Supplemental and Intervention Programs for Effective Response: Fulfilling the Promise of RTI

Patricia Travers
University of Oregon
Copyright

• All materials are copy written and should not be reproduced or used without the expressed permission of Trish Travers, coordinator of the Oregon Reading First Center. Selected slides may have been reproduced from other sources and original references cited.
Oregon K-12 Literacy Framework and K-3 Statewide Outreach

• This framework is designed to provide teachers, administrators, parents, and other stakeholders with a blueprint of what districts and schools in Oregon can and must do to help students learn how to read and move toward reading to learn.

• As Outreach sessions are intended to support districts and schools in their implementation of the Oregon Literacy Framework, each of the Modules has been designed to target one or more of the Framework components.

• This framework is organized around the following components:
  • Goals (Module 1)
  • Assessment (Modules 1, 2, and 3)
  • Instruction (Modules 1, 4, 5, and 6)
  • Leadership (Module 7)
  • Professional Development (All Modules)
  • Commitment

For additional information about the Oregon K-12 literacy framework, including details about the implementation of each component, please visit the Oregon Department of Education website at http://state.or.us
Three-Tier Prevention Model: Schoolwide Reading Approach

• **Primary Prevention**: to reduce the number of new cases (incidence) of severe difficulty learning to read

• **Secondary Prevention**: to reduce the duration of existing cases (prevalence) of severe difficulty learning to read

• **Tertiary Prevention**: to reduce complications from established cases of severe difficulty learning to read
Triangle of Primary, Secondary, and Tertiary Prevention

- **Tertiary Prevention**
  - (5%) Students with sustained learning difficulties

- **Secondary Prevention**
  - (15%) Students at some risk or who make adequate progress with intervention

- **Primary Prevention**
  - (80%) Students at low risk or who make adequate progress with modest support

Core Principles of RTI
(National Association of State Directors of Special Education, 2006)

1. We can effectively teach all children using SBRR
2. Intervene early and strategically
3. Use a multi-tier model of service delivery
4. Use a problem-solving approach to make decisions within a multi-tiered model
5. Use research-based, scientifically validated interventions/instruction to the extent available
6. Monitor student progress to inform instruction
7. Use data to make decisions
8. Use assessment for comprehensive purposes
Components of a Schoolwide Beginning Reading Model

- Professional Development
- Administration/Organization/Communication
- Differentiated Instruction/Grouping/Scheduling
- Instructional Programs & Materials
- Instructional Time
- Goals, Objectives & Priorities
- Assessment

Focus Today
Instructional Programs and Materials

• Core, Supplemental and Intervention Materials
  – Scientifically-based
  – Provide explicit and systematic instruction on critical reading priorities
  – Aligned to state standards
  – Able to support the full range of students
  – Implemented with a high level of fidelity
Instructional Programs

Classifying Reading Programs

Core (TIER I) Reading Program (Benchmark) - 80%

Supplemental (TIER II) Reading Program (Strategic) - 15%

Intervention (TIER III/IV) Reading Program (Intensive) - 5%

Core Program

A core program is the “base” reading program designed to provide instruction on the essential areas of reading for the majority of students schoolwide. In general, the core program should enable 80% or more of students to attain schoolwide reading goals.
Essential Instructional Content

- Phonemic Awareness
- Phonics
- Comprehension
- Vocabulary
- Fluency
Evaluating Core Programs: Identifying Gaps

One size does not fit all—

Period!

*We may need to supplement or modify, but we must do it judiciously.*
Why we need differentiated reading instruction.....

- In one minute, we can obtain a reliable indicator of early reading proficiency.
- The two students require substantially different instruction toward the goal of being lifelong readers.
- What are the skill differences between the two readers?

*Source: Simmons, Harn, Kame’enui. 2003.*
How Do We Get There?

✓ Getting to 100% requires going through the bottom 20%.

✓ Children who are at reading risk face the “tyranny of time” (Kameʻenui, 1998).

✓ Assuming students will ‘catch up’ with practice as usual is not wise. Catching up is a low probability occurrence.

✓ The bottom 20% will require a very different kind of effort in both the short and long run.
Supplemental Reading Programs:

- Support and extend the critical elements of a core reading program.
- Provide additional instruction in one or two areas (i.e., fill the gaps for phonological awareness, fluency).
- Provide more instruction or practice in particular area(s) of need.
- Can often be effective in supporting an identified gap in an otherwise strong core reading program.
- May include large group, small group, one-on-one instruction.
- Provide more teacher scaffolding.
- Provide more explicit and systematic instruction.
### Phonics Survey

<table>
<thead>
<tr>
<th>Task</th>
<th>Short Vowels in CVC Words</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5A</td>
<td>sip</td>
<td>cat</td>
</tr>
<tr>
<td></td>
<td>vop</td>
<td>fut</td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>Task</th>
<th>Short Vowels, digraphs, and -tch trigraph</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5B</td>
<td>when</td>
<td>chop</td>
</tr>
<tr>
<td></td>
<td>wheck</td>
<td>shom</td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>Task</th>
<th>Consonant blends with short vowels</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5C</td>
<td>stop</td>
<td>trap</td>
</tr>
<tr>
<td></td>
<td>stig</td>
<td>brab</td>
</tr>
<tr>
<td></td>
<td>clip</td>
<td>fast</td>
</tr>
<tr>
<td></td>
<td>frep</td>
<td>nast</td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>Task</th>
<th>Long Vowel Spellings</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5D</td>
<td>tape</td>
<td>key</td>
</tr>
<tr>
<td></td>
<td>loe</td>
<td>bine</td>
</tr>
</tbody>
</table>

Comments:

<table>
<thead>
<tr>
<th>Task</th>
<th>r- and l- Controlled Vowels</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5E</td>
<td>bark</td>
<td>horn</td>
</tr>
<tr>
<td></td>
<td>ferm</td>
<td>dall</td>
</tr>
</tbody>
</table>

Comments:
Lesson Plans: HM Power Phonics Lesson  
(For students who failed HM Phonics Screener ask 5A)

<table>
<thead>
<tr>
<th>Day</th>
<th>Phonemic Awareness Warm-Up (Templates 5 or 6)</th>
<th>Teach Sound/Spelling Template 7</th>
<th>Blending Practice Template 8</th>
<th>Word Reading Regular and Irregular Template 3</th>
<th>Apply to Decodable Text Templates 11, 12, 13, 14</th>
<th>Dictation</th>
<th>Lines of Practice (or) Fluency Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1 minute)</td>
<td>(2 minutes)</td>
<td>(2 minutes)</td>
<td>(15 minutes)</td>
<td>(8 minutes)</td>
<td>(8 minutes)</td>
<td>Lines of Practice</td>
</tr>
</tbody>
</table>

**Target Skill: Short Vowel a and CVC Blends**

**Day 1**
- **Card 5**
  - Card: Short a
  - Sound/Spelling Card: Short a
  - Words: sat, sap, Sam, hat bat, tab, van, rat mat, sad, nag, hat
  - Regular: (same as blending words)
  - Irregular: to, see, I, my, my, like, see, to
  - Phonics Library: Kinder -T5W1D2

**Day 2**
- **Card 5**
  - Card: Short a
  - Sound/Spelling Card: Short a
  - Words: pat, tap, Nan, van pan, sat mat, hat bat, mat, vat, cat
  - Regular: (same as blending words)
  - Irregular: go, and, to, like and, I see, my
  - Phonics Library: Kinder - T5W2D3

**Day 3**
- **Card 5**
  - Card: Short a
  - Sound/Spelling Card: Short a
  - Words: sag, mat, rat, pat vat, Nat, bat, at hat, ham, sat, bag
  - Regular: (same as blending words)
  - Irregular: go, I, see, and and, to, like, my
  - Phonics Library: Kinder - T5W3D3

**Kinder HM Theme 5 Mastery Assessment**

- **Assess Blending**
  - /h/ /a/ /t/ (hat)
  - /m/ /e/ /n/ (men)
  - /l/ /o/ /p/ (top)

- **Assess Sounds**
  - /s/ /l/ /m/ /n/ /r/ /l/ /a/ /t/ /b/ /n/ /h/ /v/ /c/ /p/ /g/ /f/ /r/ /b/ /n/ /h/ /v/ /c/ /p/ /g/ /f/

- **Assess Words**
  - fan pat tag can ssag

- **Assess Words:**
  - I see like my go and go

**Assessment Notes:**
1. Individually assess each student for mastery of skills.
2. Students must read the regular words the fast way (recoded)
3. If students have not mastered these skills, repeat Days 1-3 one time and then reassess for mastery. If they fail this assessment a second time, change their instruction.
## Instructional Adjustments

<table>
<thead>
<tr>
<th>Alterable Components</th>
<th>Specific Adjustments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opportunities to Learn (Time / Concentration of Instruction)</strong></td>
<td>Increase attendance</td>
</tr>
<tr>
<td><strong>Program Efficacy</strong></td>
<td>Preteach components of core program</td>
</tr>
<tr>
<td><strong>Program Implementation</strong></td>
<td>Model lesson delivery</td>
</tr>
<tr>
<td><strong>Grouping for Instruction</strong></td>
<td>Check group placement</td>
</tr>
<tr>
<td><strong>Coordination of Instruction</strong></td>
<td>Clarify instructional priorities</td>
</tr>
</tbody>
</table>
Let’s look at an example....
Supplemental and Intervention Program Usage Guidelines

Program: Phonics for Reading
Publisher: Curriculum Associates
Date of Publication: 2002

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>K.0</th>
<th>K.5</th>
<th>K.9</th>
<th>1.0</th>
<th>1.5</th>
<th>1.9</th>
<th>2.0</th>
<th>2.5</th>
<th>2.9</th>
<th>3.0</th>
<th>3.5</th>
<th>3.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Appropriate Use of Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Recommended Use(s) of Program:

___ Supplemental to enhance the core program for all students

X Supplemental to prevent/remediate skill deficits for students in the core who are somewhat below grade level

___ Intervention to prevent/remediate skill deficits for students in the core who are somewhat below/significantly below grade level

___ Intervention to replace the core program for students substantially below grade level

Essential components targeted by program:

___ Phonemic Awareness

X Phonics

___ Fluency

___ Vocabulary

___ Comprehension

<table>
<thead>
<tr>
<th>ORFC Review</th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics</td>
<td>75%</td>
<td>80%</td>
<td>81%</td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td>60%</td>
<td>81%</td>
<td>81%</td>
<td></td>
</tr>
</tbody>
</table>

Program length, time requirements, grouping recommendations:

Number of levels: 3
Number of lessons: Level 1 - 30 lessons; Level 2 - 32 lessons; Level 3 - 36 lessons
Presentation time per lesson: 30-40 minutes teacher directed and 15 minutes for independent work
Recommended number of students per group: Small group instruction of up to 10 students

Assessments:

Placement tests: Yes
Progress monitoring assessments: Yes, at the end of every 3-4 lessons there is a formal measure (check-up) of students’ skills
Supplemental and Intervention Program Usage Guidelines

General Overview of the Program:

Phonics for Reading Levels 1-3 is a supplementary phonics program designed to teach decoding skills that are generally introduced in grades one through three (four in level 3). Students are taught how to read one-syllable words and multi-syllable words by using knowledge of letter-sound relationships and structural units as prefixes and suffixes.

Professional Development Recommendations:

Recommend 1/2 day in-service prior to using the program

Guidelines for using the program as a supplemental program to enhance the core program for all students:

Not recommended for this use.

Guidelines for using the program as a supplemental program to prevent or remediate skill deficits for students in the core program, but who are somewhat below grade level.

Program should not be used in isolation. Program is designed as a supplemental program.

Guidelines for using the program as an intervention program to replace the core program for students well-below grade level.

Not recommended for this use.
1. Find part A in your workbook.
2. Touch the first word in line 1. Look at the underlined letters. What is that sound? /ooo/
3. Sound out the word to yourself. Put your thumb up when you can say the whole word. (Wait until thumbs are up).
   What is the word? coal

7. The traffic is very slow here.

7. Read sentence 7 to yourself. Put your thumb up when you are done. (Wait until thumbs are up. Then call on a student to read a line.)
## Instructional Adjustments

<table>
<thead>
<tr>
<th>Alterable Components</th>
<th>Specific Adjustments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opportunities to Learn (Time / Concentration of Instruction)</strong></td>
<td>Increase attendance</td>
</tr>
<tr>
<td><strong>Program Efficacy</strong></td>
<td>Preteach components of core program</td>
</tr>
<tr>
<td><strong>Program Implementation</strong></td>
<td>Model lesson delivery</td>
</tr>
<tr>
<td><strong>Grouping for Instruction</strong></td>
<td>Check group placement</td>
</tr>
<tr>
<td><strong>Coordination of Instruction</strong></td>
<td>Clarify instructional priorities</td>
</tr>
</tbody>
</table>

**Supplement or Replace core with appropriate materials or program**
Intervention Reading Programs

• Designed for children who demonstrate reading difficulty and are performing significantly below grade level.

• Provide more explicit, systematic instruction to accelerate learning and to bring the learner to grade-level performance.

• Have a high criterion level of performance.

• Lessons are taught to mastery

• Typically focus on more than one area (e.g., phonics, fluency, and comprehension).

• Specialized, intense, and typically delivered in small group settings.
Let’s look at some examples....
Supplemental and Intervention Program Usage Guidelines

Program: Early Reading Intervention  
Publisher: Scott Foresman  
Date of Publication: 2003

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>K.0</th>
<th>K.5</th>
<th>K.9</th>
<th>1.0</th>
<th>1.5</th>
<th>1.9</th>
<th>2.0</th>
<th>2.5</th>
<th>2.9</th>
<th>3.0</th>
<th>3.5</th>
<th>3.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Appropriate Use of Program</td>
<td>ERI</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Recommended Use(s) of Program:

___ Supplemental to enhance the core program for all students
___ Supplemental to prevent/remediate skill deficits for students in the core who are somewhat below grade level
X Intervention to prevent/remediate skill deficits for students in the core who are somewhat below/significantly below grade level
___ Intervention to replace the core program for students substantially below grade level

Essential components targeted by program:

X Phonemic Awareness
X Phonics
___ Fluency
___ Vocabulary
___ Comprehension

ORFC Review

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness</td>
<td>95%</td>
<td>95%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics</td>
<td>81%</td>
<td>81%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Program length, time requirements, grouping recommendations:
Number of levels: ERI is divided into 4 parts: Part 1 - Learning Letters & Sounds; Part 2 - Segmenting, Blending, & Integrating; Part 3 - Reading Words; Part 4 - Reading Sentences and Storybooks. Each lesson is divided into 2 parts: PA/Alphabetic Understanding and Writing/Spelling
Number of lessons: 126
Presentation time per lesson: 30 minutes
Recommended number of students per group: 2-5 for homogeneous small group lessons

Assessments:
Placement tests: Yes. Placement test is divided into six subtests, or parts. Part A assess letter names and sounds and Parts B-F assess phonological awareness and alphabetic understanding
Progress monitoring assessments: Progress monitoring tests (daily or on Day 3 or Day 6 of instructional cycle); checklist for monitoring student progress, and exit test to ensure mastery.
Supplemental and Intervention Program Usage Guidelines

Program: Reading Mastery Classic I & II and Reading Mastery III
Publisher: SRA/McGraw-Hill

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>K.0</th>
<th>K.5</th>
<th>K.9</th>
<th>1.0</th>
<th>1.5</th>
<th>1.9</th>
<th>2.0</th>
<th>2.5</th>
<th>2.9</th>
<th>3.0</th>
<th>3.5</th>
<th>3.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Appropriate Use of Program</td>
<td>Reading Mastery I</td>
<td>Reading Mastery II</td>
<td>Reading Mastery II</td>
<td>RM can be used with 3rd grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Recommended Use(s) of Program:

___ Supplemental to enhance the core program for all students
___ Supplemental to prevent/remediate skill deficits for students in the core who are somewhat below grade level
___ Intervention to prevent/remediate skill deficits for students in the core who are somewhat below/significantly below grade level
**X** Intervention to replace the core program for students substantially below grade level

Essential components targeted by program:

**X** Phonemic Awareness
**X** Phonics
**X** Fluency
___ Vocabulary
___ Comprehension

Program length, time requirements, grouping recommendations:
Number of levels: 2 (RM I and RM II)
Number of lessons: 100
Presentation time per lesson: 30 - 35 minutes (x 2 for intensive students)
Recommended number of students per group: 3-8

Assessments:
Placement tests: One for each level
Progress monitoring assessments: One every 5 lessons
Skill screening / diagnostic tests: One every 5 lessons

Professional Development Recommendations
Developers recommend at least 3 days of in-service prior to using the programs and 15-20 hours of in-service during the year. They also recommend at least 10 in-class coaching sessions from a program expert.

ORFC Review

<table>
<thead>
<tr>
<th></th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness</td>
<td>93% L1</td>
<td>93% L1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics</td>
<td>89% L1</td>
<td>89% L1</td>
<td>82% L2</td>
<td>82% L2</td>
</tr>
<tr>
<td>Fluency</td>
<td>85% L1</td>
<td>84% L2</td>
<td>84% L2</td>
<td>83% L3</td>
</tr>
</tbody>
</table>
Supplemental and Intervention Program Usage Guidelines

Guidelines for using the program as a supplemental program to enhance the core program for all students:

Not recommended for this use.

Guidelines for using the program as a supplemental program to prevent or remediate skill deficits for students in the core program, but who are somewhat below grade level.

Not recommended for this use. Using *Reading Mastery I* and *II* as supplementary programs for students who are also in another core program is not ideal because the sequence of introducing letter-sound correspondences and irregular words will not match the sequence of the core program.

Guidelines for using the program as an intervention program to replace the core program for students well-below grade level.

*Program requirements to reach grade level proficiency:*

Students who successfully complete *RM I* and *RM II* by the end of first grade will perform at a beginning second grade level.

Students who successfully complete just *RM I* by the end of first grade will perform at an early first grade level.

*When to begin using program so students can reach grade level benchmarks:*

Students who begin *RM I* early in kindergarten have the highest probability of reaching grade level proficiency.

If *RM I* is begun in mid-kindergarten, providing two full lessons per day is critical so students can master enough skills to reach grade level benchmarks by the end of first grade. Even with double-dosing, however, not all students will reach grade level benchmarks by the end of first grade.

If *RM I* is begun early in first grade, providing two full lessons per day is critical to enable students to master enough skills to reach grade level benchmarks by the end of first grade. Even with double-dosing, however, many highly at-risk students will not reach grade level benchmarks by the end of first grade and will need more than a year to complete *RM I* and *RM II*.

If *RM I* is begun at mid-first grade or later, it will not be possible to have students reach benchmark level at the end of first grade. Even with two lessons per day, children will not complete *RM II* by mid-second grade. Students can make accelerated gains, but will need longer than a year to complete *RM I* and *RM II*.

*Reading Mastery Fast Cycle is a good program to use with children who enter second or third grade as nonreaders or at a first grade level and pass the placement test for it.*

*Reading Mastery III focuses on comprehension skills. To be at strong grade level performance, an at-risk child should complete Reading Mastery III in second grade Reading Mastery III includes a great deal of science and social studies information and is designed to teach children how to learn through reading.*
Supplemental and Intervention Program Usage Guidelines

Program: Read Well
Publisher: Sopris West
Date of Publication: 2004

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>K.0</th>
<th>K.5</th>
<th>K.9</th>
<th>1.0</th>
<th>1.5</th>
<th>1.9</th>
<th>2.0</th>
<th>2.5</th>
<th>2.9</th>
<th>3.0</th>
<th>3.5</th>
<th>3.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Appropriate Use of Program</td>
<td>Read Well K</td>
<td>Read Well</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Recommended Use(s) of Program:

- ___ Supplemental to enhance the core program for all students
- ___ Supplemental to prevent/remediate skill deficits for students in the core who are somewhat below grade level
- ___ Intervention to prevent/remediate skill deficits for students in the core who are somewhat below/significantly below grade level
- **X** Intervention to replace the core program for students substantially below grade level

Essential components targeted by program:

- **X** Phonemic Awareness
- **X** Phonics
- **X** Fluency
- **X** Vocabulary
- **X** Comprehension

Program length, time requirements, grouping recommendations:

Number of levels: 2 (Read Well K and Read Well
Number of lessons: RW(K) - 26 five-day units pus 3 review units; RW - 38 five-day units
Presentation time per lesson: RW (K) - 80-90 minutes; RW - 30 minutes
Recommended number of students per group: 5-8 for homogenous small group lessons

Assessments:

Placement tests: One for each level
Progress monitoring assessments: Unit mastery assessments for each level
Skill screening / diagnostic tests: Provided periodically throughout level 2 (Read Well)

Professional Development Recommendations

Sopris West provides a 2-day training session for each level. On-going inservice and in-class coaching recommended throughout the year.
Supplemental and Intervention Program Usage Guidelines

Guidelines for using the program as a supplemental program to enhance the core program for all students:

Not recommended for this use.

Guidelines for using the program as a supplemental program to prevent or remediate skill deficits for students in the core program, but who are somewhat below grade level.

Not recommended for this use.

Guidelines for using the program as an intervention program to replace the core program for students well-below grade level.

Read Well (K) and Read Well are designed as core reading programs for kindergarten and first grade, respectively. Read Well and Read Well (K) were not reviewed by Oregon Reading First as a core program because the ORFC set as a core review criteria that it would only review core programs that spanned grades K-3. Other states, such as Alabama and Washington, have approved using Read Well (K) and Read Well as core programs for Reading First in combination with the 2nd and 3rd grade levels of another core program (e.g., Houghton Mifflin).

Read Well (K) and Read Well have been approved by ORRF as an intervention program for intensive students.

Read Well (K) provides kindergarten teachers with instructions and materials for 60 minutes of whole group activities and 20-30 minutes of activities for each homogeneous small group. When used as an intervention program, the whole group activities will be just for the intensive students.

Read Well provides first grade teachers with materials for 30 minutes of activities for homogeneous small groups and provides recommendations for whole group activities, but currently does not provide instructions and materials for the whole group activities.

When students complete Read Well (the first grade level) and consistently pass the unit mastery tests through Unit 38, they are prepared for the 2.1 level of most core reading programs.
Supplemental and Intervention Program Usage Guidelines

**Program:** Language for Learning & Language for Thinking

**Publisher:** SRA / McGraw-Hill

**Date of Publication:** 2002

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>K.0</th>
<th>K.5</th>
<th>K.9</th>
<th>1.0</th>
<th>1.5</th>
<th>1.9</th>
<th>2.0</th>
<th>2.5</th>
<th>2.9</th>
<th>3.0</th>
<th>3.5</th>
<th>3.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Appropriate Use of Program</td>
<td>Language for Learning</td>
<td>Language for Thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Recommended Use(s) of Program:**

- ___ Supplemental to enhance the core program for all students
- X Supplemental to prevent/remediate skill deficits for students in the core who are somewhat below grade level
- ___ Intervention to prevent/remediate skill deficits for students in the core who are somewhat below/significantly below grade level
- ___ Intervention to replace the core program for students substantially below grade level

**Essential components targeted by program:**

- ___ Phonemic Awareness
- ___ Phonics
- ___ Fluency
- X Vocabulary
- ___ Comprehension

**Program length, time requirements, grouping recommendations:**

<table>
<thead>
<tr>
<th>ORFC Review</th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>Language for Learning</td>
<td>Language for Learning and Language for Thinking</td>
<td>Language for Learning and Language for Thinking</td>
<td>Language for Thinking</td>
</tr>
</tbody>
</table>

- Number of lessons: Each program contains 150 lessons
- Presentation time per lesson: 25 - 30 minutes
- Recommended number of students per group: For homogeneous small group lessons, 6 (low) - 12 (higher achievers)

**Assessments:**

- Placement tests: Yes
- Progress monitoring assessments: Each program contains 15 mastery tests (after every 10th lesson)
- Acceleration Schedule: Yes

**Professional Development Recommendations**

Developers recommend 2-3 days of in-service training prior to using the programs and 2 in-service sessions during the year. They also recommend in-class coaching sessions from a program expert.
Supplemental and Intervention Program Usage Guidelines

Guidelines for using the program as a supplemental program to enhance the core program for all students:

Not recommended for this use.

Guidelines for using the program as a supplemental program to prevent or remediate skill deficits for students in the core program, but who are somewhat below grade level.

Program should not be used in isolation. Program is designed to be used as a supplemental intervention program.

Guidelines for using the program as an intervention program to replace the core program for students well-below grade level.

Not recommended for this use.

General Overview of the Program:

The *Language for Learning* and *Language for Thinking* programs prepare children for success in learning to read and provide them with the foundational skills that will help them with more complex comprehension tasks in later grades.

The *Language for Learning* and *Language for Thinking* programs are oral programs that require no reading by students. *Language for Learning* teaches foundational language concepts and vocabulary that children need in order to understand teacher explanations and follow instructions. It also teaches a great deal of common information and how to analyze statements and make predictions from statements. *Language for Thinking* teaches important analytical and deductive reasoning skills and expands on vocabulary teaching from the earlier level.

*Language for Learning* should begin in kindergarten. If *Language for Learning* is not used in kindergarten, it can be used in first grade, but should be taught twice a day to accelerate learning. *Language for Thinking* is used following *Language for Learning*. *Language for Learning and Language for Thinking* can also be used with children in second through fourth grades who enter school with very low language skills. Although the programs are not designed to serve as a full program to teach English to non-English speakers, they can play a very important part.
Supplemental and Intervention Program Usage Guidelines

Program: Read Naturally  
Publisher: Read Naturally  
Date of Publication: 2000

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>K.0</th>
<th>K.5</th>
<th>K.9</th>
<th>1.0</th>
<th>1.5</th>
<th>1.9</th>
<th>2.0</th>
<th>2.5</th>
<th>2.9</th>
<th>3.0</th>
<th>3.5</th>
<th>3.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Appropriate Use of Program</td>
<td>Read Naturally (Levels 1.0 and 1.5)</td>
<td>Read Naturally (Levels 2.0 and 2.5)</td>
<td>Read Naturally (Levels 3.0 and 3.5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Recommended Use(s) of Program:

- X Supplemental to enhance the core program for all students
- X Supplemental to prevent/remediate skill deficits for students in the core who are somewhat below grade level
- ___ Intervention to prevent/remediate skill deficits for students in the core who are somewhat below/significantly below grade level
- ___ Intervention to replace the core program for students substantially below grade level

Essential components targeted by program:

- ___ Phonemic Awareness
- ___ Phonics
- X Fluency
- ___ Vocabulary
- ___ Comprehension

Program length, time requirements, grouping recommendations:

- Number of levels: 13 levels spanning reading levels of 1.0 - 8.0 (Levels 1.0 - 2.5 available in Spanish)
- Number of lessons: 24 lessons per level
- Presentation time per lesson: 20 - 30 minutes
- Recommended number of students per group: 4-5 for homogenous small group lessons. Students can work in a small group, but they practice individually at their particular level and on their own story while being monitored by a teacher or paraprofessional.

Assessments:

- Placement tests: Yes
- Progress monitoring assessments: Yes, as part of each lesson

Professional Development Recommendations:

A one day seminar prior to using the program is recommended by the developers.
Supplemental and Intervention Program Usage Guidelines

Guidelines for using the program as a supplemental program to enhance the core program for all students:

Read Naturally has been approved by Oregon Reading First as a supplemental program for fluency in grades 1-3. It can be used as a supplemental program to enhance fluency practice in a core program for all students.

Logistics:
Because students practice and test individually in Read Naturally (RN), teacher will have to secure sufficient numbers of audio cassette players and computers, and the optional RN practice tapes and CDs to facilitate independent practice. For a class of 20-25 students, 2 or more adults will be needed to listen to students do their ‘hot reads.’

Appropriate Use:
RN fluency practice (repeated readings) is appropriate for students who practice in text at their independent reading level (text that can be read with 95% accuracy).

Students can start Read Naturally at levels below their grade placement level and gradually work up to grade level stories.

For students who cannot read with 95% accuracy at the lowest level of RN (1.0), phonics and accuracy practice are needed.

Inappropriate Use:
Fluency practice is inappropriate for students who read with less than 95% accuracy in a given text. If students repeatedly read words inaccurately, they practice and learn those words incorrectly. Such students have a decoding problem that needs to be diagnosed. They need practice on un-mastered decoding skills until they master the skills and can apply them to text reading.

Guidelines for using the program as a supplemental program to prevent or remediate skill deficits for students in the core program, but who are somewhat below grade level.

Read Naturally can be used as a supplemental program to increase fluency with individual students who are below fluency benchmarks. See the above guidelines for appropriate and inappropriate use.

Guidelines for using the program as an intervention program to replace the core program for students well-below grade level.

Read Naturally met the Oregon Reading First criteria for use as an intervention program for fluency only. Read Naturally would not constitute a full replacement core program since Read Naturally does not target phonemic awareness, phonics, vocabulary, and comprehension.
Supplemental and Intervention Program Usage Guidelines

**Program:** Horizons  
**Date of Publication:** 2003  
**Publisher:** SRA / McGraw-Hill

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>K.0</th>
<th>K.5</th>
<th>K.9</th>
<th>1.0</th>
<th>1.5</th>
<th>1.9</th>
<th>2.0</th>
<th>2.5</th>
<th>2.9</th>
<th>3.0</th>
<th>3.5</th>
<th>3.9</th>
<th>4.0</th>
<th>4.5</th>
<th>4.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Appropriate Use of Program</td>
<td>Horizons A/B</td>
<td>Horizons C/D</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Recommended Use(s) of Program:**

- ___ Supplemental to enhance the core program for all students
- ___ Supplemental to prevent/remediate skill deficits for students in the core who are somewhat below grade level
- ___ Intervention to prevent/remediate skill deficits for students in the core who are somewhat below/significantly below grade level
- **X** Intervention to replace the core program for students substantially below grade level

**Essential components targeted by program:**

- **X** Phonemic Awareness
- **X** Phonics
- **X** Fluency
- ___ Vocabulary
- ___ Comprehension

**Program length, time requirements, grouping recommendations:**

- Number of levels: 12 (Horizons A; Horizons B)
- Number of lessons: 150 (Horizons A/B Fast Track has a total of 150 lessons)
- Presentation time per lesson: 40-45 minutes
- Recommended number of students per group: Level A- not more than 10; Level B - not more than 12

**Assessments:**

- Placement tests: One for each level
- Progress monitoring assessments: One every 10 lessons

**Professional Development Recommendations**

Developers recommend at least 2-3 days of in-service prior to using the programs and 10-15 hours of in-service during the year. They also recommend at least 10 in-class coaching sessions from a program expert.

<table>
<thead>
<tr>
<th>ORFC Review</th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness</td>
<td>81%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics</td>
<td>88%</td>
<td>88%</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td>55%</td>
<td>55%</td>
<td>47%</td>
<td></td>
</tr>
</tbody>
</table>
Supplemental and Intervention Program Usage Guidelines

Overview of Horizons
Horizons was written by the same authors who wrote Reading Mastery. The Horizons series includes four levels: A, B, A/B, and C/D. When students complete Horizons B they will be able to read beginning third-grade text; their reading skills will be somewhat more advanced than children who complete Reading Mastery Classic II. The Horizons C/D program is an accelerated program that covers part of the content in Reading Mastery III and IV in just one year. Horizons C/D would not be appropriate for most intervention children below fourth grade.

Horizons is appropriate for ESL students in Grades 3 and higher who are reading below a second-grade level and who have some, but limited, knowledge of English. There are many pictures in the stories that provide a means for vocabulary development.

Guidelines for using the program as an intervention program to replace the core program for students well-below grade level:

Use of Horizons in First Grade
Horizons A can be used in first grade with children who enter first grade with knowledge of letter names, but little or no knowledge of letter-sound correspondences or ability to read words. Children who do not know letter names or sounds and have very poor language development would be better placed in Reading Mastery.

Use of Horizons in Second Grade
For children who enter second grade reading at an early first grade level, the use of Horizons A followed by Horizons B is appropriate. Two full reading periods a day with Horizons should be scheduled. The goal is to complete Horizons B by the end of second grade. During the second reading period each day, a new lesson would be presented unless the students had difficulty on the morning lesson in which case the morning lesson would be reviewed. For students who enter second at mid-first grade level, teachers can begin using Horizons A/B and monitor student performance carefully. If students have trouble with the faster pace of Horizons A/B, students can be put in the equivalent lessons of Horizons A or B.

Use of Horizons in Third Grade
For students who enter third grade as non-readers or who read at or below an early second grade level, the use of Horizons A/B would be appropriate. Children reading at mid-first grade level would not begin at the beginning of the program. The teacher needs to follow placement directions to ensure that students are placed at the appropriate lesson. Two full reading periods a day with Horizons should be scheduled.

Use of Funnix
Funnix is a computer-based program available on CD that presents virtually the same lessons as in Horizons Levels A and B in computerized format. Funnix lessons include all the elements of Horizons: phonemic awareness, phonics, fluency, vocabulary, and comprehension. There are two levels: Beginning Funnix, which includes 120 lessons, and Funnix 2, which includes 100 lessons. Funnix can be used to supplement the use of Horizons or as an intervention program for children in first through fifth grades who are reading at or below an early second grade level. Funnix requires that an adult or older student be seated with the child as the child goes through the lessons. Funnix can be used with small groups of students as well as individual children. For more information, visit www.funnix.com.
Supplemental and Intervention Program Usage Guidelines

Program: Corrective Reading
Publisher: SRA / McGraw-Hill

Date of Publication: 1999

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>K.0</th>
<th>K.5</th>
<th>K.9</th>
<th>1.0</th>
<th>1.5</th>
<th>1.9</th>
<th>2.0</th>
<th>2.5</th>
<th>2.9</th>
<th>3.0</th>
<th>3.5</th>
<th>3.9</th>
<th>4.0</th>
<th>4.5</th>
<th>4.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most Appropriate Use of Program</td>
<td>Corrective Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Recommended Use(s) of Program:

___ Supplemental to enhance the core program for all students
___ Supplemental to prevent/remediate skill deficits for students in the core who are somewhat below grade level
___ Intervention to prevent/remediate skill deficits for students in the core who are somewhat below/significantly below grade level
X Intervention to replace the core program for students substantially below grade level

Essential components targeted by program:

X Phonemic Awareness
X Phonics
X Fluency
___ Vocabulary
___ Comprehension

Program length, time requirements, grouping recommendations:
Number of levels: 3 (Decoding A, B1, and B2)
Number of lessons: 65
Presentation time per lesson: 45 - 50 minutes
Recommended number of students per group: No more than 12 students

<table>
<thead>
<tr>
<th>ORFC Review</th>
<th>K</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonemic Awareness</td>
<td>98% A</td>
<td>98% A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phonics</td>
<td>100% A</td>
<td>100% A</td>
<td>92% B1/2</td>
<td>99% B1/2</td>
</tr>
<tr>
<td>Fluency</td>
<td>75%A</td>
<td>84% B1/2</td>
<td>84% B1/2</td>
<td></td>
</tr>
</tbody>
</table>

Assessments:
Placement tests: One for each level
Progress monitoring assessments: Daily individual checkouts; Two in-depth mastery tests

Professional Development Recommendations
Developers recommend at least 2-3 days of in-service prior to using the programs and 8-12 hours of in-service during the year. They also recommend several in-class coaching sessions from a program expert. More in-class coaching and in-service is generally needed for Decoding A and B1 because the teacher will be presenting to children who are significantly behind.
One Final---But Critical Note.......
Choose programs with “good bones,” but once you’ve chosen the program don’t assume good outcomes will follow.
Reading Programs Must be Implemented with High Fidelity

Programs are only as good as the level of implementation

To optimize program effectiveness:

- Implement the program everyday with fidelity
- Deliver the instruction clearly, consistently, and explicitly
- Provide scaffolded support to students
- Provide opportunities for practice with corrective feedback
- Implement the program using a qualified/highly trained interventionist
- Follow the recommendations for initial training and ongoing professional development.
Where on the ORFC (oregonreadingfirst.uoregon.edu) website can I find the Usage Guides and Phonics Screener?

Usage Guides: Click on the Professional Development Tab. Click on Cohort B. Click on Institutes for Beginning Reading. Scroll down to IBR2.

Phonics Screener: Click on the Assessment Tab. Click on In Program Assessments. Scroll down to the bottom to Generic Phonics and Decoding Screener.
For a reading program to be balanced, it must be differentiated to meet the needs of each child.

-Vaughn, 2002