



LITTLE CHUTE

Area School District

Early Literacy Remediation Plan

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Section 1: Introduction

Little Chute Area School District's Early Literacy Plan	
Publication date: December 2024 Updated: July 2025	
District vision and mission: The mission of the Little Chute Area School District is dedicated to fostering a community of learners where we meet the academic, social, and emotional needs of all students. Little Chute schools will be learning communities where students express a genuine desire to learn in a welcoming and secure environment. We will challenge all learners to become engineers of their own future by nurturing their creative and intellectual growth. We will provide the launch pad for students to excel in any field of interest by developing the whole child in a diverse and technical society.	
Early literacy vision and mission: Teachers will utilize evidence-based literacy practices to ensure that all students become proficient readers at grade level through high-leverage instructional practices, high-quality resources, and intentional assessments within core instruction and intervention.	
Link to plan in additional languages:	

Universal Approach to High Quality Instruction

Links to standards:

- [Wisconsin Standards for English Language Arts](#), DPI 2020
- [Wisconsin Essential Elements for English Language Arts](#), DPI 2022
- [Wisconsin Model Early Learning Standards Fifth Edition](#)
- [The 2020 Edition | WIDA](#)

Grade-Level Instruction and Curriculum

The District emphasizes the consistent use of instructional methods that reflect evidence-based best practices and the selection and use of curricular materials that have been designed and shown to be effective tools for early literacy development. Our teachers are dedicated to delivering engaging and effective lessons that align with our literacy standards.

Students receive high-quality, grade-level literacy instruction using our board-approved curriculum myView by Savvas 2025 edition, as well as UFLI for additional phonics support. Foundational reading skills are taught systematically and explicitly through the grades. Students are exposed to a rich selection of texts that builds background knowledge and reflect diverse perspectives, experiences, and voices. Professional educators understand the lifelong importance of each child's early literacy education and who have specific training in the areas of reading instruction and literacy development.

Evidence-Based Instructional Practices

We utilize evidence-based instructional practices that are proven to effectively promote literacy development for all students. These practices include explicit instruction in reading, fluency, writing, comprehension, knowledge building, vocabulary, systematic phonics, and phonological/phonemic awareness.

The District uses a variety of assessment techniques, both formal and informal, to determine each student's current skills and knowledge, to identify any learning gaps related to literacy development, and to measure learning and growth following instruction and any interventions. We also use formative assessments to guide our instruction.

Differentiate Scaffolds and Supports

The District relies on a tiered system of learning support, consisting of a wide range of interventions, instructional and curricular modifications, and other remedial services to meet the needs of students who need assistance reaching or maintaining grade-level literacy skills. For students who demonstrate advanced literacy skills, differentiated supports are provided. For students not meeting essential learning objectives within a unit, additional support is provided by the grade-level teacher(s) to address their specific needs.

Inclusive Practices and Engagement Strategies

We employ a variety of engagement strategies designed to foster active participation and create an environment where every student feels valued. Our approach includes:

- **Collaborative Learning:** We encourage collaboration through small group discussions, book clubs, and interactive discussions, allowing students to learn from each other and appreciate diverse perspectives. These activities build a sense of community and enhance collective learning.
- **Differentiated Instruction:** To meet the diverse needs of our students, we use varied instructional methods tailored to different learning styles and abilities. This approach includes visual aids, hands-on activities, and interactive technology.
- **Varied Opportunities to Respond:** We provide multiple ways for students to engage and demonstrate their understanding. This includes individual and group responses, interactive activities, movement,

verbal/nonverbal responses, and opportunities for oral and written expression.

- **Co-Taught Classrooms:** In our co-taught classrooms, students benefit from the expertise of multiple educators working collaboratively. This model allows for more individualized support and a richer learning experience, as teachers combine their skills to address the diverse needs of all students.
- **Use of Varied Materials:** Our curriculum incorporates a broad range of materials that reflect different cultures, interests, and reading levels.

Section 2: Strategic Early Literacy Assessment System

Reading Readiness Screeners

The Statewide 4K Fundamental Skills Screening Assessment [Pearson aimswebPLUS](#) focuses on evaluating phonemic awareness and letter-sound knowledge. Parents and caregivers can expect to receive a notification letter within 15 days following the scoring of the statewide early literacy screener. Reports will be sent twice per year in the fall and spring (2024-25 school year in the spring only) in the preferred language. There is no ability for families to opt their child out of this requirement.

The Statewide 5K-3 Universal Screener Assessment [Pearson aimswebPLUS](#) evaluates phonemic awareness, letter-sound knowledge, alphabetic knowledge, decoding & oral vocabulary. Parents and caregivers can expect to receive a letter by email that will be sent within 15 days of the scoring of the statewide early literacy screener. Reports will be sent three times per year – fall, winter, and spring (2024-25 school year in winter and spring only) – in the preferred language. There is no ability for families to opt their child out of this requirement.

**In the assessment process, it may be determined through reassessment or alternative approved diagnostic assessments that the original screener was not accurate for a student.*

Diagnostic Literacy Assessments

Diagnostic assessments will be administered to students who score below the 25th percentile on the universal screener or who are referred for additional testing by a teacher or parent/caregiver. Act 20 requires that a diagnostic assessment include all of the specific literacy subskills and meets the technical specifications outlined in the Act (i.e., a sensitivity rate of 70%, a specificity rate of at least 80%, and includes a growth measure). Parents will be notified of the results.

The Little Chute Area School District has selected the i-Ready Assessment Suite as its diagnostic reading tool. For students in grades K-3, the district will use a combination of the i-Ready diagnostic and i-Ready Early Literacy Learning Tasks, and results will be sent home within 10 days after the screener. See the [District Diagnostic Literacy Menu](#) for further assessments that may be used to evaluate a student's early literacy skills.

In instances where section [118.016\(3\)\(b\)](#) requires the District to administer a diagnostic assessment, state law does **not** provide families with an opportunity to choose to opt their child(ren) out of the assessment.

Personal Reading Plans

Students who score below the 25th percentile on the reading readiness screener will receive a personalized reading plan. This plan includes:

- a description of the science-based early literacy programming;
- early literacy assessment data;
- overall early literacy analysis;
- student goals and support plan;
- additional services to accelerate early literacy skills;
- recommendations for culturally relevant early literacy learning;
- record of attendance and progress;
- record of communication with parent/caregiver(s)

The school will provide a copy to families/caregivers no later than the third Friday in November or within 10 days of a subsequent screener or diagnostic assessment requested by parent/teacher. Families/caregivers can expect to receive updates about the student's progress at least every 10 weeks.

Little Chute Area School District will call parents/caregivers for input on the plan. After the plan is created, parents will be mailed the plan and at each 10-week review. The acknowledgement and signature will be completed through mail or sent via Infinite Campus, which is dependent on what communication method a person has chosen (email or text). The reviews will be via a meeting, google meet, or phone call based on the parents preferences.

If a diagnostic and other data does not confirm the level of risk indicated by the screener, an intensive reading plan may **not** be needed.

- Families and caregivers will still be involved in the decision-making as partners in understanding a student's reading ability and the need for a plan.
- The reading plan is part of a continuum of support and matching the intensity of supports in universal instruction, reading intervention, and/or progress monitoring with a student's level of need
- A list of students who do not need a plan will be created and monitored.

The District uses the results of the reading/literacy portion of the annual third-grade Forward Exam for a variety of purposes, including the following:

- If a student has a personal reading plan in place as an "at-risk" student during third grade, the results of the assessment (or the applicable sub-score(s)) may be used to evaluate the student's progress and to determine whether the student has successfully completed the reading plan.
- Even if a student does **not** have a personal reading plan in place at the time that the District receives the Forward Exam results, the District will identify and provide appropriate interventions or remedial reading services if the District determines that **either** of the following applies:
 - The student has failed to score above the state minimum performance standard on the applicable ELA/reading portion of the Forward Exam and it is determined that the student's test performance accurately reflects the student's reading ability.
 - The student has not met the minimum performance benchmarks that show that the student is meeting the grade-level reading objectives that are specified in the District's reading curriculum plan. The results of the Forward Exam serve as one indicator that may be used to make this determination.

Section 3: Student Supports

Interventions: The following evidence-based interventions provide explicit and systematic instruction and are available for students in need of additional support, including students with characteristics of dyslexia.

Little Chute Area School District maintains a menu of interventions used in our Multilevel Systems of Support process. Personal reading plans may include interventions from [this menu](#). Each intervention may involve progress monitoring using an appropriate tool administered weekly to track progress. Additionally, many interventions include supplementary assessments or monitoring tools as part of the intervention system to support tracking progress.

What are interventions?

Providing an “intervention” typically means applying the systematic use of a technique, program, or practice that has been designed and shown to improve learning in specific areas of student need. To be effective, interventions must be accurately matched to the student’s needs, and the student’s response to the interventions (i.e., the student’s learning and progress toward goals) needs to be monitored, with adjustments being made as needed. Various state statutes and administrative regulations establish standards and requirements for learning “interventions” that are provided in the specific context of early literacy instruction. For example:

- § [118.016\(5\)](#) (defining requirements for personal reading plans).
- § [118.016\(1\)\(i\)](#) (defining “intervention” as the term is used in connection with personal reading plans).
- § [121.02\(1\)\(c\)3](#) (specifying standards for interventions and remedial reading services that are provided to a 5K to third-grade student determined to be “at risk” based on a reading readiness assessment).
- § [PI 8.01\(2\)\(c\)3](#) (Register Feb. 2020) (addressing interventions and services that are provided to students in kindergarten through fourth grade under sections [121.02\(1\)\(c\)1](#) and [\(1\)\(c\)2](#) of the state statutes).

Depending on the student’s needs, interventions may be embedded in regular classroom instruction, delivered in a small group setting, delivered in a one-on-one setting, and/or provided using some other appropriate method. The following are some examples of the types of reading interventions and learning supports that the District commonly uses in connection with early literacy instruction and some of the methods that may be used to provide those interventions and supports:

- Delivering instruction through multimodal strategies, such as audible, verbal, visual, and tactile methods (i.e., tracing, writing, using manipulatives, etc.).
- Using targeted repetition and reinforcement of explicit instruction through re-teaching, teaching using alternative strategies, and/or using alternative materials.
- Identifying critical points during instruction for providing the student with prompts, coaching, learning checks, and specific feedback.
- Making ongoing adjustments to a student’s placement in instructional groups (whole group, small group, and/or individual) for different learning objectives and skill practice.
- Modifying a student’s school schedule to extend the amount of weekly instructional time that is used for reading/literacy development.
- Using appropriately vetted technology-based resources.
- Implementing school-and-home learning reinforcement activities that are structured, coordinated, and monitored by a licensed educator.

Wisconsin's Informational Guidebook on Dyslexia and Related Conditions

State law requires this *Early Literacy Remediation Plan* to include a description of the interventions that the District uses to address characteristics of dyslexia. In doing so, it is important to understand that dyslexia is generally recognized as a neurobiological condition that exists on a continuum. At a very general level, the condition is often characterized by difficulties, at varying degrees of severity, with accurate and fluent word

recognition, spelling, and decoding. Those difficulties can detract from the child's reading experience, impede comprehension, and affect the growth of key literacy-related skills. Some children without dyslexia demonstrate some of the characteristics that are associated with dyslexia.

Due to the broad range of severity of "characteristics of dyslexia" and due to the many different underlying causes or reasons that students may exhibit those characteristics in connection with reading and other literacy-related skills, there is no single, standardized program or schedule of interventions that can be applied to appropriately address the needs of all students with dyslexia, with related conditions, or who have demonstrated characteristics of dyslexia. Interventions for such students should reflect individual needs.

As is also true for many other students who need learning support when they are having difficulty developing grade-level literacy skills, early literacy learning supports or interventions identified for a student with dyslexia or with characteristics of dyslexia should:

- Be based on the components of "science-based early reading instruction," as defined in state law, including both addressing any proficiency gaps in foundational skills (e.g., phonemic awareness and phonics) and incorporating instruction in other critical reading skills (e.g., fluency, vocabulary, and comprehension).
- Be comprehensive in relation to the student's needs so that the learning leads to reading comprehension and engagement.
- Be explicit so that the student understands what needs to be learned and why.
- Build upon the student's strengths as a bridge to addressing needs.
- Provide guided and monitored practice.
- Be coordinated with whole-group/universal instruction. Subject to individual needs, this includes coordination with the pace, sequencing, and goals of universal instruction, as well as using consistent instructional language between universal instruction and intervention(s).
- Be assessed frequently to monitor learning, to guide ongoing instruction, and to determine when interventions should be modified or when an intervention can be discontinued.

See the [Wisconsin's Informational Guidebook on Dyslexia Related Conditions](#) also available on the LCASD website.

Promotion Policy

Please see Little Chute Area School District's current [Policy 5411 Third Grade Promotion And Retention: At-Risk Students](#)

Summer Reading Support

Students who have not completed their Personal Reading Plan by the end of third grade and are performing below the 25th percentile will be recommended for a summer intervention program. Additionally, these students will be provided with a continuing intervention plan for their 4th-grade school year.

Exit Criteria

The Little Chute Area School District follows a comprehensive process for determining the criteria for exiting a Personal Reading Plan, incorporating multiple data sources:

1. **Goal Achievement:** Evaluation of whether the student has successfully met the specific goals outlined in their Personal Reading Plan.
2. **Progress Monitoring Data:** Review of progress monitoring data, including required measures of adequate progress, to ensure the student is consistently improving.
3. **Success in Universal Instruction:** Assessment of the student's ability to succeed in universal grade-level instruction.

4. **Parent/Caregiver Agreement:** Collaboration with parents or caregivers to discuss the student's progress and obtain their agreement on the decision to exit the plan.

These criteria ensure that students are ready to continue their reading development independently within the universal classroom environment. In order to exit a reading plan, Adequate Rate of Progress Indicator will be the following aimswebPlus assessments:

- 5K is demonstrating proficiency in nonword or nonsense word fluency and phoneme segmentation
- Grades 1-2 proficiency in oral reading fluency
- Grade 3 proficiency in oral reading fluency and on the state summative reading assessment

Students on a personal reading plan will be monitored weekly. Parents will be notified of progress after 10 weeks.

Section 4: Family and Community Engagement

Family Notification Policy

State law requires this *Early Literacy Remediation Plan* to include a “**parent notification policy**.” See § [118.016\(6\)\(e\)](#). This section (including all of the subsections in this section) serves as that mandatory policy.

A letter was sent in November 2024 to all 4K-3 families informing them of the screener, the purpose of the screener and a description of the literacy skills measured on the state reading readiness screener ([Initial Communication Letter](#)). Once students take the aimsweb Early Literacy screener, families will receive the results.

Any student considered “at risk” will receive an additional letter sharing diagnostic screener results and inviting caregivers to provide input on a Personal Reading Plan (PRP). This invitation also includes special education information and details about the characteristics of dyslexia. Parents/caregivers will be sent this information via mail and email.

Family & Community Engagement Strategies

Families and communities play a vital role as active partners and key collaborators in the journey toward literacy success for every learner. The Little Chute Area School District recognizes that achieving literacy goals is a shared responsibility that extends beyond the classroom. By fostering strong partnerships with families and engaging the broader community, we create a supportive environment where every student can thrive. Together, we work to ensure that all students have the resources and support they need to achieve literacy success. The following are some ways we engage with our community:

Family Literacy Events

- **Family Book Club:** Families who choose to participate read the same preselected book. These books can be followed, understood, and enjoyed by younger students and still captivate and stimulate older children. Reading aloud at home is valuable because it better helps your child to be an effective reader. It is also a fun, worthwhile family activity. Our Little Chute Elementary Family Book Club aims to build a community of readers at our school.
- **Family Engagement Night:** Engage families with strategies and resources to support reading and math at home. Topics might include reading aloud, word and math games, building vocabulary, and more.

Regular Communication:

- **School Newsletters:** Offer families practical tips for promoting literacy, updates on classroom learning, and curated reading lists to encourage reading at home.

- **Parent-Teacher Conferences:** Focus on literacy progress, providing tailored suggestions for how parents can actively support their child's reading development.
- **Multilevel Systems of Support Meetings:** Parents are regularly invited and are equal partners in the development and review of student plans and ACT 20 Initial Review Meetings/Review Meetings
- **Student/Parent/Teacher Compacts:** Little Chute Elementary School Title One Compact that each guardian, student, and teacher sign to ensure success and their partnership. All schools review the compact each year with parents to revise as needed.

Community Partnership in Literacy Initiatives:

- **Tutoring Programs and Boys & Girls Club:** Engage the broader community in supporting literacy through tutoring programs and partnerships with the Boys and Girls Club, providing additional resources and mentorship opportunities for students.

Family History Survey Component

In connection with a diagnostic assessment, the District will also provide an opportunity for the student's parents to complete a family history survey to provide additional information about any learning difficulties in the student's family. This will be communicated through the screener and diagnostic letters and completed annually through the Registration Process in August of each school year.

Section 5: Strategic Use of Data

Early Literacy Instructional Evaluation Process

The data that the District tracks in connection with reading readiness assessments and early literacy interventions will be valuable to use in connection with evaluating and improving the District's early literacy curriculum, the instructional practices used by District educators, and the District's system of learning interventions and other remedial services.

Administrative Responsibility for Data Management and Reporting

The Director of Curriculum, Instruction, and Assessment and the licensed Elementary Reading Specialist / Instructional Coach along with elementary principals shall have primary administrative responsibility for establishing and monitoring data-tracking procedures related to this *Early Literacy Remediation Plan*.

The Director of Curriculum, Instruction, and Assessment and the licensed Elementary Reading Specialist / Instructional Coach shall have primary administrative responsibility for ensuring that the District annually reports assessment and intervention data to the Department of Public Instruction, as required by section [118.016\(7\)](#).

Uses of the Data Directed Primarily by the Administration and School Board

Under the direction of the Director of Curriculum, Instruction, and Assessment, the District Administrator, and the School Board, assessment and intervention data related to this Plan will be used to help evaluate:

1. The District's **program of reading goals**, including to help determine the progress that the District is making for existing goals and to inform possible revisions to the District's reading goals. See § [118.015\(4\)\(a\)](#).
2. The District's adopted **academic standards** in reading, writing, and English language arts. See §§ [118.30\(1g\)\(a\)](#) and [120.12\(13\)](#).
3. The District's **budgetary needs** related to reading instruction, such as staffing, resources for professional development, and purchases of curricula, classroom instructional materials, and library materials. See § [118.015\(4\)\(b\)](#).

Use of the Data in the Annual Curriculum Review Process

The Director of Curriculum, Instruction, and Assessment with the support of the licensed district reading specialist and school principals is charged with conducting an **annual evaluation of the District's reading curriculum** under section [118.015\(3\)\(d\)](#) and shall consider assessment and intervention data related to this Plan as part of that evaluation process for at least kindergarten through third grade.

Other Uses of the Data that will be Coordinated Primarily at an Administrative Level

Under the direction of the Director of Curriculum, Instruction, and Assessment, the District's elementary school principals and associate principals, and with the involvement of the District's licensed reading specialist, the District will use assessment and intervention data related to this Plan for the following:

1. As a component of the District's periodic review of its sequential curriculum plan for reading and language arts, including evaluating the relevant instructional materials.
2. To help evaluate and improve the District's core set of instructional methods for teaching reading and early literacy skills, and to help evaluate the sound and consistent implementation of those core methods.
3. To evaluate the structure, quality, and implementation of the District's early literacy intervention systems and procedures, including any optional programs that can serve a remedial function such as summer support.
4. To inform the evaluation of any specialized programs or services within the District that connect to and affect literacy instruction, using disaggregated data if reasonably available and appropriate.
5. To identify reading achievement gaps that may be affecting specific student subgroups, and to assist in identifying recommendations or action steps that may assist in addressing those achievement gaps.
6. To identify and help remedy statistically significant differences in early literacy outcomes among different schools, programs or instructional settings within the District.
7. To inform recommendations and planning for educator training and professional development and learning, which may include workshops or other training or coaching that will help classroom educators to analyze and directly use the District, school, or classroom assessment and intervention data to improve their professional practices.
8. To inform recommendations and planning for staffing allocations and to inform other aspects of staff management planning.
9. To inform the future review and evaluation of this *Early Literacy Remediation Plan*.

Establishing a Framework of Assessment and Evaluation

The Little Chute Area School District is committed to the importance of data-driven decision-making in delivering high-quality early literacy instruction. To ensure this, we have established a comprehensive framework that integrates assessment results, curriculum evaluation, and instructional improvements.

Key Components:

- **Assessment Schedule:** A structured schedule for administering literacy assessments is in place, occurring at key points throughout the academic year—fall, winter, and spring. This schedule includes both state-mandated assessments and additional formative and diagnostic assessments to monitor student progress.
- **Data Collection:** The district systematically collects and stores assessment data to track student progress in key literacy areas, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension, all of which align with state standards.
- **Stakeholder Involvement:** Teachers, reading specialists, and school leadership work collaboratively to

review and interpret the assessment results, ensuring that data informs instructional strategies and supports student success.

Using Assessment Results to Inform Instructional Practices

- **Regular Data Review Meetings:** Each school conducts regular meetings with classroom and reading teachers, as well as community members and parents, to review assessment outcomes. These meetings focus on analyzing student performance across classroom, grade, and school levels to pinpoint areas of need.
- **Targeted Interventions:** Assessment data drives the creation of targeted interventions for students struggling with specific literacy skills. Classroom teachers and interventionists, with support from the literacy coach/reading specialist, implement these interventions. Progress is monitored frequently to evaluate effectiveness and adjust strategies as needed.
- **Professional Development:** Assessment results help identify professional development needs for teachers, such as training in instructional strategies or curriculum implementation. Ongoing coaching and support are provided to enhance teaching practices based on these identified needs.

Annual Review

At the end of each school year, the district reading specialist summarizes assessment results, analyzes the literacy curricular resources, and provides recommendations for improvement. The Director of Curriculum and Instruction reviews these insights to make decisions about curriculum adjustments, resource allocation, and instructional priorities.

Continuous Improvement Cycle: The district employs a continuous improvement cycle, regularly reviewing and refining assessment data, curriculum, and instructional practices. Goals for the next academic year are set by the Director of Curriculum and Instruction in collaboration with the reading specialist and other stakeholders, based on these insights.

Reading Interventions

Name of Intervention	Area(s) of Reading Addressed (check ALL that apply)	Description of Intervention	Time	Progress Monitoring (what is the best tool to use)	Grade Level (if applicable)
Sondy Let's Play Learn	☒ Pre-reading skills ☒ Letter-sound recognition ☒ Letter formation ☒ Shapes/colors	Structured, systematic, multisensory practice, it is used as a tool to develop foundational reading skills and prevent reading difficulties or as an intervention for those who need to strengthen pre-reading skills. Each lesson plan uses proven Orton-Gillingham methods. For basic foundational skills and best used for students in 4K. Includes pre-reading and foundational reading support for early in the school year.	Time varies 5 days per week Small group or 1:1 10-12 weeks	Mastery Tests are included to monitor progress and support reteaching opportunities. Letter Identification	4K-1
Sound Partners	☒ Phonological awareness ☒ Phonemic awareness ☒ Decoding ☒ Word Recognition ☒ Alphabet Knowledge ☒ Oral Language and Vocabulary ☒ Oral Reading Fluency	Sound Partners is a research-based, supplementary tutoring program designed to enhance early reading skills. With individualized instruction, Sound Partners emphasizes phonemic and alphabetic skills, phonemic decoding skills, and assisted oral reading practice with decodable texts.	15-30 minutes Less if a targeted area 4-5 days per week Small group or 1:1	Mastery checks included Decodable Word List	K-3
Visualize and Verbalize	☒ Phonological awareness ☒ Listening comprehension ☒ Oral Language and Vocabulary ☒ Fluency ☒ Spelling ☒ Comprehension	The Visualizing and Verbalizing® (V/V®) program develops concept imagery—the ability to create an imagined or imaged gestalt from language—as a basis for comprehension and higher order thinking. The development of concept imagery improves reading and listening comprehension, memory, oral vocabulary, critical thinking, and writing.	Small group or 1:1 30-60 minutes per session, 4-5 x per week, 16 weeks	Checks within aimswebPlus appropriate tool for focus of intervention	K-5

LiPS	☒ Phonological awareness ☒ Phonemic awareness ☒ Decoding ☒ Word Recognition ☒ Alphabet Knowledge ☒ Oral Language and Vocabulary ☒ Spelling ☒ Oral Reading Fluency	The LiPS® Program teaches students to discover and label the oral-motor movements of phonemes. Students can then verify the identity, number, and sequence of sounds in words. Once established, phonemic awareness is then applied to reading, spelling, and speech.	20-50 minutes daily 10-12 weeks or more	Checks with aimswebPlus appropriate tool for focus of intervention	K-3
Let's Talk About It!	☒ Oral Language and Vocabulary	This is a sequential, structured approach to building students' oral language. Students then transfer their spoken message into print by co-constructing sentences in writing. The lesson format concludes with repeated reading of the written message.	2-3 times per week 10 weeks	Record of oral language	K-3
Heggerty or Bridge the Gap Heggerty	☒ Phonological awareness ☒ Phonemic awareness	Lessons are designed to provide daily instruction in eight phonological and phonemic awareness skills. Students practice blending, segmenting, and manipulating words, syllables, and phonemes each day. This explicit instruction scaffolds support for students to work with early, basic and advanced phonemic awareness skills. 4K-1 (use grade level book) 2-8 (use <i>Bridge the Gap</i> book)	12-15 minutes if whole lesson 5-7 minutes if a targeted area 4-5 days per week Small group or 1:1	Mastery checks included aimswebPlus nonsense word fluency (NWF) OR phoneme segmentation (PS),	K-8
Building Reading Success	☒ Phonological awareness ☒ Phonemic awareness ☒ Decoding ☒ Word Recognition ☒ Alphabet Knowledge ☒ Oral Language and Vocabulary ☒ Oral Reading Fluency ☒ Comprehension	A module-based intervention program that develops K-5 students' proficiency in foundational literacy skills. Authored by Wiley Blevins, the program focuses on fluency—something critical for any student receiving intervention—with daily reading and writing applications, as well as phonics, comprehension, syntax, vocabulary, and word study support. The instructional routines are representative of the latest Science of Reading research and elements of structured literacy.	15-45 minutes per day 10-12 weeks	Placement assessments and regular formative checks Dependent on grade and focus.	K-8
Oral Blending Routine Continuous	☒ Phonological awareness ☒ Phonemic awareness	Based on work from Wiley Blevins, this routine can be used with oral blending at the word level, syllable level, onset-rime level, and individual phoneme level moving from less to more complete skills and routines.	5 minutes Small group or 1:1	aimswebPlus nonsense word fluency (NWF) OR	K-1

Blending		Use grade-level myView scope and sequence when teaching skills in the myView shared folder.		phoneme segmentation (PS),	
Oral Segmenting Routine	☒ Phonological awareness ☒ Phonemic awareness	This routine can be used with oral segmenting at the word level, syllable level, onset-rime level, and individual phoneme level moving from less to more complex skills and routine.	5 minutes Small group or 1:1	aimswebPlus nonsense word fluency (NWF) OR phoneme segmentation (PS),	K-1
Alphabet Arc	☒ Alphabet Knowledge ☒ Letter sounds	The purpose of an alphabet arc is to help students gain speed, accuracy, and automaticity in letter recognition.	5-10 minutes Small group or 1:1	Letter / Sound checks aimswebPlus Letter Word Sound Fluency (LWSF)	K-1
Sonday System 1	☒ Phonological awareness ☒ Phonemic awareness ☒ Decoding ☐ Word Recognition ☒ Alphabet Knowledge ☒ Oral Language and Vocabulary ☒ Oral Reading Fluency	Structured, systematic, multisensory reading intervention for readers at the beginning stages of reading through the end of the 2nd-grade reading level. Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in small-group settings. Works best for students with dyslexia or concerns about dyslexia; special education students If a student is showing a concern with spelling and decoding, this may be a place to start. Possibly start with previous options to see what a need is and then choose to use Sonday.	35 minutes 4-5 days per week Small group or 1:1 12 weeks	Mastery checks included Grade K aimswebPlus nonsense word fluency (NWF) AND phoneme segmentation (PS) Grades 1-3 Oral Reading Fluency (ORF)	K-8
Sonday System 2	☒ Decoding ☒ Word Recognition ☒ Oral Language and Vocabulary ☒ Oral Reading Fluency ☒ Comprehension	Offers structured, systematic, multisensory reading intervention for intermediate readers in reading levels from third through eighth grade. Works best for students with dyslexia or concerns about dyslexia; special education students	35 minutes 4-5 days per week Small group or 1:1 12 weeks	Mastery checks included Grade K aimswebPlus nonsense word fluency (NWF) AND	K-8

				phoneme segmentation (PS) Grades 1-3 Oral Reading Fluency (ORF)	
UFLI	☒ Phonological awareness ☒ Phonemic awareness ☒ Decoding ☒ Word Recognition ☒ Alphabet Knowledge ☒ Oral Language and Vocabulary ☒ Oral Reading Fluency	UFLI Foundations is an explicit and systematic program that teaches students the foundational skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.	15-20 minutes 4-5 days / week 10 weeks	Mastery checks included Grade K aimswebPlus nonsense word fluency (NWF) AND phoneme segmentation (PS) Grades 1-3 Oral Reading Fluency (ORF)	K-8
Words Their Way	☒ Decoding ☒ Word Recognition ☒ Oral language and vocabulary ☒ Spelling	Based on years of research into invented and developmental spelling, the classroom-proven framework of this successful series is keyed to the five stages of spelling and orthographic development. Teachers everywhere have grown to love its no nonsense method for studying words. Each stage-specific companion volume features a complete curriculum of reproducible sorts and detailed directions for teachers working with students in each stage of spelling development, from emergent through derivational relations.	15-20 minutes 3-5 days per week Small group or 1:1 10 weeks	Mastery checks included Oral Reading Fluency (ORF)	K-8

Decodable Sentences	☒ Decoding ☒ Word Recognition ☐ Oral Reading Fluency	Decodable text is written in such a way that it contains very few if any unknown concepts. It uses known syllable patterns, phonemes, and learned words. The complexity of decodable text changes as your students learn new concepts. A decodable sentence for a student working on CVC words with short a is going to look very different from a decodable sentence for a student that has 5 syllable types and multiple syllable division patterns under their belt and is learning a new vowel team.	5-10 minutes	Grade K aimswebPlus nonsense word fluency (NWF) AND phoneme segmentation (PS) Grades 1-3 Oral Reading Fluency (ORF)	K-6
Scooping Phrases Routine	☒ Oral Reading Fluency	Phrasing is a large component of oral reading fluency and is essential to comprehension and overall reading proficiency. According to Rasinski, Ellery, & Oczkus, 2015, "Good readers make meaning by reading in phrases; struggling readers limit meaning by reading word by word."	5-10 minutes	Grade K aimswebPlus nonsense word fluency (NWF) AND phoneme segmentation (PS) Grades 1-3 Oral Reading Fluency (ORF)	2-8
Early Steps	☒ Word Recognition ☒ Oral Language and Vocabulary ☒ Oral Reading Fluency ☒ Comprehension	Early Steps is a comprehensive intervention that has rereading, word study, writing, and a new book each day.	10-12 weeks	Comprehension Checks Oral Reading Fluency (ORF)	1-8
Repeated Readings	☒ Oral Reading Fluency ☒ Comprehension	In this approach, students are asked to read aloud short text passages (50-200 words) until they reach a criterion level of success (particular speed and accuracy goals)	5-10 minutes 1:1	Oral Reading Fluency (ORF)	3-8
SmallGroup Shared Reading	☒ Oral Reading Fluency ☒ Comprehension	Small group shared reading is an intervention that supports phonological/phonemic awareness work, developing concepts about print, word learning, strategic word solving, fluency, and comprehension work around a shared text revisited across multiple days.	20 minutes per day 6-8 weeks	Oral Reading Fluency (ORF)	1-8

Six Minute Solution	☒ Oral Reading Fluency	The Six-Minute Solution is a simple program that builds' students reading fluency instruction in just six minutes a day. In same-skill-level pairs, students read age-appropriate nonfiction passages and record each other's progress. These passages can also be used for repeated readings.	5-10 minutes	Oral Reading Fluency (ORF)	1-12
Question, Answer, Relationship (QAR)	☒ Comprehension	The QUESTION-ANSWER RELATIONSHIP (QAR) is a question answering and generating strategy that improves comprehension by helping students understand the different types of questions. This strategy supports comprehension as students learn how to ask and answer questions based on the text. <u>DPI Strategy Protocol</u>	Time Varies 4 days small group	Comprehension Checks Oral Reading Fluency (ORF)	K-8
Reciprocal Teaching	☒ Comprehension	Reciprocal teaching refers to an instructional activity in which students become the teacher in small group reading sessions. Teachers model, then help students learn to guide group discussions using four strategies: summarizing, question generating, clarifying, and predicting. Once students have learned the strategies, they take turns assuming the role of teacher in leading a dialogue about what has been read. Helps to support students who have surface level comprehension. Benchmarks show that they can retell and not infer. Also supports students who need help to monitor for meaning.	0-40 minutes 4-5 days per week Small group	Comprehension Checks Oral Reading Fluency (ORF)	K-12
Strategy Group <u>Lesson Plan</u>	☒ Comprehension	Students are grouped based on their instructional needs, and use the text they are reading. Students are then taught specific strategies to support their instructional needs. The teacher then follows up with 1:1 conferring to support transferring the skill/strategy to the student's independent reading. Teachers can use Serravallo's <i>Reading Strategies Book</i>, the <i>Literacy Continuum</i>, and/or best practice instructional strategies.	20-30 minutes 3-5 days per week Small group	Comprehension Checks Oral Reading Fluency (ORF)	K-12