

BEMIDJI AREA SCHOOLS

Reading Intervention Strategies

Intervention Information							
Name of Intervention	Grade Level	Entrance Criteria: Implement if Student has not reached Benchmark or at least the 25 th percentile on:	Frequency	Length of Session	Progress Monitoring Probe	Exit Criteria: Discontinue Implementation when student reaches Benchmark or at least the 25 th percentile on:	MN State ELA Standards Alignment
Sound Boxes (Phonemic Awareness)	K and 1	PSF	At least 3 times per week	At least 10 minutes	AIMSweb PSF	PSF	K.3.0.2., 1.3.0.2.
Blending Pathway (Phonemic Awareness)	K and 1	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)	PAST Benchmark: 5 or 6 of 6, or See Blending Pathway Intervention for PBA Benchmark	K.3.0.2., 1.3.0.2.
Flashcard Procedure (Letter Naming)	K and 1	LNF or QPS (Task 1a)	At least 3 times per week	At least 10 minutes	AIMSweb LNF	LNF or QPS (Task 1a)	K.3.0.1.
Flashcard Procedure (Letter Sounds)	K+	LSF or has not mastered letter sounds	At least 3 times per week	At least 10 minutes	AIMSweb LSF	LSF or QPS (Task 1b)	K.3.0.3. (prerequisite to the Reading - Foundational Skills benchmarks in Grade1)
Three Ways of Remembering (Letter Names or Sounds)	K and 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)	LNF or QPS (Task 1a or b)	K.3.0.1., K.3.0.3. (prerequisite to the Reading - Foundational Skills benchmarks in Grade1)
Line-by-Line Letter ID (Letter Names or Sounds)	K and 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)	LNF or QPS (Task 1a or b)	K.3.0.1., K.3.0.3.
Sound Boxes (Phonics)	1+	LSF, NWF, R-CBM, QPS, or Spelling Inventory	At least 3 times per week	At least 10 minutes	AIMSweb LSF, NWF, or R-CBM	LSF, NWF, R-CBM, or QPS (Task 2 or higher depending on grade level)	1.3.0.3., 2.3.0.3.
Flashcard Procedure (Sight Words)	K+	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	Curriculum Sight Word Checklist, San Diego Quick Assessment, or other graded word list	K.3.0.3, 1.3.0.3., 2.3.0.3., 3.3.0.3.

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Repeated Reading (Fluency)	1+	R-CBM or other fluency rate assessment	3 to 5 times per week	At least 10 minutes	AIMSweb R-CBM	R-CBM	1.3.0.4., 2.3.0.4., 3.3.0.4., 4.3.0.4., 5.3.0.4.
Paired Reading (Fluency)	1+	R-CBM or other fluency rate assessment	3 to 5 times per week	At least 10 minutes	AIMSweb R-CBM	R-CBM	1.3.0.4., 2.3.0.4., 3.3.0.4., 4.3.0.4., 5.3.0.4.
Four Square (Vocabulary)	1+	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	MAP, MCA, or Curriculum vocabulary assessments	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.
Journal (Vocabulary)	1+	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	MAP, MCA, or Curriculum vocabulary assessments	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)	2+	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	MAP, MCA, R-CBM, MAZE or other curriculum comprehension assessment	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)	2+	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	MAP, MCA, R-CBM, MAZE or other curriculum comprehension assessment	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.

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.**

Intervention Information								
Name of Intervention Program	Grade Level	For Students with Difficulties in:	Entrance Criteria:	Suggested Frequency	Suggested Length of Session	Progress Monitoring Probe	Exit Criteria:	MN State ELA Standards Alignment
Leveled Literacy Intervention (Fountas and Pinnell)	K+	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 for 12 – 20 weeks	30 minutes	LLI Running Record, R-CBM, or MAZE	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	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.
Reading Recovery	1	Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension	Qualifies for program using screening and Observation Survey results	Daily for 12 – 20 weeks	30 minutes	RR Running Record and observational data	Student exits program after 12 – 20 weeks.	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.
Read Naturally	1+	Fluency	Below benchmark on R-CBM	3 to 5 times per week	30 minutes	R-CBM or MAZE	Discontinue when student reaches Benchmark or at least the 25th percentile on R-CBM	1.3.0.4., 2.3.0.4., 3.3.0.4., 4.3.0.4., 5.3.0.4.

Early Reading Intervention (Scott Foresman)	K and 1	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	Discontinue when student reaches Benchmark or at least the 25th percentile on PSF, LSF, LNF, NWF, or R-CBM	K.3.0.1., K.3.0.2., 1.3.0.2., K.3.0.3., 1.3.0.3., 2.3.0.3.
Peer-Assisted Learning Strategies (PALS)	K - 6	Phonemic Awareness, Alphabetic Principle, Fluency, Comprehension	Below benchmark in PSF, LSF, LNF, NWF, R-CBM, or MAZE	At least 3 times per week (2 times in Grades 2 – 6)	30 – 35 minutes (in peer partnerships)	R-CBM	Discontinue when student reaches Benchmark or at least the 25th percentile on PSF, LSF, LNF, NWF, R-CBM, or MAZE	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.
Preteaching or Reteaching with HM Journeys Write-In Reader	1+	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	Grades 1 through 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.
Preteaching or Reteaching with HM Reading/Literacy Tool Kits	Reading Tool Kit – Primary; Literacy Tool Kit – Intermed.	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	Grades 1 through 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.
REWARDS	4 - 6	Multi-Syllabic Word Decoding and Analysis, Fluency	Below benchmark in R-CBM; below grade level in MAP or MCA; or	Daily	45 – 50 minutes, or 25 – 30 minutes (if a lesson is to be divided over	R-CBM (measure accuracy), running record, or program-	Discontinue when student reaches Benchmark or at least the 25th percentile on R-CBM, MAP, or MCA; or performs at grade-level	Grades 4 – 6 Foundational Skills

			as indicated by diagnostic assessment		2 days)	provided assessment tools	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	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	Grades K – 2 Foundational Skills