

There are seven students in my self-contained 1st Block Reading Intervention class. Six of the seven students were in my Wilson Reading Intervention classes last year. Those six students demonstrated mastery of all six syllable types during the 2018-2019 school year. The purpose of the intervention class students are in this year is for them to apply learned phonetic concepts (decoding and encoding skills) to decode a variety of instructional level text, to practice and develop reading fluency, to build and strengthen comprehension skills, and to develop and strengthen writing skills. This is a mixed grade level class with one 6th grade student, three 7th grade students, and three 8th grade students. There are two female students and five male students. Six of the students are white and one student is black. All seven students have IEPs. The one 6th grade student is also enrolled in a self-contained English class. One of the 7th grade students is in a self-contained English class while the other two are enrolled in a collaborative English class. One of the 8th grade students is in a self contained English class while the other two are enrolled in a collaborative English class. Two of the students have an other health impairment with one of the two having a secondary disability of specific learning disability. Four of the students have a specific learning disability. One of the four has a secondary disability of an other health impairment. One of the students has an intellectual disability. All seven students have the audio and/or read aloud accommodation for assessments with six of the seven also having this accommodation for reading assessments. All seven students have access to word prediction software with read-back capabilities as accommodation as well. One student has access to speech to text apps for writing assignments. One student has access to electronic graphic organizers as an accommodation.