



Reading Resources: Reading Intervention Programs and Supplemental Materials

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Spring 2019

Document Use

This document has been designed to provide context for various reading intervention programs and supplemental materials. Intervention decisions should be made based on multiple sources of data, including diagnostic assessments which drill down to the central reading deficit to be targeted. For more information on assessments, see the Tennessee Department of Education's [Reading Resources: Assessments to Inform Present Levels](#) document.

School teams/individualized education program (IEP) teams make intervention decisions and may or may not choose to implement a boxed program. The purpose of this document is to be one resource that teams can use in the decision-making process; it includes two types of materials that are either free or can be purchased: programs and supplemental materials.

For the purposes of this document, **programs** have been researched as a stand-alone intervention. The programs listed in this document have been color-coded in the title banner by which area of reading the program is *primarily* intended to address:

Red - Basic Reading
Green - Fluency
Blue - Comprehension

For example, Wilson Reading is coded red because while fluency and comprehension may also be positively impacted, it *primarily* targets basic reading.

Supplemental materials should be used in conjunction with other intervention materials; they may be high quality but not include all components of an evidence-based intervention when used alone. Both programs and supplemental materials may include evidence-based practices.

Document Use Continued

Materials included in this document are provided for reference only and are **not** required or endorsed by the Tennessee Department of Education; rather, it is up to the consumer to research and select materials based on evidence of effectiveness and the needs of their students.

More information on how to select intervention materials, including computer-based resources, can be found in the [Appendix](#). Additionally, a tool for helping evaluate interventions can be found [here](#).

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Supplemental Materials

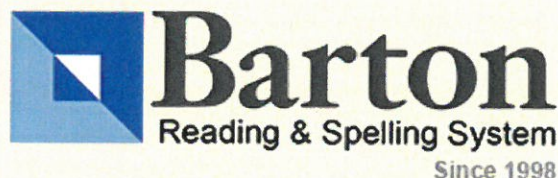
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Basic Reading Programs

Barton Reading & Spelling System



Audience:

Students who struggle with spelling, reading, and writing due to dyslexia

Grades:

K-9



Pacing:

- Depends on student, setting, and frequency
 - 45-60 minutes per lesson
 - 2-3 years to complete entire system

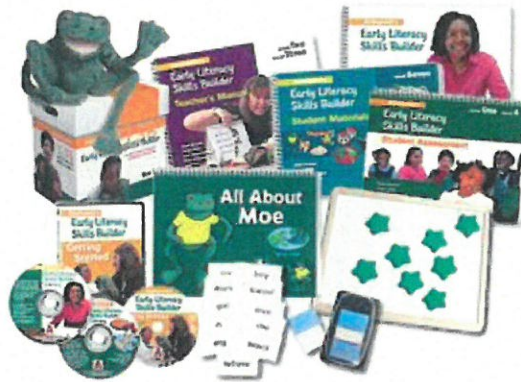
Purpose:

To develop decoding, writing, and spelling skills

Additional Info:

- Uses an Orton-Gillingham approach to reading instruction
 - Designed so that non-professionals can use it
 - Maximum group size is three

Early Literacy Skills Builder (ELSB)



Audience:

- Students with autism, cognitive disabilities, multiple disabilities, and who are nonverbal
- Students with disabilities who are English learners

Grades:

K-5

Pacing:

90 minute lesson split into 30 minute blocks

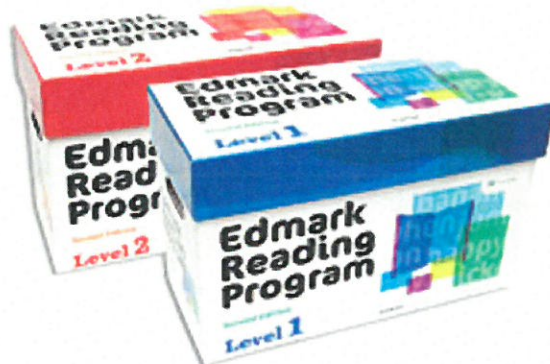
Purpose:

To develop the skills and behaviors children need to succeed in a standard reading program

Additional Info:

- GoTalk4+ w/ program overlays available
- Software component available for reinforcement

Edmark (Levels 1 and 2)



Audience:

- Students with autism, cognitive disabilities, hearing impairment, and learning disabilities
- Students with disabilities who are English learners

Grades:

K-12

Pacing:

5-15 minutes per lesson

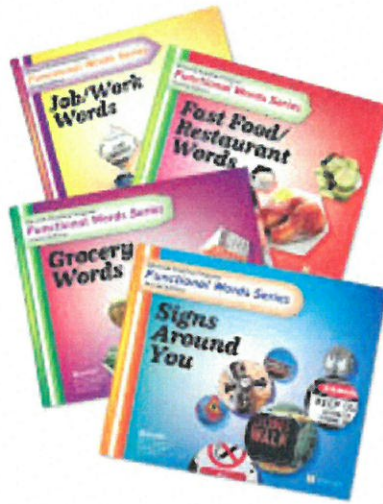
Purpose:

To develop 350 high frequency words

Additional Info:

Software edition available

Edmark Functional Word Series



Audience:

- Students with autism, cognitive disabilities, hearing impairment, and learning disabilities
- Students with disabilities who are English learners

Grades:

K+ (typically upper elementary and secondary)

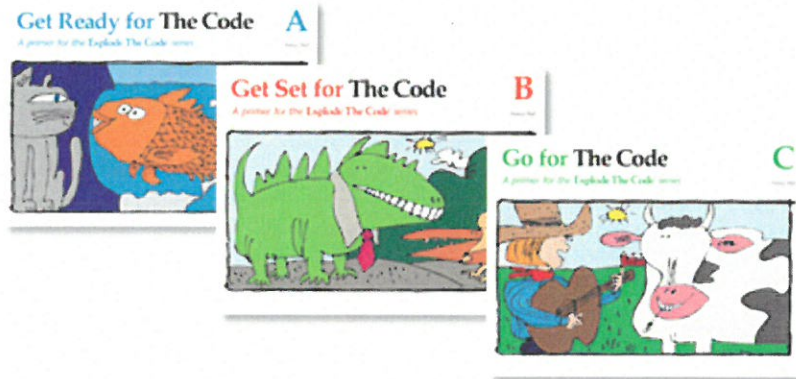
Pacing:

Varies based on student need

Purpose:

Teach recognition of 400 functional sight words

Explode the Code®



Audience:

Students with phonics deficits

Grades:

Pre-K–4

Purpose:

To develop comprehensive phonics skills

Additional Info:

- Based on Orton-Gillingham methodology
- Print and online materials, 2nd edition

Fundations®



Audience:

Students learning the phonetic code of English

Grades:

K-3

Pacing:

30-60 minutes per day

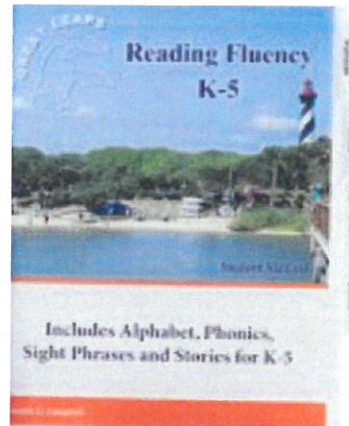
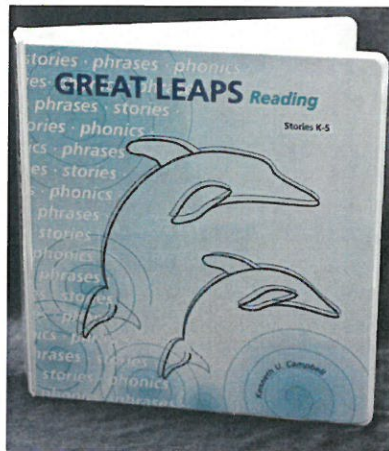
Purpose:

Orton-Gillingham approach to Phonics Instruction

Additional Info

Fundations is Wilson Language's Tier 1 product, but also be used for intervention for students requiring additional instruction

Great Leaps



Audience:

Students with significant decoding and reading fluency weaknesses

Grades:

Three Programs: K-5, 6-8, 9-12

Pacing:

10 minutes per day

Purpose:

Teaches alphabet and initial sound recognition, sequential phonics, sight words, and high frequency phrases

Just Words®



Audience:

Students who have mild to moderate gaps in decoding and spelling

Grades:

Grades 4-12

Pacing:

45 minutes per day

Purpose:

Orton-Gillingham approach to phonics instruction

Additional Info:

Just Words is Wilson Language's Tier 2 product; completed in about half the time of the Wilson Reading program

Language! ®

**Audience:**

Students who perform two or more years below grade level in reading

Grades:

4-12

Pacing:

Flexible: 45-90 minutes per day

Purpose:

To advance struggling readers by filling in gaps in foundational skills

Additional Info:

- Includes English learner component
- Each lesson addresses basic reading, vocabulary, grammar, comprehension, and writing skills
- Includes online materials and resources

Language! Live®

**Audience:**

Older readers two or more years below grade level

Grades:

5-12

Pacing:

Flexible: 45-90 minutes per day

Purpose:

Designed to develop phonological awareness, phonics, fluency, spelling, word use, and sentence structure skills

Additional Info:

- Includes online word training and teacher-led text training
 - Two levels with varying entry/exit points

Leveled Literacy Intervention: K-2



Audience:

Students not meeting grade level expectations in reading

Grades:

K-2: Orange, Green, Blue

Pacing:

30 minutes per day

Purpose:

Build phonemic awareness, letters, and phonics

Lexia® PowerUp Literacy



Audience:

Students in secondary grades requiring foundational skill instruction

Grades:

6+

Pacing:

Approximately 45 minutes per day

Purpose:

Teach word study, grammar, and comprehension

Additional Info:

*Blended teacher-led and software-based

*Word study is approached through learning prefixes and suffixes

My Sidewalks Early Reading Intervention



Audience:

Students with phonological awareness and phonics deficits

Grades:

K-5

Pacing:

30-45 minutes per day for 30 weeks

Purpose:

To enable struggling readers to succeed with the reading material used in their regular classrooms

Additional Info:

- Part of Scott Foresman Reading Street series
- Emphasis on phonological awareness, letter names and sounds, blending short-vowel words, and sentence reading
 - *My Sidewalks* is no longer in print

My Sidewalks Levels A-C

**Audience:**

Students with decoding and fluency deficits

Grades:

K-5

Pacing:

30-45 minutes per day for 30 weeks

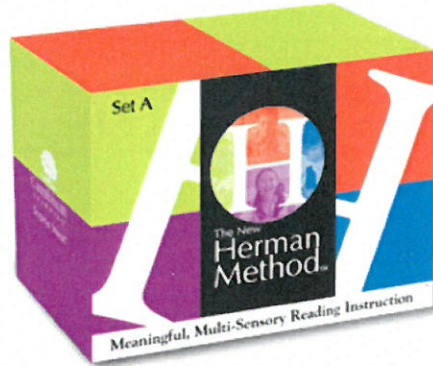
Purpose:

To build phonics and fluency skills through decoding and vocabulary development

Additional Info:

- Part of Scott Foresman Reading Street series
- Emphasis on oral language, vocabulary, and concept development
 - *My Sidewalks* is no longer in print

The New Herman Method®

**Audience:**

Students who need additional phonics instruction due to visual and auditory processing deficits

Grades:

3-6

Pacing:

50 minutes per day

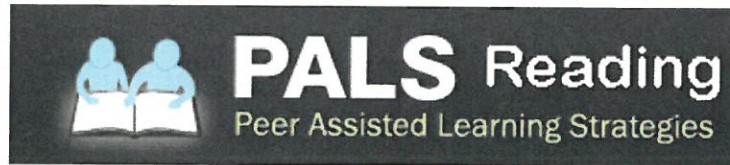
Purpose:

To help students overcome difficulties associated with moderate to severe dyslexia

Additional Information:

Based on Orton-Gillingham

PALS (Peer Assisted Learning Strategies)



Audience:

Students who require supplemental reading support

Grades:

K-6

Pacing:

20-45 minutes, 2-4 times/week

Purpose:

- *Grades K-1* – Build phonemic awareness, letter-sound recognition, sight word reading, and decoding
- *Grades 2-6* – Advance decoding and word identification, fluency, and comprehension of narrative texts

Additional Info:

- Students work in pairs taking turns as tutor and tutee as they work through targeted, structured activities.
- Includes teacher-directed scripted lessons and student materials

Reading Horizons®



Audience:

Students with basic reading/decoding deficits

Grades:

- *Reading Horizons - K-3*
- *Reading Horizons Elevate - 4-12*

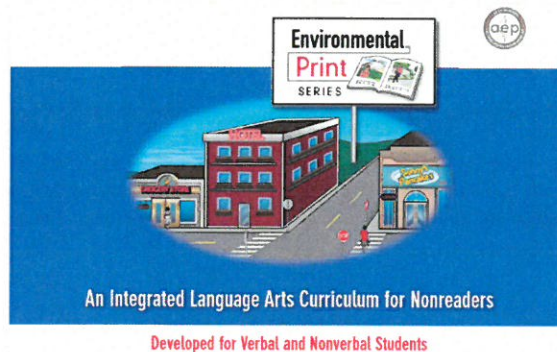
Purpose:

To explicitly and systematically build solid foundational reading skills

Additional Info:

- English language learner enhancements to help with pronunciation and translation
- Has direct instruction and software components

PCI Environmental Print



Audience:

Students with significant cognitive disabilities.

Grades:

K-12

Pacing:

160 lessons over the course of a school year

Purpose:

To cover language arts standards while increasing comprehension of environmental print

Additional Info:

Includes two levels of each story, manipulatives, illustrations, and limited text per page; questions allow for both verbal and nonverbal responses. Stories are about adolescent characters and incorporate environmental print like road signs and indoor signs.

REWARDS®

REWARDS®



Audience:

Students who have mastered basic decoding but have deficits in multisyllabic word reading, fluency, vocabulary, and comprehension

Grades:

Intermediate: 4-6

Secondary: 6-12

Pacing:

20-25 lessons, 50-60 minutes per lesson

Purpose:

Increase fluency and deepen comprehension

Seeing Stars®



Audience:

Struggling readers, students with dyslexia, English learners, and emerging readers who have difficulty recognizing the visual patterns of letters

Grades:

K-12

Pacing:

55-90 minutes per session with 5-20 sessions per week for at least eight weeks

Purpose:

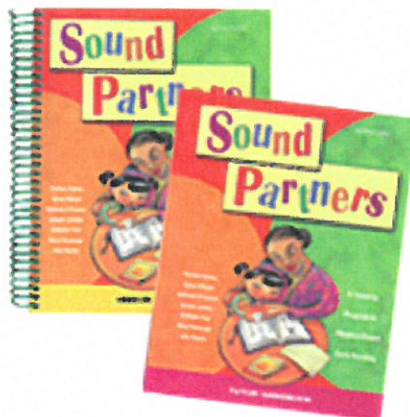
Improve word recognition, spelling, and reading fluency skills by developing symbol imagery (the ability to create mental representations for sounds and letters within words) as a basis for reading and spelling.

Additional Info:

Rather than teaching extensive decoding rules and strategies, this program develops a sensory-cognitive process that underlies reading skills. Can be used alongside the LiPS program, also by Lindamood-Bell®.

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Sound Partners

**Audience:**

Struggling readers who score below expectations in phonemic awareness and phonics

Grades:

K-3

Pacing:

30 minutes per session, 4-5 times per week for 25-28 weeks

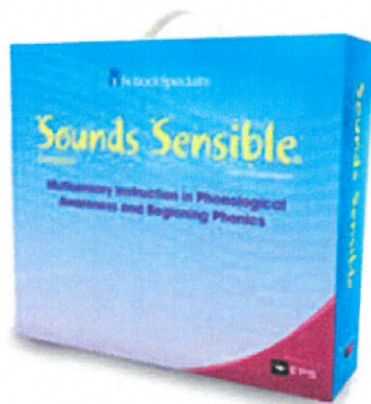
Purpose:

Designed for use by tutors with minimal training and experience, emphasizing letter-sound correspondence, phoneme blending, decoding and encoding, and reading irregular high frequency words; includes oral reading to practice applying phonics skills in text.

Additional Info:

Requires 1-4 hours of training

Sounds Sensible®

**Audience:**

Students who require intervention in phonemic awareness and beginning letter-sound relationships

Grades:

PreK-1

Pacing:

45 minutes per day

Purpose:

Orton-Gillingham approach to phonics Instruction

Additional Info:

Serves as Pre-Level 1 for S.P.I.R.E.

S.P.I.R.E.® Reading Intervention

**Audience:**

Students with word-level deficits who require the most intensive instruction in phonics, but not in comprehension

Grades:

PreK-8+

Pacing:

- 60 minutes daily
- Requires 2+ years to complete

Purpose:

Orton-Gillingham approach to phonics Instruction

Additional Info:

- Placement test (IPA) required
- Includes 8 levels (1-8)

System 44[®]



Audience:

Students who require intensive phonics intervention
and English learners

Grades:

3-12

Pacing:

90 min lessons:

whole group + rotations: software/small group/independent

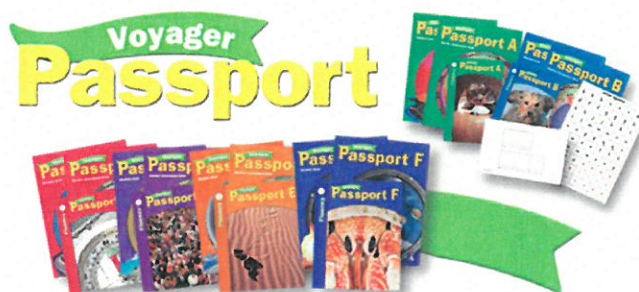
Purpose:

Teaches the 44 phonemes of English

Additional Info:

Blended learning approach to phonics intervention

Voyager Passport: K-1



Audience:

Students who are not reading at grade level and need additional instruction

Grades:

K-1

Pacing:

120 lessons, 30-45 minutes each

Purpose:

To provide a balanced instructional approach targeting foundational reading skills

Additional Info:

- Mix of teacher led and online instruction
- Version for secondary is [Passport Reading Journeys](#)

Wilson Reading®



Audience:

Students with word-level deficits who require the most intensive instruction in phonics, but not in comprehension

Grades:

2+

Pacing:

- 60-90 minutes daily
- Requires 2+ years to complete

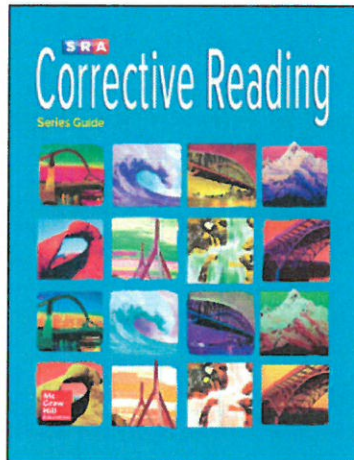
Purpose:

Orton-Gillingham approach to Phonics Instruction

Additional Info:

- Wilson Reading is Wilson Language's Tier 3 product
 - Instruction requires training

Corrective Reading



Audience:

- *Decoding books* – Older non-readers who confuse words and read haltingly at an inadequate rate
- *Comprehension books* – Poor comprehenders who struggle to understand grade-level material

Grades:

3-12

Pacing:

45 minutes per lesson

Purpose:

To promote reading accuracy, fluency, and comprehension skills of older students

Additional Info:

- Can be used whole group or small group
- All lessons sequenced and scripted

Fusion Reading



Audience:

Students who read below grade level and have lower vocabulary and comprehension skills

Grades:

6-12

Pacing:

Flexible, multi-year program

Purpose:

To increase fluency and comprehension

Leveled Literacy Intervention: 3-12



Audience:

Students not meeting grade level expectations in reading

Grades:

- 3-5: Red, Gold, Purple
- 6-12: Teal

Pacing:

45 minutes per day

Purpose:

Novel study for sustained reading

Making Connections®

**Audience:**

Students with fiction and nonfiction comprehension deficits

Grades:

1-6

Pacing:

30 minutes per day (program offers pacing options)

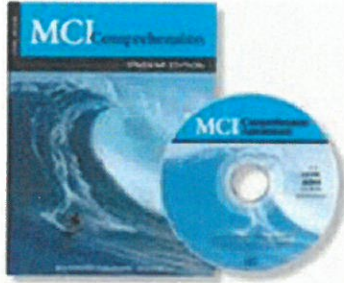
Purpose:

Acquire, develop, and refine comprehension skills

Additional Info:

Teaches comprehension skills such as cause and effect, drawing conclusions, and predicting outcomes

Making Connections Intervention® (MCI)

**Audience:**

Students with fiction and nonfiction comprehension deficits

Grades:

6-12

- Aqua-3rd grade readability level
- Gold-4th grade readability level
- Crimson-5th grade readability level

Pacing:

30-60 minutes per day

Purpose:

Acquire, develop, and refine comprehension skills

Additional Info:

- Includes pre- and post-tests
- Teaches comprehension skills such as cause and effect, main idea, and inferencing
- Writing and Word Study companion components available

My Sidewalks Levels C-E



Audience:

Students with vocabulary and comprehension deficits

Grades:

K-5

Pacing:

30-45 minutes per day for 30 weeks

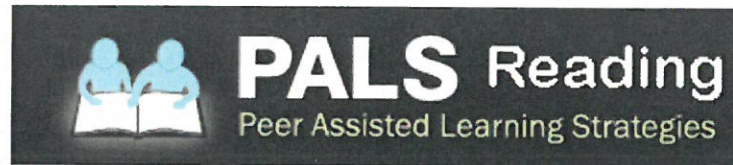
Purpose:

To build vocabulary and comprehension skills so students succeed with the reading material used in their regular classrooms

Additional Info:

- Part of Scott Foresman Reading Street series
- Emphasis on oral language, vocabulary, and concept development
- *My Sidewalks* is no longer in print

PALS (Peer Assisted Learning Strategies): High School



Audience:

Students who require supplemental reading support

Grades:

9-12

Pacing:

20-45 minutes, 2-4 times per week

Purpose:

Improve fluency and comprehension skills

Additional Info:

- Students work in pairs taking turns as tutor and tutee as they work through targeted, structured activities.
 - Includes teacher-directed scripted lessons and student materials
- High School PALS follows a similar structure as PALS for the earlier grades, but students change partners more frequently, the reinforcement system is different, and the reading is more age appropriate

Passport Reading Journeys

**Audience:**

Secondary students who are reading one to three years below grade level

Grades:

6-12

Pacing:

Each of the four levels includes ten 50-minute lessons to be delivered over two weeks

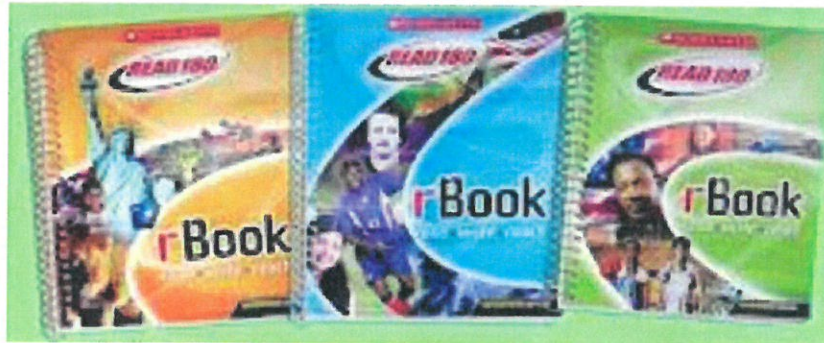
Purpose:

To provide a balanced instructional approach targeting vocabulary and comprehension

Additional Info:

Mix of teacher led and online instruction

Read 180®



Audience:

Students who require intensive comprehension intervention who are at least 2 years below grade level

Age:

- Stage A: Grades 4-5
- Stage B: Grades 6-8
- Stage C: Grades 9+

Pacing:

90 min lessons:

whole group + rotations: software/small group/independent

Purpose:

Blended learning approach to reading comprehension intervention

Reading Milestones



Audience:

Students with developmental disabilities and language/hearing impairments who would benefit from an alternative whole word reading approach

Grades:

1-12

Pacing:

Approximately 40 minutes per lesson, dependent upon the student

Purpose:

Alternative, language-controlled reading program designed to take students to an approximate 5th grade reading level

Additional Info:

Placement Test available

Reading Plus®



Audience:

Students with comprehension deficits

Grades:

3-12

Pacing:

30-60 minutes per session for 7-24 weeks

Purpose:

Increase students' silent reading fluency, comprehension, and vocabulary

Additional Information:

Web-based format

SRA Reading Mastery (Signature Edition 2008)

**Audience:**

Students who have deficits in the oral language skills necessary to understand what is spoken, written, and read in the classroom.

Grades:

Pre K-5

Pacing:

Approximately 60-90 minutes per lesson

Purpose:

Emphasis on the use of oral and written language in three strands: language arts, reading, and literature.

Visualizing and Verbalizing®



Audience:

Students with language comprehension deficits due to a weakness in concept imagery, causing them to get only parts of information they read or hear, rather than the whole

Grades:

K-12

Pacing:

Small Group/Whole Class: 30 minutes 3-5 times per week for 8-12 weeks

Individual: 60 minutes daily for 8-12 weeks

Purpose:

To instruct and improve reading comprehension, oral language comprehension and expression, written language expression, and critical thinking skills through the development of concept imagery.

Additional Info:

This Lindamood-Bell product uses strategies to “make movies in your mind while you read” by addressing the underlying sensory-cognitive processes necessary to develop independence in learning

Voyager Passport: 2-5



Audience:

Students who are not reading at grade level and need additional instruction

Grades:

2-5

Pacing:

120 lessons, 30-45 minutes each

Purpose:

To provide a balanced instructional approach targeting fluency, vocabulary, and comprehension

Additional Info:

- Mix of teacher led and online instruction
- Version for secondary is [Passport Reading Journeys](#)

Xtreme Reading



Audience:

Students who exhibit poor reading fluency and limited vocabulary and comprehension strategies

Grades:

Students who read at or above the 4th grade level

Pacing:

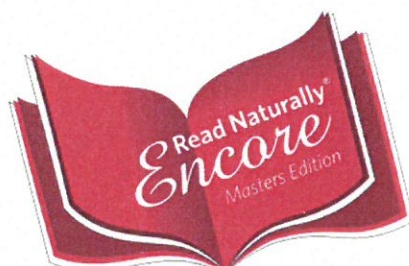
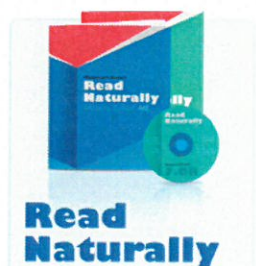
Daily, 45-minute lessons

Purpose:

Explicitly teach students how to use multiple strategies to increase fluency, vocabulary, and comprehension skills

Fluency Programs

Read Naturally® Encore



**Read
Naturally
Live**

Audience:

- *Sequenced series*: students with difficulty in proper pronunciation, expression, and phrasing when reading
- *Phonics series*: students with specific phonics needs

Grades:

Sequenced series: 1-8

Phonics series: K-2

Pacing:

30+ min, 3 times per week

Purpose:

Improve fluency through repeated reading and teacher modeling on audio CDs

Additional Info:

- This is the version with printed stories and audio support on CDs
 - Sequenced levels 1.0-8.0 and halves
 - Phonics levels 0.8, 1.3, 1.8, 2.3, 2.6, 2.7
- Read Naturally Live is the web-based subscription version

Supplemental Materials

95% Group®: Comprehension



Audience:

Students who have strong basic reading skills but require additional comprehension instruction

Grades:

3-6

Purpose:

To provide explicit, systematic, and multisensory instruction on seven comprehension processes

Additional Info:

- Lessons include passages, graphic organizers, and manipulatives
- Each comprehension process is first taught separately and then spiraled together so that students learn how to use them together

95% Group[®]: Multisyllable Routine Cards

**Audience:**

Students who need instruction in multisyllable word identification

Grades:

3-12

Pacing:

Five minutes per day

Purpose:

To supplement instruction by providing practice dividing multisyllable words into syllables and reinforcing word pattern identification

95% Group®: Phonics Lesson Library

**Audience:**

Students who need explicit, multisensory instruction in phonics

Pacing:

- 75 lessons, five days per week
- Includes Basic, Advanced, and Multisyllable

Purpose:

Build phonics skills with multisensory techniques

95% Group®: Phonological Awareness Lessons

**Audience:**

Students who have needs in phonological awareness

Grades:

Pre-K-1

Purpose:

Build phonological awareness skills in young learners

Additional Info:

Addresses 39 phonological awareness skills using 100+ picture cards, 13 instructional mats, and six sets of shapes in various colors

95% Group®: Teaching Blending



Audience:

Students who need explicit decoding instruction

Purpose:

Intended to supplement core instruction and for small group instruction

Additional Info:

Breaks blending down into four stages

95% Group[®]: Vocabulary Surge

**Audience:**

Students who would benefit from explicit vocabulary instruction

Pacing:

15 minutes per day

Purpose:

Provide supplemental, multisensory instruction in vocabulary by teaching students how to break apart words, hypothesize meanings, and check meaning in context

Additional Info:

- Includes Greek morphemes and Latin roots
 - Uses manipulatives

Achieve 3000[®] (KidBiz, TeenBiz, Empower)



Audience:

Students with nonfiction reading comprehension deficits

Grades:

KidBiz: 2-5

TeenBiz: 6-8

Empower: 9-12

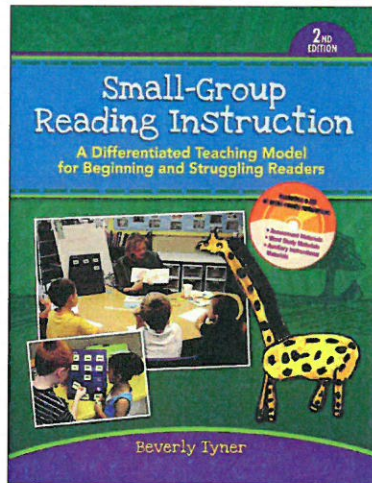
Pacing:

75-90 minutes per lesson

Purpose:

Reading comprehension of nonfiction text delivered to the student electronically at a set Lexile level

Beverly Tyner Small-Group Reading Instruction

**Audience:**

Students who struggle with foundational reading skills

Grades:

Primary

Purpose:

To meet the needs of a broad range of learners with foundational reading needs

Additional Info:

Includes assessments and lesson plans/materials

Beyond the Code®



Audience:

Students with comprehension deficits

Grades:

2-4

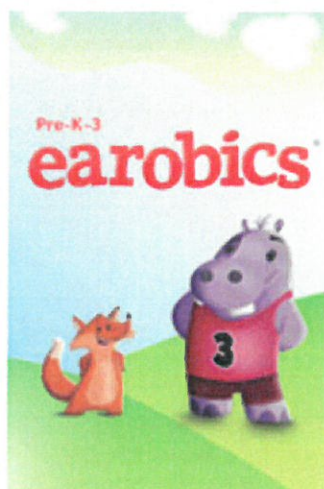
Purpose:

To develop comprehension and reasoning skills

Additional Info:

Workbooks contain writing and spelling exercises, introduce new sight words, and reinforce phonetic patterns

Earobics®



Audience:

- Students of all abilities
 - At-risk learners

Grades:

Foundations: Pre-K-1

Connections: 2-3

Purpose:

Reinforce phonological awareness, phonics, vocabulary, and communication skills.

Additional Info:

- Computer-based
 - Adaptive
- Includes assessments in each skill area

Florida Center for Reading Research



FLORIDA CENTER FOR READING RESEARCH

Audience:

All students

Grades:

Pre-K to 5

Pacing:

Varies

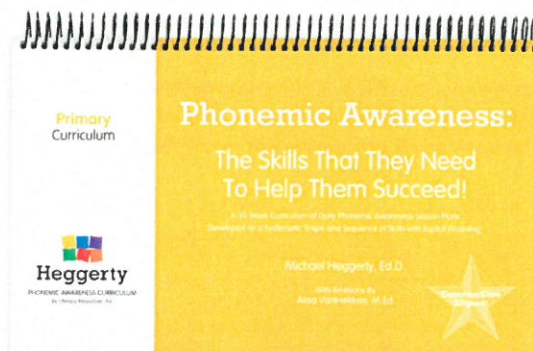
Purpose:

To provide reading intervention materials and instructional routines
for use in small groups

Additional Info:

- Free
- Materials and instructional routines are intended as reading center activities for students in elementary school; however, skills may be applicable for intervention for older students

Heggerty Phonemic Awareness Curriculum



Audience:

Tier I: All students

Intervention: Students with phonological awareness, phonics, and fluency deficits

Grades:

Tier I: Pre-K-3

Intervention: K-8

Pacing:

10 minutes per day

Purpose:

To complement a reading series or intervention by building phonemic awareness skills

Journeys



Audience:

- *Tier II Resources:* Students who are struggling with core content
- *Tier III Resources:* Students needing targeted intervention in specific skills

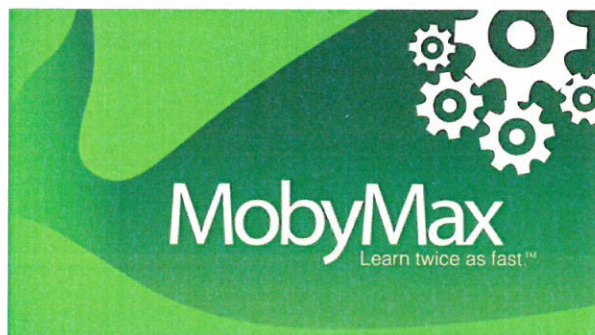
Grades:

K-6

Purpose:

To supplement core instruction materials with resources to advance readers struggling with phonemic awareness, phonics, and fluency.

Moby Max



Audience:

Students who are struggling learners

Grades:

K-8

Purpose:

To find and close learning gaps in struggling learners

Additional Info:

- Computer-based
- Adaptive

QuickReads



Audience:

Students with strong phonics skills but deficits in fluency and vocabulary

Grades:

2-6

Purpose:

Build fluency and vocabulary

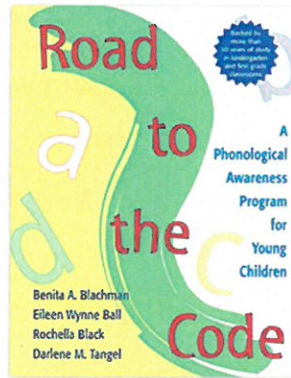
Pacing:

15 minutes per day, 3-4 times per week

Additional Info:

Includes modeling and repeated readings of short, nonfiction text passages

Road to the Code



Audience:

Students who struggle with phonemic awareness skills and letter/sound correspondence

Grades:

K-1

Pacing:

15-20 minutes per lesson
44 lessons across 11 weeks

Purpose:

To develop in students an awareness that language can be segmented into phonemes that are represented by letters

Additional Information:

Features three activities – Say-It-and-Move-It, Letter Name and Sound Instruction, and Phonological Awareness

Six-Minute Solution



Audience:

Students who decode accurately but struggle with reading fluently

Grades:

K-12

Pacing:

Supplements another program for six minutes per day

Purpose:

To complement another reading program or intervention by building reading fluency

Additional Info:

- Same-skill-level student pairs do repeated readings of one-minute nonfiction passages as their partner notes the number of words read correctly
- Includes three levels (i.e., primary, intermediate, secondary) to meet student interest and readability over a wide span of grade levels



Appendix

Selecting an Intervention

District/Building Considerations

- What skill deficits do our students demonstrate?
- What are the students' interests?
- What is the expertise of the current staff?
- What resources do we have available?
- What is the environment in which the intervention will be implemented? (e.g., size of group, location, etc.)
- What resources are available to implement an intervention? (e.g., technology, leveled readers, tactiles/manipulatives, etc.)

Intervention/Practice Considerations

- What skill deficits does it target?
- What makes this intervention effective? How do we know? (e.g., effect size, explicit, systematic, multisensory, etc.)
- What is the expense of utilizing the intervention? (e.g., onetime subscription fees, training costs, annual expenses to include consumables)
- What resources are needed to implement the intervention?
- What kind of training is required or necessary to implement the intervention effectively?
- Is the intervention easy to use and include supports to assist with teacher understanding?

Evidence-Based Interventions

Over the years, several laws have outlined expectations and provided guidance around what interventions districts and schools should utilize with at-risk students. The Elementary and Secondary Education Act (ESEA) has consistently directed educators to implement interventions grounded in research. Under No Child Left Behind (NCLB), districts and schools were called to use scientifically-based research as the foundation for education programs and interventions. Now, under the [Every Student Succeeds Act \(ESSA\)](#) and the [Tennessee Strategic Plan](#) (p. 128), districts and schools are expected to use evidence-based interventions. This shift was designed to help increase the impact of educational investments by ensuring that interventions being implemented have proven to be effective in leading to desired outcomes, namely improving student achievement.

Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

Level 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies.

Level 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies.

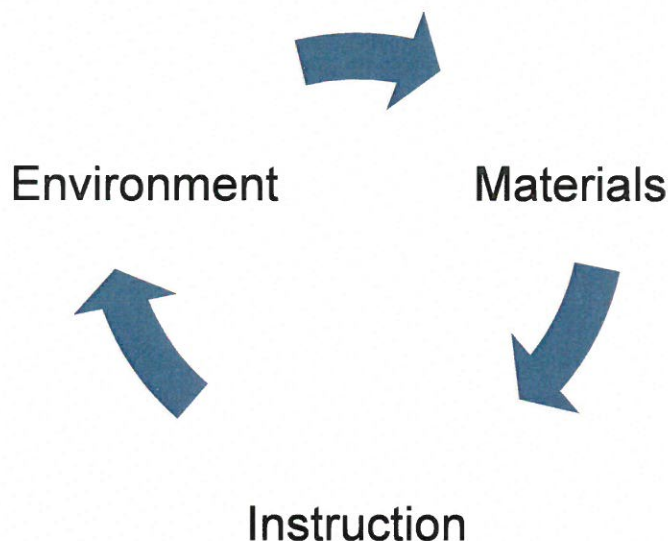
Level 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

Level 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness. .

[Tennessee Strategic Plan](#) (p. 128)

Evidence-Based Interventions Continued

There are several factors that impact the effectiveness of an intervention. The materials and intervention programs that are used work alongside how the intervention is implemented and the environment in which it occurs. This document aims to help buildings and districts determine what curriculum and materials to use to teach intervention. Curriculum, instruction, and the environment must all be strong; one of these factors alone can't be expected to positively impact student progress in intervention.



Additional information on evidence-based interventions can be found at [Evidence for ESSA](#) and [What Works Clearinghouse](#). Educators should consider the following when selecting an intervention:

- The program's effect size. Effect size indicates the impact the intervention had on the students who received the intervention in the included studies. An effect size of .8 is large, .5 is medium, and .2 is low. Not all programs have met the standards for review set by the above websites; these programs may still have merit.
- The student demographics in the study's effect size compared to the students being served in the intervention.
- Knowledge of effective interventions.

Additional considerations can be found on the next page. A tool to assist with intervention selection can be found [here](#).

Increasing Intervention Intensity

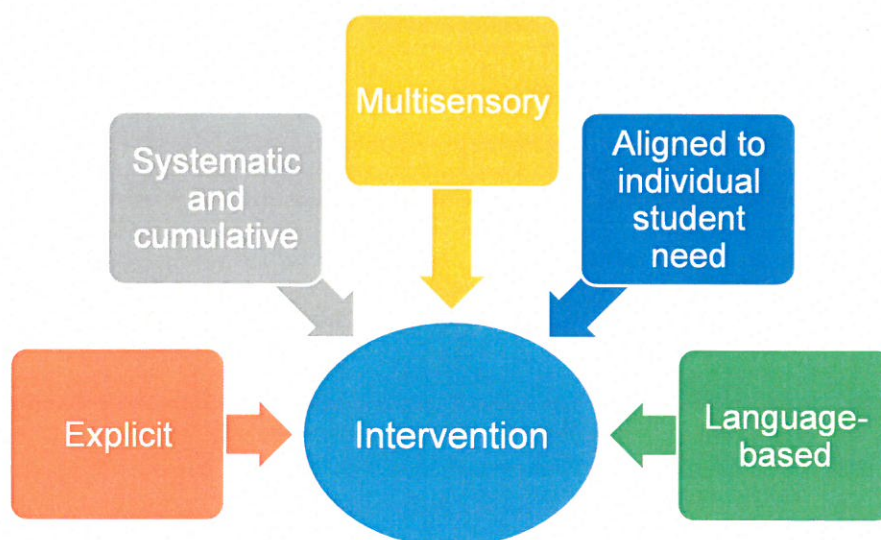
It is crucial that interventions in more intensive tiers are not just a replication of earlier interventions in a different setting, as participants have already demonstrated a lack of adequate progress with the previous intervention intensity. At the very least, Tier II, III, and special education interventions should vary in intensity by group size and duration of intervention lessons, but there are additional ways to increase intensity of interventions between tiers.

Dimensions of Increasing Intervention Intensity	Description
Strength How strong is the intervention's impact on a student's academic growth?	Intervention strength is measured by effect size: <ul style="list-style-type: none"> • .25 and above indicate an intervention has value in improving outcomes. • .35-.4 are moderate. • .50 or larger are strong (preferred).
Dosage What is the frequency and duration of instruction? How often do students have the opportunity for practice/feedback?	Factors impacting dosage include: <ul style="list-style-type: none"> • the size of the instructional group • the number of minutes each session lasts, and • the number of sessions provided each week.
Alignment How closely does the intervention align with the student's academic skill deficit?	The intervention should target the student's specific, identified set of academic skill deficits.
Comprehensiveness How many explicit instruction principles does the intervention incorporate?	The intervention should include several explicit instruction principles, such as: <ul style="list-style-type: none"> • providing explanations in simple, direct language • modeling efficient solution strategies • providing practice so students can effectively use the strategies, and • incorporating systematic cumulative review.
Individualization Is the intervention individualized based on each student's needs?	The intervention should be individualized and adaptable to meet the varying needs of each student.

Modified from the National Center on Intensive Intervention's "Taxonomy of Intervention Intensity" document (Fuchs, L.S, Fuchs, D. & Malone, A.S. (2017)

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Dyslexia-Specific Interventions



Tennessee's "Say Dyslexia" Law requires schools to identify students who exhibit characteristics of dyslexia and to provide these students with aligned interventions that are:

Explicit: skills explained, directly taught, and modeled by the teacher

Systematic and cumulative: introduces concepts in a definite, logical sequence; concepts are ordered from simple to more complex

Multisensory: links listening, speaking, reading, and writing together; involves movement and "hands-on" learning

Language-based: addresses all levels of language, including sounds (phonemes), symbols (graphemes), meaningful word parts (morphemes), word and phrase meanings (semantics), and sentence formation (syntax)

Aligned to individual student need: should address the skill deficit(s) identified through targeted assessments in the areas of phonological and phonemic awareness, alphabet knowledge, sound/symbol recognition, and rapid naming.

For more information on the "Say Dyslexia" Law and dyslexia-specific interventions, please see the [Dyslexia Resource Guide](#).

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Considerations for English Learners

Before placing an English learner in a reading resource program, it is important to ensure that the program is accessible given the student's current level of English proficiency. In general, consider the following three issues:

- Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency
- Coordination of English as a Second Language and Response to Intervention services
- Authentic and Highly Interconnected Communication

Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency

It generally takes English learners eighteen months to two years to develop conversational speech and five to seven years to develop proficiency in the academic language used in school. Oral fluency in English may not be an indication that an English learner has the overall English language skills necessary for academic success. (This is also known as the basic interpersonal communicative skills – cognitive academic language proficiency (BICS-CALP) gap; the incorrect assumption that a student who is conversationally fluent is also academically fluent can lead to misclassifications).

Coordination of ESL and RTI services

English learners should be provided the appropriate Tier I (i.e., core instruction), Tier II, and Tier III supports based on their individual needs identified by the universal screener. An RTI² placement for an English learner will depend on his/her level of language acquisition. The discreet points of RTI are inaccessible until a student possesses basic communication skills. If an English learner falls below the 25th percentile on the universal screener and he/she has not acquired sufficient English communication skills to access academic interventions, the student should continue to receive ESL services. If an English learner falls below the 25th percentile on the universal screener and he/she has acquired sufficient English communication skills to allow them to access academic interventions, the student should receive RTI² interventions based on his/her specific area of need.

Authentic and Highly Interconnected Communication

Instruction for English learners should focus on a variety of language aspects. There is a focus on literacy and content, which requires background knowledge and awareness and skill with syntax and grammar. This process is supported by high level thinking skills with a focus on language as a tool to access academic content. Students must be taught metacognitive and metalinguistic skills to accelerate language learning. Teachers should focus on respecting the student's first language and home culture. High interest materials that are highly differentiated should serve as the mechanism for deepening student learning. These resources should align with differentiated strategies to support learning.

Collier, V.P. & Thomas, W.P. (1997). Two Languages are Better than One. *Educational Leadership*. 55(4), 23-26.

American Speech-Language-Hearing Association. *Acquiring English as a Second Language*. (n.d.) Web.

Zwiers, J. (2008). *Developing the Language of Thinking*. *Educational Leadership*. 65.

www.wida.us/guidingprinciples

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Computer-Based Materials

Considerations

- Is the purpose of the program to provide independent practice tasks or direct instruction?
- What is the evidence base of the program?
- What technology is accessible?
- Who will implement the program?
- Does it utilize evidence-based teaching practices?

If computer programs are used, students should still have daily interaction with a teacher who can teach and ensure accurate practice of new skills.

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