

Intervention Virtual Tour



1

Anita L. Archer, Ph.D.
Tour Leader
archerteach@aol.com

2

Goals of Tour

- To visit some of the most “scenic sights”.
- To pause and take in some of the “sights” in depth.
- To strengthen our way of looking at the “sights”.
- To realize that the Tour Guide’s past experiences might lead to a biased tour.

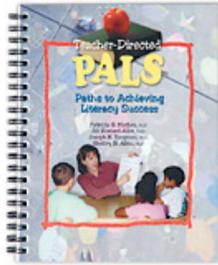
3

Self-directed Tour

- See reviews of reading materials prepared at the Florida Reading Center.
www.fcrr.org/FCRRReports/index.aspx
- See reviews of reading materials prepared by Oregon Reading First.
oregonreadingfirst.uoregon.edu/curriculum_review.php

4

Teacher-Directed Pals



5

Teacher-Directed PALS

- **Publisher:** Sopris West
- **Website:** www.sopriswest.com
- **Focus Population:** PreK - K; Intervention 1st
- **Level of Intervention:** Supplemental and Intense Grade 1
- **Number of Levels:** One
- **Number of Lessons:** 57
- **Type of Instruction:** Small group instruction
- **Materials:** Teacher's Manual
- **Stressed Strands :** Phonemic Awareness, Decoding, Comprehension

6

Teacher-Directed PALS

- Lessons have two parts:
- **Sound and Words** (10 - 20 minutes)
 - Saying sounds for letters
 - Segmenting words into sounds
 - Sounding out words
 - Recognizing sight words
 - Reading passages (Sentences and Paragraphs)

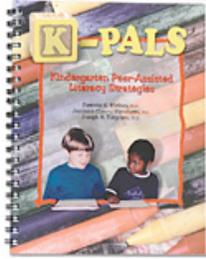
7

Teacher-Directed PALS

- Lessons have two parts:
- **Story Sharing** (10 - 15 minutes)
 - Pretend Reading (Look at pictures. Tell the story)
 - Read Aloud (1. Echo Reading, 2. Choral Reading, 3) Individual Sentence reading.)
 - Retell of Story

8

K-PALS



9

K-PALS

- **Publisher:** Sopris West
- **Website:** www.sopriswest.com
- **Focus Population:** K
- **Level of Intervention:** K; Supplemental K
- **Number of Levels:** One
- **Number of Lessons:** 60
- **Type of Instruction:** Teacher-directed; Peer tutoring
- **Sessions:** 20 minutes, 3 days week, 20 weeks
- **Materials:** Teacher's Manual
- **Stressed Strands:** Phonemic Awareness, Decoding

10

K-PALS

- **Teacher Games (Instructional Routines)**
 - Introducing letter names
 - Blending sounds
 - Saying the last sound in a word
 - Segmenting words
 - Letter-sound correspondence
 - Sounding out words

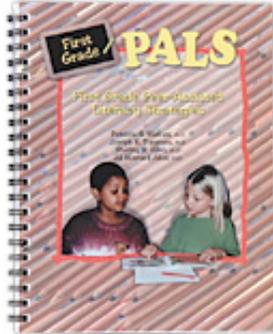
11

K-PALS

- **Student Games (Practice with Partner)**
 - Name Game (“What name?”)
 - Rhyme Time (“Do these rhyme?”)
 - First Sound (“What’s the first sound?”)
 - Last Sound (“What’s the last sound?”)
 - Say the Word (Pal says word slowly and then says: “Say the word.”)
 - Stretch It (Tutor says word and then says: “Stretch it.”)

12

First Grade Pals



13

First Grade PALS

- **Publisher:** Sopris West
- **Website:** www.sopriswest.com
- **Focus Population:** 1st grade
- **Level of Intervention:** 1st; Supplemental 1
- **Number of Levels:** one
- **Sessions:** 35 minutes, 3 days week, 16 weeks
- **Type of Instruction:** Teacher-directed, Peer tutoring
- **Materials:** Teacher's Manual including 150 reproducibles for lessons
- **Stressed Strands :** Phonemic Awareness, Decoding, Fluency, Comprehension

14

First Grade PALS

- The lessons have two parts.
- **Sounds & Words**
 - Letter-sounds
 - Hearing Sounds
 - Sounding-out
 - Sentences and Stories

15

First Grade PALS

- The lessons have two parts.
- **Story Sharing**
 - Pretend Read
 - Read Aloud
 - Retell

16

SIPPS Intervention Programs

SIPPS

17

SIPPS Intervention K-3

- **Publisher:** Developmental Studies Center
- **Website:** www.devstu.org
- **Focus Population:** 1 and 2; Intervention 2 and 3
- **Level of Intervention:** Supplemental and Intense
- **Number of Levels:** Beginning, Extension, Challenge
- **Materials:** Teacher's Manual, Spelling-Sound Cards, Sight Word Cards, Wall Charts, Little Books, Reproducible Stories
- **Stressed Strands:** Phonemic Awareness, Decoding, Fluency, Spelling

18

SIPPS Intervention K-3 Beginning



19

SIPPS Intervention K-3 Beginning

- Focuses on:
 - Concepts of print
 - Phonemic Awareness (blending/segmenting)
 - Initial phonics (consonants, consonant digraphs, short vowels)
 - High frequency words

20

SIPPS Intervention K-3 Extension



21

SIPPS Intervention K-3 Extension

- Focuses on:
 - Phonics
 - Consonant blends
 - Final e
 - Vowel digraphs,
 - R-controlled vowels,
 - C /k/ /s/
 - High frequency words

22

SIPPS Intervention Programs

SIPPS™

23

SIPPS Intervention 4-12

- **Publisher:** Developmental Studies Center
- **Website:** www.devstu.org
- **Focus Population:** Intervention 4 - 12
- **Level of Intervention:** Supplemental and Intense
- **Levels:** SIPPS PLUS, Challenge
- **Materials:** Teacher's Manual, Spelling-Sound Cards, Sight Word Cards, Wall Charts, Little Books, Collection of Books
- **Stressed Strands :** **Phonemic Awareness, Decoding, Fluency, Spelling**

24

SIPPS PLUS



25

SIPPS PLUS

- Focuses on:
 - Phonemic Awareness (blending and segmenting)
 - Phonics
 - Consonants
 - Consonant digraphs
 - Short vowels
 - Consonant blends
 - Final e
 - Vowel Digraphs
 - R-controlled vowels
 - C and Y
 - 190 High frequency words
 - Single syllable words

26

SIPPS Challenge



27

SIPPS Challenge

- Focuses on reading polysyllabic words:
 - Six syllable types
 - Morphemic roots
 - Prefixes and suffixes
 - High frequency academic vocabulary

28

Phonics for Reading



29

Phonics for Reading

- **Publisher:** Curriculum Associates
- **Website:** www.curriculumassociates.com
- **Focus Population:** 1, 2; Intervention 2 - 6
- **Level of Intervention:** Supplemental and Intense
- **Levels:** 1, 2, and 3
- **Type of Instruction:** Small group instruction
- **Materials:** Teacher's Manual, Student Book (Consumable)
- **Stressed Strands :** (Emphasis varies by level) Phonemic Awareness, **Decoding, Fluency,** Vocabulary, **Comprehension, Spelling**

30

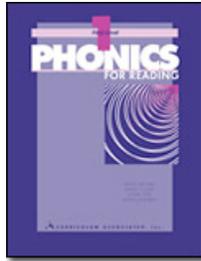
Phonics for Reading

- **Each lesson includes:**
 - Instruction on letter-sound associations
 - Decoding of single syllable words
 - Decoding of multi-syllabic words (challenge words)
 - Reading of sentences and stories
 - Correlated Spelling
 - Independent exercises
- **Appropriate for older students**
 - Small font
 - Older people in illustrations
 - Long words

31

32

Phonics for Reading Level 1



33

Phonics for Reading Level 1

- Focuses on:
 - Short vowels, consonant digraphs, consonant blends
 - Reading CVC, CVCC, CCVC words
 - Reading multi-syllabic words with taught letter-sound associations
 - High Frequency words

34

Phonics for Reading Level 2



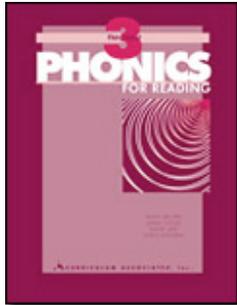
35

Phonics for Reading Level 2

- Focuses on:
 - Vowel digraphs, final e, r-controlled vowels
 - Reading single syllable words with letter-sound associations
 - Reading multi-syllabic words with letter-sounds
 - Inflectional endings ed, ing,s
 - High Frequency words

36

Phonics for Reading Level 3



37

Phonics for Reading Level 3

- Focuses on:
 - Vowel diphthongs
 - Consonant minor sounds
 - Major and minor sounds of vowels
 - Reading single and multi-syllabic words with known sounds
 - Prefixes and suffixes
 - High frequency words

38

39

40

REWARDS



41

REWARDS - Intermediate



REWARDS
Intermediate

42

REWARDS - Intermediate

- **Publisher:** Sopris West
- **Website:** www.sopriswest.com
- **Focus Population:** 4, 5, and 6 grades; Intervention
- **Level of Intervention:** Supplemental and Intense
- **Number of Levels:** One
- **Type of Instruction:** Intervention - small group
- **Number of Lessons:** 25, 45-50 min. lessons
- **Materials:** Teacher's Manual, Consumable Student Book, Posters
- **Stressed Strands :** Decoding (multi-syllabic words), Fluency, Vocabulary, Comprehension

43

REWARDS - Intermediate

- Students are taught a flexible strategy for decoding long words.
- Initial lessons teach the preskills for reading long words: blending parts, vowel sounds, prefixes, suffixes.
- Remaining lessons introduce decoding strategy.
- Students apply strategy when reading sentences and passages.
- Repeated reading of passages used to increase fluency.

44

REWARDS - Secondary



REWARDS
Secondary

45

REWARDS - Secondary

- **Publisher:** Sopris West
- **Website:** www.sopriswest.com
- **Focus Population:** 6 - 7 grades; 6-12 Intervention
- **Level of Intervention:** Supplemental and Intense
- **Number of Levels:** One
- **Type of Instruction:** Intervention - small group
- **Number of Lessons:** 20, 45-50 min. lessons
- **Materials:** Teacher's Manual, Consumable Student Book, Posters
- **Stressed Strands :** Decoding (multi-syllabic words), Fluency, Vocabulary, Comprehension

46

REWARDS PLUS - Social Studies



REWARDS Plus
Social Studies

47

REWARDS PLUS- Science



REWARDS Plus
Science

48

REWARDS PLUS

Applications to Social Studies and Science

- **Publisher:** Sopris West
- **Website:** www.sopriswest.com
- **Focus Population:** 4 - 12 grades
- **Level of Intervention:** Supplemental and Intense
- **Number of Levels:** Two - Applications to Social Studies and Science articles
- **Lessons:** 6 review lessons, 50 minutes; 15 application lessons requiring 2 days of instruction in social studies and 3 or 4 days in science
- **Materials:** Teacher's Manual, Student Book (consumable), Posters
- **Stressed Strands :** **Decoding (multi-syllabic words), Fluency, Vocabulary, Comprehension, Writing**

49

REWARDS PLUS

- Each Application is built around an engaging expository passage with interventions **before**, **during**, and **after** passage reading.
- **Before Passage Reading Interventions**
 - Introduce the pronunciation of difficult words
 - Teach the meaning of critical vocabulary
 - Dictate spelling words
 - Introduce critical background knowledge
 - Preview the passage prior to reading

50

REWARDS PLUS

- **During Passage Reading Interventions**
 - Guide students in reading the passage.
 - Ask students questions to check understanding.
- **After Passage Reading Interventions**
 - Provide repeated reading practice.
 - Guide students in using strategy for answering multiple-choice and short-answer items
 - Provide engaging vocabulary practice.
 - Guide students in planning, writing, and editing summaries and extended responses.

51

52

Wilson Reading System



53

Wilson Reading System

- **Publisher:** Wilson Reading System
- **Website:** www.wilsonlanguage.com
- **Focus Population:** 3 - 12 grades
- **Level of Intervention:** Intense
- **Number of Levels:** A and B
- **Lessons:** Small group instruction, 4 or 5 days a week, 50 - 90 minutes
- **Materials:** Teacher's Manual, Rules Notebook, Dictation Book, Sound Cards, Syllable Cards, Magnetic Journal, Student Readers, Student Workbook, Stories
- **Stressed Strands :** **Phonemic Awareness, Decoding, Fluency, Vocabulary, Comprehension, Writing** ⁵⁴

Wilson Reading Program

- Based on work of Orton -Gillingham. Originally developed for children with dyslexia.
- Focuses on:
 - learning to hear sounds;
 - manipulating color-coded sound, syllable, and word cards;
 - performing finger-tapping exercises to assist in phonemic awareness;
 - writing dictated words and sentences;
 - reading aloud; and paraphrasing selections they read, and which are read to them.

55

Wilson Reading System

- Focuses on:
 - learning sight words from lists;
 - reading and spelling words using the tapping technique to increase accuracy;
 - building fluency by reading and rereading the wordlists, sentences and decodable passages and completing timed fluency drills;
 - visualization and retell techniques to enhance comprehension of decodable passages and read-alouds.

56

Language !



57

Language!

- **Publisher:** Sopris West
- **Website:** www.sopriswest.com
- **Focus Population:** 4 - 12 grades
- **Level of Intervention:** Intense
- **Number of Levels:** A, B, C, D, E, F
- **Lessons:** Small group instruction for 90 minutes
- **Materials:** Teacher's Manual, Student Text (hardcover), Interactive Text (consumable), Assessments (Content Mastery)
- **Stressed Strands :** (Emphasis varies by level)
Phonemic Awareness, Decoding, Fluency, Vocabulary, Comprehension, Writing

58

Language!

- LANGUAGE! Is a comprehensive literacy curriculum for older students.
- LANGUAGE! teaches literacy explicitly, sequentially, and cumulatively.
- Each unit of LANGUAGE! features engaging reading selections that steadily increase in readability level throughout the curriculum.

59

Language!

- Lessons include the following steps
 - Phonemic awareness and phonics
 - Word recognition and spelling
 - Vocabulary and morphology
 - Grammar and usage
 - Listening and reading
 - Speaking and writing

60

Corrective Reading Program



61

Corrective Reading

- **Publisher:** Science Research Associates
- **Website:** www.sra4kids.com
- **Focus Population:** 4 - 12 grades
- **Level of Intervention:** Intense
- **Number of Levels:** A, B1, B2, C
- **Materials:** Teacher's Guide, Presentation Book, Series Guide, Student Text, Blackline Masters
- **Lessons: Decoding** A, B1, B2 65 lessons; C 125
- **Comprehension:** A, B1 60 lessons; B2 65 Lessons; C 140 lessons
- **Stressed Strands :** (Emphasis varies by level)
Phonemic Awareness, Decoding, Fluency, Vocabulary, Comprehension

62

Corrective Reading Decoding

- Lessons include:
 - Word attack skill instruction
 - Group reading
 - Individual reading checkouts
 - Workbook exercises
- Systematic, scripted lessons
- Mastery teaching and cumulative review

63

64

Read Naturally - Masters Edition



65

Read Naturally - Masters Edition

- **Publisher:** Read Naturally
- **Website:** www.readnaturally.com
- **Focus Population:** 2 - 12 grades
- **Level of Intervention:** Supplemental and Intense
- **Levels:** 13 levels at reading levels 1.0 to 8.0
- **Lessons:** Individual Practice; three 30-minute sessions each week
- **Materials:** Teacher's Manual; Blackline Masters of 24 nonfiction passages for each level; Cassettes or Audio CD's; Blackline Masters of graphs
- **Stressed Strands:** Fluency, Vocabulary, Comprehension, Writing

66

Read Naturally

Each passage page has:

- Definitions of key words.
- A prediction step, where students write a brief prediction of what they think the story is about.
- The story itself, with line-by-line word counts to calculate words read.
- Quiz questions to test the students' comprehension of the story.
- A retell step, where students retell what they remember about the story.

67

Read Naturally - Masters Edition

- Three research-validated strategies are used to develop reading fluency:
 - Reading along with a fluent model,
 - Repeated readings of the same passage at student's reading level
 - Progress modeling

68

Read Naturally - Software Edition



SE 2 Student Stories

69

Read Naturally - Software Edition

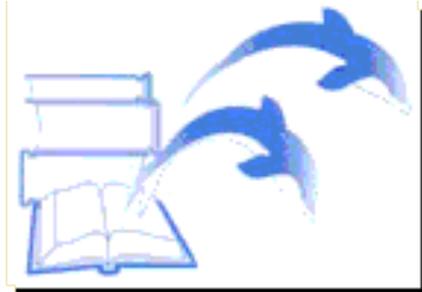
- SE includes the same nonfiction, high-interest stories as the ME (Masters Edition).
- SE includes pictures, animations, and sounds to engage students.
- The SE steps apply the research-based principles of teacher modeling (in the read along step), repeated reading (in the practice step), and progress monitoring (by graphing the students' cold and hot timing scores) to maximize students' fluency

70

71

72

Great Leaps Reading



73

Great Leaps Reading

- **Publisher:** Diarmuid, Inc.
- **Website:** www.greatleaps.com
- **Focus Population:** 1 - 8
- **Level of Intervention:** Supplemental and Intense
- **Levels:** Grades 1-2; Grades 3-5; Grades 6-8
- **Lessons:** Tutorial Instruction; Less than 10 minutes a day; Minimum of 3 days a week
- **Materials:** Teacher's Manual, Student Book
- **Stressed Strands :** Decoding, Fluency

74

Great Leaps

- Great Leaps is divided into three major areas:
 - Phonics (sounds, word patterns, word parts)
 - Sight phrases
 - Reading Fluency
- When one “probe” is mastered, students progress to next step.

75

76

Six-Minute Solution



77

Six-Minute Solution: A Reading Fluency Program

- **Publisher:** Sopris West
- **Website:** www.sopriswest.com
- **Focus Population:** 12
- **Level of Intervention:** Supplemental
- **Levels:**
 - Primary Level: Grades K-2, Intervention 1-3
 - Intermediate Level: Grades 3-5, Intervention 3-5
 - Secondary Level: Grades 6-9; Intervention 6 - 12
- **Lessons:** Tutorial Instruction; Less than 10 minutes a day; Minimum of 3 days a week
- **Materials:** Teacher's Manual, Student Book
- **Stressed Strands :** Fluency

78

Six-Minute Solution

- The Six-Minute Solution is a fast and fun research-based way to increase fluency.
- In same-level pairs, students do repeated readings of one-minute nonfiction passages as their partners note the number of words read correctly.
- Students practice the same passage for five days.

79

80

Soar to Success



81

Soar to Success

- **Publisher:** Houghton Mifflin
- **Website:** www.eduplace.com/intervention/soar/index.html
- **Focus Population:** 3 - 8 grades
- **Level of Intervention:** Supplemental
- **Number of Levels:** 3 - 8
- **Instruction:** Small group instruction; 30 to 40 minutes daily for 18 weeks
- **Materials:** 18 trade books (7 copies of each title); Teacher's Manual; Instructional Posters (graphic organizers); Student Guide
- **Stressed Strands:** Fluency, Vocabulary, Comprehension

82

Soar to Success

- The goal of Soar to Success is to increase students' understanding using **reciprocal teaching**.
- Students are taught to use the cognitive strategies of summarizing, clarifying, questioning, and predicting.
- As a passage is read, teachers and students engage in a reciprocal dialogue.

83

Soar to Success

- Each lesson consists of five parts:
- **Revisiting** - Students reread self-selected books for fluency development.
- **Reviewing** - Using their graphic organizer, students summarize the section of the book that was read in the previous day's lesson.
- **Rehearsing** - The teacher guides students in previewing new book making predictions.
- **Reading and Reciprocal Teaching** - Students read silently and engage in a discussion using the four reciprocal teaching strategies.

84

Reading Success - Level A



5

Reading Success - Level B



86

Reading Success

- **Publisher:** Classical Learning Universe, LLC
- **Website:** www.classicallearning.com
- **Focus Population:** 4 - 12 grades
- **Level of Intervention:** Supplemental and Intense
- **Levels:**
 - Level A - 4th grade reading level
 - Level B - 5th grade reading level
 - Level C - 6th grade reading level
- **Materials:** Teacher's Manual, Student Book (consumable), Assessments (Content Mastery)
- **Stressed Strands :** Vocabulary, **Comprehension**

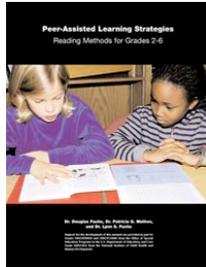
87

Reading Success

- The comprehension outcomes are:
 - Inference
 - Main idea
 - Fact and opinion
 - Literal Comprehension
 - Author's Purpose
 - Text Organization
 - Summarize Passages
 - Paraphrasing Passages
 - Word Meanings
 - Poetry

88

Peer-Assisted Learning Strategies (Grades 2-6)



89

Peer-Assisted Learning Strategies

- **Publisher:** Vanderbilt University
- **Website:** kc.vanderbilt.edu/pals
- **Focus Population:** 2 - 6 grades
- **Level of Intervention:** Supplemental
- **Materials:** Teacher's Manual; core reading program
- **Stressed Strands:** Comprehension

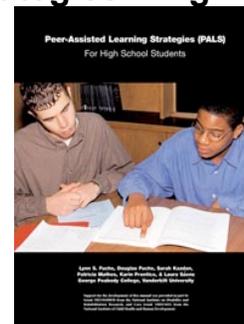
90

Peer-Assisted Learning Strategies (Grades 2 - 6)

- Students read with a partner.
- Students apply comprehension strategies as they read.
 - Partner Reading
 - Retell
 - Paragraph Shrinking
 - Prediction Relay

91

Peer Assisted Learning Strategies - High School



92