### Comprehensive Intervention Model

#### Intervention Descriptions and Selection Criteria

<table>
<thead>
<tr>
<th>Criteria for Selection to Intervention</th>
<th>Intervention Description (All interventions are daily 30 minute lessons)</th>
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</thead>
</table>
| **Kindergarten Early Language Intervention and Interactive Writing**  
Students entering kindergarten with the following characteristics will be considered for Tier 2 Oral Language and Literacy intervention. Student is currently working on:  
- print own name  
- knowledge of print concepts  
- story sequencing and retelling  
- letter identification  
- letter-sound identification  
- repeated sentences  
- developing oral language skills | **Early Language Intervention:** A highly tailored small group intervention designed to close the gap in receptive and expressive language, vocabulary, basic concepts and listening comprehension levels of students who come to school least experienced in language and literacy. These students are most likely to continue to struggle without adequate readiness to engage in listening, speaking, reading, writing and language learning consistent with age level expectation. These groups are conducted by Speech Language Pathologists. |
| **Interactive Writing**  
Students demonstrating a need for additional instruction of the following strategies/skills will be considered for Tier 2 Interactive Writing intervention. Student is currently working on:  
- printing first and last name  
- developing a writing vocabulary  
- understanding print concepts  
- retelling stories in sequential order  
- letter identification  
- letter sound identification  
- reading connected text at a level 4  
- pointing to monitor one-to-one correspondence  
- using knowledge of letter-sound relationships to solve words | **Assisted Writing: Interactive Writing**  
A supplemental intervention taught by a specially trained teacher for small groups of students at the emergent and early levels who are struggling with literacy processing and acquiring foundational skills and concepts. |
| **Writing Aloud**  
Writing Aloud intervention is designed for students who can demonstrate large unit comprehension orally but not in written form and/or struggle with writing fluency. | **Assisted Writing: Writing Aloud**  
A supplemental intervention for small groups of students taught by a specially trained teacher focusing on composing a meaningful message, applying problem-solving strategies for working on words, revising and editing the message and maintaining a focus for completing the writing task. |
<table>
<thead>
<tr>
<th>Reading Recovery</th>
<th>Reading Recovery: One-to-one daily instruction for 12-20 weeks by a specially trained teacher to reach the average reading level for those first grade students who need it most.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest performing first grade students on Observation Survey of literacy tasks who have not yet benefitted from classroom or small group instruction will be considered for Reading Recovery 1-1 intervention.</td>
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</tbody>
</table>

**Guided Reading Plus-Early Stages**

Students reading below grade level standard and demonstrating a need for additional instruction of the following strategies/skills will be considered for Tier 2 Guided Reading Plus intervention for the early levels. Student is currently working on:

- use multiple sources of information to make meaning of text
- notice errors and self-correct
- search through words, blend sounds and reread to solve words or confirm predictions
- use known patterns to take apart unknown words
- develop a bank of fluent high-frequency words
- apply punctuation to regulate phrasing and fluency

**Guided Reading Plus: Early Stages**

A small-group intervention for students who are reading at the emergent to transitional levels of reading and writing, but are lagging behind their classmates in reading abilities. A specially trained teacher provides strategy instruction that focuses on solving problems in reading and writing to lift reading achievement. The intervention enables struggling readers to read for understanding, practice efficient decoding and transfer what they know from one literacy context to another.

<table>
<thead>
<tr>
<th>Guided Reading Plus: Late Stages</th>
<th>Guided Reading Plus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students reading below grade level standard and demonstrating a need for additional instruction of the following strategies/skills would be considered for Tier 2 Guided Reading Plus intervention for the late levels:</td>
<td></td>
</tr>
</tbody>
</table>
| - demonstrate multiple self-monitoring behaviors  
- notice errors and self-correct  
- integrate multiple sources of information to make meaning of text  
- apply word parts/patterns/inflectional endings to check on reading  
- take apart unknown words (onset and rime, compound word junctures, syllable junctures)  
- apply meaning based strategies to solve problems (morphographic and structural analysis)  
- use complex punctuation to regulate phrasing and fluency |  |

**Guided Reading Plus**

A small-group intervention for students who are reading at the emergent to transitional levels of reading and writing, but are lagging behind their classmates in reading abilities. A specially trained teacher provides strategy instruction that focuses on solving problems in reading and writing to lift reading achievement. The intervention enables struggling readers to read for understanding, practice efficient decoding and transfer what they know from one literacy context to another.
**Comprehension Focus Group**

Students demonstrating the following characteristics will be considered for Tier 2 Comprehension Focus Group Intervention. Student is **able to**

- decode text written at or near grade level but is developing vocabulary and large unit comprehension

**Comprehension Focus Group: Genre or Units of Study**

A supplemental small group intervention designed for transitional readers who are struggling with comprehension. The intervention is organized around units of study that require readers to apply higher-level comprehension strategies to analyze relationships within and across texts. Reading and writing are viewed as reciprocal processes wherein students are taught to use knowledge from reading to support their writing and vice versa.

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**Building Self-Regulated Learners: A Part of ALL interventions**

<table>
<thead>
<tr>
<th>Learning</th>
<th>Academic Behaviors</th>
<th>Academic Perseverance</th>
<th>Academic Mindsets</th>
<th>Social Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study skills</td>
<td>Going to class</td>
<td>Grit, tenacity</td>
<td>I belong</td>
<td>Interpersonal skills</td>
</tr>
<tr>
<td>Metacognitive strategies</td>
<td>Doing homework</td>
<td>Delayed gratification</td>
<td>My ability and competence can grow with effort</td>
<td>Empathy, cooperation</td>
</tr>
<tr>
<td>Goal setting</td>
<td>Organizing materials</td>
<td>Self-discipline</td>
<td>I can succeed</td>
<td>Assertion of responsibility</td>
</tr>
<tr>
<td>Self- regulated learning</td>
<td>Participating, studying</td>
<td>Self-control</td>
<td>This work has value</td>
<td></td>
</tr>
</tbody>
</table>