

Campbell Ridge Elementary School
Response to Intervention (RTI)
2021-22 Interventions

Reading

S.P.I.R.E. is designed to build reading success through an intensive, structured, and spiraling curriculum that incorporates phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension in a systematic 10-Step lesson plan. Explicit Teacher-led Instruction, Systematic, Multisensory Learning: Auditory, visual, and kinesthetic activities keep students actively engaged. Data-driven instruction with continual practice and review ensure measurable and permanent gains.

Sounds Sensible® is uniquely effective as phonological awareness and beginning phonics instruction for beginning or struggling readers: **Beginning readers** – essential instruction that builds the foundational skills of reading to prevent reading failure before it starts; **Struggling readers** – an Orton-Gillingham based reading intervention for any grade level that serves as Pre-Level 1 of the S.P.I.R.E.® program.

Sounds Sensible® provides hands-on instruction in the most reliable indicators of reading success: phonological awareness, alphabet knowledge, and understanding letter-sound relationships, as well as handwriting. Our unique 5-step lessons are structured and sequential for the mastery of 20 consonants and short a. *Sounds Sensible* can be completed in 6-8 months. **Step 1: Listening:** Focuses students' attention on sounds in words, develops listening skills, builds background knowledge, expands oral vocabulary, and develops familiarity with print concepts. **Step 2: Rhyming:** Develops students' ability to identify and manipulate rhyme through activities such as rhyme identification, categorization, providing, and matching. **Step 3: Segmentation:** Builds awareness of the one-to-one correspondence between oral and written words. Segmentation and deletion activities progress from sentences, to compound words, to syllables, down to phonemes. **Step 4: Phoneme-Grapheme Relationships:** Teaches letter name, its sound, and correct form for manuscript writing. **Step 5: Dictation:** Develops students ability to connect a phoneme to its symbol in written form.

Scott Foresman Early Reading Intervention Kit - This four-part early reading intervention program requires just 30 minutes a day to improve reading achievement. The scientifically research-based program includes interactive, systematic instruction in Learning Letter Names and Sounds; Segmenting, Blending, and Integrating; Word Reading; and Sentence Reading provides the structure and support needed to create successful readers.

Really Great Reading Blast Foundations - The Blast Foundations scope and sequence is systematic and cumulative. The scope and sequence covers explicit instruction in the foundational skills needed to help students who struggle with basic skills in reading in Kindergarten through 2nd Grade. They will learn how to master words with cvc, digraphs, two-sound blends, trigraphs, and the vowel-consonant-e spelling. Students also learn how to apply functional strategies to successfully read multi-syllabic words with ease. Blast targets the skills needed to build confidence with decoding skills in order to become accurate fluent readers. Each lesson keeps students actively engaged in the learning process with multisensory teaching.

Really Great Reading Phonics Boost is a set of 80 intervention lessons for students in grades 3–12 who have significant and severe decoding weaknesses. The primary focus of the lessons is phonemic awareness, phonics concepts, and essential word-attack skills and the net effect of these lessons is faster and more accurate reading of complex text. Students’ accuracy, fluency, and comprehension improve when they learn with Phonics Boost. Students placed in Phonics Boost have typically struggled to acquire key foundational literacy skills, and need a slower pace and more practice than their peers.

Really Great Reading Phonics Blitz is a set of 50 intervention lessons for students in grades 4–12. The lessons help students who are unable to effectively read complex text. *Blitz* is designed specifically for students who read less accurately than expected because they lack key foundational skills. The primary focus of the lessons is phonemic awareness, phonics concepts, and essential word-attack skills and the net effect of these lessons is faster and more accurate reading of complex text. Phonics Blitz lessons are most effective with small-group instruction. Each Phonics Blitz lesson has four parts: Oral Reading, with students periodically charting their own accuracy and fluency rate; Phonemic Awareness skill building activities; Phonics Concepts, taught with engaging manipulatives; and Student Practice with students reading words and sentences out loud, with the teacher providing immediate supportive feedback.

Really Great Reading Countdown is an essential preventative supplement to any core kindergarten reading program. It’s designed to be taught 15–25 minutes a day, 5 days a week. This powerful, sequential and efficient exposure to key literacy concepts ensures that your students establish a firm foundation in the subskills that lead to strong decoding and fluent reading. Countdown is organized in 5 strands:

1. **Functional Vocabulary and Key Concepts** For students to participate in and benefit from direct phonemic awareness and phonics instruction, they first need to understand specific vocabulary and key concepts. Initially, Countdown lessons introduce concepts and vocabulary (such as one-to-one correspondence, first-next-last, same and different, and whole-part) through playful instruction, using words and images that are familiar to most young students. Once this foundational knowledge is well established, instructors may confidently use specific terminology and apply key concepts to teaching students about the sound structure of our language.
2. **Rhyming** Recognizing and producing rhymes is an early sign that a child is developing phonological awareness (a general understanding of the sound structure of language). These skills often emerge spontaneously as young children engage in language play. Rhyming ability may indicate that a child has begun to notice global similarities in patterns of sound within words. While rhyming can be fun and engaging, and all students may benefit from some exposure to it, it is just a first step toward building strong phonological awareness.
3. **Phonemic Awareness Beginning Sound Isolation (BSI) Blending Segmenting Addition / Deletion** Phonemic awareness is the understanding that spoken words are made of individual speech sounds, or phonemes, that can be combined in different sequences to create new words. The ability to manipulate phonemes (to isolate, segment, and blend individual sounds) supports students as they master the alphabetic code and apply this sound-letter knowledge to reading and spelling. Research shows that phonemic awareness has a powerful influence on early word decoding skills.

4. **Alphabetic Principle Decoding Encoding Letter-Sound Relationships** The alphabetic principle is the understanding that spoken words are composed of individual sounds, and that printed letters represent those sounds. Recognizing that there are predictable relationships between letters and sounds and that students can learn these relationships, is critical to their decoding success.
5. **Sight Words** Some words should eventually be known “by sight,” without analysis, either because they occur so frequently (high-frequency words), or because of their phoneme-grapheme (sound-letter) irregularities. In Countdown, we call these “heart words” because students should know them “by heart.” While it is possible to gain some phonemic (sound) information from the letters in these words when they are first encountered (‘come’ starts with /k/), the ultimate goal is to read such irregular words automatically, without conscious effort.

Really Great Reading Launchpad for Pre-K has 27 weeks of playful, interactive phonics and pre-k reading instruction. The program establishes a firm foundation in concepts of print, phonological and phonemic awareness, and letter knowledge. Launchpad brings phonics to early childhood education and features pre-reading strategies for teachers to use in the classroom. This program offers young students the opportunity to develop important pre-k reading skills in only 15–20 minutes a day, such as: knowing that sounds are represented by letters; letters can be put together to create words; recognizing the concepts of print and letter name; developing letter-sound knowledge; developing phonological and phonemic awareness. Launchpad is playful and powerful evidence-based phonics and pre-reading skills instruction that prepares students for kindergarten. Launchpad is game-based, teacher-led, Interactive, kinesthetic, and multisensory instruction. Launchpad makes learning fun, and features a colorful, image-based teacher presentation online tool that makes teaching simple and enjoyable.

Really Great Reading HD Word – For students who have mastered basic phonics but struggle with more advanced phonics skills. HD Word builds the important and lifelong foundations needed for all future academic and life success. HD Word is a set of lessons that efficiently teaches the foundational skills that lead to strong decoding and fluent reading. The lessons systematically teach the essential phonics structures that unlock the English code in both simple and complex words. While the focus of HD Word is word study (phonics and phonemic awareness), there is a high rate of transfer to students’ skills in other areas of reading, such as fluency and comprehension. The net effect is faster, more accurate, and more confident readers.

READ LIVE - Students build fluency and motivation by reading short, nonfiction passages. Students increase reading accuracy and expression with audio support. Students strengthen comprehension and vocabulary. Students develop automaticity in decoding (Phonics levels). Students work independently most of the time. Students experience success and an improved attitude toward reading. Read Naturally Live provides an interactive reading intervention, often used for RTI or MTSS implementations. Options to easily differentiate the program to meet individual needs. Motivating informational texts for reluctant readers, from beginning readers to adults. Extensive, computer-generated reports on student progress. Opportunities for teachers to work with students one-on-one. Three curriculum series (Sequenced, Phonics, Idioms) with a total of 23 levels. Nonfiction reading opportunities as required by state standards.

Math

Number Worlds® 2015 is a highly-engaging, research-proven, teacher-led math intervention program that was built on rigorous state standards to bring students up to grade level with Real World Applications. Number Worlds helps struggling learners by intensively targeting the most important standards. Teachers can develop critical math concepts with routine lesson plans, integrated project-based learning, and a guide for facilitating differentiated learning.

Do The Math® - develops students' understanding of whole numbers and fractions through lessons that foster reasoning and number sense. Research-based instructional practices for Do the Math include the following eight elements, according to Scholastic (2008): Scaffolded instruction--analysis of the content and breaking it up into smaller chunks in order to facilitate students' learning. Explicit instruction--demonstration and modeling of how to solve a particular skill, or set of skills; guidance for understanding; opportunities for practice with feedback; encouragement to verbalize thought processes; and creating connections between math experiences and concepts. Multiple strategies--using a variety of instructional strategies to ensure learning for all students occurs. Gradual method of release--"the focus of instruction is on the level of responsibility that the teacher maintains to ensure that students understand and can complete a particular task on their own" (Scholastic, 2008). Student interaction—encouraging students to verbalize their thought processes helps to extend and deepen their understanding, while synthesizing and evaluating their own thought processes as well as those of their peers ? Meaningful application--conceptual understanding which is built on students' schema, or background knowledge and previously learned content. Content-specific vocabulary--Teaching students correct mathematical language gives them the tools to articulate their mathematical thinking coherently and precisely. Research shows that explicit instruction in mathematics vocabulary supports success with math problem solving. Assessment and differentiation options—differentiation must occur in order for all students to learn. Formative assessments must occur to identify students who need further support and differentiation options.

Fluency through Flexibility delves deeper into spatial relationships, one/two more or less, benchmarks of 5 and 10, and part-part-whole looking at how they affect a child's ability to work flexibly with numbers and become computationally fluent.

Bridges Intervention is a resource designed for mathematics intervention in Tier 2 environments providing targeted instruction and support within the Response to Intervention (RTI) framework. Students work with models that spur thinking and build confidence—starting with manipulatives, moving to two-dimensional representations and then mental images. Organized by content rather than grade, progress monitoring is key to the program. Bridges Intervention was written to address key numeracy and computation skills and concepts for each grade level, K–5. Specifically, Bridges Intervention deals with those clusters identified as major within the following domains: Counting & Cardinality (K), Operations & Algebraic Thinking (K–4), Number & Operations in Base Ten (K–5), and Number & Operations: Fractions (3–5).