

Interboro School District Title I Intervention Menu

Orton-Gillingham	Orton-Gillingham is a highly structured approach that breaks reading and spelling down into smaller skills involving letters and sounds, and then building on these skills over time. It also was the first approach to use multi-sensory teaching strategies to teach reading, which is considered extremely effective for teaching students with dyslexia. This means that educators use sight, hearing, touch, and movement to help students connect and learn the concepts being taught.
Barton Reading and Spelling Program (3-4)	The Barton Reading & Spelling System is a Structured Literacy program that is Orton-Gillingham influenced. Our multi-sensory, direct, explicit, structured and sequential intense intervention program is research and evidence based.
Fountas and Pinnell Leveled Literacy Intervention (LLI) (K-4)	<p><i>The Fountas & Pinnell Leveled Literacy Intervention System(LLI)</i> is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. The goal of <i>LLI</i> is to lift the literacy achievement of students who are not achieving grade-level expectations in reading. The <i>LLI</i> systems are designed to:</p> <ul style="list-style-type: none"> • Advance the literacy learning of students not meeting grade-level expectations in reading • Deepen and expand comprehension with close reading • Elevate the expertise of teachers • Increase reading volume by engaging students in large amounts of successful daily reading • Increase student engagement with books that build knowledge • Intervene with small groups of struggling readers to maximize growth • Meet the needs of struggling readers • Monitor student progress
Foundations (1-3)	<p>Foundations® is a multisensory and systematic phonics, spelling, and handwriting program that benefits all K-3 students. It also includes a supplementary activity set for Pre-K students. Foundations is designed as a whole-class, general education program used for prevention (Tier 1) purposes. It also can be taught in a small group or 1:1 setting for intervention (Tier 2). Foundations teaches foundational skills, and significantly supports the reading, writing, and language standards, found in <u>states' rigorous college- and career-ready standards</u>.</p> <ul style="list-style-type: none"> -Foundations presents the following concepts and skills in a cumulative manner from Unit to Unit and year to year -Letter formation -Phonological and phonemic awareness -Sound mastery -Phonics, word study, and advanced word study

	<ul style="list-style-type: none"> -Irregular (trick) word instruction -Vocabulary -Fluency -Comprehension strategies -Written composition (spelling and handwriting)
Journeys Cold Reads (1-4)	This offers weekly cold read passages to monitor accuracy and reading fluency. These passages also include comprehension questions.
Journeys Literacy Tool Kit (3-4)	An intervention for phonics, vocabulary, fluency and comprehension.
Journeys Reading Tool Kit (K-2)	An intervention for phonemic awareness, phonics, vocabulary, fluency and comprehension.
LEXIA Core 5 (K-4)	LEXIA Reading Core 5 is a research-proven computer program that provides explicit, systematic, and personalized learning in the six areas of reading instruction: phonological awareness, phonics, structural analysis, automaticity, vocabulary, and comprehension. LEXIA targets the skill gaps as they emerge and provides teachers with the data and student-specific resources they need for individual or small-group instruction. Data-driven action plans help teachers maximize their time by focusing attention where it is needed most by identifying and grouping students for instruction based on risk of reading failure, tracking the effectiveness of intervention with real-time diagnostic reports and trend lines, and prescribing instructional intensity needed to improve performance on grade-level assessments.
Making Connections (4)	<i>Making Connections</i> ® is a direct, systematic, and highly interactive comprehension program that teaches students strategies to build their comprehension. The program employs a scaffolded instructional plan that supports students by modeling, guiding, and then coaching students to independence. Fiction and nonfiction texts are tied to content-area topics to prepare students to analyze and interpret diverse materials across content-areas.
Phonological Awareness Skills Program (PASP) (K-2)	The <i>Phonological Awareness Skills Program</i> (PASP) assesses and teaches the fundamental analysis and organization abilities that enable children to make sense out of reading and spelling. The Curriculum, divided into two major sections, has activities to improve phonological analysis and organization skills and activities to teach the words (verbal organizers) that support this process. Worksheets accompany many of the activities to give parents for supplemental use at home.
REWARDS (4)	A series to aid in reading multi-syllabic words to increase decoding skills and reading fluency.
Sound Partners (K)	<p>Sound Partners is an explicit, balanced, phonics-based tutoring program that provides individual instruction in early reading skills. Using lessons specifically designed for tutors, paraprofessionals, and assistants, this research-based solution.</p> <p>Improves phonemic awareness, decoding, word identification, and spelling skills</p>

	<p>Provides kindergarten instruction in phonological skills (syllable segmenting) and initial sound identification, and scaffolded practice in phoneme segmenting</p> <p>Includes application of word-reading skills through storybook reading practice</p>
<p>95% Group Inc. (K-2) Phonological Awareness</p>	<p>A guide that provides teachers with instructional procedures to explicitly teach skills to students who have not attained sufficient levels of phonological awareness. It consists of a set of instructional procedures for 39 subskills divided into five categories – three levels of phonological awareness (syllables, onset-rime, and phonemes) and two readiness skills (concepts and terms, and applying language). These instructional procedures are a model for teachers on how to explicitly, systematically, and sequentially instruct students so that they can reach an adequate level of phonemic awareness to be prepared to learn phonics and other word reading skills. These instructional procedures assist teachers in learning how to make instruction explicit and systematic enough for students who are struggling to learn the skills.</p>