

**Intervention Chart**

**Level: Elementary, K-3**

**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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<b>PHONEMIC AWARENESS</b>	<p><b>K-3 Benchmark Assessment System</b></p> <p>Phonological Awareness Assessments</p> <ul style="list-style-type: none"> <li>• Blending</li> <li>• Segmenting</li> </ul>	<p><b>K-3 Benchmark Assessment System</b></p> <p>Phonological Awareness Assessments</p> <ul style="list-style-type: none"> <li>• Initial Sounds</li> <li>• Rhyming</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p><b>Diagnostic Assessments of Reading (DAR)</b></p> <p>Phonological Awareness Assessments</p> <ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Initial Consonant Sounds</li> <li>• Final Consonant Sounds</li> </ul>	<p><b>SUGGESTED MATERIALS:</b></p> <p>Poems, nursery rhymes, children’s jingles, Elkonin sound boxes/plastic chips, picture/photo cards, children’s books for read aloud, whisper phones, audio tapes (songs and poems), Dinah Zikes’ <i>Foldables</i> (Macmillan), Macmillan Instructional Routine Cards (online), Macmillan <i>Talk About It</i> posters (ESE/ELL package) Read &amp; Write Gold Pasaporte</p>	<p><b>PROGRAMS:</b></p> <ul style="list-style-type: none"> <li>• Macmillan <i>Triumphs</i></li> <li>• <i>New Adventures with Buggles and Beezy</i> (Macmillan CD)</li> <li>• <i>Reading Recovery</i> *</li> <li>• <i>Foundations (K-2)- Double Dose</i> *</li> <li>• <i>Wilson – (grade 3 and above – Tier 3)</i> *</li> <li>• <i>Peer Assisted Learning (PALS) Strategy</i> *</li> <li>• <i>Great Leaps</i> **</li> <li>• <i>SRA Reading Mastery Plus – (Tier 3)</i> *</li> </ul> <p><b>INSTRUCTIONAL ACTIVITIES:</b></p> <p><b>Blending</b></p> <ul style="list-style-type: none"> <li>• Teach oral phoneme blending of sounds in words</li> </ul> <p><b>Segmenting</b></p> <ul style="list-style-type: none"> <li>• Teach oral segmenting words into sounds</li> <li>• Use Elkonin sound boxes – say the word slowly and identify sounds heard</li> <li>• Teach manipulation of phonemes (substitutions)</li> <li>• Clap syllables, individual sounds, and words</li> </ul> <p><b>Initial and Final Consonant Sounds</b></p> <ul style="list-style-type: none"> <li>• Teach alliteration – listen for all the words beginning with the sound of “s” in a sentence</li> <li>• Use whisper phones to hear distinct sounds</li> <li>• Use picture cards to identify beginning and ending sounds that are the same or different</li> <li>• Teach word awareness of how words sound the same or differently</li> <li>• Use phoneme discrimination activities – listen for a particular sound; match sounds (beginning, ending, and middle); listen for parts that sound the same</li> </ul> <p><b>Rhyming</b></p>	<p><b>PROFESSIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>• <i>Phonemic Awareness Activities for Early Reading Success</i> (Blevins)</li> <li>• <i>Phonemic Awareness: Playing With Sounds to Strengthen Beginning Reading Skills</i> (Fitzpatrick)</li> <li>• <i>Phonics from A to Z</i> (Blevins)</li> <li>• <i>Just Read, Florida K-1 and/or 2<sup>nd</sup>, and 3<sup>rd</sup> Grade Center Binders for Phonological Awareness and Phonics</i></li> <li>• <i>Continuum of Literacy Learning, K-3</i> (Fountas and Pinnell)</li> </ul>	<p><b>K-3 Benchmark Assessment System</b></p> <p>Phonological Awareness Assessments</p> <ul style="list-style-type: none"> <li>• Blending</li> <li>• Segmenting</li> <li>• Initial Sounds</li> <li>• Rhyming</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p><b>Diagnostic Assessments of Reading (DAR)</b></p> <p>Phonological Awareness Assessments</p> <ul style="list-style-type: none"> <li>• Rhyming Words</li> <li>• Segmenting Words</li> <li>• Initial Consonant Sounds</li> <li>• Final Consonant Sounds</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p><b>Wilson (if applicable)</b></p> <p>Phonological Awareness Assessments</p> <ul style="list-style-type: none"> <li>• Charting</li> <li>• Step Tests</li> </ul>
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**Intervention Chart**

**Level: Elementary, K-3**

**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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<b>PHONEMIC AWARENESS</b>				<ul style="list-style-type: none"> <li>• Use rhyming word games and activities</li> <li>• Use picture cards to identify rhyming words that are the same or different</li> <li>• Use singing, rapping, reciting poems, nursery rhymes or jingles to identify words that rhyme</li> </ul>		<p style="text-align: center;"><b>OR</b></p> <p><b><i>Foundations – Double Dose (if applicable)</i></b></p> <ul style="list-style-type: none"> <li>• Progress Monitoring Tool</li> <li>• Unit Tests</li> <li>• Daily Classwork</li> </ul> <p><b><i>Great Leaps or Peer Assisted Learning (PALS) (if applicable)</i></b></p> <p>Phonological Awareness Assessments</p> <ul style="list-style-type: none"> <li>• Probes</li> </ul>
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<b>PHONICS</b>	<p><b>K-3 Benchmark Assessment System</b></p> <p>Phonics Assessments</p> <ul style="list-style-type: none"> <li>Letter Recognition</li> <li>Beginning Sound Recognition</li> <li>Phonograms</li> <li>Word Writing</li> <li>Early Literacy Behaviors</li> </ul>	<p><b>K-3 Benchmark Assessment System</b></p> <p>Phonics Assessments</p> <ul style="list-style-type: none"> <li>Vowel Clusters</li> <li>Compound Words</li> <li>Suffixes</li> <li>One- and Two-Syllable Words</li> <li>Syllables in Longer Words</li> <li>Word Features</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p><b>Diagnostic Assessments of Reading (DAR)</b></p> <p>Phonics Assessments</p> <ul style="list-style-type: none"> <li>Matching Words</li> <li>Short Vowel Sounds</li> <li>Rule of Silent E</li> <li>Vowel Digraphs</li> <li>Diphthongs</li> <li>Vowels with R</li> <li>Two-Syllable Words</li> <li>Polysyllabic Words</li> </ul>	<p><b>SUGGESTED MATERIALS:</b></p> <p>Alphabet books, letter and blend books, Elkonin sound boxes/plastic chips, letter tiles, picture cards, pocket charts, sentence strips, chart paper, markers, word wall, big books, poetry charts, pointer, magnetic letters, white boards</p> <p>Read &amp; Write Gold Pasaporte</p>	<p><b>PROGRAMS:</b></p> <ul style="list-style-type: none"> <li>Macmillan <i>Triumphs</i></li> <li><i>New Adventures with Buggles and Beezy</i> (Macmillan CD)</li> <li>Macmillan Florida <i>Sing, Talk and Rhyme</i> Chart (K-1)</li> <li><i>Destination Reading</i> (online)</li> <li><i>Breakthrough to Literacy (SAI)**</i></li> <li><i>Reading Recovery</i> *</li> <li><i>Soar to Success</i> *</li> <li><i>Wilson – (grade 3 and above – Tier 3)</i> *</li> <li><i>Foundations (K-2) Double Dose</i> *</li> <li><i>Peer Assisted Learning (PALS) Strategy*</i></li> <li><i>Great Leaps</i> *</li> <li><i>SRA Reading Mastery Plus – (Tier 3)</i> *</li> </ul> <p><b>INSTRUCTIONAL ACTIVITIES:</b></p> <p><b>Letters and Sounds</b></p> <ul style="list-style-type: none"> <li>Create alphabet books for each child for identification of letters by name, sound, word</li> <li>Use Elkonin sound boxes – write letters in boxes as sounds are made</li> <li>Use magnetic letters to match to sound and/or sound to letters</li> <li>Teach short vowels (<i>a, e, i, o, u</i>)</li> <li>Teach consonants</li> </ul> <p><b>Word Analysis</b></p> <ul style="list-style-type: none"> <li>Teach various vowel and consonant patterns in words</li> <li>Teach final e</li> <li>Teach consonant blends, such as <i>br, cr, dr, fr, fl, gl,</i> and <i>sl</i></li> </ul>	<p><b>PROFESSIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li><i>Words Their Way</i> (Bear, Templeton, Invernizzi)</li> <li><i>Phonics They Use</i> (Cunningham),</li> <li><i>From Phonics to Fluency</i> (Rasinski)</li> <li><i>Phonics from A to Z</i> (Blevins)</li> <li><i>Month-By-Month Phonics</i> (Cunningham and Hall)</li> <li><i>Teaching Phonics &amp; Word Study in the Intermediate Grades: A Complete Sourcebook</i> (Blevins)</li> <li><i>Making Words: Multi-level, Hands-On Spelling and Phonics Activities</i> (Cunningham and Hall),</li> <li><i>Phonics Poetry: Teach Word Families</i> (Rasinski),</li> <li><i>Daily Word Ladders, Grades 2-3</i> (Rasinski)</li> <li><i>Just Read, Florida! K-1 and/or 2nd and 3rd grade Center Binders for Phonological Awareness and Phonics</i></li> <li><i>The Continuum of Literacy Learning</i> (Fountas, Pinnell)</li> </ul>	<p><b>K-3 Benchmark Assessment System</b></p> <p>Phonics Assessments</p> <ul style="list-style-type: none"> <li>Letter Recognition</li> <li>Beginning Sound Recognition</li> <li>Phonograms</li> <li>Word Writing</li> <li>Early Literacy Behaviors</li> <li>Vowel Clusters</li> <li>Compound Words</li> <li>Suffixes</li> <li>One- and Two-Syllable Words</li> <li>Syllables in Longer Words</li> <li>Word Features</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p><b>Diagnostic Assessments of Reading (DAR)</b></p> <p>Phonics Assessments</p> <ul style="list-style-type: none"> <li>Matching Words</li> <li>Short Vowel Sounds</li> <li>Rule of Silent E</li> <li>Vowel Digraphs</li> <li>Diphthongs</li> <li>Vowels with R</li> <li>Two-Syllable Words</li> <li>Polysyllabic Words</li> </ul> <p style="text-align: center;"><b>OR</b></p>
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<b>PHONICS</b>				<ul style="list-style-type: none"> <li>• Teach long vowel digraphs , such as <i>ai, ay, ea, ee, and oa</i></li> <li>• Teach digraphs, such as <i>sh, ch, th, and wh</i></li> <li>• Teach diphthongs, such as <i>oi, oy, ow, and ou</i></li> <li>• Teach phonograms, word families, and spelling patterns, such as <i>ack, ake, ill, ame, ip, and, ug</i></li> <li>• Teach vowels followed by r</li> <li>• Teach analogies – If you know “look” you can read “book”</li> <li>• Teach structural analysis – plurals, contractions, homophones, homonyms, and homographs</li> <li>• Teach compound words, verb endings (<i>ed, ing</i>), prefixes, and suffixes</li> <li>• Teach syllabication strategies (clap out syllables)</li> <li>• Use word building activities (example: onsets and rimes)</li> <li>• Use pocket chart and letter cards to build words, word cards to build sentences</li> <li>• Use word wall activities</li> <li>• Teach word solving strategies</li> <li>• Teach 3 ways of remembering – see it, say it, move it (or write it)</li> <li>• Teach letters that represent no sounds in words (lamb, right)</li> <li>• Use daily word ladders (grades 2-3)</li> </ul>		<p><b><i>Wilson (if applicable)</i></b></p> <p>Phonics Assessments</p> <ul style="list-style-type: none"> <li>• Charting</li> <li>• Step Tests</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p><b><i>Foundations – Double Dose (if applicable)</i></b></p> <ul style="list-style-type: none"> <li>• Progress Monitoring Tool</li> <li>• Unit Tests</li> <li>• Daily Classwork</li> </ul> <p><b><i>Great Leaps or Peer Assisted Learning (PALS) (if applicable)</i></b></p> <p>Phonics Assessments</p> <ul style="list-style-type: none"> <li>• Probes</li> </ul>
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<b>FLUENCY</b>	<p><b>K-3 Benchmark Assessment System K-2</b></p> <p>Fluency Assessments</p> <ul style="list-style-type: none"> <li>Oral Language Assessment</li> <li>High Frequency Words</li> </ul>	<p><b>K-3 Benchmark Assessment System</b></p> <p>Fluency Assessments</p> <ul style="list-style-type: none"> <li><i>Six Dimensions Fluency Rubric</i></li> <li>Fluency Scoring Key (Level C and above)</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p><b>Diagnostic Assessments of Reading (DAR)</b></p> <p>Fluency Assessments</p> <ul style="list-style-type: none"> <li>Oral Reading</li> </ul>	<p><b>SUGGESTED MATERIALS</b></p> <p>Tapes/books, poems, sentences/text for phrasing, Reader’s Theatre scripts, big books, pointers, microphone, whisper phones, Read &amp; Write Gold Pasaporte</p>	<p><b>PROGRAMS:</b></p> <ul style="list-style-type: none"> <li>Macmillan <i>Triumphs</i></li> <li><i>Fast Track Reading</i></li> <li><i>Breakthrough to Literacy</i> (SAI) **</li> <li><i>Soar to Success</i> *</li> <li><i>Wilson – (grade 3 and above – Tier 3)</i> *</li> <li><i>Foundations (K-2) - Double Dose</i> *</li> <li><i>Peer Assisted Learning (PALS) Strategy</i>*</li> <li><i>Great Leaps</i> *</li> <li><i>SRA Reading Mastery Plus – (Tier 3)</i> *</li> </ul> <p><b>INSTRUCTIONAL ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>Use text with repeated phrasing and natural language patterns</li> <li>Reread familiar stories working on phrasing and making it sound like talking</li> <li>Use choral reading, radio reading, repeated reading with independent leveled text</li> <li>Use tape-assisted reading</li> <li>Use Reader’s Theatre</li> <li>Teacher models fluent reading using a big book and pointer, occasionally noting reasons for variations in reading (louder voice, inflections, slower, etc.)</li> <li>Use shared reading to support and build fluency and sight word knowledge</li> <li>Teacher models text features that cue stress, expression and dialogue</li> <li>Use independent reading leveled texts</li> <li>Use echo reading/paired reading</li> <li>Use Fluency Development Lesson (FDL)</li> </ul>	<p><b>PROFESSIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li><i>The Fluent Reader</i> (Rasinski),</li> <li><i>Building Fluency: Lessons and Strategies for Reading Success</i> (Blevins),</li> <li><i>High Frequency Word: Strategies that build skills in spelling, vocabulary, and word play</i>(Marland),</li> <li><i>What’s After Assessment: Follow-Up Instruction for Phonics, Fluency, and Comprehension</i> (Strickland),</li> <li><i>When Reading Begins: The Teacher’s Role in Decoding, Comprehension, and Fluency</i> (Cole)</li> <li><i>Vocabulary Instruction: Research to Practice</i> (Baumann, Kam’enui)</li> <li><i>Just Read, Florida K-1and/or 2nd and 3rd grade Center Binders for Fluency, Vocabulary, and Comprehension</i></li> <li><i>Teaching for Comprehending and Fluency K-8 (Fountas and Pinnell)</i></li> </ul>	<p><b>K-3 Benchmark Assessment System</b></p> <p>Fluency Assessments</p> <ul style="list-style-type: none"> <li>Oral Language Assesment</li> <li>High Frequency Words</li> <li><i>Six Dimensions Fluency Rubric</i></li> <li>Fluency Scoring Key (Level C and above)</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p><b>Diagnostic Assessments of Reading (DAR)</b></p> <p>Fluency Assessments</p> <ul style="list-style-type: none"> <li>Oral Reading</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p><b>Wilson (if applicable)</b></p> <p>Fluency Assessments</p> <ul style="list-style-type: none"> <li>Charting</li> <li>Step Tests</li> </ul>
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<b>FLUENCY</b>				<ul style="list-style-type: none"> <li>Read into whisper phones to practice and self-monitor reading fluency</li> </ul>		<p style="text-align: center;"><b>OR</b></p> <p><b><i>Great Leaps or Peer Assisted Learning (PALS) (if applicable)</i></b></p> <p>Fluency Assessments</p> <ul style="list-style-type: none"> <li>Probes</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p><b><i>Foundations – Double Dose (if applicable)</i></b></p> <p>Fluency Assessments</p> <ul style="list-style-type: none"> <li>Progress Monitoring Tool</li> <li>Fluency Drills</li> </ul>

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<b>VOCABULARY</b>	<p><b>K-3 Benchmark Assessment System</b></p> <p>Vocabulary Assessments</p> <ul style="list-style-type: none"> <li>• <i>Reading Running Records</i></li> </ul>	<p><b>K-3 Benchmark Assessment System</b></p> <p>Vocabulary Assessments</p> <ul style="list-style-type: none"> <li>• Concept Words in Isolation</li> <li>• Concept Words in Sentences</li> <li>• Concept Word Lists</li> <li>• Synonyms Assessments</li> <li>• Antonyms Assessments</li> <li>• Homophones Assessments</li> <li>• Assessing Vocabulary in Context (all levels)</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p><b>Diagnostic Assessments of Reading (DAR)</b></p> <p>Vocabulary Assessments</p> <ul style="list-style-type: none"> <li>• Word Meaning</li> </ul>	<p><b>SUGGESTED MATERIALS:</b></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> , Macmillan Florida Sing, Talk and Rhyme Chart (K-1) Read &amp; Write Gold Pasaporte</p>	<p><b>PROGRAMS:</b></p> <ul style="list-style-type: none"> <li>• Macmillan <i>Treasures</i> and <i>Triumphs</i></li> <li>• <i>Time for Kids</i></li> <li>• <i>Breakthrough to Literacy</i> (SAI)**</li> <li>• <i>Soar to Success</i> *</li> <li>• <i>Wilson – (grade 3 and above – Tier 3)</i> *</li> <li>• <i>Foundations (K-2) - Double Dose</i> *</li> <li>• <i>Peer Assisted Learning (PALS) Strategy</i> *</li> <li>• <i>Great Leaps</i> *</li> <li>• <i>SRA Reading Mastery Plus – (Tier 3)</i> *</li> </ul> <p><b>INSTRUCTIONAL ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Use oral explanations, pictures, objects or videotapes to introduce vocabulary</li> <li>• Use pictures and objects to engage students in oral discussion</li> <li>• Provide time for students to have discussions with teacher and peers</li> <li>• Use semantic maps or webs to make relationships with known and new vocabulary</li> <li>• Teach root words, prefixes and suffixes</li> <li>• Choose read alouds that introduce children to rich language and vocabulary</li> <li>• Introduce words in related pairs</li> <li>• Specifically teach content-related vocabulary and develop content word walls</li> <li>• Conduct word studies of spelling patterned words, multiple-meaning words, specific concept words</li> <li>• Dramatize/pantomime word meaning</li> <li>• Use word sort (open and closed) activities</li> <li>• Use activities that require students to describe pictures/objects</li> <li>• Teach homophones, homonyms, homographs,</li> </ul>	<p><b>PROFESSIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>• <i>Bringing Words to Life</i> (Beck,McKeown, Kucan)</li> <li>• <i>Teaching Vocabulary in All Classrooms</i> (Blachowicz, Fisher),</li> <li>• <i>Stretching Students’ Vocabulary</i> (Bromley)</li> <li>• <i>Words, Words, Words</i> (Allen),</li> <li>• <i>Word Savvy</i> (Brand),</li> <li>• <i>Teaching Vocabulary to Improve Reading Comprehension</i> (Nagy),</li> <li>• <i>Vocabulary Development: From Reading Research to Practice</i> (Stahl),</li> <li>• <i>Daily Word Ladders, Grades 2-3</i> (Rasinski),</li> <li>• <i>Just Read, Florida K-1 and/or 2nd and 3rd grade Center Binders for Fluency, Vocabulary, and Comprehension</i></li> <li>• <i>Words Their Way</i> ( Bear et al)</li> <li>• <i>Continuum of Literacy Learning</i> (Fountas and Pinnell)</li> </ul>	<p><b>K-3 Benchmark Assessment System</b></p> <p>Vocabulary Assessments</p> <ul style="list-style-type: none"> <li>• Concept Words in Isolation</li> <li>• Concept Words in Sentences</li> <li>• Concept Word Lists</li> <li>• Synonyms Assessments</li> <li>• Antonyms Assessments</li> <li>• Homophones Assessments</li> <li>• Assessing Vocabulary in Context (all levels)</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p><b>Diagnostic Assessments of Reading (DAR)</b></p> <p>Vocabulary Assessments</p> <ul style="list-style-type: none"> <li>• Word Meaning</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p><b>Wilson (if applicable)</b></p> <p>Vocabulary Assessments</p> <ul style="list-style-type: none"> <li>• Charting</li> <li>• Step Tests</li> <li>• Vocabulary Drill</li> </ul>
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<b>VOCABULARY</b>				synonyms, antonyms <ul style="list-style-type: none"> <li>• Use daily word ladders (grades 2-3)</li> <li>• Use cloze exercises</li> <li>• Use graphic organizers such as word webs</li> </ul>		<p style="text-align: center;"><b>OR</b></p> <p><b><i>Great Leaps or Peer Assisted Learning (PALS) (if applicable)</i></b></p> <p>Vocabulary Assessments</p> <ul style="list-style-type: none"> <li>• Probes</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p><b><i>Foundations – Double Dose (if applicable)</i></b></p> <p>Vocabulary Assessments</p> <ul style="list-style-type: none"> <li>• Vocabulary Drills</li> </ul>

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<b>COMPREHENSION</b>	<p><b>K-3 Benchmark Assessment System</b></p> <p>Comprehension Assessments</p> <ul style="list-style-type: none"> <li>• Reading Running Records</li> <li>• Comprehension Conversation</li> <li>• Writing About Reading</li> </ul>	<p><b>Diagnostic Assessments of Reading (DAR)</b></p> <p>Comprehension Assessments</p> <ul style="list-style-type: none"> <li>• Silent Reading Comprehension</li> </ul>	<p><b>SUGGESTED MATERIALS:</b></p> <p>Chart paper, markers, sticky note paper, graphic organizers. Dinah Zikes' <i>Foldables</i> Read &amp; Write Gold Pasaporte</p>	<p><b>PROGRAMS:</b></p> <ul style="list-style-type: none"> <li>• <i>Macmillan Treasures and Triumphs</i></li> <li>• <i>Time for Kids</i></li> <li>• <i>Fast Track Reading</i></li> <li>• <i>Breakthrough to Literacy (SAI)**</i></li> <li>• <i>Soar to Success*</i></li> <li>• <i>Wilson – (grade 3 and above – Tier 3) *</i></li> <li>• <i>Foundations (K-2) - Double Dose *</i></li> <li>• <i>Peer Assisted Learning (PALS) Strategy*</i></li> <li>• <i>SRA Reading Mastery Plus – (Tier 3) *</i></li> </ul> <p><b>INSTRUCTIONAL ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Teach retelling</li> <li>• Teach students to make connections using schema or background knowledge</li> <li>• Teach students to create mental images</li> <li>• Teach students how to create their own questions before, during, and after reading</li> <li>• Teach how to make inferences</li> <li>• Teach students how to synthesize information</li> <li>• Teach the QAR (Question-Answer Relationship) strategy</li> <li>• Use Reciprocal Teaching strategy</li> <li>• Use story maps</li> <li>• Conduct book talks after guided reading</li> <li>• Teach nonfiction text features/structures</li> <li>• Use graphic organizers ( eg. K-W-L,)</li> <li>• Use partners for “turn and talk” activities</li> <li>• Written and oral response to reading</li> <li>• Develop anchor charts with students</li> <li>• Conduct author study/genre study and</li> </ul>	<p><b>PROFESSIONAL RESOURCES</b></p> <ul style="list-style-type: none"> <li>• <i>Strategies that Work</i> (Harvey, Goudvis),</li> <li>• <i>Reading with Meaning</i> (Miller),</li> <li>• <i>Mosaic of Thought</i> :(Keene, Zimmerman),</li> <li>• <i>Guiding Readers and Writers: Grades 3-6</i> (Fountas, Pinnell),</li> <li>• <i>Improving Comprehension with Think-Aloud Strategies</i> (Wilhelm),</li> <li>• <i>Continuum of Literacy Learning (Fountas and Pinnell)</i>,</li> <li>• <i>Guided Reading</i> (Fountas, Pinnell),</li> <li>• <i>Knee-to-Knee, Eye-to-Eye</i> (Cole),</li> <li>• <i>Comprehension Right From the Start</i> (Marriot),</li> <li>• <i>Revisit, Reflect, Retell</i> (Hoyt),</li> <li>• <i>Just Read, Florida K-1 and/or 2<sup>nd</sup> and 3<sup>rd</sup> grade Center Binders for Fluency, Vocabulary, and Comprehension</i></li> <li>• <i>Guiding the Reading Process (Booth)</i></li> </ul>	<p><b>K-3 Benchmark Assessment System</b></p> <p>Comprehension Assessments</p> <ul style="list-style-type: none"> <li>• Reading Running Records</li> <li>• Comprehension Conversation</li> <li>• Writing About Reading</li> </ul> <p style="text-align: center;">OR</p> <p><b>Diagnostic Assessments of Reading (DAR)</b></p> <p>Comprehension Assessments</p> <ul style="list-style-type: none"> <li>• Silent Reading Comprehension</li> </ul>
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\* Programs are not available in all schools and require specific teacher training

\*\* Programs require specific teacher training

**Intervention Chart**

**Level: Elementary, K-3**

**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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<b>COMPREHENSION</b>				comparison of genres <ul style="list-style-type: none"> <li>• Use CLOZE activities</li> <li>• Dramatize story content</li> <li>• Illustrate or develop story maps</li> <li>• Conduct teacher think-alouds</li> </ul>		
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\* Programs are not available in all schools and require specific teacher training

\*\* Programs require specific teacher training