

Reading Intervention Services

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SCARBOROUGH'S READING ROPE

LANGUAGE COMPREHENSION

Background Knowledge
(facts, concepts, etc.)

Vocabulary
(breadth, precision links, etc.)

Language Structures
(syntax, semantics, etc.)

Verbal Reasoning
(inference, metaphor, etc.)

Literacy Knowledge
(print concepts, genres, etc.)

WORD RECOGNITION

Phonological Awareness
(syllables, phonemes, etc.)

Decoding (alphabetical principal,
spelling-sound correspondence)

Sight Recognition
(of familiar words)

increasingly
strategic

increasingly
automatic

SKILLED READING

Fluent execution and
coordination of word
recognition and text
comprehension.

Scarborough 2001. Adapted with permission.



Interventions at the Elementary Level

**Munsey Park &
Shelter Rock**

Classroom Progress Monitoring

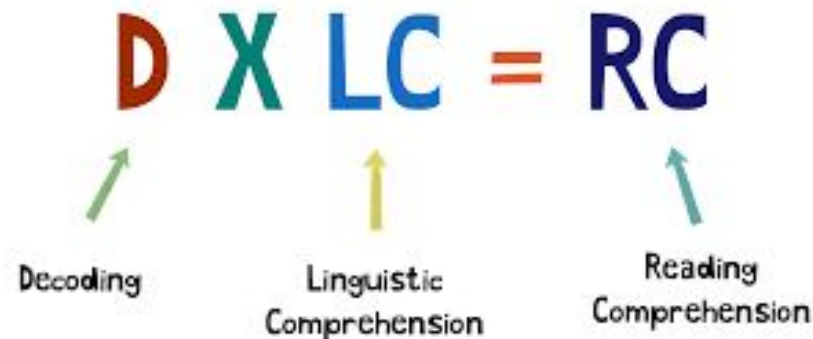
NWEA

TC Running Records (Foundational Skills & Running Records)

Foundations Unit Tests

Heggerty (kindergarten)

NYS ELA



Intervention Support Team - IST

- **Purpose:** To help provide additional classroom support and brainstorm intervention strategies
- Meets once a week to discuss concerns about a student's progress
- Teachers fill out a comprehensive questionnaire
- **In attendance:** General education teachers, special education teachers, teachers for AIS, ENL teachers, school psychologists, counselors, administrators and other necessary personnel

Reading Intervention Assessments

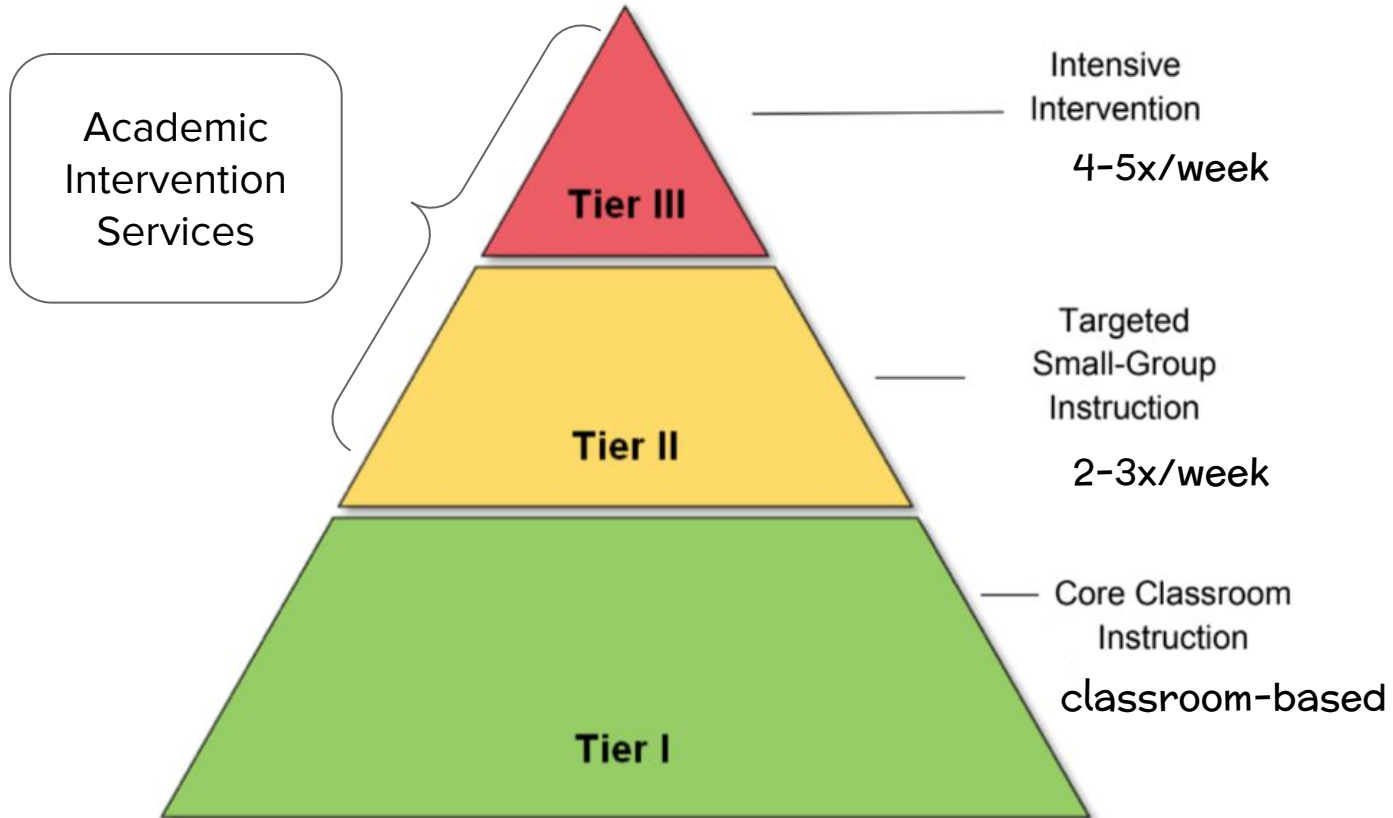
Screenings

- Qualitative Reading Inventory (QRI)
- Word Identification Spelling Test (WIST)
- Wilson Assessment of Decoding and Encoding (WADE)

Progress Monitoring

- Fountas & Pinnell Benchmark Assessment System (BAS)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Core Phonics Inventory
- Foundations Progress Monitoring

RTI Plan



TIER 3
(Grades 2-12)

WILSON
Reading System®

Orton Gillingham Approach

TIER 2
(Grades K-3)

fundations®



TIER 2
(Grades 4-12)

just words®

Leveled Literacy Intervention

TIER 1 (Grades K-3)



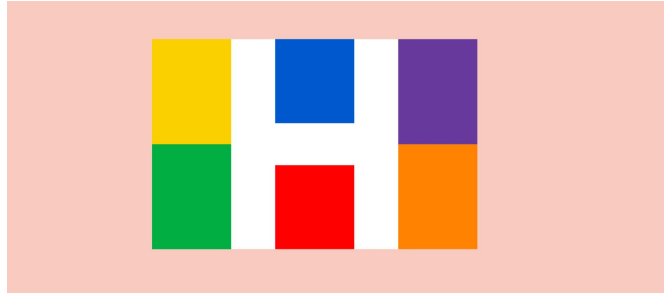
fundations®



UFLI Foundations

Developed for teachers, by teachers, with teachers

- *Tier 1 and Tier 2 Intervention*
- Teaches students the foundational skills necessary for proficient reading
- Follows a carefully developed scope and sequence
- Used in grades Kindergarten to 2nd



Heggerty Phonemic Awareness

- An intervention curriculum focused on developing phonological and phonemic awareness.
- Supports students who struggle with decoding & encoding.

Skills targeted:

- Phoneme isolation
- Blending & segmenting
- Phoneme manipulation (adding, deleting & substituting phonemes)



Foundations

- Establish a foundation for reading, spelling and handwriting
- Foundational skills for life-long literacy
- Tier 2 intervention
- Used in kindergarten to 3rd grade



Just Words

- Just Words is a highly explicit, multisensory decoding and spelling program is for students who have mild to moderate gaps in their decoding and spelling proficiency.
- Used in 3rd to 12th grades
- A sophisticated study of words structure with explicit teaching on “how English works”



Wilson

- a systematic, explicit, cumulative, intensive, and focused approach is used to teach the structure of the English language/total word structure for decoding and encoding.
- Used in 3rd to 12th grades
- Orton-Gillingham based; intensive, Structured Literacy Instruction
- Intensive intervention for students with a language based learning disability, such as dyslexia



Orton-Gillingham Approach

- The Orton-Gillingham Approach
- informs the model of most phonics-based programs
- Tier 3 intensive intervention for students with a language based learning disability, such as dyslexia
- Explicit, multisensory
- Emphasis on relationship between decoding and encoding
- Concepts systematically reviewed, consistent daily practiced
- Prescriptive and responsive!!!




Levelled Literacy Intervention (LLI)

- LLI turns struggling readers into successful readers with engaging leveled books and fast-paced, systematically designed lessons.
- Within-beyond-about the text questioning
- Deepens and expands comprehension with close reading
- Word study of patterns
- Writing responses to reading

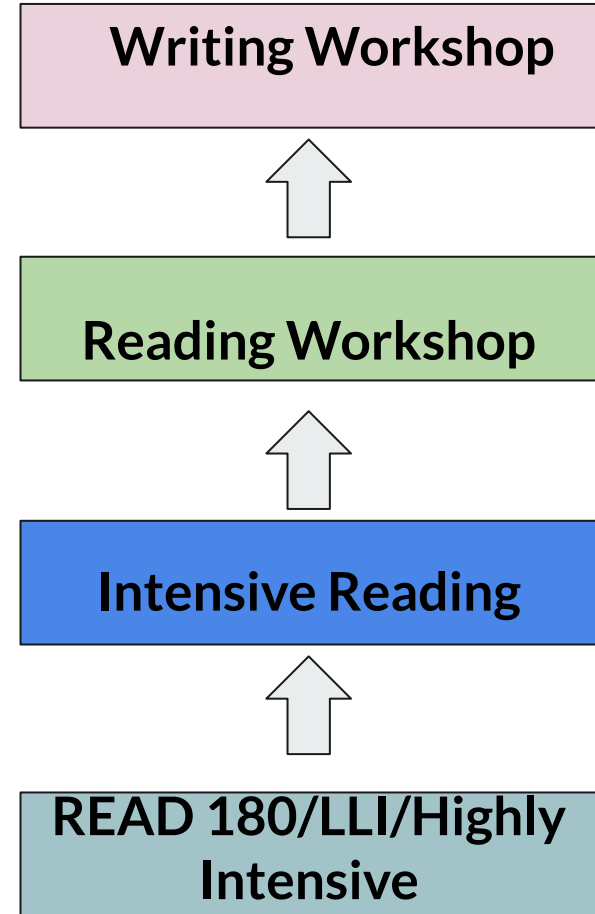


Reading Intervention Services at the Secondary School

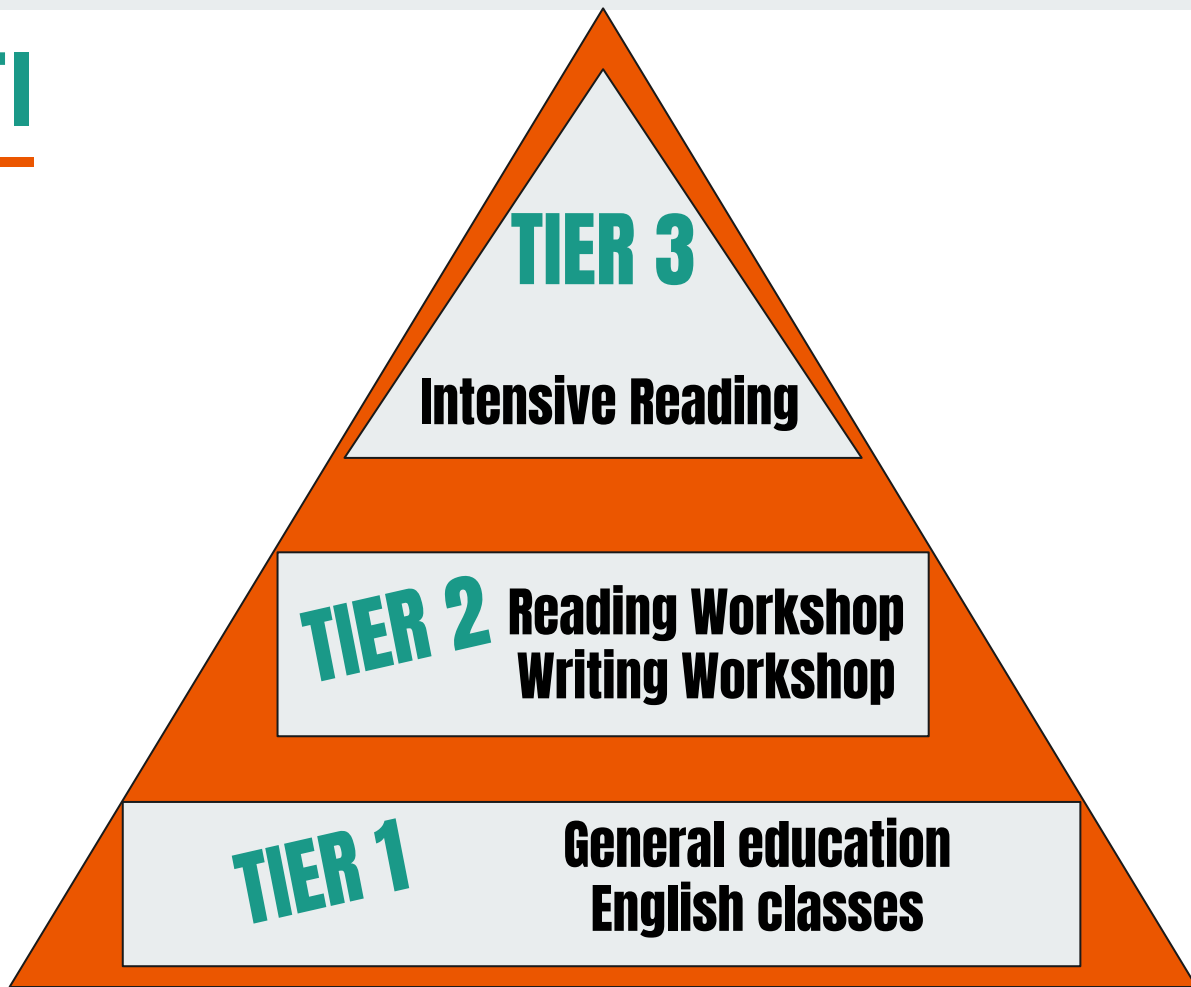


What do reading services look like at the secondary level?

- Writing Workshop→ 7th & 8th
- Reading Workshop→ 7th & 8th
- Intensive Reading → 7th-11th
- Read 180/LLI/Highly Intensive→ 7th-11th



RTI



How Do We Place Students?

*Student needs
are always first.*

- Focus on Middle School transition



- Scheduling Flexibility



The Screening Process

Data drives our instruction

Screening Assessments:

- **IRI**→ word identification, comprehension, accuracy, fluency
- **QRI**→ word identification, comprehension, accuracy, fluency
- **Core Phonics**→ decoding, spelling
- **WIST**→ decoding, spelling



Progress Monitoring

- Formal: WIST & IRI
- Informal: program assessments, daily DO NOWs/check ins, running records, cloze/maze procedure
- Team meetings
- IST
- Communication to parents/guardians



Reading Programs



Reading Programs

Read 180 integrates research around personalized best practices, adaptive technology, instructional strategies based on the science of reading, and scaffolded support for reading independently. Students receive systematic, explicit instruction and practice of foundational literacy skills to develop their fluency, expand vocabulary and strengthen comprehension skills to become proficient, skillful readers.



Reading Programs

The Visualizing and Verbalizing program develops concept imagery - the ability to create an imagined gestalt from language - as a basis for comprehension and higher order thinking. The development of concept imagery improves reading and listening comprehension, memory, oral vocabulary, critical thinking, and writing.



Parent Communication

- Transparency
- Routine updates on data
- Routine updates on instruction and curriculum
- Open line of communication



Literacy Events

author visits



Contact Us!

Please feel free to reach out with any questions you may have!

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