

| Activity Title | When will occur | Amt of Time | Location | Special Materials | Notes (links) (Descriptions) | Members | In TIES |
|---|-----------------|---------------|----------|--|---|---------|------------------------|
| Words Their Way | daily | 15 min | | word sorts | Research-based intervention: hands-on program helps students develop essential elements of reading including phonological awareness, phonics and word recognition, and vocabulary link to integrity checklist Phonological Awareness intervention, skills include: phoneme segmenting, phoneme blending, phoneme awareness, rhyming and letter name and sound instruction Introduce a series of words on instructional level. From these, identify at least 9 words that the child can read or answer correctly within 2 seconds. These are "knowns" and go into a stack. Also, identify 10 words that the child cannot read or answer correctly within 2 seconds. These are "unknowns" and go into a different stack. Take 9 cards from the known stack and 1 from the unknown stack. Present the first known card and have the student read it aloud. Present the unknown card and read the word aloud, having the student repeat the word. Present the next known card, followed by the unknown. If the student commits an error on any card or hesitates for longer than two seconds, the tutor reads the card aloud, then prompts the student to read the word. The rotation between a new known and the unknown word continues until the student answers all cards within two seconds without errors. If the first unknown is now a known, it now replaces a previous known, which is then removed from the stack. Begin the procedure again at number 4 using a different unknown. Repeat until all unknowns become knowns. Direct, explicit instruction in phonics skills. Teacher directs students to make words with a certain phonetic pattern and guides students to make harder words with similar phonetic pattern. Students then sort by word patterns and are asked to transfer the word pattern to new words. | | in TIES |
| Road to the Code | daily | 15 min | | materials from Road to Code | Intervention by Design focuses on the 5 key research based pillars of reading: phonemic awareness, phonics, vocabulary, comprehension, and fluency. This program uses the same language as Literacy by Design. The primary version focuses more on phonemic awareness and phonics. The intermediate version focuses more on comprehension with phonics skills. Direct, explicit instruction in phonics skills. Teacher directs students to make words with a certain phonetic pattern and guides students to make harder words with similar phonetic pattern. Students then sort by word patterns and are asked to transfer the word pattern to new words. | | in Ties |
| Incremental Rehearsal | daily | 5-10 min | | | Intervention by Design focuses on the 5 key research based pillars of reading: phonemic awareness, phonics, vocabulary, comprehension, and fluency. This program uses the same language as Literacy by Design. The primary version focuses more on phonemic awareness and phonics. The intermediate version focuses more on comprehension with phonics skills. Direct, explicit instruction in phonics skills. Teacher directs students to make words with a certain phonetic pattern and guides students to make harder words with similar phonetic pattern. Students then sort by word patterns and are asked to transfer the word pattern to new words. | | in Ties |
| Systematic Sequential Phonics | daily | 15 minutes | | letter cards | Soar to Success - A comprehension invention based on the principles of Reciprocal Teaching. Soar to Success uses the strategies of: Clarify (phonics and/or meaning), Predict, Question, and Summarize to accelerate students' reading abilities quickly, as well as help students to apply and use the comprehension and decoding strategies and skills of an effective reader across the curriculum. | | in as making words |
| Intervention by Design | daily | 20-30 | | Intervention by Design Materials | Soar to Success - A comprehension invention based on the principles of Reciprocal Teaching. Soar to Success uses the strategies of: Clarify (phonics and/or meaning), Predict, Question, and Summarize to accelerate students' reading abilities quickly, as well as help students to apply and use the comprehension and decoding strategies and skills of an effective reader across the curriculum. | | in Ties |
| Making Words | daily | 15 minutes | | letter cards | Soar to Success - A comprehension invention based on the principles of Reciprocal Teaching. Soar to Success uses the strategies of: Clarify (phonics and/or meaning), Predict, Question, and Summarize to accelerate students' reading abilities quickly, as well as help students to apply and use the comprehension and decoding strategies and skills of an effective reader across the curriculum. | | in TIES |
| Soar to Success | daily | 30 minutes | | | Soar to Success - A comprehension invention based on the principles of Reciprocal Teaching. Soar to Success uses the strategies of: Clarify (phonics and/or meaning), Predict, Question, and Summarize to accelerate students' reading abilities quickly, as well as help students to apply and use the comprehension and decoding strategies and skills of an effective reader across the curriculum. | | in TIES, PES, MES, HES |
| Soar to Success- Level 2 | daily | 30 minutes | | | Soar to Success - A comprehension invention based on the principles of Reciprocal Teaching. Soar to Success uses the strategies of: Clarify (phonics and/or meaning), Predict, Question, and Summarize to accelerate students' reading abilities quickly, as well as help students to apply and use the comprehension and decoding strategies and skills of an effective reader across the curriculum. | | In TIES, MES |
| Early Reading Success | daily | 20-30 minutes | | materials from kit | This is an intervention for Kindergarten and 1st grade that focuses on phonemic awareness and phonics. Scott-Foresman addition Read Naturally is a fluency intervention. Students begin with a cold read, then they practice with audio support, and then do a hot read to compare growth. | | in Ties |
| Read Naturally/Read Live | daily | 15 minutes | | Read Naturally materials or READLive license | A hands-on intervention for emerging readers and those that need intensive and systematic instruction in phonological awareness, phonemic awareness, and phonemic awareness to phonics. Use picture cards and bingo chips or cubes to have students slide down in systematic order: words in a sentence, syllables in a word, sounds in a word. As a child progresses and is ready, add in letters to bring it to the phonics level. The kit also includes charts for distinguishing the position of sounds (beginning, middle, end) and making and sorting words. Watch Reading Doc Flynn Sound Detective Kit videos on YouTube for more information. | | in Ties |
| Sound Detective Kit | | | | | A combination intervention for phonemic awareness and phonics. Teacher places a student in the Words Their Way program using the spelling inventory and student writing samples. The teacher then begins the weekly word sort by dictating the Words Their Way words and having the student "pull down" the sounds they hear. Teacher models this process as needed for the student. Once the student has pulled down the sounds, they work on matching the letters (graphemes) to the sounds (phonemes). The intervention then progresses to daily word sorts and games for the student to master the pattern. | | |
| Words Their Way with Pull Down | daily | | | | Eikonix boxes teach the student how to hear the phonemes in words in proper sequence by connecting the slow verbal stretching of a word's sounds while simultaneously pushing tokens into sound boxes. Reciprocal Teaching teaches students to use reading comprehension strategies independently, including text prediction, summarization, questioning, and clarifying. ROAR stands for Repeated Oral Assisted Reading. It is a 1 to 1 reading intervention for fluency. | | |
| Fountas and Pinnell (Gr K-2 Phonics, Gr 3 Word Study) SRA Decoding and Comprehension (Gr 3-5) | | | | | | | |
| Eikonix Boxes (check SCRED) | daily | 15 minutes | | | | | in TIES |
| Reciprocal Teaching | | 20 minutes | | reading passages, | | | |
| ROAR | daily | 15 | | tutor, passages at instructional level | | | in TIES |