



Example Reading Intervention Platform

Integrated Intervention System

Version 1.0
October 2021



Table of Contents

Phonics for Reading First Level 3

Phonics for Reading Second Level 4

Phonics for Reading Third Level 5

REWARDS Intermediate..... 7

REWARDS Secondary..... 8

REWARDS Plus Social Studies 9

REWARDS Plus Science 10

Example Reading Intervention Platform

This document can be used as a resource by districts when developing their intervention platform.

Phonics for Reading First Level

Grid Component	Intervention Specific Information
Description	<p>Critical Skill: Basic Phonics</p> <p>Provide explicit instruction in phonics (with phonemic awareness, fluency & comprehension components as well)</p> <p>Focuses on skills usually mastered in 1st grade (short vowels, double consonants, consonant blends & digraphs)</p> <p>Utilizes explicit, teacher-directed instruction to introduce skills and strategies</p>
Entrance Criteria	<p>Acadience Reading Level of Performance (Second Grade)</p> <ul style="list-style-type: none"> • Below or well below benchmark on DORF accuracy and words correct • Below or well below benchmark on NWF whole words read <p>Acadience Reading Level of Performance (Third Grade & up)</p> <ul style="list-style-type: none"> • Below or well below benchmark on DORF accuracy and words correct • Administer NWF probe prior to the Phonics for Reading Placement Test to help identify where you would start the placement testing for Phonics for Reading <p style="text-align: center;">AND</p> <p>Phonics for Reading Level One Score less than 80% on subtest A or B, start at identified lesson in First Level</p>
Permission	<p>Classroom teachers will follow the procedure outlined for contacting families when developing Individual Reading Improvement Plans for grades K-3</p> <p>Permission forms will be sent home by the classroom teacher</p>
Progress Monitoring Guidelines	<p>Student:</p> <p>Check Ups within the program monitoring the number of errors students make</p> <p>Master Tests (add on to the program, developed by MiMTSS TA Center)</p> <p>Acadience Reading NWF and/or ORF accuracy/words correct</p> <p>Implementation Fidelity:</p> <p>Interventionist self-report using fidelity checklist</p>

Grid Component	Intervention Specific Information
Decision Rules	<p>Maintain:</p> <p>Last three data points are on or above the aim line for Acadience NWF WWR and ORF</p> <p>Alter:</p> <p>Three or more data points below the student's aim line for Acadience Reading NWF and/or ORF accuracy or words correct</p> <p>Student scores below 90% on two of the last three mastery assessment for Phonics for Reading First Level</p> <p>Fade:</p> <p>Three or more data points above the next Acadience Reading benchmark goal for NWF and ORF accuracy and words correct</p> <p>Decide if you want to continue monitoring progress until next benchmark assessment</p>

Phonics for Reading Second Level

Grid Component	Intervention Specific Information
Description	<p>Critical Skill: Basic Phonics</p> <p>Provide explicit instruction in phonics (with phonemic awareness, fluency & comprehension components as well)</p> <p>Focuses on skills usually mastered in 2nd grade (one-syllable & multi-syllable words by using knowledge of letter sound relationships as well as structural units such as root words & word endings)</p> <p>Utilizes explicit, teacher-directed instruction to introduce skills and strategies</p>
Entrance Criteria	<p>Acadience Reading Level of Performance (Second Grade)</p> <ul style="list-style-type: none"> • Below or well below benchmark on DORF accuracy and words correct • Below or well below benchmark on NWF whole words read <p>Acadience Reading Level of Performance (Third Grade & up)</p> <ul style="list-style-type: none"> • Below or well below benchmark on DORF accuracy and words correct • Administer NWF probe prior to the Phonics for Reading Placement Test to help identify where you would start the placement testing for Phonics for Reading <p style="text-align: center;">AND</p> <p>Phonics for Reading Placement Test (Teacher Manual p. 181) Score 80% or higher on subtest A & B but less than 80% on subtest C: start at Lesson One in Second Level</p>

Grid Component	Intervention Specific Information
	Score 80% or higher on subtest A, B, and C but less than 80% on subtest D: start at Lesson Thirteen in Second Level Score 80% or higher on subtest A, B, C, and D but less than 80% on subtest E: start at Lesson Twenty-One in the Second Level
Permission	Classroom teachers will follow the procedure outlined for contacting families when developing Individual Reading Improvement Plans for grades K-3 Permission forms will be sent home by the classroom teacher
Progress Monitoring Guidelines	Student: Check Ups within the program monitoring the number of errors students make Mastery Assessments (add on to the program, developed by MiMTSS TA Center) Acadience Reading ORF accuracy & words correct Implementation Fidelity: Interventionist self-report using fidelity checklist
Decision Rules	Maintain: Last three data points are on or above the aim line for Acadience Reading ORF Alter: Three or more data points below the student's aim line for Acadience Reading ORF accuracy or words correct Student scores below 90% on two of the last three mastery assessment for Phonics for Reading Second Level Fade: Three or more data points above the next Acadience Reading benchmark goal for ORF accuracy and words correct <ul style="list-style-type: none"> Decide if you want to continue monitoring progress until next benchmark assessment

Phonics for Reading Third Level

Grid Component	Intervention Specific Information
Description	Critical Skill: Basic Phonics Provide explicit instruction in phonics (with phonemic awareness, fluency & comprehension components as well)

Grid Component	Intervention Specific Information
	<p>Focuses on skills usually mastered in 3rd grade</p> <p>Utilizes explicit, teacher-directed instruction to introduce skills and strategies</p>
Entrance Criteria	<p>Acadience Reading Level of Performance (Second Grade)</p> <ul style="list-style-type: none"> • Below or well below benchmark on DORF accuracy and words correct • Below or well below benchmark on NWF whole words read <p>Acadience Reading Level of Performance (Third Grade & up)</p> <ul style="list-style-type: none"> • Below or well below benchmark on DORF accuracy and words correct • Administer NWF probe prior to the Phonics for Reading Placement Test to help identify where you would start the placement testing for Phonics for Reading <p style="text-align: center;">AND</p> <p>Phonics for Reading Placement Test (Teacher Manual p. 198)</p> <p>Score 80% or higher on subtest A-E but less than 80% on subtest F: start at Lesson 1 in Third Level</p> <p>Score 80% or higher on subtest A-F but less than 80% on subtest G: start at Lesson 13 in Third Level</p> <p>Score 80% or higher on subtest A-G but less than 80% on subtest H: start at Lesson 22 in Third Level</p>
Permission	<p>Classroom teachers will follow the procedure outlined for contacting families when developing Individual Reading Improvement Plans for grades K-3</p> <p>Permission forms will be sent home by the classroom teacher</p>
Progress Monitoring Guidelines	<p>Student:</p> <p>Check Ups within the program monitoring the number of errors students make</p> <p>Mastery Assessments (add on to the program, developed by MIMTSS TA Center)</p> <p>Acadience Reading ORF accuracy & words correct</p> <p>Implementation Fidelity:</p> <p>Interventionist self-report using fidelity checklist</p>
Decision Rules	<p>Maintain:</p> <p>Last three data points are on or above the aim line for Acadience Reading ORF</p> <p>Alter:</p> <p>Three or more data points below the student's aim line for Acadience Reading ORF accuracy or words correct</p> <p>Student scores below 90% on two of the last three mastery assessment for Phonics for Reading Second Level</p>

Grid Component	Intervention Specific Information
	<p>Fade:</p> <p>Three or more data points above the next Acadience Reading benchmark goal for ORF accuracy and words correct</p> <p>Decide if you want to continue monitoring progress until next benchmark assessment</p>

REWARDS Intermediate

Grid Component	Intervention Specific Information
Description	<p>Critical Skill: Advanced Phonics</p> <p>REWARDS Intermediate is a reading intervention designed to teach intermediate and secondary students a flexible strategy for decoding multi-syllabic words</p>
Entrance Criteria	<p>Student’s universal screening data for reading is below benchmark but above 60 correct words per minute with an accuracy rate below 90%</p> <p style="text-align: center;">AND</p> <p>Score on the pre-test for REWARDS Intermediate substantiates the need for the program (< 90% total words correct)</p>
Permission	Permission forms will be sent home by the classroom teacher
Progress Monitoring Guidelines	<p>Student:</p> <p>Check Ups within the program</p> <p>Reading Curriculum Based Measures for Oral Reading Fluency (ORF) at appropriate level determined by Survey Level Assessment</p> <p>Implementation Fidelity:</p> <p>Interventionist self-report using fidelity checklist</p>
Decision Rules	<p>Maintain:</p> <p>Last three data points are on or above the aim line for CBM Reading ORF</p> <p>Alter:</p> <p>Three or more data points below the student’s aim line for CBM Reading ORF accuracy or words correct</p> <p>Fade:</p> <p>Student successfully completes the entire REWARDS Secondary program with at least 85% on the End of Unit Check-Up</p>

REWARDS Secondary

Grid Component	Intervention Specific Information
Description	<p>Critical Skills: Advanced Decoding - Multisyllabic Word Reading, Fluency and Academic Vocabulary</p> <p>Intervention designed for students in sixth grade and above who have mastered the basic reading skills, read at or above 3rd grade level but are not able to accurately and fluently read grade level passages and would benefit from systematic decoding, fluency and vocabulary instruction</p>
Entrance Criteria	<p>EWI Course Performance: ELA Course Failure</p> <p>Student needs to read:</p> <ul style="list-style-type: none"> • Minimum 60 correct words per minute on at least the 3rd Grade reading passages using DIBELS Next Oral Reading Fluency progress monitoring probe • Score of $\geq 80\%$ on the Phonics for Reading Placement Test, Third Level Subtests F, G, & H <p>Score on the pre-test for REWARDS Intermediate substantiates the need for the program (< 90% total words correct)</p>
Permission	<p>Permission forms will be sent home by the school counselor as a part of the registration process for each semester</p> <p>For new students, the school counselor will send the permission form home with the rest of the information regarding the student's schedule</p>
Progress Monitoring Guidelines	<p>Student:</p> <p>Check Ups within the program</p> <p>Reading Curriculum Based Measures for Oral Reading Fluency (ORF) at appropriate level determined by Survey Level Assessment</p> <p>Implementation Fidelity:</p> <p>Interventionist self-report using fidelity checklist</p>
Decision Rules	<p>Maintain:</p> <p>Student does not meet criteria for fading or altering or the semester is not over</p> <p>Alter:</p> <p>Three or more data points below the student's aim line for CBM Reading ORF accuracy or words correct</p> <p>Fade:</p>

Grid Component	Intervention Specific Information
	Student successfully completes the entire REWARDS Secondary program with at least 85% on the End of Unit Check-Up

REWARDS Plus Social Studies

Grid Component	Intervention Specific Information
Description	<p>Critical Skills: Academic Vocabulary, Comprehension, Writing</p> <p>Intervention designed for students in sixth grade and above who would benefit from continued decoding and fluency practice with greater focus on vocabulary, comprehension, and writing and who read at or above 5th grade level and would benefit from increased transfer to reading informational text.</p>
Entrance Criteria	<p>EWI Course Performance: ELA Course Failure</p> <p>Student needs to read:</p> <p>Minimum 111 correct words per minute at 95% or greater accuracy on at least the 5th Grade reading passages using DIBELS Next Oral Reading Fluency progress monitoring probe</p> <p>Completion of REWARDS Secondary or completion of the online review activities in REWARDS Plus</p>
Permission	<p>Permission forms will be sent home by the school counselor as a part of the registration process for each semester</p> <p>For new students, the school counselor will send the permission form home with the rest of the information regarding the student’s schedule</p>
Progress Monitoring Guidelines	<p>Student:</p> <p>Check Ups within the program</p> <p>Reading Curriculum Based Measures for Oral Reading Fluency (ORF) at appropriate level determined by Survey Level Assessment</p> <p>Implementation Fidelity:</p> <p>Interventionist self-report using fidelity checklist</p>
Decision Rules	<p>Maintain:</p> <p>Student does not meet criteria for fading or altering or the semester is not over</p> <p>Alter:</p> <p>Three or more data points below the student’s aim line for CBM Reading ORF accuracy or words correct</p>

Grid Component	Intervention Specific Information
	<p>Fade:</p> <p>Student successfully completes the entire REWARDS Plus Social Studies program with at least 85% on the End of Unit Check-Up</p>

REWARDS Plus Science

Grid Component	Intervention Specific Information
Description	<p>Critical Skills: Academic Vocabulary, Comprehension, Writing</p> <p>Intervention designed for students in sixth grade and above who would benefit from continued decoding and fluency practice with greater focus on vocabulary, comprehension, and writing and who read at or above 5th grade level and would benefit from increased transfer to reading informational text.</p>
Entrance Criteria	<p>EWI Course Performance: ELA Course Failure</p> <p>Student needs to read:</p> <p>Minimum 111 correct words per minute at 95% or greater accuracy on at least the 5th Grade reading passages using DIBELS Next Oral Reading Fluency progress monitoring probe</p> <p>Completion of REWARDS Secondary or completion of the online review activities in REWARDS Plus</p>
Permission	<p>Permission forms will be sent home by the school counselor as a part of the registration process for each semester</p> <p>For new students, the school counselor will send the permission form home with the rest of the information regarding the student’s schedule</p>
Progress Monitoring Guidelines	<p>Student:</p> <p>Check Ups within the program</p> <p>Reading Curriculum Based Measures for Oral Reading Fluency (ORF) at appropriate level determined by Survey Level Assessment</p> <p>Implementation Fidelity:</p> <p>Interventionist self-report using fidelity checklist</p>
Decision Rules	<p>Maintain:</p> <p>Student does not meet criteria for fading or altering or the semester is not over</p> <p>Alter:</p>

Grid Component	Intervention Specific Information
	<p>Three or more data points below the student's aim line for CBM Reading ORF accuracy or words correct</p> <p>Fade:</p> <p>Student successfully completes the entire REWARDS Plus Social Studies program with at least 85% on the End of Unit Check-Up</p>

Michigan's MTSS Technical Assistance Center is funded by the Michigan Department of Education and the U.S. Department of Education, Office of Special Education Programs.