

Bemidji Area Schools

Reading Intervention Booklet

What is an Intervention?

An Intervention:

- **Is short term (at least 30 school days long for special education, but usually extends at least 8-12 weeks or longer)**
- **Is fast-paced**
- **Is based on sound, research-based instructional practices**
- **Involves 1-to-1 or small group (no more than 4) students**
- **Is typically conducted 3 to 5 days a week (every day for special education)**
- **Is typically 30 to 60 minutes long (in chunks) , depending on student need**
- **Is individualized and tailored to meet student need**
- **Is monitored weekly to bi-monthly to determine effectiveness**
- **Is more than an accommodation; it's a teaching strategy or program that requires a change in instruction**
- **Can be administered by a classroom teacher, specialist, or trained paraprofessional.**

Intervention Programs in the Bemidji Area Schools

The following reading intervention programs have been purchased and are available in some or all of the Bemidji elementary schools. These programs are research-based and effective.

Phonemic Awareness

- Scott Foresman *Early Reading Intervention*
- *Peer-Assisted Literacy Skills (PALS)*
- Fountas and Pinnell *Leveled Literacy Intervention (LLI)*
- *Literacy Leaders: 10 Minute Lessons for Phonological Awareness* (Clark-Edmonds)

Phonics

- Scott Foresman *Early Reading Intervention*
- *Peer-Assisted Literacy Skills (PALS)*
- Fountas and Pinnell *Leveled Literacy Intervention (LLI)*
- *Reading Recovery*
- *Seven Syllables*

Fluency

- *Read Naturally*
- Fountas and Pinnell *Leveled Literacy Intervention (LLI)*
- *Reading Recovery*
- *Reading A-Z Reading Tutors*

Vocabulary

- *Read Naturally*
- Fountas and Pinnell *Leveled Literacy Intervention (LLI)*
- *Reading A-Z Reading Tutors*

Comprehension

- *Read Naturally*
- Fountas and Pinnell *Leveled Literacy Intervention (LLI)*
- *Reading Recovery*
- *Reading A-Z Reading Tutors*

Reading Assessments Aligned to the 5 Elements of Reading Instruction

The following reading assessments are available for use in the Bemidji School District:

Phonemic Awareness

- MAP Skills checklists: Reading Phonological Awareness, Reading Phoneme Identification and Reading Manipulation of Sounds
- CORE Phonemic Awareness (See Title I or AOM teachers)

Phonics

- Reading Recovery Observation Survey (Grade 1)
- CORE Phonics and Qualitative Spelling Surveys (See Title I or AOM teachers)
- Scott Foresman Individual Reading Inventory
- *Basic Reading Inventory* – Jerry Johns (See Title I or AOM)
- MAP Skills checklists: Reading Letter Identification, Reading Matching Letters to Sounds and Reading Vowel-Digraphs-Diphthongs.

Fluency

- *Fountas and Pinnell Benchmarking System*
- Reading Recovery Observation Survey (Grade 1)
- Scott Foresman Individual Reading Inventory
- *Basic Reading Inventory* – Jerry Johns (See Title I or AOM)
- DIBELS ORF

Vocabulary

- CORE Verbal Language (See Title I or AOM teachers)

Comprehension

- *Fountas and Pinnell Benchmarking System*
- Reading Recovery Observation Survey (Grade 1)
- CORE Comprehension (See Title I or AOM teachers)
- Scott Foresman Individual Reading Inventory
- *Basic Reading Inventory* – Jerry Johns (See Title I or AOM)

BEMIDJI AREA SCHOOLS – Reading Intervention Strategies

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	MAP Reading Phoneme ID Skills checklist	At least 3 times per week	At least 10 minutes	www.easycbm.com PSF	At least 6 weeks or until student meets Exit Criteria	MAP Reading Phoneme ID Skills checklist
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	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	Primary MAP Growth or QPS (Task 1a)	At least 3 times per week	At least 10 minutes	www.easycbm.com LNF	At least 6 weeks or until student meets Exit Criteria	MAP Reading Letter or QPS (Task 1a) ID Skills checklist
Flashcard Procedure (Letter Sounds)	K+	1 - 3	Primary MAP Growth or has not mastered letter sounds	At least 3 times per week	At least 10 minutes	www.easycbm.com LSF	At least 6 weeks or until student meets Exit Criteria	MAP Reading Matching or QPS (Task 1b) Letters to Sounds Skills checklists
Three Ways of Remembering (Letter Names or Sounds)	K and 1	1 - 3	Primary MAP Growth or has not mastered letter names or sounds	At least 3 times per week	At least 10 minutes	www.easycbm.com LNF (or LSF)	At least 6 weeks or until student meets Exit Criteria	MAP Reading Matching or QPS (Task 1a or b) Letters to Sounds Skills checklists
Line-by-Line Letter ID (Letter Names or Sounds)	K and 1	1	Primary MAP Growth or has not mastered letter names or sounds	At least 3 times per week	At least 10 minutes	www.easycbm.com LNF (or LSF)	At least 6 weeks or until student meets Exit Criteria	MAP Reading Letter or QPS (Task 1a or b) ID Skills checklist
Sound Boxes (Phonics)	1+	1 - 3	MAP Reading Phoneme ID Skills checklist, QPS, or Spelling Inventory	At least 3 times per week	At least 10 minutes	www.easycbm.com Phoneme Segmentation Probes	At least 6 weeks or until student meets Exit Criteria	MAP Reading Phoneme ID Skills checklist, 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	At least 6 weeks or until student meets Exit Criteria	Curriculum Sight Word Checklist, San Diego Quick Assessment, or other graded word list

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:
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 or other curriculum comprehension assessment	3 to 5 times per week	At least 20 minutes	MAP Skills mastery checks	At least 12 weeks or until student meets Exit Criteria	MAP, MCA or other curriculum comprehension assessment
Click or Clunk? (Comprehension)	2+	1 - 3	MAP, MCA or other curriculum comprehension assessment	3 to 5 times per week	At least 20 minutes	MAP Skills mastery checks	At least 12 weeks or until student meets Exit Criteria	MAP, MCA or other curriculum comprehension assessment

BEMIDJI AREA SCHOOLS - Commercial Reading Intervention Programs

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	Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension	Below grade level in MAP or MCA; or as indicated by diagnostic assessment	Daily	30 minutes (Grades K-2)	LLI Running Record	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 MAP, or MCA; or performs at grade-level on the Fountas and Pinnell Benchmarking Assessment or the Basic Reading Inventory
	3 - 5	4				45 minutes (Grades 3-5)			
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 MAP	3 to 5 times per week	30 minutes	www.easycbm.com Fluency Probes	At least 12 weeks or until student meets Exit Criteria	Discontinue when student reaches Benchmark or at least the 25th percentile on fluency probes.
Early Reading Intervention (Scott Foresman)	K and 1	1 - 3	Phonemic Awareness, Phonics, Letter Names & Sounds, Beginning Word Reading	Below benchmark in Primary MAP	Daily	30 minutes (can be in two 15-minute chunks)	ERI Student Progress Checklists	30 weeks (full program) or until student meets Exit Criteria	Discontinue when student reaches Benchmark or at least the 25th percentile on MAP.
Peer-Assisted Learning Strategies - Reading (PALS)	Pre-K - 12	Whole class or fewer	Phonemic Awareness, Alphabetic Principle, Fluency, Comprehension	Below benchmark in MAP	At least 3-4 times per week depending on the grade	30 - 35 minutes (in peer partnerships)	www.easycbm.com Progress Monitoring probes	As needed or until student meets exit criteria	Discontinue when student reaches Benchmark or at least the 25th percentile on MAP.
Preteaching or Reteaching with HM Journeys Write-In Reader	1+	1 - 3	Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension	Below grade level in MAP or MCA; or as indicated by diagnostic assessment	Daily	30 minutes	MAP Skills	As needed until student meets Exit Criteria	Discontinue when student reaches Benchmark or at least the 25th percentile on MAP, or MCA; or performs at grade-level on 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 grade level in MAP or MCA; or as indicated by diagnostic assessment	Daily	30 minutes	MAP Skills		Discontinue when student reaches Benchmark or at least the 25th percentile on 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 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)	Running record, or program-provided assessment tools, MAP Skills		Discontinue when student reaches Benchmark or at least the 25th percentile on 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 grade level as indicated by diagnostic assessment	Daily	10 – 30 minutes, depending on which section(s) of the intervention are being implemented	MAP Skills Checklist Assessments		Discontinue when student reaches Benchmark or at least the 25th percentile on MAP or MCA or performs at grade-level on the Fountas and Pinnell Benchmarking Assessment or the Basic Reading Inventory