



Secondary Reading Intervention Platform Example

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Example Secondary Reading Intervention Platform

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

Phonics for Reading Level A

Platform 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 ORF 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 ORF 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>-AND-</p> <p>Phonics for Reading Placement Test: Level A</p> <p>Score less than 80% on subtest A or B, start at identified lesson in Level A</p>
Permission	<p>Opt Out 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 Opt Out Form home with the rest of the information regarding the student's schedule</p>
Progress Monitoring Guidelines	<p>Student Data:</p> <p>Unit Mastery Check-Ups</p> <p>Acadience Reading ORF and MAZE</p> <p>Implementation Fidelity:</p> <p>Interventionist self-report using Daily Implementation Record</p> <p>Fidelity Observation Checks by Instructional Coach</p>
Decision Rules	<p>To determine next steps, use Flowchart 1 and Flowchart 2 to address the following questions:</p> <ol style="list-style-type: none"> 1) Have students received adequate instruction, and 2) Is it time to intensify supports?

Phonics for Reading Level B

Platform 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 ORF 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 ORF 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: Level B</p> <p>Score 80% or higher on subtest A & B but less than 80% on subtest C: Start at Lesson One in Level B</p> <p>Score 80% or higher on subtest A, B, and C but less than 80% on subtest D: Start at Lesson Thirteen in Level B</p> <p>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 Level B</p>
Permission	<p>Opt Out 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 Opt Out Form home with the rest of the information regarding the student's schedule</p>
Progress Monitoring Guidelines	<p>Student Data:</p> <p>Unit Mastery Check-Ups</p> <p>Acadience Reading ORF and MAZE</p> <p>Implementation Fidelity:</p> <p>Interventionist self-report using Daily Implementation Record</p> <p>Fidelity Observation Checks by Instructional Coach</p>
Decision Rules	<p>To determine next steps, use Flowchart 1 and Flowchart 2 to address the following questions:</p>

Platform Component	Intervention Specific Information
	<p>1) Have students received adequate instruction, and</p> <p>2) Is it time to intensify supports?</p>

Phonics for Reading Level C

Platform 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 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 ORF 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 ORF 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: Level C</p> <p>Score 80% or higher on subtest A-E but less than 80% on subtest F: Start at Lesson 1 in Level C</p> <p>Score 80% or higher on subtest A-F but less than 80% on subtest G: Start at Lesson 13 in Level C</p> <p>Score 80% or higher on subtest A-G but less than 80% on subtest H: Start at Lesson 22 in Level C</p>
Permission	<p>Opt Out 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 Opt Out Form home with the rest of the information regarding the student's schedule</p>
Progress Monitoring Guidelines	<p>Student Data:</p> <p>Unit Mastery Check-Ups</p> <p>Acadience Reading ORF and MAZE</p> <p>Implementation Fidelity:</p>

	Interventionist self-report using Daily Implementation Record Fidelity Observation Checks by Instructional Coach
Decision Rules	To determine next steps, use Flowchart 1 and Flowchart 2 to address the following questions: 1) Have students received adequate instruction, and 2) Is it time to intensify supports?

Corrective Reading

Platform Component	Intervention Specific Information
Description	<p>Critical Skill: Basic Phonics</p> <p>Provides explicit instruction in phonics (with phonemic awareness, fluency & comprehension components as well)</p> <p>Three levels (A-C) focus on decoding skills for students who have trouble identifying words, who don't understand how the arrangement of letters in a word relates to its pronunciation, and whose reading rate is inadequate</p> <p>Utilizes explicit, teacher-directed instruction to introduce skills and strategies</p>
Entrance Criteria	<p>Acadience Reading Level of Performance (Third Grade & up)</p> <ul style="list-style-type: none"> Below or well below benchmark on ORF accuracy and words correct Administer NWF probe prior to the Corrective Reading Placement Test to help identify where you would start the placement testing for Corrective Reading <p style="text-align: center;">AND</p> <p>Corrective Reading Placement Tests for Decoding Levels A-C: Follow directions on the "Decoding Placement Schedule" in the Teacher Guide</p>
Permission	<p>Opt Out 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 Opt Out Form home with the rest of the information regarding the student's schedule</p>
Progress Monitoring Guidelines	<p>Student Data:</p> <p>Follow the Mastery Test Schedule in the Teacher Guide for each Level</p> <p>Acadience Reading ORF and MAZE</p> <p>Implementation Fidelity:</p> <p>Interventionist self-report using Daily Implementation Record</p> <p>Fidelity Observation Checks by Instructional Coach</p>

Decision Rules	<p>To determine next steps, use Flowchart 1 and Flowchart 2 to address the following questions:</p> <ol style="list-style-type: none"> 1) Have students received adequate instruction, and 2) Is it time to intensify supports?
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REWARDS Intermediate

Platform Component	Intervention Specific Information
Description	<p>Critical Skill: Advanced Phonics</p> <p>REWARDS Intermediate is a reading intervention designed to teach intermediate students (4th-5th grades) a flexible strategy for decoding multisyllabic 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	<p>Opt Out 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 Opt Out Form home with the rest of the information regarding the student's schedule</p>
Progress Monitoring Guidelines	<p>Student Data:</p> <p>Unit Mastery Check-Ups (Every 4 lessons)</p> <p>Acadience Reading ORF and MAZE</p> <p>Implementation Fidelity:</p> <p>Interventionist self-report using Daily Implementation Record</p> <p>Fidelity Observation Checks by Instructional Coach</p>
Decision Rules	<p>To determine next steps, use Flowchart 1 and Flowchart 2 to address the following questions:</p> <ol style="list-style-type: none"> 1) Have students received adequate instruction, and 2) Is it time to intensify supports?

REWARDS Secondary

Platform Component	Intervention Specific Information
Description	<p>Critical Skills: Advanced Decoding - Multisyllabic Word Reading, Fluency and Academic Vocabulary</p> <p>Intervention designed for students in 6th-12th grades 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>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 Acadience Oral Reading Fluency progress monitoring probe • Score of $\geq 80\%$ on the Phonics for Reading Placement Test, Level C Subtests F, G, & H
Permission	<p>Opt Out 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 Opt Out Form home with the rest of the information regarding the student's schedule</p>
Progress Monitoring Guidelines	<p>Student Data:</p> <p>Unit Mastery Check-Ups (Every 4 lessons)</p> <p>Acadience Reading ORF and MAZE</p> <p>Implementation Fidelity:</p> <p>Interventionist self-report using Daily Implementation Record</p> <p>Fidelity Observation Checks by Instructional Coach</p>
Decision Rules	<p>To determine next steps, use Flowchart 1 and Flowchart 2 to address the following questions:</p> <ol style="list-style-type: none"> 1) Have students received adequate instruction, and 2) Is it time to intensify supports?

Read to Achieve

Platform Component	Intervention Specific Information
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Description	<p>Critical Skills: Content-Area Vocabulary, Comprehension, Fluency</p> <p>Intervention designed for students in 6th-12th grade who would benefit from continued decoding practice with greater focus on vocabulary, comprehension, and fluency strategies using content-area informational texts.</p>
Entrance Criteria	<p>Course Performance: ELA Course Failure</p> <p>Student needs to read:</p> <ul style="list-style-type: none"> • Minimum 100 correct words per minute on the Read to Achieve placement test (located in the Professional Development Guide – Appendix B) with 90% accuracy or higher and a score of 80% or greater on comprehension questions -or- completion of REWARDS Secondary
Permission	<p>Opt Out 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 Opt Out Form home with the rest of the information regarding the student's schedule</p>
Progress Monitoring Guidelines	<p>Student Data:</p> <p>Unit Mastery Check-Ups ("Show What You Know" – Every 5 lessons)</p> <p>Acadience Reading ORF and MAZE</p> <p>Implementation Fidelity:</p> <p>Interventionist self-report using Daily Implementation Record</p> <p>Fidelity Observation Checks by Instructional Coach</p>
Decision Rules	<p>To determine next steps, use Flowchart 1 and Flowchart 2 to address the following questions:</p> <ol style="list-style-type: none"> 1) Have students received adequate instruction, and 2) Is it time to intensify supports?

REWARDS Plus Social Studies

Platform 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>Course Performance: ELA Course Failure</p> <p>Student needs to read:</p>

	<ul style="list-style-type: none"> Minimum 111 correct words per minute at 95% or greater accuracy on at least the 5th Grade reading passages using Acadience Oral Reading Fluency progress monitoring probe <p>Completion of REWARDS Secondary or completion of the online review activities in REWARDS Plus</p>
Permission	<p>Opt Out 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 Opt Out Form home with the rest of the information regarding the student's schedule</p>
Progress Monitoring Guidelines	<p>Student Data:</p> <p>Unit Mastery Check-Ups (Every lesson)</p> <p>Acadience Reading ORF and MAZE</p> <p>Implementation Fidelity:</p> <p>Interventionist self-report using Daily Implementation Record</p> <p>Fidelity Observation Checks by Instructional Coach</p>
Decision Rules	<p>To determine next steps, use Flowchart 1 and Flowchart 2 to address the following questions:</p> <ol style="list-style-type: none"> 1) Have students received adequate instruction, and 2) Is it time to intensify supports?

REWARDS Plus Science

Platform 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>Course Performance: ELA Course Failure</p> <p>Student needs to read:</p> <ul style="list-style-type: none"> Minimum 111 correct words per minute at 95% or greater accuracy on at least the 5th Grade reading passages using Acadience Oral Reading Fluency progress monitoring probe <p>Completion of REWARDS Secondary or completion of the online review activities in REWARDS Plus</p>

Permission	<p>Opt Out 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 Opt Out Form home with the rest of the information regarding the student's schedule</p>
Progress Monitoring Guidelines	<p>Student Data:</p> <p>Unit Mastery Check-Ups (Every lesson)</p> <p>Acadience Reading ORF and MAZE</p> <p>Implementation Fidelity:</p> <p>Interventionist self-report using Daily Implementation Record</p> <p>Fidelity Observation Checks by Instructional Coach</p>
Decision Rules	<p>To determine next steps, use Flowchart 1 and Flowchart 2 to address the following questions:</p> <ol style="list-style-type: none">1) Have students received adequate instruction, and2) Is it time to intensify supports?

URLs Used in Document

[Flowchart 1 and Flowchart 2](#)

(<https://drive.google.com/file/d/1INAbX62ynezYm00P6CqIWak6eBzYvxUy/view?usp=sharing>)

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