

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

- AIMSWeb PSF
- CORE Phonemic Awareness (See Title I or AOM teachers)
- DIBELS PSF

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)
- AIMSWeb LNF and LSF

Fluency

- AIMSWeb Oral Reading Fluency (required)
- *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

- AIMSWeb Maze (required)
- *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	PSF	At least 3 times per week	At least 10 minutes	AIMSweb PSF	At least 6 weeks or until student meets Exit Criteria	PSF
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	LNF or QPS (Task 1a)	At least 3 times per week	At least 10 minutes	AIMSweb LNF	At least 6 weeks or until student meets Exit Criteria	LNF or QPS (Task 1a)
Flashcard Procedure (Letter Sounds)	K+	1 - 3	LSF or has not mastered letter sounds	At least 3 times per week	At least 10 minutes	AIMSweb LSF	At least 6 weeks or until student meets Exit Criteria	LSF or QPS (Task 1b)
Three Ways of Remembering (Letter Names or Sounds)	K and 1	1 - 3	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)	At least 6 weeks or until student meets Exit Criteria	LNF or QPS (Task 1a or b)
Line-by-Line Letter ID (Letter Names or Sounds)	K and 1	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)	At least 6 weeks or until student meets Exit Criteria	LNF or QPS (Task 1a or b)
Sound Boxes (Phonics)	1+	1 - 3	LSF, NWF, R-CBM, QPS, or Spelling Inventory	At least 3 times per week	At least 10 minutes	AIMSweb LSF, NWF, or R-CBM	At least 6 weeks or until student meets Exit Criteria	LSF, NWF, R-CBM, 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:
Paired Reading (Fluency)	1+	1	R-CBM or other fluency rate assessment	3 to 5 times per week	At least 10 minutes	AIMSweb R-CBM	At least 12 weeks or until student meets Exit Criteria	R-CBM
Repeated Reading (Fluency)	1+	1 – 3	R-CBM or other fluency rate assessment	3 to 5 times per week	At least 10 minutes	AIMSweb R-CBM	At least 12 weeks or until student meets Exit Criteria (It may be 12-18 weeks before gains are seen—give the intervention time to work.)	R-CBM
Repeated Reading with Comprehension (Fluency)	1+	1 – 3	R-CBM or other fluency rate assessment	3 to 5 times per week	At least 10 minutes	AIMSweb R-CBM	At least 12 weeks or until student meets Exit Criteria (It may be 12-18 weeks before gains are seen—give the intervention time to work.)	R-CBM
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, R-CBM, MAZE or other curriculum comprehension assessment	3 to 5 times per week	At least 20 minutes	AIMSweb R-CBM and MAZE	At least 12 weeks or until student meets Exit Criteria	MAP, MCA, R-CBM, MAZE or other curriculum comprehension assessment
Click or Clunk? (Comprehension)	2+	1 - 3	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	At least 12 weeks or until student meets Exit Criteria	MAP, MCA, R-CBM, MAZE or other curriculum comprehension assessment