

# ETO Intervention/Enrichment Plan



## ETO COACHES' ACADEMY



# Objectives



Participants will:

- Identify reading interventions utilized with 9<sup>th</sup> & 10<sup>th</sup> grade students
- Discuss the impact interventions/enrichment has on student achievement

# Objectives



Participants will:

- Review reading interventions and enrichment materials utilized with 9<sup>th</sup> & 10<sup>th</sup> grade students
- Review various models of intervention implementation

# Essential Question

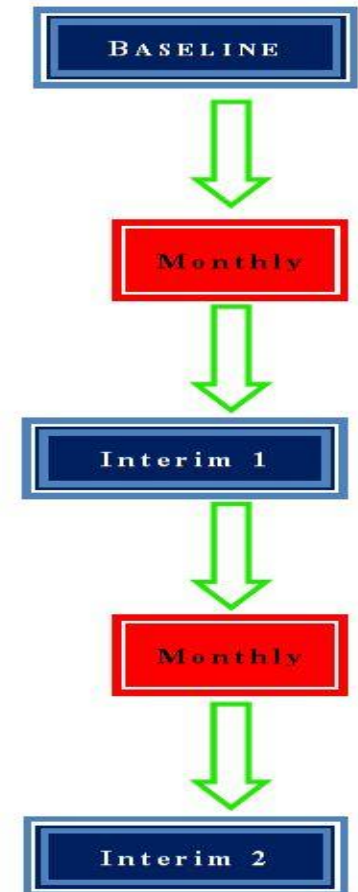


In which ways can reading coaches provide support in the effective implementation of reading and writing interventions ?

# Consider this . . .



If we target the reading deficiencies of FCAT Level 1 and 2 students, their performance on interim/monthly assessments and the FCAT will improve.



# Catch-up Growth



- Students who are behind need to make catch-up growth. Catch-up growth is annual growth plus some additional part of a year's growth.
- 100% of the achievement gap in reading and 67% of the gap in math originates in the home before a student's first day of kindergarten.

*Annual Growth for All Students, Catch-up Growth for Those Who Are Behind*

# Catch-up Growth Continued



- Teaching to the deficient sub-skill requires flexibility and a high level of ability to adapt material (or create it, if necessary) for the targeted student.
- The implicit assumption of uniform master schedules is wrong. Students who are behind do not learn at faster rates than students who are ahead. They require additional time and direct instruction tailored to their deficient sub-skill.
- The primary driver of catch-up growth is increased instructional time. This is true in math as well as in reading.

*Annual Growth for All Students, Catch-up Growth for Those Who Are Behind*

# What is the role of a reading interventionist?



- Reading interventionists work extensively with students to help them **improve specific reading skills**.
- An interventionist addresses the **specific needs of a particular student** when regular classroom instruction is not sufficient.
- Interventionists **work with identified reading programs (methods of learning)** that are most appropriate for each student.



# Quote



Effective reading interventionists have a tremendous impact on struggling readers. Many of these students will probably feel more comfortable in a one-on-one or small-group setting working with peers of similar ability. Because of this instructional format, interventionists can **observe students closely and monitor** and be able to discuss observations with the classroom teacher.

# Reading Interventionists



- Interventionists will provide explicit and systematic instruction utilizing reading materials that have been selected by the ETO office to address the reading needs of students.
- Interventionists will meet with select students for a specified amount of time each day throughout the week in order to receive targeted instruction.
- Interventionists are responsible for utilizing the intervention material and adhering to the fidelity of the program.
- Interventionists will provide corrective and explicit feedback when working with students.
- Interventionists will progress monitor students with the support of the reading coach and/or ETO Curriculum Support Specialist every 20 instructional days
- Interventionists will be responsible for picking up students for intervention, maintaining accurate attendance records and ensuring student work is kept in a student intervention folder.
- Interventionists should meet with students' intensive reading teachers every two weeks to discuss student progress.
- Any questions or concerns interventionists have should be addressed with person overseeing interventions at school site and the ETO Curriculum Support Specialist

# Overview of Reading Interventions for 9<sup>th</sup> & 10<sup>th</sup>



Intervention Groups	Instructional Focus	Intervention/ Enrichment Materials
<b>Intervention A</b>	Phonics	<b>Rewards</b> Reading Horizons Everyday English (ELL)*
<b>Intervention B</b>	Morphology & Fluency	<b>Rewards</b> QReads Everyday English (ELL)*
<b>Intervention C</b>	Vocabulary & Comprehension	<b>Reading Express</b> Scaffolded Discussion Templates Everyday English (ELL)*
<b>Intervention D</b>	Comprehension	<b>FCAT Coach/AMSCO FCAT</b> FCAT Explorer Passages
<b>Enrichment E</b>	High-level Comprehension	<b>Strategy Central</b>

# Intervention Carousel



Participants will spend about 15 minutes getting acquainted with **one** specific intervention program and be prepared to share highlights of the program with the whole group.



# Group A



## **Who?**

9<sup>th</sup> grade students that have demonstrated a deficiency in phonological and orthographic word study, fluency, vocabulary and low-level comprehension.

## **Which materials will be used?**

*REWARDS (Reading Excellence: Word Attack & Rate Development Strategies)*

**Time?** 40-50 minutes

# *REWARDS*



It is an intense intervention reading program that is specifically designed **for students who have difficulty reading long words and/or who read slowly** (i.e., 60 to 120 correct words per minute). *REWARDS* provides secondary students with flexible strategies for decoding multisyllabic words in order to build reading accuracy and fluency. This is accomplished by teaching a strategy to segment a word into parts, read the word part by part, and then read the word independently.

# REWARDS



In **lessons 1-12** students will blend sounds of word parts and learn the meanings of word parts (**prefixes and suffixes**) that make up longer words.

In **Lessons 13-20** students continue to practice the above skills in addition to working on **fluency, reading passages and answering comprehension questions that accompany the passages.**

*REWARDS stresses that when a student can read more words, reading vocabulary comes closer to their oral vocabulary, thus their comprehension improves.*

# *REWARDS* Lesson Routines



## **(Lessons 1-12)**

**Activity A** – Oral Activity – Blending Word Parts into Words

**Activity B** – Vowel Combinations

**Activity C** – Vowel Conversions

**Activity D** – Reading Word Parts

**Activity E** – Underlining Vowel sounds in Words (use Promethean or whiteboard)

**Activity F** – Oral Activity – Correcting Close Approximations Using Context

**Activity G** – Word Parts at the Beginning and End of Words

**Activity H** – Circling Word Parts (use Promethean or whiteboard)

**Activity I** – Focus on Meaning

**Activity J** – Spelling Dictation

**Wrap- Up Activity** – can do this orally or have students write it down



# *Reading Horizons*



*Reading Horizons* is an explicit, systematic, research-based phonics program based on the *Discover Intensive Phonics for Yourself* Method. Multi-sensory techniques are employed both in the classroom via direct instruction and through use of interactive computer courseware programs.

*Reading Horizons* has 8 reference lessons:

- one lesson on voiced and voiceless sounds
- six lessons teaching basic structures in English
- one lesson that teaches synonyms, antonyms

# Group A (ESOL 1)



## **Who?**

9<sup>th</sup> grade ESOL (level 1) students that have demonstrated a deficiency in phonological and orthographic word study, fluency, vocabulary and low-level comprehension.

## **Which materials will be used?**

*Everyday English for Newcomers to English*

**Time?** 30-40 minutes

# *Everyday English*



This intensive reading intervention program **provides an entry point for non-English speakers** and:

- increases oral fluency
- introduces the sounds of the English language
- strengthens the use of everyday words
- fosters knowledge of core vocabulary
- presents key characteristics of how English works.

Students access conversational dialog and visual representations in six everyday scenarios connected to their lives: **School, Home, The Neighborhood, The Grocery Store, The Mall, and My Day.**

# Everyday English Lesson Routines



Oral Fluency	Introduction of basic conversational English
<b>Step 1: Phonemic Awareness</b>	<b>Students practice working with sounds</b>
<b>Step 2: Everyday Words</b>	<b>Students practice using words for everyday conversation</b>
<b>Step 3: Vocabulary Development</b>	<b>Students work with core content vocabulary</b>
<b>Step 4: How English Works</b>	<b>Students participate in a dialog</b>

# Group B



## **Who?**

Ninth and tenth grade students that have demonstrated a deficiency in morphological word study (prefixes, roots and suffixes), fluency, vocabulary, and low-level comprehension.

## **Which materials will be used?**

*REWARDS (Reading Excellence: Word Attack & Rate Development Strategies) and QReads*

**Time?** 40-50 minutes

# *QReads*



The ***QReads*** intervention program focuses on increasing fluency, comprehension, and background knowledge for high school students.

The program is designed to have students read a passage three times to improve fluency and comprehension.

**Step 1** – students read a passage to themselves, either aloud or silently, at their own pace. They build on their prior knowledge and work on remembering the main idea of the passage.

**Step 2** – students then hear the same passage modeled by a fluent reader.

**Step 3** – students reads as much of the passage as they can in one minute. This allows for assessment of fluency and comprehension. (timed reading)

# Fluency



FORF Risk Level Chart - Grades 9 - 12  
2010-2011 School Year

	Grade 9			Grade 10			Grade 11			Grade 12			
	Fall Assessment 1	Winter Assessment 2	Spring Assessment 3	Fall Assessment 1	Winter Assessment 2	Spring Assessment 3	Fall Assessment 1	Winter Assessment 2	Spring Assessment 3	Fall Assessment 1	Winter Assessment 2	Spring Assessment 3	
Oral Reading Fluency	0-103	0-112	0-121	0-103	0-112	0-121	0-103	0-112	0-121	0-103	0-112	0-121	HR
	104-126	113-136	122-146	104-126	113-136	122-146	104-126	113-136	122-146	104-126	113-136	122-146	MR
	127+	137+	147+	127+	137+	147+	127+	137+	147+	127+	137+	147+	LR

HR - High Risk: Seriously below grade level and in need of substantial intervention  
 MR - Medium Risk: Moderately below grade level and in need of substantial intervention  
 LR - Low Risk: At grade level

# Group C



## **Who?**

Ninth and tenth grade students that have demonstrated a deficiency in low-level reading comprehension and vocabulary. These students are reading at or above 147 wcpm.

## **Which materials will be used?**

*Reading Express*

## **Time?**

30 minutes



# *Reading Express*



The ***Reading Express*** program supports students who struggle to master standards-based skills in via direct instruction and provides opportunities for data-driven instruction.

Interventionists will provide mini-lessons that address the needs of the specific deficient reading skills, based on data, students have.

# Group D



## **Who?**

Ninth and tenth grade students that have demonstrated a deficiency in grade-level reading comprehension.

## **Which materials will be used?**

Florida Reading Standards-Based Instruction (AMSCO)

## **Time?**

30- 40 minutes

# *Florida Reading Standards-Based Instruction*



The ***Florida Reading Standards-Based Instruction*** materials are designed to help students master the annually assessed reading skills.

# Group E



## **Who?**

Ninth through tenth grade students that have demonstrated a proficiency in grade-level comprehension.

## **Which materials will be used?**

*Strategy Central for the Active Reader* (Information, Literature and Nonfiction)

## **Time?**

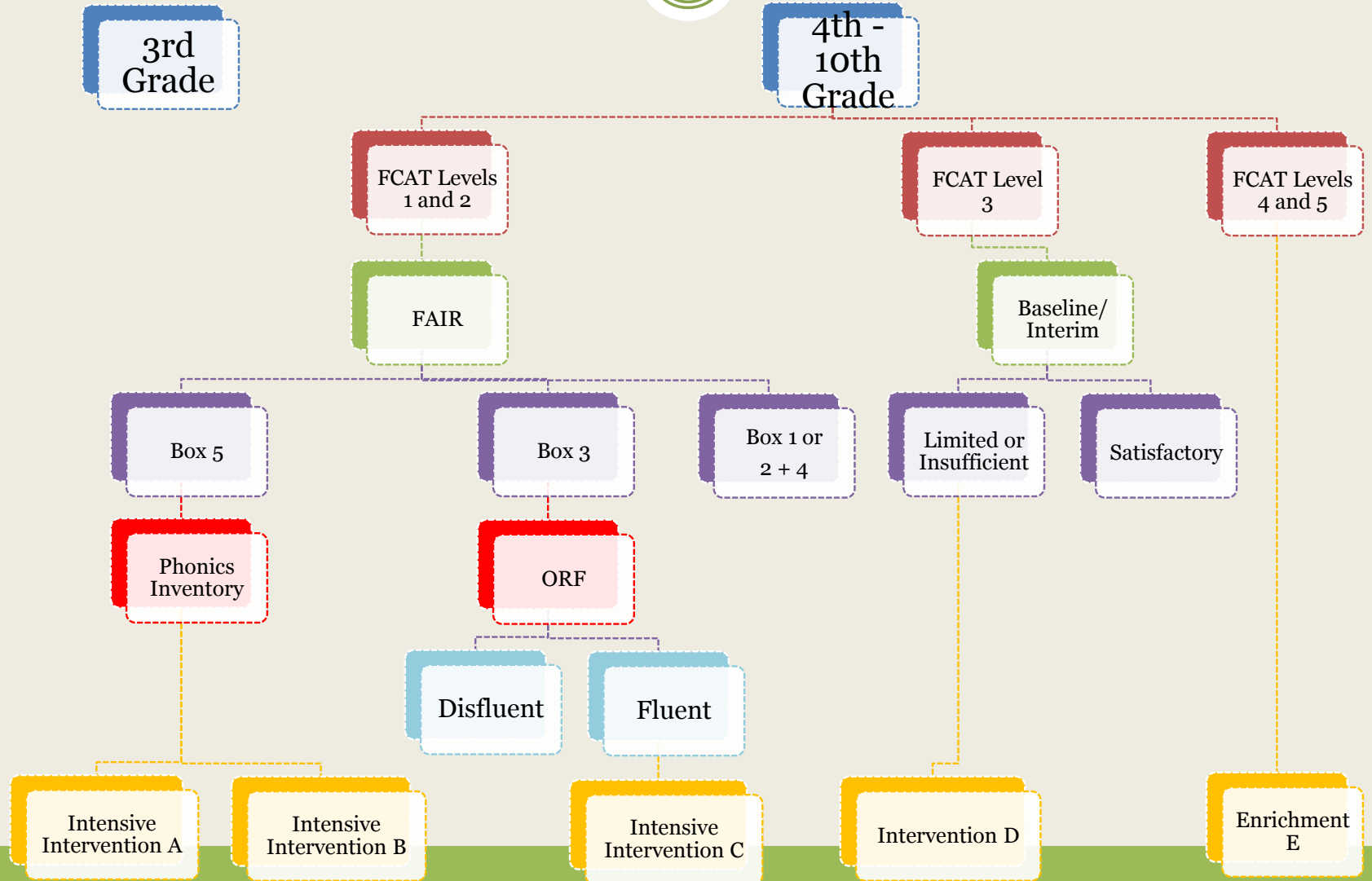
30- 40 minutes

## *Strategy Central for the Active Reader (Information, Literature and Nonfiction)*

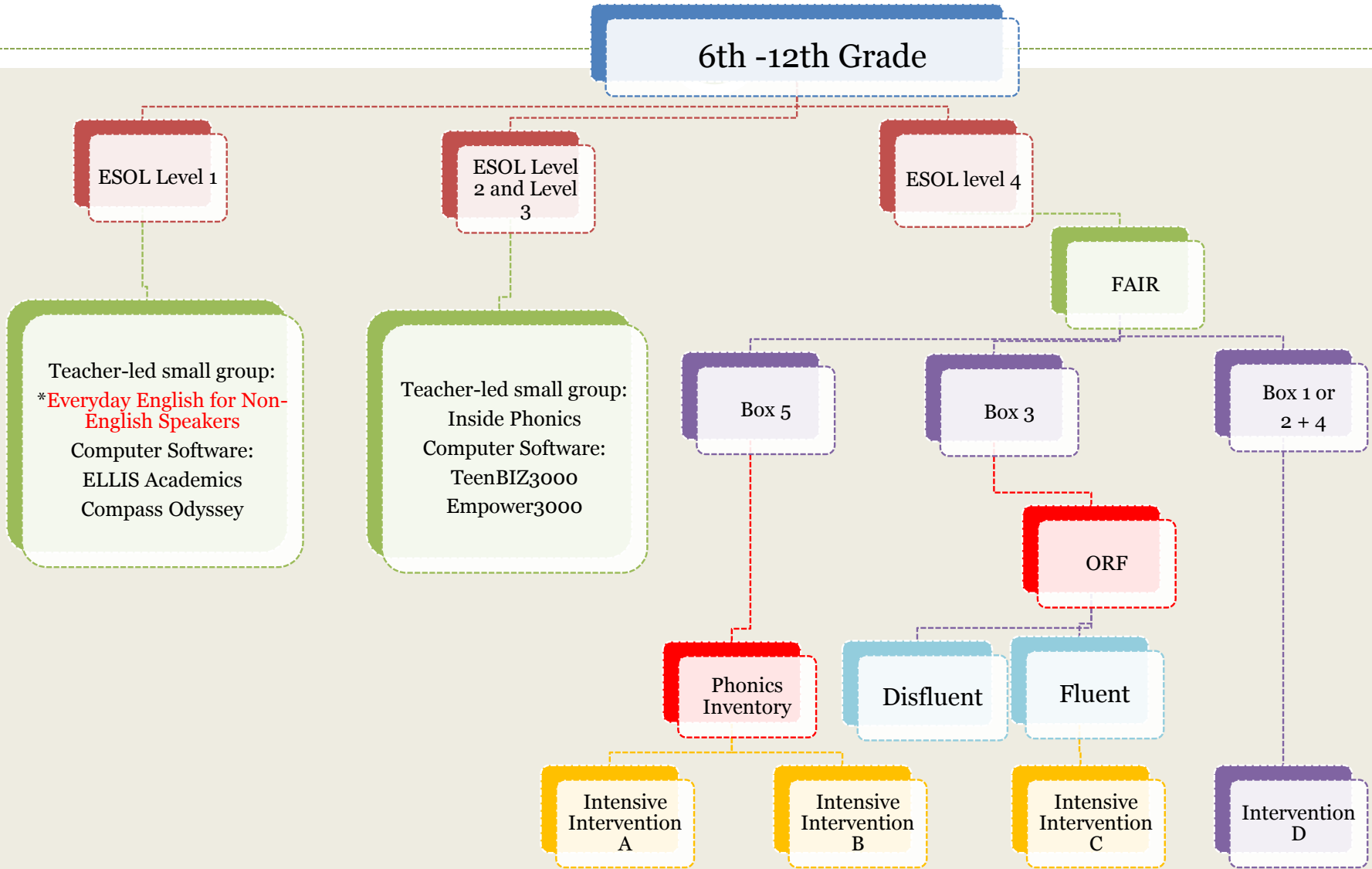


***Strategy Central for the Active Reader*** is a three-book adolescent literacy program designed to improve reading comprehension. Students practice utilizing specific before, during and after reading strategies with informational, literary and nonfiction text.

# Decision Tree for Intervention & Enrichment Grades 3-10



# Decision Tree for ELL Interventions



# Models of Intervention Implementation



Schools have different models for providing interventions for students.

The following are some models ETO schools have utilized:

- Push-into DI small group rotation for 20 or 30 minutes in a language arts class or creative writing class
- Pull-out from an elective class to meet with students in a designated location for a designated time
- Push-into DI small group rotation for 20 or 30 minutes in an intensive reading class e.g. JRN or IR-EN
- Push-into DI small group rotation for 20 or 30 minutes in a Freshman Experience class
- Small group instruction of select students after school for 45 minutes to 1 hour



# Effective Active Reading Strategies



- SWAG
- Win/Gist
- Choral Reading
- Echo Reading
- Cloze Reading
- Finish the Sentence

# Revisiting the Essential Question



In which ways can reading coaches provide support in the effective implementation of reading and writing interventions ?

# Exit Slip 3-2-1



List **3** three types of reading and/or writing interventions your school will be able to provide to students.

List **2** questions you still have about reading and/or writing interventions.

List **1** way you, as a reading coach, can provide support to interventionists as they work with small groups of students.

# Contact Information



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