

Response to Intervention



★ **Lots of intervention ideas for Tier 1, Tier 2, and Tier 3**

★ **Covers interventions for the 5 Pillars of Reading**

★ **Phonemic Awareness**

★ **Phonics**

★ **Fluency**

★ **Vocabulary**

★ **Comprehension**

★ **Ideas for Progress Monitoring**

★ **Hyperlinks to a ton of free online resources**

RTI General Reference for Reading

(This model may vary based on the student's needs along with school/team RTI planning decisions.)

	Tier 1	Tier 2	Tier 3
Type of Intervention	<i>Universal Interventions (Core Curriculum)</i>	<i>Targeted Group Interventions (in addition to Core Curriculum)</i>	<i>Intensive Individual Interventions (in addition to Core Curriculum) or Replacement Curriculum</i>
Identify Area of Greatest Need	<i>Differentiated Instruction</i>	<i>Identify and Target Performance Goal (must be specific area)</i>	<i>Identify and Target Performance Goal (must be specific area)</i>
General Percentage of Students	85-90%	10-15%	3-5%
Grouping	<i>Whole Class or Small Group</i>	<i>Small Group (3-8 students)</i>	<i>Very Small Group(2-4 students) or Individually</i>
Suggested Frequency/Duration	<i>Daily *lasts throughout the entire school year</i>	<i>3-5 days per week (20-60 minutes) * 6-12 weeks, then decide if intervention should be continued or changed</i>	<i>4-5 Days per week (30-90 minutes) *6-12 weeks, then decide if intervention should be continued or changed</i>
Possible Implementers	<i>General Education Teacher</i>	<i>General Education Teacher Other Possible Implementers: ELL Teacher Title 1 Teacher Reading Specialist Paraprofessional</i>	<i>General Education Teacher Other Possible Implementers: ELL Teacher, Title 1 Teacher, Paraprofessional, Speech Pathologist, Special Education Teacher</i>
Progress Monitoring	<i>Benchmark Assessments and/or monthly Progress Monitoring</i>	<i>Every 2 weeks</i>	<i>Weekly</i>

- As the Tiers increase, the time, intensity, and data should increase also.
- Some special education students may need more than Tier 3, based on the services given in their IEP's. Some consider this to be Tier 4.
- Make sure the intervention and progress monitoring match the student's goals/area of need.
- Tool to help target a student's reading problem areas. This is helpful if you aren't sure what area of reading to target first.

☐ <http://www.readingrockets.org/helping/target/>

PHONICS	Tier 1 <i>Universal Interventions (Core Curriculum)</i>	Tier 2 <i>Targeted Group Interventions (in addition to Core Curriculum)</i>	Tier 3 <i>Intensive Individual Interventions (in addition to Core Curriculum)</i>
<p>Letter-Sound Correspondence - Matching phonemes and digraphs to letters, blending word parts (onsets, rimes, digraphs, and blends) to form words, segmenting phonemes in words.</p> <p>Variant Correspondences</p> <p>Syllable Patterns - Blending, segmenting, and identifying syllables in words.</p> <p>Morpheme Structures Forming compound words and identifying individual words in compound words, identifying base words with inflections and blending base words with affixes and inflections.</p> <p>OTHER TOOLS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Syllabication rules: http://searchlight.utexas.org/content/serp-elementary/materials/s1030281.pdf <input type="checkbox"/> Words for teaching chunking http://www.literacyresourcesinc.com/resources/detail.asp?ID=35 	<ul style="list-style-type: none"> <input type="checkbox"/> Harcourt Journeys Reading Program <input type="checkbox"/> Jolly Phonics <input type="checkbox"/> Guided Reading (Word Study) <input type="checkbox"/> Michael Heggerty Phonemic Awareness <input type="checkbox"/> Open Court Phonics Kits (Phonics) <input type="checkbox"/> Word Sorts <input type="checkbox"/> Reading A-Z Phonics Lessons <input type="checkbox"/> Teach and practice syllabication rules <input type="checkbox"/> Teaching to mastery <input type="checkbox"/> Destination Success (Phonics activities) <input type="checkbox"/> Starfall.com interactive website http://www.starfall.com/ <input type="checkbox"/> BBC Words and Pictures http://www.bbc.co.uk/schools/wordsandpictures/ <input type="checkbox"/> Sadlier Phonics- http://www.sadlier-oxford.com/phonics/student.cfm <input type="checkbox"/> Adrian Bruce Phonics games http://www.myeducationstuff.com/reading/games.htm <input type="checkbox"/> RTI Interactive Reading Games http://webs.morton709.org/elementary/RTI%20Final%20Project/5%20Big%20Ideas-Student.htm 	<ul style="list-style-type: none"> <input type="checkbox"/> Journeys Reading Tool Kit (Phonics) <input type="checkbox"/> Read Naturally Phonics <input type="checkbox"/> Reading Rods: Word Building <input type="checkbox"/> Earobics <input type="checkbox"/> Multisensory phoneme drill and practice. <input type="checkbox"/> Explode the Code <input type="checkbox"/> Rode to the Code <input type="checkbox"/> Word Decoding: Drilling Error Words http://www.jimwrightonline.com/php/interventionista/interventionista_random.php?intv_ID=122 <input type="checkbox"/> Phoneme Grapheme Mapping http://www.dyslexia-hawaii.org/images/uploads/Spelling_Instruction_Excerpt_by_Louisa_Moats.pdf <input type="checkbox"/> PALS <input type="checkbox"/> Controlled Passages <p>ADDITIONAL INTERVENTION LESSONS</p> <p><input type="checkbox"/> Letter Recognition: http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part1.pdf</p> <p><input type="checkbox"/> Letter Sound Correspondence http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part2.pdf http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Phonics_1.pdf</p> <p><input type="checkbox"/> Onset and Rime http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part3.pdf</p> <p><input type="checkbox"/> Encoding and Decoding: http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part4.pdf</p> <p><input type="checkbox"/> Letter Sound, Word Parts http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Fluency_1.pdf</p> <p><input type="checkbox"/> Variant Correspondence http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part6.pdf http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Phonics_3.pdf http://www.fcrr.org/curriculum/PDF/G4-5/45APPartOne.pdf</p> <p><input type="checkbox"/> Syllable Patterns, Morpheme Structures: http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part7.pdf http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Phonics_4.pdf http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Phonics_5.pdf http://www.fcrr.org/curriculum/PDF/G4-5/45APPartTwo.pdf http://www.fcrr.org/curriculum/PDF/G4-5/45APPartThree.pdf</p> <p><input type="checkbox"/> Additional small group instruction to reinforce Tier 1 can be used in Tier 2 (in addition to Core Curriculum).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Multisensory Structured Language Programs <input type="checkbox"/> Corrective Reading Decoding (SRA) (*) <input type="checkbox"/> S.P.I.R.E <input type="checkbox"/> Phonics Boost <input type="checkbox"/> LIPS (Lindamood Bell) <p><input type="checkbox"/> Some Tier 1 and Tier 2 may be considered as Tier 3 Interventions if the intensity and frequency is increased.</p> <p>PROGRESS MONITORING</p> <p><input type="checkbox"/> Intervention Central: wordlists, letter naming, reading fluency http://www.interventioncentral.org/cbm_warehouse</p> <p><input type="checkbox"/> EasyCBM.com : CBM for Word Reading, Letter Sounds, Letter Names http://easycbm.com/</p> <p><input type="checkbox"/> AIMSWEB</p> <p><input type="checkbox"/> Earobics Reports</p> <p><input type="checkbox"/> Phonics Skills Assessment</p> <p><input type="checkbox"/> Advanced Phonics Skills Assessments</p> <p><input type="checkbox"/> Reading A-Z Phonics Assessments</p> <p><input type="checkbox"/> DIBELS NWF, Letter Naming, Letter Sounds</p> <p><input type="checkbox"/> Corrective Reading Mastery Tests</p> <p><input type="checkbox"/> Graphing Tools http://www.oswego.edu/~mcdougal/web_site_4_11_2005/index.html</p>

FLUENCY	Tier 1 <i>Universal Interventions (Core Curriculum)</i>	Tier 2 <i>Targeted Group Interventions (in addition to Core Curriculum)</i>	Tier 3 <i>Intensive Individual Interventions (in addition to Core Curriculum)</i>
Words Chunked Text Connected Text	<ul style="list-style-type: none"> <input type="checkbox"/> Guided Reading <input type="checkbox"/> Harcourt Journeys Reading Program <input type="checkbox"/> Model phrasing and scooping of text <input type="checkbox"/> Model difference between choppy and fluent reading <input type="checkbox"/> Reader's Theater <input type="checkbox"/> Choral Reading <input type="checkbox"/> Echo/partner reading <input type="checkbox"/> Poetry Readings <input type="checkbox"/> Repeated reading of Dolch and/or Frye phrases <input type="checkbox"/> Repeated reading of passages <input type="checkbox"/> Paired Reading <input type="checkbox"/> HFW Flashcards <input type="checkbox"/> Using Phrases to Improve Fluency <input type="checkbox"/> http://www.resourceroom.net/comprehension/phrasing_Jones.asp 	<ul style="list-style-type: none"> <input type="checkbox"/> Journeys Reading Tool Kit (Fluency) <input type="checkbox"/> Read Naturally (at least 4 times a week) <input type="checkbox"/> Record students reading, then they listen and adjust for more repeated readings <input type="checkbox"/> Peer Tutoring <input type="checkbox"/> Assisted Reading Practice <input type="checkbox"/> Error Correction and Word Drill Techniques <input type="checkbox"/> http://www.interventioncentral.org/academic-interventions/reading-fluency/error-correction-word-drill-techniques <input type="checkbox"/> Nuclear Reading Intervention for Fluency <input type="checkbox"/> http://www.gosbr.net/reading/The%20Nuclear%20Reading%20Intervention.pdf <input type="checkbox"/> Sentence Tracking: High Frequency Words (Academic Therapy Publications) <input type="checkbox"/> High Frequency Word Timed Word Practice <input type="checkbox"/> Earobics <input type="checkbox"/> PALS <p>ADDITIONAL INTERVENTION LESSONS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fluency (Words, Chunks, Connected Text) <input type="checkbox"/> (K-1) http://www.fcrr.org/curriculum/pdf/GK-1/F_Final.pdf <input type="checkbox"/> High Frequency Word Fluency <input type="checkbox"/> (K-1) http://www.fcrr.org/curriculum/pdf/GK-1/P_Final_Part5.pdf <input type="checkbox"/> (Grades 2-3) http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Phonics_2.pdf <input type="checkbox"/> Word Fluency <input type="checkbox"/> (Grades 2-3) http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Fluency_2.pdf <input type="checkbox"/> Phrases, Chunked Text <input type="checkbox"/> (Grades 2-3) http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Fluency_3.pdf <input type="checkbox"/> Connected Text <input type="checkbox"/> (Grades 2-3) http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Fluency_4.pdf <input type="checkbox"/> Word Parts, Words (Grades 4-5) <input type="checkbox"/> (Grades 4-5) http://www.fcrr.org/curriculum/PDF/G4-5/45FPartOne.pdf <input type="checkbox"/> Phrases, Chunked Text, Connected Text (Grades 4-5) <input type="checkbox"/> (Grades 4-5) http://www.fcrr.org/curriculum/PDF/G4-5/45FPartTwo.pdf <p><input type="checkbox"/> Additional small group instruction to reinforce Tier 1 can be used in Tier 2 (in addition to Core Curriculum).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Multisensory Structured Language Programs <input type="checkbox"/> Read Naturally <input type="checkbox"/> Corrective Reading (SRA) <input type="checkbox"/> S.P.I.R.E <input type="checkbox"/> Phonics Boost <p><input type="checkbox"/> Some Tier 1 and Tier 2 may be considered as Tier 3 Interventions if the intensity and frequency is increased.</p> <p>PROGRESS MONITORING</p> <ul style="list-style-type: none"> <input type="checkbox"/> AIMSWEB <input type="checkbox"/> InterventionCentral.org : Dolch Word Builder and Oral Passage generator <input type="checkbox"/> http://www.interventioncentral.org/cbm_warehouse <input type="checkbox"/> EasyCBM.com : CBM for Word Reading Fluency and Reading Fluency <input type="checkbox"/> http://easycbm.com/ <input type="checkbox"/> OKAPI: Reading CBM generator <input type="checkbox"/> http://www.lefthandlogic.com/htmldocs/tools/okapi/okapi.php <input type="checkbox"/> Grade Level Sight Word Assessments <input type="checkbox"/> Running Records <input type="checkbox"/> Reading A-Z Fluency Passages <input type="checkbox"/> Fluency Graphs <input type="checkbox"/> Houghton Mifflin Reading Inventory <input type="checkbox"/> DIBELS ORF Benchmark <input type="checkbox"/> Read Naturally Cold Timing Data <input type="checkbox"/> Corrective Reading Fluency Progress Data <input type="checkbox"/> Graphing Tools <input type="checkbox"/> http://www.oswego.edu/~mcdougal/web_site_4_1_1_2005/index.html

VOCABULARY	Tier 1 <i>Universal Interventions (Core Curriculum)</i>	Tier 2 <i>Targeted Group Interventions (in addition to Core Curriculum)</i>	Tier 3 <i>Intensive Individual Interventions (in addition to Core Curriculum)</i>
<p>Word Knowledge - identifying contractions, synonyms, antonyms, abbreviations, homophones, and homographs.</p> <p>Morphemic Elements - identifying the meaning of compound words, affixes, and words containing the same root.</p> <p>Word Meaning -identifying and producing the meaning of words.</p> <p>Word Analysis -identifying similarities and differences between the meanings of words.</p> <p>Words in Context - identifying the meaning of words in context.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Harcourt Journeys Reading Program <input type="checkbox"/> Harcourt Journeys Reading Program Leveled Vocabulary Readers <input type="checkbox"/> Guided Reading <input type="checkbox"/> Read/Think Alouds <input type="checkbox"/> Shared Reading <input type="checkbox"/> Cloze Activities <input type="checkbox"/> Word Webs/Semantic Webs <input type="checkbox"/> Word Meaning Sorts <input type="checkbox"/> Affix Lessons <input type="checkbox"/> Multiple Meaning Word Lessons <input type="checkbox"/> Context Clue Lessons <input type="checkbox"/> Safari (Background Knowledge) <input type="checkbox"/> Vocabulary Matching activities <input type="checkbox"/> Categorizing activities <input type="checkbox"/> Teach the use of resources <input type="checkbox"/> Vocabulary Journal <input type="checkbox"/> Word Walls <input type="checkbox"/> Content Vocabulary Instruction <input type="checkbox"/> Independent Reading/Reading Conferences <input type="checkbox"/> Text Talks <input type="checkbox"/>Vocabulary Flash Cards <input type="checkbox"/> Teaching to mastery <input type="checkbox"/> Vocabulary Charades or Catch Phrase <input type="checkbox"/> List Group Label http://www.readingrockets.org/strategies/list_group_label/ <input type="checkbox"/> Possible Sentences http://www.readingrockets.org/strategies/possible_sentences/ 	<ul style="list-style-type: none"> <input type="checkbox"/> Journeys Reading Tool Kit (Vocabulary) <input type="checkbox"/> Journeys Language Support Cards <input type="checkbox"/> Journeys Write In Book <input type="checkbox"/> Mondo <input type="checkbox"/> Read 180 Reading Strategies Lessons and ELL Lessons (Scholastic) <input type="checkbox"/> Earobics <p>ADDITIONAL INTERVENTION LESSONS</p> <ul style="list-style-type: none"> <input type="checkbox"/> K-1 Vocab Intervention Lessons <input type="checkbox"/> (K-1) http://www.fcrr.org/Curriculum/pdf/GK-1/V_Final.pdf <input type="checkbox"/> Word Knowledge <input type="checkbox"/> (Grades 2-3) http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Vocab_1.pdf <input type="checkbox"/> (Grades4-5) http://www.fcrr.org/curriculum/PDF/G4-5/45VPartOne.pdf <input type="checkbox"/> Morphemic Elements <input type="checkbox"/> (Grades 2-3) http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Vocab_2.pdf <input type="checkbox"/> (Grades 4-5) http://www.fcrr.org/curriculum/PDF/G4-5/45VPartTwo.pdf <input type="checkbox"/> Word Meaning & Analysis <input type="checkbox"/> (Grades 2-3) http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Vocab_3.pdf <input type="checkbox"/> (Grades 2-3) http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Vocab_4.pdf <input type="checkbox"/> (Grades 4-5) http://www.fcrr.org/curriculum/PDF/G4-5/45VPartThree.pdf <input type="checkbox"/> Words in Context <input type="checkbox"/> (Grades 2-3) http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Vocab_5.pdf <input type="checkbox"/> (Grades 4-5) http://www.fcrr.org/curriculum/PDF/G4-5/45VPartFour.pdf <input type="checkbox"/> More Vocabulary Intervention Lessons <input type="checkbox"/> http://www.msreads.org/PDF%20Docs/Vocabulary_Edited_7.06.08.pdf <p><input type="checkbox"/> Additional small group instruction to reinforce Tier 1 can be used in Tier 2 (in addition to Core Curriculum).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Read 180 Reading Strategies Lessons and ELL Lessons (Scholastic) <input type="checkbox"/> Boardmaker <input type="checkbox"/> Vanilla Vocabulary <input type="checkbox"/> S.P.I.R.E <input type="checkbox"/> Phonics Boost <input type="checkbox"/> Language for Learning (SRA) <p><input type="checkbox"/> Some Tier 1 and Tier 2 may be considered as Tier 3 Interventions if the intensity and frequency is increased.</p> <p>PROGRESS MONITORING</p> <ul style="list-style-type: none"> <input type="checkbox"/> AIMSWEB (MAZE) <input type="checkbox"/> EasyCBM.com: Multiple Choice Comprehension <input type="checkbox"/> http://easycbm.com/ <input type="checkbox"/> Vocabulary Definition Matching (5 minutes) (Give 20 curriculum content Words and 22 Definitions at a time.) <input type="checkbox"/> Picture Naming (1 minute) <input type="checkbox"/> Which one doesn't belong? Student looks at 3 pictures at a time, then pick the one that doesn't belong. (2 minutes) <input type="checkbox"/> Graphing Tools <input type="checkbox"/> http://www.oswego.edu/~mcdougal/web_site_4_11_2005/index.html

COMPREHENSION	<p style="text-align: center;">Tier 1</p> <p style="text-align: center;"><i>Universal Interventions (Core Curriculum)</i></p>	<p style="text-align: center;">Tier 2</p> <p style="text-align: center;"><i>Targeted Group Interventions (in addition to Core Curriculum)</i></p>	<p style="text-align: center;">Tier 3</p> <p style="text-align: center;"><i>Intensive Individual Interventions (in addition to Core Curriculum)</i></p>
<p>(Locating Details, Sequencing, Compare/Contrast, Retell/Summarize, Character Development, Inference, Predicting, Cause/Effect, Thematic Connections)</p> <p>Narrative Text Structure - identifying story elements (characters, setting, sequence of events, problems, solution, plot, and theme).</p> <p>Expository Text Structure- identifying details, main idea, and important information in expository text.</p> <p>Text Analysis -identifying and organizing text.</p> <p>Monitoring for Understanding -using strategies to comprehend text.</p>	<ul style="list-style-type: none"> <input type="checkbox"/>Harcourt Journeys Reading Program <input type="checkbox"/>Independent Reading/Reading Conferences <input type="checkbox"/>Guided Reading <input type="checkbox"/>Read/Think Alouds <input type="checkbox"/>Shared Reading <input type="checkbox"/>Graphic Organizers <input type="checkbox"/> http://www.studenthandouts.com/graphicorganizers.htm <input type="checkbox"/> 'Wh' Questions <input type="checkbox"/>KWL <input type="checkbox"/>Cloze <input type="checkbox"/>QAR <input type="checkbox"/>Cornell <input type="checkbox"/>Context Clue Lessons <input type="checkbox"/>Reading Response Journals <input type="checkbox"/>Text/Book Talks <input type="checkbox"/>Teach the difference between Retells and Summaries <input type="checkbox"/>Pre teach vocabulary <input type="checkbox"/>Story Map Instruction <input type="checkbox"/>Categorize things to teach Main Idea (buttons, etc.) <input type="checkbox"/> http://www.readingrockets.org/strategies/story_maps/ <input type="checkbox"/>Main Idea Maps <input type="checkbox"/> http://www.jimwrightonline.com/pdfdocs/mainidea.pdf <input type="checkbox"/>Oral Recitation Lesson <input type="checkbox"/> http://www.jimwrightonline.com/pdfdocs/orl.pdf <input type="checkbox"/>Prior Knowledge: Activating the 'Known' <input type="checkbox"/> http://www.jimwrightonline.com/pdfdocs/priorknow.pdf <input type="checkbox"/>Question Generation <input type="checkbox"/> http://www.interventioncentral.org/academic-interventions/reading-comprehension/question-generation <input type="checkbox"/>Reading Comprehension Activity (for fluent readers) <input type="checkbox"/> http://www.gosbr.net/reading/Reading%20Comprehension.pdf <input type="checkbox"/>Reciprocal Teaching <input type="checkbox"/> http://www.readingrockets.org/strategies/reciprocal_teaching/ <input type="checkbox"/>Text Lookback <input type="checkbox"/> http://www.interventioncentral.org/academic-interventions/reading-comprehension/text-lookback <input type="checkbox"/>The Writing Den (Comprehension) <input type="checkbox"/> http://www2.actden.com/writ_den/index.htm <input type="checkbox"/>Using Phrases to Improve Comprehension <input type="checkbox"/> http://www.resourceroom.net/comprehension/phrasing_Jones.asp 	<ul style="list-style-type: none"> <input type="checkbox"/> Journeys Reading Tool Kit (Comp) <input type="checkbox"/> Journeys Vocabulary/Language Cards <input type="checkbox"/> Journeys Write In Book <input type="checkbox"/>Blueprint for Intervention: Comprehension (95% Group) <input type="checkbox"/>Mondo <input type="checkbox"/>Earobics <input type="checkbox"/>Destination Success (Targeted areas of Comprehension) <input type="checkbox"/> PALS <input type="checkbox"/>Story Grammar Markers <input type="checkbox"/> http://www.superduperinc.com/products/view.aspx?pid=MWG35 <input type="checkbox"/>Click or Clunk: Student Comprehension Self-Check <input type="checkbox"/> http://www.interventioncentral.org/academic-interventions/reading-comprehension/click-or-clunk-student-comprehension-self-check <input type="checkbox"/>Mental Imagery: Improving Text Recall <input type="checkbox"/> http://www.interventioncentral.org/academic-interventions/reading-comprehension/mental-imagery-improving-text-recall <input type="checkbox"/> Paraphrasing Strategy <input type="checkbox"/> https://www.msu.edu/course/cep/886/Reading%20Comprehension/9Learn_Serv_Proj_Paraphrasing.html <input type="checkbox"/>Keywords: A Memorization Strategy <input type="checkbox"/> http://www.jimwrightonline.com/pdfdocs/keywords.pdf <input type="checkbox"/>Reading Interventions That Work <input type="checkbox"/> http://www.jimwrightonline.com/pdfdocs/brouge/rdngManual.PDF <p>ADDITIONAL INTERVENTION LESSONS</p> <ul style="list-style-type: none"> <input type="checkbox"/> K-1 Comprehension Intervention Lessons <input type="checkbox"/> (K-1) http://www.fcrr.org/curriculum/PDF/GK-1/C_Final.pdf <input type="checkbox"/> Narrative Text Structure <input type="checkbox"/> (Grades 2-3) http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_1.pdf <input type="checkbox"/> (Grades 4-5) http://www.fcrr.org/curriculum/PDF/G4-5/45CPartOne.pdf <input type="checkbox"/> Expository Text Structure <input type="checkbox"/> (Grades 2-3) http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_2.pdf <input type="checkbox"/> (Grades 4-5) http://www.fcrr.org/curriculum/PDF/G4-5/45CPartTwo.pdf <input type="checkbox"/> Text Analysis <input type="checkbox"/> (Grades 2-3) http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_3.pdf <input type="checkbox"/> (Grades 4-5) http://www.fcrr.org/curriculum/PDF/G4-5/45CPartThree.pdf <input type="checkbox"/> Monitor for Understanding <input type="checkbox"/> (Grades 2-3) http://www.fcrr.org/Curriculum/PDF/G2-3/2-3Comp_4.pdf <input type="checkbox"/> (Grades 4-5) http://www.fcrr.org/curriculum/PDF/G4-5/45CPartFour.pdf <p><input type="checkbox"/> Additional small group instruction to reinforce Tier 1 can be used in Tier 2 (in addition to Core Curriculum).</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Journeys Reading Tool Kit <input type="checkbox"/>Corrective Reading Comprehension/Language (SRA) <input type="checkbox"/>Boardmaker <input type="checkbox"/>Visualizing and Verbalizing <input type="checkbox"/>S.P.I.R.E <input type="checkbox"/>Phonics Boost <input type="checkbox"/>Read 180 & Reading Strategy Lessons(Scholastic) <input type="checkbox"/>Language for Learning (SRA) <p><input type="checkbox"/> Some Tier 1 and Tier 2 may be considered as Tier 3 Interventions if the intensity and frequency is increased.</p> <p>PROGRESS MONITORING</p> <ul style="list-style-type: none"> <input type="checkbox"/> AIMSWEB (MAZE) <input type="checkbox"/> InterventionCentral.org :Maze Generator <input type="checkbox"/> http://www.interventioncentral.org/cbm_warehouse <input type="checkbox"/> EasyCBM.com: Multiple Choice Comprehension <input type="checkbox"/> http://easycbm.com/ <input type="checkbox"/> Houghton Mifflin Reading Inventory <input type="checkbox"/>Running Records with Comprehension Check <input type="checkbox"/> Jerry Johns <input type="checkbox"/> District Comprehension Assessments <input type="checkbox"/>Reading A-Z Comprehension Tests <input type="checkbox"/> Journey's or other basal reading program assessments <input type="checkbox"/> Graphing Tools <input type="checkbox"/> http://www.oswego.edu/~mcdougal/web_site_4_11_2005/index.html

Sources

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The Gow School for Dyslexia and Language Based Learning Disabilities, <http://www.gow.org/page.cfm?p=308>

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