/Sound Correspondence – Explicit Phonics Instruction	Phonics	K - 1	Adams, M.J., 1990; Adams, M.J., 2001; Chard, D.J., & Osborn, J., 1999	K.3.0.3.
Making Words	Phonics	K - 12	Wylie, R & Durrell, D., 1970; Johnston, Bear, Invernizzi, & Templeton, 2002; Treiman, R., 1985	K.3.0.3.
Phoneme Blending	Phonemic Awareness	K - 1	Adams, M.J., 1990; Bos, C.D., & Vaughn, S., 2002; Ehri, L.C., Nunees, S.R., & Willows, D.M., 2001; Santi, K.L., Menchetti, B.M., & Edwards, B.J., 2004; Smith, C.R., 1998; Smith, S.B., Simmons, D.C., & Kame'enui, E, J., 1998; Snider, V. E., 1995	K.3.0.2., 1.3.0.2.
Phoneme Segmentation	Phonemic Awareness	K - 1	Adams, M.J., 1990; Bos, C.D., & Vaughn,	K.3.0.2., 1.3.0.2.

			S., 2002; Ehri, L.C., Nunees, S.R., & Willows, D.M., 2001; Santi, K.L., Menchetti, B.M., & Edwards, B.J., 2004; Smith, C.R., 1998; Smith, S.B., Simmons, D.C., & Kame'enui, E. J., 1998; Snider, V. E., 1995	
Think-Pair-Share	Comprehension	1 - 12	Millis, B.J. & Cottell, P.G., Jr., 1998	2.1.1.1., 2.1.2.2., 2.1.10.10., 2.2.1.1., 2.2.2.2., 2.2.10.10., 3.1.1.1., 3.1.2.2., 3.1.10.10., 3.2.1.1., 3.2.2.2., 3.2.10.10., 4.1.1.1., 4.1.2.2., 4.1.10.10., 4.2.1.1., 4.2.2.2., 4.2.10.10., 5.1.1.1., 5.1.2.2., 5.1.10.10., 5.2.1.1., 5.2.2.2., 5.2.10.10.
Word Sorts	Phonics, Vocabulary	Pre K - 12	Joseph, L., 2002	K.3.0.3., 1.10.4.4., 1.10.5.5., 1.10.6.6., 2.10.4.4., 2.10.5.5., 2.10.6.6., 3.10.4.4., 3.10.5.5., 3.10.6.6., 4.10.4.4., 4.10.5.5., 4.10.6.6., 5.10.4.4., 5.10.5.5., 5.10.6.6.
Four Square Vocabulary	Vocabulary	! - 12	Fraye, D., Frederick, W., & Klausmeier, H., 1969	1.10.4.4., 1.10.5.5., 1.10.6.6., 2.10.4.4., 2.10.5.5., 2.10.6.6., 3.10.4.4., 3.10.5.5., 3.10.6.6., 4.10.4.4., 4.10.5.5., 4.10.6.6., 5.10.4.4., 5.10.5.5., 5.10.6.6.
Read-Cover-Remember-Retell	Comprehension	1 – 12	Hoyt, L., 1999, 2002	2.1.1.1., 2.1.2.2., 2.1.10.10., 2.2.1.1., 2.2.2.2., 2.2.10.10., 3.1.1.1., 3.1.2.2., 3.1.10.10., 3.2.1.1., 3.2.2.2., 3.2.10.10., 4.1.1.1., 4.1.2.2., 4.1.10.10., 4.2.1.1., 4.2.2.2., 4.2.10.10., 5.1.1.1., 5.1.2.2., 5.1.10.10., 5.2.1.1., 5.2.2.2., 5.2.10.10.
Click or Clunk!	Comprehension	1 - 12	Anderson, T., 1980; Babbs, P., 1984; Vaughn, S., et al, 2001	2.1.1.1., 2.1.2.2., 2.1.10.10., 2.2.1.1., 2.2.2.2., 2.2.10.10., 3.1.1.1., 3.1.2.2., 3.1.10.10., 3.2.1.1., 3.2.2.2., 3.2.10.10., 4.1.1.1., 4.1.2.2., 4.1.10.10., 4.2.1.1., 4.2.2.2., 4.2.10.10., 5.1.1.1., 5.1.2.2., 5.1.10.10., 5.2.1.1., 5.2.2.2., 5.2.10.10.
Pre-teaching	All	K-12	V. Urquhart, 2008; Lemov, D., 2010	Any standards to which aligned skills are pre-taught

Minnesota Reading Corps Interventions

Minnesota Reading Corps tutors are trained in and use the following evidence-based interventions in their work with K – 3 students in Bemidji Area Schools.

<b>Evidence-Based Practice</b>	<b>Reading Instructional Area for which the practice is intended:</b>	<b>Grade Level(s) for which the practice is intended:</b>	<b>Evidence Base</b>	<b>MN State ELA Standards Alignment</b>
Say It and Move It	Phonemic Awareness	K	Ball, E.W., & Blachman, B.A., 1991	K.3.0.2., 1.3.0.2.
Newscaster	Fluency	1 - 5	Armbruster, B.B., Lehr, F., & Osborn, J., 2001; Rasinski, T.V., 2003; Stahl S., 2004	1.3.0.4., 2.3.0.4., 3.3.0.4., 4.3.0.4., 5.3.0.4.
Pencil Tap	Fluency	1 - 5	Hattie, J., & Timperley, H., 2007; Howell, K., W., & Nolet. V., 2000;	1.3.0.4., 2.3.0.4., 3.3.0.4., 4.3.0.4., 5.3.0.4.
Stop/Go	Fluency, Comprehension	1 - 5	Blevins, W., 2001; Rasinski, T.V., 2003	1.3.0.4., 2.3.0.4., 3.3.0.4., 4.3.0.4., 5.3.0.4., 2.1.1.1., 2.1.2.2., 2.1.10.10., 2.2.1.1., 2.2.2.2., 2.2.10.10., 3.1.1.1., 3.1.2.2., 3.1.10.10., 3.2.1.1., 3.2.2.2., 3.2.10.10., 4.1.1.1., 4.1.2.2., 4.1.10.10., 4.2.1.1., 4.2.2.2., 4.2.10.10., 5.1.1.1., 5.1.2.2., 5.1.10.10., 5.2.1.1., 5.2.2.2., 5.2.10.10.
Phoneme Blending	Phonemic Awareness	K - 1	Adams, M.J., 1990; Bos, C.D., & Vaughn, S., 2002; Ehri, L.C., Nunees, S.R., & Willows, D.M., 2001; Santi, K.L., Menchetti, B.M., & Edwards, B.J., 2004; Smith, C.R., 1998; Smith, S.B., Simmons, D.C., & Kame'enui, E, J., 1998; Snider, V. E., 1995	K.3.0.2., 1.3.0.2.
Phoneme Segmenting	Phonemic Awareness	K - 1	Adams, M.J., 1990; Bos, C.D., & Vaughn, S., 2002; Ehri, L.C., Nunees, S.R., & Willows, D.M., 2001; Santi, K.L., Menchetti, B.M., & Edwards, B.J., 2004; Smith, C.R., 1998; Smith, S.B., Simmons, D.C., & Kame'enui, E, J., 1998; Snider, V. E., 1995	K.3.0.2., 1.3.0.2.
Letter Sound Correspondence	Phonics	K - 1	Adams, M.J., 1990; Adams, M.J., 2001; Chard, D.J., & Osborn, J., 1999	K.3.0.3., 1.3.0.3.
Blending Words	Phonemic Awareness; Phonics	K-1	Lewkowicz, 1980; Lundberg et al., 1988; Wagner, Torgeson, Laughon, Simmons, & Bashotte,	K.3.0.2., 1.3.0.2.

			1993; Yopp, H., 1988	
Duet Reading	Fluency	1 - 12	Heckelman, 1969; Flood, et al, 2009	1.3.0.4., 2.3.0.4., 3.3.0.4., 4.3.0.4., 5.3.0.4.
Repeated Reading with Comprehension Strategy	Fluency	1 - 12	Moyer, S.B., 1982; Rasinski, T.V.; 1990; Rashotte, C.A., & Torgeson, J.K., 1985; Samuels, S. J., 1979; Samuels, S. J. (1987); Sindelar, P.T., Monda, L.E., & O'Shea, L.J., 1990; Therrien, W.J., 2004	1.3.0.4., 2.3.0.4., 3.3.0.4., 4.3.0.4., 5.3.0.4., 2.1.1.1., 2.1.2.2., 2.1.10.10., 2.2.1.1., 2.2.2.2., 2.2.10.10., 3.1.1.1., 3.1.2.2., 3.1.10.10., 3.2.1.1., 3.2.2.2., 3.2.10.10., 4.1.1.1., 4.1.2.2., 4.1.10.10., 4.2.1.1., 4.2.2.2., 4.2.10.10., 5.1.1.1., 5.1.2.2., 5.1.10.10., 5.2.1.1., 5.2.2.2., 5.2.10.10.
Great Leaps	Phonics, Sight Words, Fluency	K - 12	Mercer, C., Campbell, K., Miller, W., Mercer, K, & Lane, H., 2000; <a href="http://www.fcrr.org/fcrrreports/PDF/GreatLeapsReport.pdf">http://www.fcrr.org/fcrrreports/PDF/GreatLeapsReport.pdf</a>	K.3.0.3., 1.3.0.3., 1.3.0.4., 2.3.0.4., 3.3.0.4., 4.3.0.4., 5.3.0.4.