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| **Intervention** | **Grade Level** | **Tier** | **Focus Area** | **Progress Monitoring** | **Specifications of who might need this intervention** |
| RCSD Developmental Checklist  \*Teacher Directed | K-1 | II/III | Pre-Writing, Cognitive, Language, Social | Checklist | Students with developmental deficits necessary for remediation |
| Foundations for Language  \*Teacher Directed | K-1 | III | Letter recognition, phonological/phonemic awareness, oral language | Lesson checks and letter naming | Students with dyslexic tendencies or language delays |
| Lively Letters  \*Teacher Directed | K-1 | III | Letter recognition, phonological/phonemic awareness | Pre/Post Tests and Progress Monitoring | Students with dyslexic tendencies or language delays. Used in conjunction with LLI. |
| Let’s Talk About It  \*Teacher Directed | K-3 | III | Oral language and Mondo Reading |  | Students with oral language deficits. *Should be incorporated with LLI lessons.* |
| Leveled Literacy Intervention (LLI)  \*Teacher Directed | K-6 | II/III | Phonemic awareness, phonics, fluency, vocabulary, comprehension and writing | Weekly Running Records | Students below target reading level or weak incomprehension and written expression |
| iReady/Ready Reading  \*Computer based with directed teaching | 1-5 | II/III | Standards-based instruction for reading comprehension, vocabulary, phonological awareness & phonics | Built in diagnostic assessment and progress monitoring | Students below target reading level. Used in conjunction with LLI. Before an instructional license is considered, 4 weeks of documented instruction utilizing the tools for instruction will be required. |
| Edgenuity  \*Computer Based | 7-12 | II/III | Content Areas (Algebra, History, English, Science) | Built in reports from Quizzes/Unit Test | Students needing remediation in specific content areas |
| Odysseware | 6-12 | II/III | Content Areas (Algebra, History, English, Science) | Built in reports from Quizzes/Unit Test | Students needing remediation in specific content areas |
| Dyslexia Interventions | 2-5 | III | Phonemic awareness, phonics, fluency, vocabulary and spelling (multi – sensory approach) | Lesson checks every 5th lesson | Students with a dyslexia diagnosis in grade 2-5 (or 1st grade repeaters)  Must meet eligibility requirements. |

\*Students in T2 ELA interventions must participate in LLI with the classroom teacher daily. They must have a running record every week. Use the printed running record form for LLI and students read then entire portion of text that is included on the form, not just 100 words. After satisfactory scores in both accuracy and comprehension have been achieved, you may move up to the next level. \*If the tier 2 student is also reading with a dyslexia interventionist, their data is considered extra – it does not take the place of the reading group that the teacher conducts daily in the classroom.

\*Students in T3 ELA must participate in LLI with the school interventionist and a guided reading lesson with the classroom teacher daily. Both the interventionist and the classroom teacher will perform a running record weekly.