

Intervention Chart

Level: Elementary, 4-5

Subject Area: Reading

	District Assessment (Screening)	Diagnostic Assessment	Suggested Materials	Research-Based Programs and Instructional Activities (Interventions for iii, Tier 2 and Tier 3)	References for Additional Research-Based Instructional Activities	Progress Monitoring
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PHONEMIC AWARENESS	<p>FCAT SSS Reading</p> <p><i>Level 1 and 2</i></p> <p>K-2 Benchmark Assessment System (Green) (Fountas and Pinnell)</p> <p>If a teacher thinks that a Level 3, 4 or 5 student may have a reading deficiency in Phonemic Awareness, the K-2 Benchmark Assessment System can be used for screening. Use tests from the <i>Phonics and Word Analysis</i> student book.</p>	<p>Diagnostic Assessments of Reading (DAR)</p> <p>Phonological Awareness Assessments</p> <ul style="list-style-type: none"> Rhyming Words Segmenting Words Hearing Initial Consonant Sounds Hearing Final Consonant Sounds Auditory Blending 	<p>SUGGESTED MATERIALS:</p> <p>Poems, rhyming text, nursery rhymes, chants, songs, tongue twisters</p> <p>Read & Write Gold</p> <p>Passaporte</p>	<p>PROGRAMS:</p> <ul style="list-style-type: none"> Macmillan <i>Triumphs</i> <i>Soar to Success</i>** <i>Breakthrough to Literacy (SAI)</i> <i>Wilson Just Words-Tier 2*</i> <i>Wilson – Tier 3 *</i> <i>Peer Assisted Learning (PALS)Strategy *</i> <i>Great Leaps **</i> <i>SRA Reading Mastery Plus – Tier 3 *</i> <p>INSTRUCTIONAL ACTIVITIES:</p> <ul style="list-style-type: none"> Conduct oral discussions Teach segmenting, blending, and manipulating individual sounds in words of increasing length Teach isolating and substituting vowel sounds in words Teach generating rhymes Teach associating the sounds heard in one word with another word Demonstrate clapping out syllables 	<p>PROFESSIONAL RESOURCES</p> <ul style="list-style-type: none"> <i>Phonemic Awareness Activities for Early Reading Success</i> (Blevins), <i>Phonemic Awareness: Playing with Sounds to Strengthen Beginning Reading Skills</i> (Fitzpatrick), Phonics from A to Z (Blevins) <i>Reading Essentials</i> (Routman) 	<p>Diagnostic Assessments of Reading (DAR)</p> <p>Phonological Awareness Assessments</p> <ul style="list-style-type: none"> Rhyming Words Segmenting Words Hearing Initial Consonant Sounds Hearing Final Consonant Sounds Auditory Blending <p>K-2 Benchmark Assessment System (Green)</p> <p>Phonological Awareness Assessments</p> <ul style="list-style-type: none"> Blending Segmenting Initial Sounds Rhyming
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PHONEMIC AWARENESS						<p style="text-align: center;">OR</p> <p><i>Wilson (if applicable)</i></p> <p>Phonological Awareness Assessments</p> <ul style="list-style-type: none"> • Charting • Step Tests <p style="text-align: center;">OR</p> <p><i>Wilson Just Words(if applicable)</i></p> <ul style="list-style-type: none"> • Unit Test:Dictation/Chart Phrases • Progress Check <p style="text-align: center;">OR</p> <p><i>Great Leaps or Peer Assisted Learning (PALS) Strategy (if applicable)</i></p> <p>Phonological Awareness Assessments</p> <ul style="list-style-type: none"> • Probes
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PHONICS	<p>FCAT SSS Reading</p> <p><i>Level 1 and 2</i></p> <p>Benchmark Assessment System 3-8 (Blue) (Fountas and Pinnell)</p> <p>If a teacher thinks that a Level 3, 4 or 5 student may have a reading deficiency in Phonics, the 3-8 Benchmark Assessment System Optional Assessments can be used for screening.</p> <p>Grade 2, 3 and 4 Word Features Tests</p>	<p>Diagnostic Assessments of Reading (DAR)</p> <p>Phonics Assessments</p> <ul style="list-style-type: none"> • Matching Words • Short Vowel Sounds • Rule of Silent E • Vowel Digraphs • Diphthongs • Vowels with R • Two-Syllable Words • Polysyllabic Words <p>Benchmark Assessment System 3-8 (Fountas and Pinnell)</p> <p>Phonics Assessments</p> <ul style="list-style-type: none"> • Phonograms I & II • Consonant Blends • Vowel Clusters 	<p>SUGGESTED MATERIALS:</p> <p>Phonics activity mats, manipulatives, audiotapes, magnetic words and letters for making words or sentences, Elkonin sound boxes, white boards and markers, and word walls</p> <p>Read & Write Gold Passaporte</p>	<p>PROGRAMS:</p> <ul style="list-style-type: none"> • Macmillan <i>Triumphs</i> • <i>Soar to Success</i>** • <i>Breakthrough to Literacy (SAI)**</i> • <i>Wilson Just Words-Tier 2</i> • <i>Wilson – Tier 3 *</i> • <i>Peer Assisted Learning (PALS) Strategy*</i> • <i>Great Leaps **</i> • <i>SRA Reading Mastery Plus – Tier 3 *</i> • <i>SIM: Learning Strategies (Word Identification Strategy)</i> <p>INSTRUCTIONAL ACTIVITIES:</p> <ul style="list-style-type: none"> ▪ Practice spelling polysyllabic words, irregular patterned words ▪ Teach how to identify and segment initial, final, and medial phonemes in words with common spelling patterns ▪ Teach how to decode words with common consonant and vowel digraphs, r-controlled vowels, compound words and contractions ▪ Teach how to recognize words with possessives (-'s and -s')and inflections (-ed, -ing) ▪ Teach how to decode phonetically regular words with common long and short vowel spelling patterns ▪ Teach how to recognize regular plurals ▪ Teach how to segment, blend, and manipulate 	<p>PROFESSIONAL RESOURCES</p> <ul style="list-style-type: none"> • <i>Words Their Way</i> (Bear, Templeton, Invernizzi), • <i>Phonics They Use</i> (Cunningham), • <i>From Phonics to Fluency</i> (Rasinski), • <i>Phonics from A to Z</i> (Blevins), • <i>Month-By-Month Phonics</i> (Cunningham and Hall), • <i>Teaching Phonics & Word Study in the Intermediate Grades: A Complete Sourcebook</i> (Blevins), • <i>Making Words: Multi-level, Hands-On Spelling and Phonics Activities</i> (Cunningham and Hall), • <i>Phonics Poetry: Teach Word Families</i> (Rasinski) 	<p>Diagnostic Assessments of Reading (DAR)</p> <p>Phonics Assessments</p> <ul style="list-style-type: none"> • Matching Words • Short Vowel Sounds • Rule of Silent E • Vowel Digraphs • Diphthongs • Vowels with R • Two-Syllable Words • Polysyllabic Words <p>Benchmark Assessment System 3-8 (Fountas and Pinnell)</p> <p>Phonics Assessments</p> <ul style="list-style-type: none"> • Phonograms I & II • Consonant Blends • Vowel Clusters • Suffixes I & II • Prefixes • Compound Words • One and Two Syllable Words
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PHONICS		<ul style="list-style-type: none"> • Suffixes I & II • Prefixes • Compound Words • One and Two Syllable Words 		<p>parts of words</p> <ul style="list-style-type: none"> ▪ Teach how to use language structure to read multi-syllabic words ▪ Teach how to recognize connections between sounds heard and the corresponding letters ▪ Teach how to use knowledge of onsets and rimes to decode and spell new words ▪ Use Making Words/Making Big Words activities ▪ Create word webs and word sorts ▪ Teach mnemonic devices 		<p style="text-align: center;">OR</p> <p><i>Wilson (if applicable)</i></p> <p>Phonics Assessments</p> <ul style="list-style-type: none"> • Charting • Step Tests <p style="text-align: center;">OR</p> <p><i>Wilson Just Words (if applicable)</i></p> <ul style="list-style-type: none"> • Unit Test: Dictation/Chart Phrases • Progress Check <p style="text-align: center;">OR</p> <p><i>Great Leaps or Peer Assisted Learning (PALS) Strategy (if applicable)</i></p> <p>Phonics Assessments</p> <ul style="list-style-type: none"> • Probes
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FLUENCY	<p>FCAT SSS Reading</p> <p><i>Level 1 and 2</i></p> <p>3-8 Benchmark Assessment System (Fountas and Pinnell)</p> <p>If a teacher thinks that a Level 3, 4 or 5 student may have a reading deficiency in Fluency, the 3-8 Benchmark Assessment System can be used for screening. While administering the Reading Running Records, assess the reading rate and give the student a “Fluency Score”.</p>	<p>Diagnostic Assessments of Reading (DAR)</p> <p>Fluency Assessments</p> <ul style="list-style-type: none"> Oral Reading <p>Fluency Probes</p> <p>3-8 Benchmark Assessment System (Fountas and Pinnell)</p> <p>Fluency Assessments</p> <ul style="list-style-type: none"> Use the <i>Six Dimensions Fluency Rubric</i> when assessing a student’s oral reading 	<p>SUGGESTED MATERIALS:</p> <p>Poems, taped stories/books, sentences marked with phrase breaks, whisper phones, stop watch, Reader’s Theatre scripts, short-one page stories, computer read stories</p> <p>Read & Write Gold</p> <p>Passaporte</p>	<p>PROGRAMS:</p> <ul style="list-style-type: none"> Macmillan <i>Triumphs</i> <i>Soar to Success</i> <i>Breakthrough to Literacy (SAI)</i> <i>Fast Track Reading</i> <i>Quick Reads</i> *** <i>Wilson – Tier 3</i> * <i>Peer Assisted Learning (PALS) Strategy*</i> <i>Great Leaps</i> ** <i>SRA Reading Mastery Plus – Tier 3</i> * <i>SIM: Learning Strategies (Word Identification Strategy)</i> <p>INSTRUCTIONAL ACTIVITIES</p> <ul style="list-style-type: none"> Model proficient reading through Read-aloud, and Shared Reading Use Reader’s Theatre Practice oral reading with audio tape Use timed repeated readings Practice choral reading Teach how to read punctuation appropriately Emphasize the importance of reading in phrases, not just reading quickly Demonstrate making reading sound like “talking” Provide many practice opportunities utilizing repeated reading, poetry reading, radio reading, and Reader’s Theater 	<p>PROFESSIONAL RESOURCES</p> <ul style="list-style-type: none"> <i>The Fluent Reader</i> (Rasinski), <i>Building Fluency: Lessons and Strategies for Reading Success</i> (Blevins), <i>High Frequency Word: Strategies that build skills in spelling, vocabulary, and word play</i> (Marland), <i>What’s After Assessment: Follow-Up Instruction for Phonics, Fluency, and Comprehension</i> (Strickland), <i>When Reading Begins: The Teacher’s Role in Decoding, Comprehension, and Fluency</i> (Cole) <i>Vocabulary Instruction: Research to Practice</i> (Baumann, Kam’enui, <i>Comprehending and Fluency K-8 (Fountas and Pinnell)</i> 	<p>Diagnostic Assessments of Reading (DAR)</p> <p>Fluency Assessments</p> <ul style="list-style-type: none"> Oral Reading <p>OR</p> <p>Fluency Probes</p> <p>OR</p> <p>3-8 Benchmark Assessment System (Fountas and Pinnell)</p> <p>Fluency Assessments</p> <ul style="list-style-type: none"> Use the <i>Six Dimensions Fluency Rubric</i> when assessing a student’s oral reading <p>OR</p> <p>Wilson (if applicable)</p> <p>Fluency Assessments</p> <ul style="list-style-type: none"> Charting Step Tests
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FLUENCY				<ul style="list-style-type: none"> • Teach Fluency Development Lesson (FDL) developed by Tim Rasinski • Integrate oral reading into content areas 		<p style="text-align: center;">OR</p> <p><i>Great Leaps or Peer Assisted Learning (PALS) Strategy (if applicable)</i></p> <p>Fluency Assessments</p> <ul style="list-style-type: none"> • Probes
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VOCABULARY	<p>FCAT SSS Reading <i>Level 1 and 2</i></p> <p>3-8 Benchmark Assessment System (Fountas and Pinnell)</p> <p>If a teacher thinks that a Level 3, 4 or 5 student may have a reading deficiency in vocabulary, the 3-8 Benchmark Assessment System can be used for screening. Use the <i>Vocabulary in Context</i> assessment for the leveled benchmark book used at their independent or instructional level. (Located in the Assessment Forms</p>	<p>Diagnostic Assessments of Reading (DAR)</p> <p>Vocabulary Assessments</p> <ul style="list-style-type: none"> Word Meaning <p>3-8 Benchmark Assessment System (Fountas and Pinnell)</p> <p>Vocabulary Assessments</p> <ul style="list-style-type: none"> Concept Words Synonyms I & II Antonyms I & II Homophones I & II Greek and Latin Word Roots Analogies 	<p>SUGGESTED MATERIALS:</p> <p>Picture/photo cards, graphic organizers, chart paper, markers, word wall, read alouds, vocabulary cards, audio tapes, word ladders. Dinah Zikes <i>Foldables</i> Read & Write Gold Passaporte</p>	<p>PROGRAMS:</p> <ul style="list-style-type: none"> Macmillan <i>Treasures</i> and <i>Triumphs</i> <i>Time for Kids</i> <i>Breakthrough to Literacy</i> SAI) ** <i>Soar to Success</i> * <i>Wilson – Tier 3</i> * <i>Peer Assisted Learning (PALS) Strategy</i> * <i>Great Leaps</i> ** <i>SRA Reading Mastery Plus – Tier 3</i> * <i>SIM: Learning Strategies</i> * (<i>Word Identification Strategy, Word Mapping Strategy, LINCS Vocabulary Strategy</i>) <p>INSTRUCTIONAL ACTIVITIES</p> <ul style="list-style-type: none"> Conduct word study of regular and irregular spelling words, prefixes and suffixes, antonyms and synonyms Demonstrate semantic mapping of words and relate new vocabulary to known words Model categorizing key vocabulary and identifying salient features Teach antonyms, synonyms, homophones, homographs to determine word meaning Model and teach how to determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using dictionaries or digital tools Engage in listening to, reading, and discussing familiar and challenging text 	<p>PROFESSIONAL RESOURCES</p> <ul style="list-style-type: none"> <i>Bringing Words to Life</i> (Beck, McKeown, Kucan), <i>Teaching Vocabulary in All Classrooms</i> (Blachowicz, Fisher), <i>Stretching Students’ Vocabulary</i> (Bromley), <i>Words, Words, Words</i> (Allen), <i>Word Savvy</i> (Brand), <i>Teaching Vocabulary to Improve Reading Comprehension</i> (Nagy), <i>Vocabulary Development: From Reading Research to Practice</i> (Stahl) <i>Word Matters</i> (Fountas, Pinnell) 	<p>Diagnostic Assessments of Reading (DAR)</p> <p>Vocabulary Assessments</p> <ul style="list-style-type: none"> Word Meaning <p>3-8 Benchmark Assessment System (Fountas and Pinnell)</p> <p>Vocabulary Assessments</p> <ul style="list-style-type: none"> Concept Words Synonyms I & II Antonyms I & II Homophones I & II Greek and Latin Word Roots Analogies <p>Also use the <i>Vocabulary in Context</i> assessment for the leveled benchmark book used at their independent or instructional level. (Located in the Assessment Forms Book)</p>
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VOCABULARY	Book)			<ul style="list-style-type: none"> • Use Making Words activities • Use word sorts, word webs, concept ladders, graphic organizers • Discuss levels of word knowledge (heard of it, recognize, utilize it) • Use variety of genres for teaching vocabulary • Play word detectives games (“I am thinking of a word...”) <p>INSTRUCTIONAL STRATEGIES</p> <p>Strategic Instruction Model (SIM)*</p> <p>Vocabulary Strategy- teaches students to learn key vocabulary, and promotes students’ motivation to learn additional strategies.</p> <p>Paired Associates – teaches students to learn pairs of informational items like a name and an event, or a name and an accomplishment. Students identify pairs of items, create mnemonic devices, create study cards, and use the study cards to learn information.</p>	<ul style="list-style-type: none"> • Florida Center For Reading Research 	<p style="text-align: center;">OR</p> <p><i>Wilson (if applicable)</i></p> <p>Vocabulary Assessments</p> <ul style="list-style-type: none"> • Charting • Step Tests • Vocabulary Drills <p style="text-align: center;">OR</p> <p><i>Great Leaps or Peer Assisted Learning (PALS) Strategy (if applicable)</i></p> <p>Vocabulary Assessments</p> <ul style="list-style-type: none"> • Probes
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COMPREHENSION	<p>FCAT SSS Reading</p> <p><i>Level 1 and 2</i></p> <p>3-8 Benchmark Assessment System (Fountas and Pinnell)</p> <p>If a teacher thinks that a Level 3, 4 or 5 student may have a reading deficiency, the 3-8 Benchmark Assessment System can be used for screening. Administer Reading Running Records and have students participate in a Comprehension Conversation and Writing About Reading.</p>	<p>Diagnostic Assessments of Reading (DAR)</p> <p>Comprehension Assessments</p> <ul style="list-style-type: none"> Silent Reading Comprehension 	<p>SUGGESTED MATERIALS</p> <p>Non-fiction, fiction, picture books, poetry, mysteries, biographies, science, social studies, post-its, graphic organizers, chart tablets Read & Write Gold Passaporte</p>	<p>PROGRAMS:</p> <ul style="list-style-type: none"> Macmillan <i>Treasures and Triumphs</i> <i>Time for Kids</i> <i>Breakthrough to Literacy</i> (SAI) <i>Soar to Success</i> * <i>Fast Track Reading</i> <i>Wilson – Tier 3</i> * <i>Peer Assisted Learning (PALS) Strategy</i>* <i>SRA Reading Mastery Plus – Tier 3</i> * <i>SIM: Learning Strategies</i> * (<i>Paired Associates Strategy</i>) <i>SIM Content Enhancement Routines</i> *: (<i>Frame, Concept Mastery, Concept Comparison, Concept Anchoring, Clarifying, Survey, Recall Enhancement, Question Exploration</i>) <p>INSTRUCTIONAL ACTIVITIES</p> <ul style="list-style-type: none"> Demonstrate, model, and practice retelling Teach for comprehension and model comprehension strategies during read aloud and shared reading Teach that comprehension is about thinking about reading and making sense Demonstrate how to make connections using schema or background knowledge, create mental images, ask questions, infer, synthesize and summarize information 	<p>PROFESSIONAL RESOURCES</p> <ul style="list-style-type: none"> <i>Strategies that Work</i> (Harvey, Goudvis), <i>Reading with Meaning</i> (Miller), <i>Mosaic of Thought</i> (Keene, Zimmerman), <i>Guiding Readers and Writers: Grades 3-6</i> (Fountas, Pinnell), <i>Improving Comprehension with Think-Aloud Strategies</i> (Wilhelm) <i>Guided Comprehension in Action: Lessons for Grades 3-8</i> (McLaughlin, Allen), <i>Comprehension Right From the Start</i> (Marriot), <i>Revisit, Reflect, Retell</i> (Hoyt), <i>Is That a Fact?</i>(Snead) <i>7 Keys to Comprehension</i> (Zimmerman), <i>Reciprocal Teaching at Work</i>: Ozcus) <i>QAR Now</i> (Rafael, Highfield, and Au) 	<p>Diagnostic Assessments of Reading (DAR)</p> <p>Comprehension Assessments</p> <ul style="list-style-type: none"> Silent Reading <p>OR</p> <p>3-8 Benchmark Assessment System (Fountas and Pinnell)</p> <p>Administer Reading Running Records and have students participate in a Comprehension Conversation and Writing about Reading.</p> <p>OR</p> <p>Peer Assisted Learning (PALS) Strategy (if applicable)</p> <p>Comprehension Assessments</p> <ul style="list-style-type: none"> Probes
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COMPREHENSION				<ul style="list-style-type: none"> • Comparison of features of different genres • Teach how to compare and contrast elements in multiple texts • Teach text features and text structures • Teach how to locate and analyze the elements of plot structure • Use information from text to answer questions related to explicitly stated main ideas or relevant details • Use reciprocal teaching and QAR (Question, Answer Relationships) strategies 		
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