

New Visions for Public Schools

Literacy Intervention Implementation Guide

Table of Contents

Prologue: Why Literacy Interventions?

Terms to Know: Common Terminology, Literacy Interventions, and Assessments at NVCHS

Chapter 1: Getting Started

- I. Assessments and Lexile Level Overview - [Literacy Process](#)
- II. Using Data to Inform Programming Decisions
- III. Before you Teach: Programming, Materials, and Training for Interventions

Chapter 2: The Ins and Outs of Teaching Research-Based Literacy Interventions

- I. Wilson Language's [Wilson Reading System](#)
- II. Wilson Language [Just Words](#)
- III. Houghton Mifflin Harcourt's [Read 180](#)

Chapter 3: Research and Data

- I. National Literacy Trends
- II. NVCHS Literacy Data - Cohort 2020
- III. Evidence-based Literacy Intervention Research
- IV. Lexile Levels

Chapter 4: Evaluation for Intervention Program

- I. Evaluation Tools for Intervention Programs
- II. Strategic Data Check-in: Literacy

Appendix: Key Resources

- I. Literacy Intervention CMO and School Work Plan
- II. STAR Reading Guidebook
- III. Multilingual Learner Programming Guide
- IV. Historical Board NVCHS Board Reports
- V. Reading Resources

Prologue

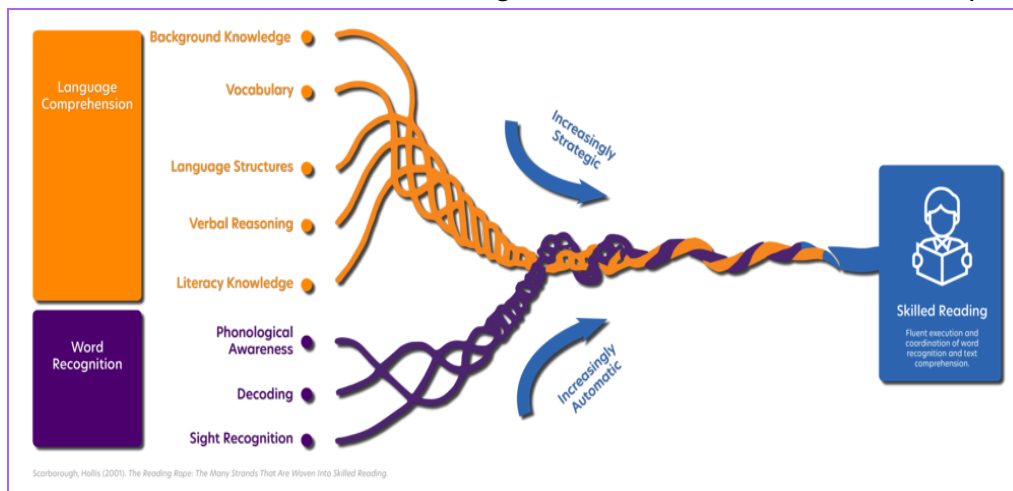
Teaching Reading is Urgent

Reading is an imperative skill, one that is vital in order to be an engaged, connected person in a culture saturated by words and language. And while reading with proficiency is a foundational requirement for lifelong success and comfort, it is a skill dramatically lagging amongst millions of people. According to a [study](#) conducted by the U.S. Department of Education (2016), 32 million adults in the United States - 14 percent of the population - are illiterate.

In school, where students are learning to read and reading to learn, reading scores are indicative of high school graduation rates, college attendance rates, and college readiness levels. According to the Annie E. Casey Foundation, “[Students] who do not read proficiently by third grade are four times more likely to leave school without a diploma than proficient readers. For the worst readers, those who could not master even the basic skills by third grade, the rate is nearly six times greater.” In other words, reading proficiency rates are a direct predictor of a student’s likelihood to complete high school, which is a crucial milestone to ensure financial freedom throughout adulthood.

The Complexity of Reading

Reading is a complex, layered skill that encompasses multiple components. The ultimate goal is for a reader to understand - and learn from - a given text, no matter how simple or extensive. But in order to fully comprehend, a reader must be proficient in phonemic awareness and phonics, read with fluency and accuracy, and understand the meaning of the majority of words on the page. These “sub-skills” of reading must all work together simultaneously in order to ensure textual understanding; if one sub-skill is deficient, it will impact the rest.



As reading is a complex skill, multiple regions of a reader’s brain must work extensively and concurrently in order to read texts with ease and understanding. Neurodiversity is the recognition that all brains function differently, and all learners will process language distinctly. One common form of neurodiversity is found in people with dyslexia, a language-based disability that affects one’s ability to manipulate and process language. Dr. Kelli Sandman-Hurley of the Dyslexia Training Institute notes that one in five people have dyslexia, which occurs on a continuum ranging from mild to severe, and people with dyslexia often benefit from a methodical, targeted approach to teach phonics rules and build fluency in order to promote comprehension.

Literacy at NVPS

The goal of New Visions for Public Schools is to cultivate reading skills amongst students that will lead to broader success in academia and in life. Therefore, NVPS is committed to providing a rigorous literacy instruction to all students, including struggling readers, students with dyslexia and other language-based disabilities, English language learners, and those with grade-level proficiency. Students will be assessed to determine levels and growth areas, and for students who require specific remediation, research-based intervention programs and teacher-created courses will be available.

Purpose of Literacy Intervention Guide

This Literacy Intervention Guide provides support for the successful facilitation and implementation of literacy intervention classes across New Visions Charter High Schools. It details intervention programs currently offered by the schools, gives step-by-step directions for getting the interventions started, and examines the research for these intervention programs.

Glossary of Terms

- **Decoding** is the process of “sounding out” words; this word attack skill requires phonemic awareness.
- A **diagnostic** assessment is given to students who score below average on the universal screener assessment given to all students. A diagnostic assessment provides more granular, specific information about a student’s reading skills and areas in need of remediation.
- The **Dora** is an online diagnostic assessment tool available in English and Spanish. It provides data for in multiple reading areas, including phonics, word recognition, spelling, and comprehension.
- A common language-based disability, **dyslexia** is a phonological processing disability that often results in the inability to easily manipulate language. A person with dyslexia typically has trouble with phonemic awareness and requires a phonics-based intervention.
- **Encoding** refers to the skill of building words; the ability to hear a word, recognize the sounds, and spell with accuracy.
- **MLL**, the acronym for **Multilingual Learners**, refers to students who are learning English language skills - including reading, writing, speaking, and listening - and who may require **English as a New Language** (ENL) supports.
- **Fluency** is the ability to decode a text with ease and accuracy. This is an important reading skill, as a reader must read with fluency in order to fully comprehend a text.
- A **Lexile** level is a number assigned to either a text to measure complexity and/or to a reader to measure reading ability. More on Lexile levels [below](#).
- The **New York State English as a Second Language Achievement Test** (NYSESLAT) determines the English language proficiency level of multilingual learners.

- The **STAR Reading** is a web-based universal screener assessment that produces a student's English language Lexile level, administered in the fall and in the spring.
- A **phoneme** is the smallest unit of sound made by a letter or letter pair.
- **Phonics** instruction examines the relationship between letters and phonemes and teaches the rules of grapheme-phoneme relationships.
- **Phonemic awareness** is the ability to effectively manipulate those letter/phoneme relationships and accurately decode and encode words based on that understanding.
- **Progress monitoring** is the frequent (weekly, bimonthly) capturing, tracking, and analyzing of student reading data in order to understand student literacy growth and make instructional/programmatic decisions.
- **Prosody** is a reading skill developed in reading intervention programs and is a mastered skill of strong readers. It is the natural stress and intonation of voices when a text is read aloud, which impacts comprehension.
- **Read 180** - a small group (12-15 students) tier 2 reading intervention offered by Houghton Mifflin Harcourt that has students rotating to different stations to support multiple literacy skills. While the primary focus is on building reading comprehension, English language decoding skills, encoding skills, writing skills, and vocabulary expansion are targeted.
- **Response to Intervention** is the "practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (NASDSE, 2006). Students fall into RTI tiers based on Lexile levels.
 - A Lexile level within **tier 1** indicates that a student is reading above the 50th percentile. Literacy intervention services are not required, as high quality instruction and in-class strategies will suffice in supporting literacy skills.
 - A Lexile level in **tier 2** indicates that a student is in the 14th-49th percentile. A targeted literacy intervention as determined by further testing is required to support tier 2 students; tier 2 interventions include *Just Words* and *Read 180*.
 - A Lexile level falling within **tier 3** implies that a student is below the 14th percentile in decoding/encoding skills and requires intensive reading intervention, such as *Wilson Reading*.
- Literacy **SETSS** (special education teacher support services) is a school-specific course using a teacher-created curriculum to support literacy skills.
- A **universal screener** is administered to all students in the fall and spring to 1) provide a broad reading level on all students and 2) to identify who requires further diagnostic testing.
- **Wilson Language Corporation** is a literacy organization that trains educators to support struggling readers and provides research-based phonics programs to support students of all ages. Two English reading programs offered by Wilson Language include:

- **Wilson Reading System** - A 12-step tier 3, intensive phonics program used in a small group (max: 6 students) or individually to help the most struggling reader learn the rules necessary to decode and encode words correctly.
- **Just Words** - A small group (max: 15 students) tier 2 intervention curriculum to support students with word-level deficits become more fluent readers and spellers by teaching word attack skills and phonics rules.
- The **WIST** is the norm-referenced *Word Identification and Spelling Test*; it's used as a diagnostic tool and/or to monitor progress and provides a decoding and encoding percentile of a student in order to accurately program into an intervention course. The WIST is recommended for use by Wilson Language Corporation.

Lexile Levels

A student's English **Lexile reading level** is gathered from the STAR Reading assessment - the universal screener administered in the fall and spring. A student's Lexile level provides a broad snapshot of a student's reading abilities, and the Lexile score will determine whether a student requires further diagnostic testing or if a student will be able to access the literacy tasks in a general classroom setting with strong instructional practices and whole group strategies. However, a Lexile reading level does not provide specific information about which area of reading a student may excel or require support.

English Lexile Reader Measure

Grade	Below Basic	Basic	Proficient	Advanced
K			0-279	280+
1		0-189	190-534	535+
2	BR-219	220-419	420-654	655+
3	BR-329	330-519	520-824	825+
4	BR-539	540-739	740-944	945+
5	BR-619	620-829	830-1014	1015+
6	BR-729	730-924	925-1074	1075+
7	BR-769	770-969	970-1124	1125+
8	BR-789	790-1009	1010-1189	1190+
9	BR-849	850-1049	1050-1264	1265+
10	BR-889	890-1079	1080-1339	1340+
11/12	BR-984	985-1184	1185-1389	1390+

A **Lexile text level** is a method used to measure the complexity of a text. In order for students to fully comprehend a text read independently, the Lexile of a text should be matched with the Lexile of a reader.

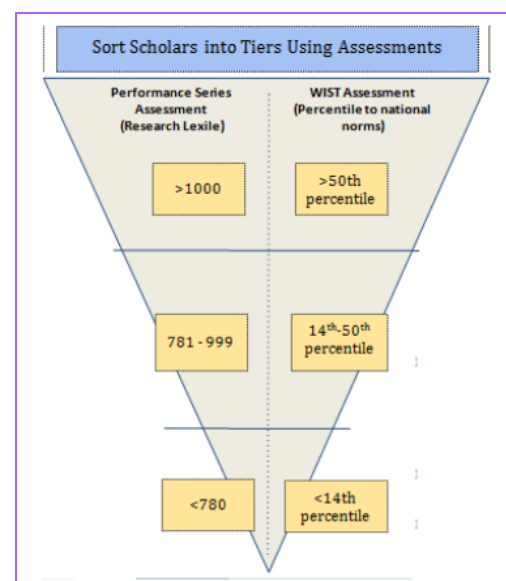
Chapter 1: Getting Started

I. Assessments and Lexile Level Overview

In order to have a general understanding of the students whom we serve, all 9th graders, 10th graders, and new incoming 11th/12th graders are assessed via [STAR Reading](#), a web-based reading **screeners** used to produce broad information about student reading skills. Students sit for the STAR Reading in August/September or as soon as they are enrolled at NVCHS, and they're assessed in April/May in order to measure growth. This Lexile data is available immediately upon completion of the STAR Reading; New Visions gathers and organizes the data so schools can turnkey Lexile information to staff, students, and parents and use the data to inform instructional practices and to determine the students who require further testing.

STAR Reading provides a **Lexile** level in English, and students are sorted into Tier 1, Tier 2, or Tier 3 based on this information:

- Tier 1: >1000L
- Tier 2: 781-999L
- Tier 3: <780L



Students who fall into Tier 1 require no further testing, as the Lexile indicates that students in Tier 1 have the literacy skills required to access secondary-level work. However, students who fall into Tier 2 or Tier 3 require **diagnostic testing** to determine which intervention is required - a phonics program or a comprehension-based program. The following diagnostic assessments will provide with useful data:

1. The **Word Identification and Spelling Test (WIST)** assesses three areas: real word reading, real word spelling, and pseudoword reading. The WIST provides a raw score for each category and a percentile ranking, which informs phonics programming:
 - Tier 1: >51 percentile → no phonics intervention
 - Tier 2: 15-50 percentile → tier 2 phonics intervention, such as *Just Words*
 - Tier 3: <1-14 percentile → tier 3 phonics intervention, such as *Wilson Reading*
2. The [DORA](#) assessment is a computer-based reading assessment that provides grade level data for the following reading categories: high frequency words; word recognition; phonics; phonemic awareness; spelling; oral vocabulary; reading comprehension. See the table in section II for more details about using DORA data to place students into the appropriate intervention.
3. The **Phonics Inventory** assessment is included in the license packages for Read 180 and System 44, so it can only be administered if schools are using those programs. It is a computer-based phonics assessment that takes approximately 10 minutes to complete. Possible scores include:
 - Pre-decoder/Beginning Decoding → tier 3 phonics intervention needed
 - Developing Decoding → tier 2 phonics intervention needed
 - Advancing Decoding → no phonics intervention needed

II. Using Data to Inform Programming Decisions

The purpose of diagnostic assessments - WIST, DORA, Phonics Inventory - is to provide more in-depth, specific information about an individual's reading abilities. This information, partnered with a student's Lexile level, provides a comprehensive picture of one's reading skills and will inform programming decisions for reading intervention courses.

The evidence-based intervention program recommendations are appropriate for all students who require literacy interventions, including students with disabilities and English Language Learners (Native language speaking and reading must be considered, though. See chapter 2 for more information about programming of ELLs into specific literacy interventions). The methodical, multisensory, and small group approach of these programs is a great resource to support all learners. In order for the courses to count toward special education or ESL minutes though, the teacher must be certified in special education and/or ESL.

WILSON: 1-5 Students per section	
Entrance Criteria <ul style="list-style-type: none"> Lexile Level: <500 WIST: <1 (or just above the 1st percentile) in reading and spelling <ul style="list-style-type: none"> **Raw scores: <60 words on decoding and encoding DORA: below the maximum score in <u>phonics</u> and <u>phonemic awareness</u> (A/B profile) 	Exit Criteria <ul style="list-style-type: none"> Students should exit the program after showing significant growth in both encoding and decoding. <ul style="list-style-type: none"> Ex: WIST Raw Scores >85 If a student shows significant Lexile growth: >700L their intervention placement should be re-evaluated.
JUST WORDS: 8-15 students per section	
Entrance Criteria <ul style="list-style-type: none"> Lexile Level: 500-781 WIST: below the 10th percentile in reading and spelling <ul style="list-style-type: none"> **Raw scores: 70-85 words on decoding and encoding DORA: reaches the maximum phonic score (or close to it) but falls below a 7th grade level in <u>word recognition</u> and <u>spelling</u>, 	Exit Criteria <ul style="list-style-type: none"> With an every day model, students can complete the program within one year. The student shows significant growth in both encoding and decoding. <ul style="list-style-type: none"> Ex: WIST Raw Scores >85 The student tests as a Tier 1 reader (1000L)
READ 180: 8-15 students per section	
Entrance Criteria <ul style="list-style-type: none"> Lexile Level: 500-950 It is recommended not to place students who are above 950L into Read 180 WIST: close to the 50th percentile in reading and spelling <ul style="list-style-type: none"> **Raw scores: >85 words on decoding and encoding DORA: if graphophonic scores approximately grade level <i>but</i> <u>comprehension</u> scores are 7th-grade level or below 	Exit Criteria <ul style="list-style-type: none"> The student tests as a Tier 1 reader (1000L)
Standalone ENL	
Entrance Criteria <ul style="list-style-type: none"> Student tested as EN or EM on NYSESLAT must 	Exit Criteria

<p>have ENL Standalone support</p> <ul style="list-style-type: none"> - To best determine the type of support these students should receive, administer a Home Language assessment. <p>- If a student is TR then only considered ENL Standalone if:</p> <ul style="list-style-type: none"> - Tier 2 or Tier 3 reader on PS testing - Or, score low on a Home Language Assessment - Or, there is student work across content classrooms that suggests a significant delay in English language development. <p>More information can be found here.</p>	<ul style="list-style-type: none"> - Student tests at EXPANDING on NYSESLAT - and/or a student reaches 1000L on Performance Series.
--	---

III. Before you Teach: Programming, Materials, and Training for Interventions

Wilson Reading

A candidate for Wilson has severe phonemic awareness deficits and will typically have scores in the following ranges:

- Lexile Level: <780
- WIST: near the 1st percentile in reading and spelling,
 - **Raw scores: <60 words on decoding and encoding
 - Profile A on DORA - with less than max scores in Phonics and Spelling

Wilson Reading is an appropriate intervention for all students, including students with disabilities who require support with phonemic awareness, phonics, and fluency. The repetitive, methodical, and multisensory approach to *Wilson* is supportive of students who have severe reading deficits in conjunction with other learning disabilities, speech and language impairments, autism spectrum disorder, etc.

Wilson Reading is not intended as an MLL intervention, though, and language levels must be carefully considered before a English language learner is programmed for Wilson. A student must be proficient in the English language - s/he must be able to speak and understand English with fluency - and the student must have phonemic awareness deficits in English and his/her native language in order for Wilson to be an appropriate intervention.

[Wilson Reading System](#) is a 12-step Tier 3 intensive reading intervention for readers who require phonemic awareness support. It is not a scripted curriculum, but it does provide detailed overviews of each unit and provides complete explanations for how to teach new phonics concepts. In order to make the most gains and to ensure mastery for the most struggling readers, students typically need three to four years of *Wilson Reading* to move through the entire program.

Due to the extensive remediation required for students in Tier 3, *Wilson Reading* should be programmed daily for 45+ minutes. The program is delivered either individually or in a small group, with a maximum of six students. Homogeneous grouping based on Lexile and WIST scores is best for *Wilson Reading* classes. All students must begin at Step 1; it is not possible for students to jump into a later step without having learned all previous phonics concepts, as the program builds in a sequential manner.

Wilson Reading is an intricate and detail-oriented program provided to students who have difficulties with the most basic letter-sound relationships. Therefore, *Wilson* educators must be devoted to teaching literacy and be [trained by Wilson Language](#) to effectively implement the program with fidelity. *Wilson*-dedicated teachers who wish to receive formal, consistent training from a Wilson Language expert can enroll in [Wilson Certification](#). A certified instructor allows for an in-house expert to coach *Wilson* teachers, ensure fidelity of the program, and support students.

Materials for the *Wilson* program are extensive, but many materials are non-consumable, and if treated with care, will last for a few years. There is no technology required for *Wilson Reading*.

Basic Information about Wilson	
Students	<p>All students who require intensive support with phonemic awareness, phonics, and fluency, including students with language-based learning disabilities, dyslexia, and MLLs who speak and understand English. Students in <i>Wilson Reading</i> would fall into the following categories:</p> <ul style="list-style-type: none"> • Lexile Level: <780 • TOSWRF: <89 • WIST: near the 1st percentile in reading and spelling, <ul style="list-style-type: none"> ○ **Raw scores: <60 words on decoding and encoding
Group Size	One-to-one OR small group (maximum 6 students)
Lesson	Daily, 45+ minutes
Teacher Materials (1 per teacher)	<ul style="list-style-type: none"> • Instructor's Manual • Dictation Book • Rules Notebook • Sound cards • Magnetic board with letter tiles • Word cards (one package) • Word Element and Syllable Cards (one package) • High Frequency Word Cards (one package) • End-of-Step Assessment Teacher Guide • Student progress recording forms • WADE assessment (optional) <p>Total Cost for WRS Standard Teacher Kit Materials = \$499</p> <p>WIST assessment = \$350</p>
Students Materials	<ul style="list-style-type: none"> • Student Reader (for each step, 1-12, one reader per student) • Magnetic board with tiles (one board for each student) • Student Workbook (consumable, one workbook per step for each student) • Wilson Notebook (consumable, one notebook per student)

(1 per student)

- My Step Progress Book

Total Cost of Student Materials = \$138

Just Words

A candidate for *Just Words* has moderate deficits with phonics skills and will typically have scores in the following ranges:

- Lexile Level: 500-781
- WIST: below the 10th percentile in reading and spelling
 - **Raw scores: 70-85 words on decoding and encoding

Just Words is a useful intervention for students with disabilities who fall into the above ranges and who therefore require some support with phonics skills. English language learners who are able to speak and understand English and who fall into the above ranges will also benefit from *Just Words* as a phonics-based intervention.

Just Words from *Wilson Language* is aimed at remediating tier 2 readers who have moderate phonemic awareness deficits and who would benefit from learning word-attack skills, basic encoding skills, and fluency. This 14-unit scripted curriculum can be completed in one school year if students are programmed for the intervention daily for 45+ minutes. The curriculum will take 1.5 to 2 years if students are programmed two or three days per week for 45 minutes.

Just Words should be taught to a small group, maximum 15 students. Student grouping can be homogenous based on similar Lexile levels and WIST scores. Students should also be grouped according to the units mastered: for example, a student who has received one year of *Just Words* instruction and who has mastered concepts through unit 8 should not be placed in a beginner cohort that is beginning at unit one.

Just Words teachers must attend an [introductory workshop](#) in order to receive appropriate training about the program, the units, and progress monitoring. Materials for the *Just Words* program are extensive, and many student materials are consumables. Therefore, schools must plan to order new consumables each year. No technology is required, but purchase of materials and/or training includes one year free to the *Just Words* online academy.

Basic Information about Just Words

Students

Tier 2 readers, including students with disabilities and MLLs who speak and understand English, who have moderate deficits in phonics skills and who would benefit from learning word-attack skills, basic encoding skills, and fluency. Students in *Just Words* would be in the following range:

- Lexile Level: 500-781
- TOSWRF: <90
- WIST: below the 10th percentile in reading and spelling
 - **Raw scores: 70-85 words on decoding and encoding

Group Size	Small group, maximum 15 students
Lesson	Daily, 45+ minutes to complete program in one year 2-3 days/week, 45+ minutes to complete program in 1.5-2 years
Teacher Materials (1 per teacher)	Teacher Kit: <ul style="list-style-type: none"> • Instructor's Manual • Sound Cards • Word Cards • High Frequency Word Cards • Suffix and Syllable Frames • Student Challenge Phrase Kit • Digital Timer • Reference Charts • Magnetic Strips • Just Words Student Kit Total Cost for Teacher Materials = \$491.10
Students Materials (1 per students)	Student Kit: <ul style="list-style-type: none"> • Dry erase tablet • Magnetic journal with letter tiles • Student Notebook • Student Composition Book • Student Challenge Book • Quick Reference Guide • Blue and red pencil Total Cost of Student Materials = \$69.60

Read 180 Universal

A candidate for *Read 180* requires support with comprehension, vocabulary, and fluency. This student will typically have the following reading scores:

- Lexile Level: 600-999
- WIST: close to the 50th percentile in phonics skills

Read 180 Next Generation and *Read 180 Universal* support all students, including general education students, students with IEPs, and English language learners. The programs are synonymous in most ways, but *Universal* is the most updated version. There is more information about *Read 180 Universal* detailed in the Read 180 section of chapter 4.

Licenses are purchased through Houghton Mifflin Harcourt, and licenses must be hosted each year. One student

is assigned to one license, but if the student moves out of Read 180, that license can be assigned to another student immediately. Additionally, schools in the network can gift unused licenses to other schools.

Students are grouped by Lexile levels in order to target specific language skills, and students only read texts independently that are aligned with their individual Lexile reading measure. Visual aids, vocabulary support, scaffolded reading comprehension supports, and guided writing structures allow for students with disabilities and MLLs to access the curriculum.

[Read 180](#) is a tier 2 intervention from Houghton Mifflin Harcourt that specifically targets deficits in reading comprehension. This small class (maximum 15 students) uses stations to attack the multiple components of reading instruction. First, **Whole Group** is facilitated by the instructor to teach close reading strategies, vocabulary skills, writing skills, and text-based discussions. After Whole Group, students rotate to three stations: **Independent Reading** rotation allows students to choose texts based on Lexile level, and supplementary activities for each text are provided to support comprehension; in **Software/Student Application** rotation, students use the Read 180 software to develop vocabulary, fluency, spelling skills, and reading comprehension; lastly, **Small Group** supports discussion skills, written expression and written organization, and comprehension in a smaller setting.

Read 180 suggests that each class meet for 90 minutes to allow for 20 minutes in Whole Group and each rotation, with a 10 minute conclusive wrap-up. However, rotations can be adapted for shorter class periods.

Read 180 uses Lexile levels from the [Reading Inventory](#) to track student progress and growth. Students are then placed in homogenous groups for rotations based on this Lexile data.

When the materials for *Read 180* are purchased, it comes with extensive data support and [teacher training](#). This training is available at the onset of the program and continuously to provide classroom readiness training, data analysis, and program fidelity. It is suggested that new teachers attend a training to get familiarized with the student materials and teacher tools.

Basic Information about Read 180

Students

Students who require support with comprehension skills and writing skills. A *Read 180* student would fall in the following ranges:

- Lexile Level: 781-999
- TOSWRF: >90
- WIST: close to the 50th percentile in reading and spelling

Group Size

- Small group, maximum 15 students
- Can have a mixed group of *Read 180* students and *System 44* students

Lesson

Daily, 45 minutes minimum, 90 minutes preferable

Materials

- Computers or iPads with headphones & microphones
- Read 180 classroom library
- Blended Learning Handbook Teacher Edition
- Real Book - Stage C (consumable, 1 per student)
- All software and online student-facing and teacher-facing tools

Pricing

Start-Up Costs include:

- 15 student licenses + student materials = approx. \$13,000
 - The licenses include the Reading Inventory and the Phonics Inventory
- Training Cost = \$2400

Total: approx. \$15,400

Chapter 2: The Ins and Outs of Teaching Research-Based Literacy Interventions

Wilson Language's *Wilson Reading System*

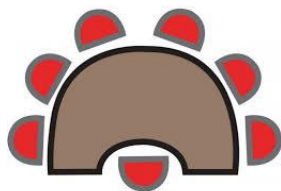
Wilson Overview¹

Originally created for adults with dyslexia, [Wilson Reading System](#) is a tier 3 intensive reading intervention program for readers who require targeted, teacher-directed instruction to build phonemic awareness and phonological skills. It is methodical and structured, as phonics concepts and rules build atop one another to teach word attack skills. *Wilson Reading* is a multisensory and interactive program that teaches students how to decode and encode words with accuracy and fluency. This section highlights some of the most crucial aspects of a *Wilson Reading* classroom.

I. MUST HAVES

Classroom Set-Up

Wilson Reading should be conducted either individually or in a small group with a maximum of six students. The desks should be arranged in pairs or in a semicircle, with all students facing toward a board or wall with the sound cards displayed in order on the board or on a chart.



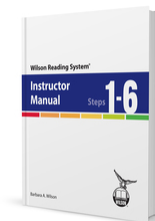
Wilson is a multisensory program, and much of student success is contingent on this practice. Therefore, anchor charts are vital visual cues for students. Teachers should create anchor charts for all significant concepts and put in chronological order on the wall. As concepts begin to stack, the most challenging concepts for students should remain in view of students, such as syllable types, syllable division rules, exceptions to rules, and vocabulary words.

a	b	c	d	e	f	
g	h	i	j	k	l	
m	n	o	p	qu	r	s
t	u	v	w	x	y	z
wh	ch	sh	th	ck		

Instructor Materials

It is vital that teachers are equipped with the necessary *Wilson Language* resources and tools to ensure fidelity of the program. The following materials are required for each *Wilson Reading* teacher in order to appropriately plan and execute each lesson.

Wilson Reading does not provide daily scripted lessons, but each substep is detailed in the [Instructor's Manual](#). The teacher should use the manual to create daily lesson plans that scaffold the content according to student pacing needs. The Instructor's Manual also outlines common procedures for teachers, such as introducing new sounds, assessing students, marking syllables, and checking for understanding.



¹ Section adapted from Wilson, B. (1996). [Wilson Reading System. Instructor Manual](#). (3rd Ed). Willbury, MA: Wilson Language Training Corporation. For more detail, refer to the [Wilson Reading System. Instructor Manual](#).

The **Rules Notebook** is also a crucial resource for teachers, as it provides detailed phonics rules that should be presented to students. There are four sections of the Rules Notebook:

1. *Sounds* of vowels, consonants, digraphs, trigraphs, welded sounds, etc.
2. *Syllables*, including the rules for syllable division, syllable types and syllable exceptions
3. *Spelling Rules*
4. *High Frequency/Sight Words* that should be taught throughout steps 1-12

The **Dictation Book** provides teachers with phonemes, real word lists, nonsense words lists, and sentences for each substep. It also provides extensive lists of real words, nonsense words, and sentences for parts 7 and 8 of each lesson, and for encoding assessments. Words for encoding practice should only be gathered from the Dictation Book to ensure they perfectly follow the rules and fit with the concepts being taught in that substep.

Additionally, there are a few teaching tools required to ensure each part of the lesson is taught with fidelity and a multisensory approach. Teachers must have:

Sound Cards for the daily Quick Drill and Teaching & Reviewing Concepts for Reading. These moveable, color-coded cards are also a useful multisensory tool to clarifying misunderstandings.

Words Card and **High Frequency Word Cards** are needed for part 3 drills and are useful for review activities.

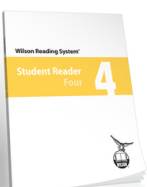
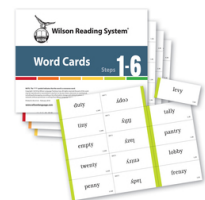
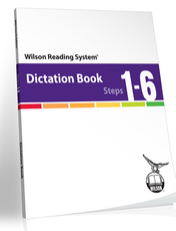
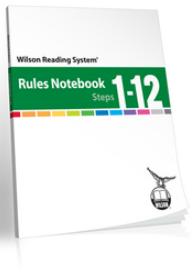
Teachers should also have their own copies of student resources, including a **magnetic journal** and **letter tiles** for parts 6 and 7 and a **Student Reader** for each step. The magnetic boards provide a multisensory approach to building words and unpacking concepts within each word. Student Readers hold word lists, controlled sentences, and controlled stories, which are significant for parts 4, 5, and 9 of each lesson.

Student Materials

While teachers need *Wilson Reading* resources to plan accordingly and to teach with a multisensory approach, students also require certain *Wilson* materials to ensure understanding of phonics concepts and adequate practice of decoding, encoding, and fluency.

First, each student in the class must have a **magnetic journal** and **letter tiles**, as these are essential for building words on encoding days. The color-coded tiles help students conceptualize the letter-sound relationships and manipulate the parts of a word.

Student Readers are required for each student for each step. These books include



controlled decodable word lists for real words and nonsense words, along with controlled decodable sentences and passages for students to read. The Student Reader is the primary material used in parts 4, 5, and 9.



Student Notebooks provide a space for student to record new information about sounds, letter combinations, and concepts. Notebooks have five distinct sections to keep students organized: *Sounds*, *Syllables*, *Spelling Rules*, *High Frequency/Sight Words*, and *Vocabulary*. Additionally, the **Student Dictation Notebook** holds dictation sheets for part 8 and encoding assessments, allowing student and teachers to track encoding progress easily.

II. LESSONS

A
as

WRS Lesson Plan Outline			
Block	Activity	Duration	Skills
Word Study	1 Sound Cards Quick Drill	1:10-2:30	Phonemic Awareness
	2 Teach & Review Concepts for Reading	1:10-5	Decoding
	3 Word Cards	1:10-5	Vocabulary
	4 Wordlist Reading	1:10-5	Single Word Accuracy/Automaticity
	5 Sentence Reading	1:10-5	Fluency / Prosody
Spelling	6 Quick Drill in Reverse	1:10-2:30	Phrasing / Prosody
	7 Teach & Review Concepts for Spelling	1:10-5	Fluency and Comprehension at the Sentence Level
	8 Written Work Dictation (Sounds, Words, Sentences)	1:10-15	
Fluency / Comprehension	9 Controlled Text Passage Reading	1:10-15	Oral Language Skills
	10 Listening Comprehension / Applied Skills	1:10-15-30	Fluency, Vocabulary, Comprehension, Visualization

Lesson Planning

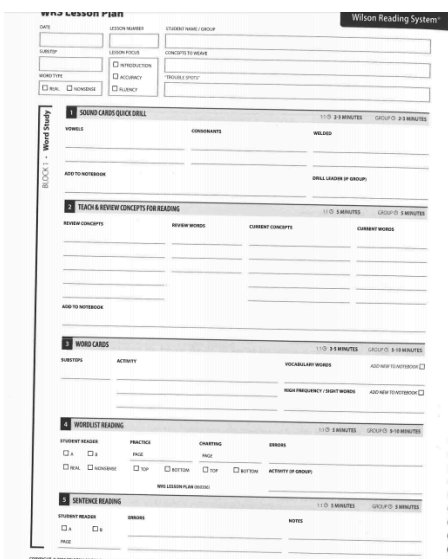
full *Wilson Reading* lesson contains 10 parts, which will take approximately two class periods to complete. The days are separated decoding and encoding days:

Decoding lesson - 45-60 minutes:

- Part 1: Quick Drill
- Part 2: Teach and Review Concepts for Reading
- Part 3: Word Cards
- Part 4: Word Reading
- Part 5: Sentence Reading
- Part 9: Controlled Text Passage Reading

Encoding lesson - 45-60 minutes:

- Part 1: Quick Drill
- Part 6: Quick Drill in Reverse
- Part 7: Teach and Review Concepts for Spelling
- Part 8: Written Work Dictation
- Part 10: Listening Comprehension/Applied Skills



Wilson Language provides a daily lesson plan template for teachers. There is also an [expanded lesson plan](#) available for teachers who need space to script questions and concept rules or record detailed notes

during class.

Five Required Instructional Practices

Wilson Language notes the five instructional practices that teachers must use consistently in order to target phonemic troublespots directly and create new neuro-pathways in the brain.

1. **Multisensory Instruction:** *Wilson Reading's* multisensory approach to instruction helps to imprint the new concepts and sounds.
2. **Repetition:** Struggling readers need concepts reviewed constantly.
3. **Sound/Syllable Segmentation:** When faced with an unknown word, a reader must be able to identify the syllables of a word and attack each syllable to read the whole word. This is the core idea of *Wilson Reading* and must be practiced consistently.
4. **Reading and Spelling Control:** Students will only read words that align with the current sounds and concepts taught.
5. **Pacing/Mastery:** Students must demonstrate total mastery of one substep before moving on to the next.

Lesson Plan Procedures

Teaching the program as recommended - teaching it with fidelity - is of the utmost importance with *Wilson Reading*, as the research-based program requires that every substep, all concepts, and each lesson part must be mastered in order to appropriately and thoroughly target reading gaps. Parts 1-5 focus on decoding skills - phonemic awareness, word automaticity, unpacking syllables, and vocabulary. Parts 6-8 support encoding skills, and parts 9 & 10 target fluency and comprehension skills.

The following section unpacks the nuances of each part of the lesson. Repetition is important for *Wilson Reading*, so the lesson parts will look similar despite the step. The Instructor's Manual will detail the specifics for each substep.

Part 1: Quick Drill 2-3 minutes			
Purpose	Process	Special Considerations	Materials Needed
The Quick Drill serves as a phoneme warm-up for students, providing practice with letters, keywords, and sounds. This part supports phonemic awareness development and automaticity of sounds.	Teacher leads the Quick Drill, beginning with vowels, saying the letter-keyword-sound. After the vowel sounds, teacher picks consonants, digraphs, welded sounds, etc. to practice. Trouble spots and new sounds should be prioritized. Students echo the teacher.	<ul style="list-style-type: none"> Keywords are on the back of the Sound Cards. If more than one sound for a letter, all sounds should be practiced. If a student has demonstrated mastery of letters, keywords, and sounds, s/he can lead the Quick Drill. 	<ul style="list-style-type: none"> Sound Cards Students can follow along with the letters found in Student Notebooks or on magnetic journals.

Part 2: Teach & Review Concepts for Reading
approximately 5 minutes (may be more, depending on concept)

Purpose	Process	Special Considerations	Materials Needed
Part 2 is the “mini-lesson” of a <i>Wilson Reading</i> lesson: teachers provide direct instruction to introduce or review new concepts. This part is vital to build phonemic awareness and understanding of phonics concepts.	<p>Teacher introduces new concepts using purposeful words as examples. Teacher uses Sound Cards (in later steps, Syllable Cards and Suffix Cards too) to build words on the board, guiding students through questions and manipulating the cards to make the concept clear.</p> <p>Students tap words/syllables and respond to teacher questioning. Students can also be in charge of manipulating the cards in later steps.</p>	Part 2 must be carefully planned in advance with the Instructor’s Manual. Teacher should introduce new concepts using simple words - provided in the Instructor’s Manual or Dictation Book - and use scaffolded questioning to guide students to discovery of the concept.	<ul style="list-style-type: none"> • Sound Cards • Syllable Cards • Suffix Cards • Student Notebook

Part 3: Words Cards
3-5 minutes

Purpose	Process	Special Considerations	Materials Needed
Part 3 provides practice for concepts taught/reviewed in part 2 with single, isolated words for students to attack.	<p>Teacher (or student) shows the Word Card to students, one at a time, asking concept-based questions about the word. Based on teacher instructions, students can either read the word fluently and with automaticity or unpack the concepts within the word first.</p>	<ul style="list-style-type: none"> • Words Cards should be carefully chosen while teacher is planning, and specific words should be directed toward specific students. • Concept-based questions should be woven throughout this part. • Games and activities can be used in part 3 when teachers are comfortable with the process. • Additional Word Cards can be created by the teacher or students from the Dictation Book 	<ul style="list-style-type: none"> • Real and nonsense word cards • High Frequency/ Sight Word Cards • Syllable Cards

Part 4: Wordlist Reading
approximately 5 minutes

Purpose	Process	Special Considerations	Materials Needed
Wordlist Reading provides students more targeted, controlled practice of current concepts, decoding skills, word automaticity, and vocabulary.	<p>Teacher should plan the appropriate wordlists, identifying appropriate words for each student. Concept-based questions should be woven in..</p> <p>Students individually read a row of words going across the page. Students can read one syllable at a</p>	<ul style="list-style-type: none"> • Syllable segmentation should be practiced during this part. If necessary, students should use the tapping strategy to support with unknown graphemes/phonemes. 	<ul style="list-style-type: none"> • Student Readers

	time or the whole word with fluency. Students respond to teacher questioning about concepts and rules.	<ul style="list-style-type: none"> • Repetition of words and multiple readings supports automaticity. 	
--	--	--	--

Part 5: Sentence Reading
approximately 5 minutes

Purpose	Process	Special Considerations	Materials Needed
<p>Sentence Reading allows for students to take the focused concept and word attack skills from part 2, 3, and 4 and read longer, controlled sentences. Part 5 supports multiple reading skills: decoding and accuracy, word automaticity, fluency, prosody, and comprehension.</p> <p>The goal of part 5 is for students to read 10 sentences with accuracy and fluency.</p>	<p>Teacher should identify the best sentences for each student to read, targeting trouble spots accordingly.</p> <p>Planned questions - concept-based, comprehension, and/or vocabulary questions - should be woven throughout the reading.</p> <p>Students read sentences independently, scooping the sentences with their fingers or pencil erasers for fluency practice.</p>	<ul style="list-style-type: none"> • Repetition of sentences supports development of reading skills. • Scooping of sentences if a requirement for multisensory support, fluency practice, and prosody development. 	<ul style="list-style-type: none"> • Student Readers

Part 6: Quick Drill in Reverse
1-2 minutes

Purpose	Process	Special Considerations	Materials Needed
<p>Part 6 hones students abilities to hear and connect phonemes with letters. Part 6 serves as warm-up before encoding activities.</p>	<p>Teacher says, "What says..." then a sound. Students find the corresponding grapheme on their magnetic journal and point to the tile/move the tile. Then, students say the letter-keyword-sound of the identifying grapheme.</p>	<p>Teacher should be thoughtful of the targeted phonemes and graphemes in part 6. Challenge areas and new sounds should be incorporated.</p>	<ul style="list-style-type: none"> • Magnetic journal and letter tiles

Part 7: Teach & Review Concepts for Spelling
approximately 5 minutes

Purpose	Process	Special Considerations	Materials Needed
<p>Part 7 is the teacher-directed mini-lesson section of an encoding day. Concepts are reviewed, and students build</p>	<p>Students will use some kind of color-coded cards/tiles, depending on the step. Teacher dictates word. Students repeat</p>	<ul style="list-style-type: none"> • Teacher should carefully plan words and questions, targeting trouble spots and reviewing concepts. 	<ul style="list-style-type: none"> • Dictation Book for planning • Magnetic journal • Sound Cards,

words to practice spelling rules and encoding concepts.	the word and tap if necessary, then build the word with cards/tiles while they spell the word orally. Teacher uses questioning techniques to fix spelling errors and to support concept understanding.	<ul style="list-style-type: none"> Students can mark up words according to teacher questioning. 	Syllable Cards, Suffix Cards
---	--	--	------------------------------

Part 8: Written Work Dictation 10-15 minutes

Purpose	Process	Special Considerations	Materials Needed
Part 8 is the majority of the encoding practice, as sounds, real words, nonsense words, sight words, and sentences are all practiced. Trouble spots should be targeted, along with purposeful vocabulary.	Teacher carefully plans the sounds, real words, nonsense words (if applicable, otherwise use more real words), sight words, and sentences. Teacher dictates these words, and students repeat and record on their dictation page.	<ul style="list-style-type: none"> Mini whiteboards or desk tops can be written on with marker when dictation is not being graded. This increases student engagement. 	<ul style="list-style-type: none"> Dictation Book for planning Student Dictation Book

Part 9: Controlled Text Passage Reading 10-15 minutes

Purpose	Process	Special Considerations	Materials Needed
Part 9 allows students to synthesize all the concepts learned throughout the substep. Part 9 practices multiple reading skills, including decoding accuracy, word automaticity, sight word reading, fluency, prosody, and comprehension.	Student or teacher reads the “barred” words at the top of the page prior to the story reading, as these words might be unfamiliar. Student reads the title and predicts the plot of the story, and students read the story independently. Then, students read the story aloud - teacher supports challenging words with questioning.	<p>Echo readings and choral readings (with teacher as the leader) are useful strategies to support fluency and prosody. Multiple readings of the passage will support all reading skills.</p> <p>Comprehension questions and vocabulary support should be planned.</p>	<ul style="list-style-type: none"> Student Readers Stories for Older Students (optional) Travels with Ted (optional)

Part 10: Listening Comprehension/Applied Skills 10-15 minutes

Purpose	Process	Special Considerations	Materials Needed
Part 10 allows students to use listening skills and visualization strategies to	Two options for Part 10: 1. Teacher selects a	<ul style="list-style-type: none"> Passages should be chosen with care. The passages on the <i>Wilson Language</i> 	<ul style="list-style-type: none"> Non-controlled texts for teacher read aloud

develop comprehension skills. This concept supports fluency, comprehension, visualization, oral language skills, vocabulary acquisition, and decoding skills.	non-controlled text for the group. As the teacher reads aloud, students listen, (they do not follow along with reading), visualizing what s/he hears and drawing a picture. Teacher then asks questions to support comprehension. 2. Students can read non-controlled decodable texts, pausing to retell the story and for teacher's comprehension questions.	website are the safest option. • Comprehension questions, vocabulary support, fluency exercises, etc. should be planned carefully by the instructor.	OR • Non-controlled decodable text for student read aloud *These texts can be passages from literature (poems, novels, newspapers) or Wilson online academy.
--	--	---	--

Progress Monitoring

Progress monitoring is naturally baked into *Wilson Reading* and must be a priority for teachers, as it allows teachers to track student growth, identify areas in need of targeted support, and determine whether a student is ready to progress to the next substep and/or step.

Progress monitoring is comprised of two parts: **charting** for decoding and **dictation** for encoding. Charting can be woven into part 4 on decoding days, and dictation can take place during part 8 on encoding days. It is suggested that students are assessed for decoding and encoding **each week**.

Requirements for determining whether a student is ready to **move to the next substep**:

Charting for Decoding Requirements	Dictation for Encoding Requirements	Other Requirements
<ul style="list-style-type: none"> 15/15 real word accuracy 13/15 nonsense word accuracy Students should NOT rely on tapping Self-corrections of errors with teacher's guided questioning assistance are acceptable. Word lists found in the Student Readers. 	<ul style="list-style-type: none"> 75% mastery on dictation page: <ul style="list-style-type: none"> real words nonsense words sight words sentences Self-corrections of errors with teacher's guided questioning assistance are acceptable. Teacher-created assessment using the Dictation Book. 	<ul style="list-style-type: none"> Mastery of all concepts taught in substep. <ul style="list-style-type: none"> Teacher questioning of concepts Fluency while reading sentences and passage

Requirements for determining whether a student is ready to **move to the next step**:

Charting for Decoding Requirements	Dictation for Encoding Requirements	Other Requirements
------------------------------------	-------------------------------------	--------------------

<ul style="list-style-type: none"> • Use the posttest found in the back of the Student Reader. • 14/15 real word accuracy • 14/15 nonsense word accuracy • Occasional tapping is acceptable, but most words should be read with automaticity • Self-corrections of errors with teacher's guided questioning assistance are acceptable. 	<ul style="list-style-type: none"> • Teacher-created assessment using Dictation Book: <ul style="list-style-type: none"> ○ 15 real words -- 2-3 words per substep ○ 5 nonsense words • Self-corrections of errors with teacher's guided questioning assistance are acceptable . • Mastery = 5 errors or less • Tapping during encoding is acceptable 	<ul style="list-style-type: none"> • Mastery of all concepts taught in substep. <ul style="list-style-type: none"> ○ Teacher questioning of concepts • Fluency while reading sentences and passage
---	---	--

III. Scope and Sequence

Syllable Instruction

Wilson Reading is grounded in the teaching and learning of **syllable types**, and sound/syllable segmentation is a vital component to ensure success in *Wilson Reading*. If a reader is able to identify the syllables within a word and understand how to manipulate the sounds within that syllable, the reader will be able to successfully unpack and build words.

The six syllable types taught in *Wilson* include:

1. **Closed Syllable** - Step 2
 - Ends in a consonant
 - Only has one vowel
 - Examples: **up**, **last**, **mistake**
2. **Vowel-Consonant-e Syllable** - Step 4
 - Has the vowel-consonant-e combination
 - The first vowel is always long, the e is silent
 - Examples: **bike**, **stove**, **mistake**
3. **Open Syllable** -Step 5
 - Ends with a single vowel
 - The vowel makes a long sound
 - Examples: **I**, **shy**, **pupil**
4. **Consonant-le Syllable** -Step 6
 - Contains a consonant-le combination
 - This syllable occurs at the end of a word
 - The e is silent (and is present only because every syllable needs a vowel)
 - Examples: **cradle**, **little**, **bubble**
5. **R-Controlled Syllable** -Step 8
 - Contains a vowel combined with r (ar, er, ir, or, ur)

- The vowel is neither long nor short but is unique; it's controlled by the **r**
- Examples: **start, fur, doctor**

6. Vowel Digraph/Diphthong Syllable - Step 9

- Contains a diphthong or vowel digraph: **ai, ay, ee, ey, oa, oe, ue, oi, oy**
- Examples: **bait, play, jeep, valley, boat, toe, blue, coin, boy**

Step-by-Step Instructional Concepts

Wilson Reading contains 12 **steps**, each of which hold multiple **substeps**. Phonics concepts and sounds are introduced in each substep, and students must show mastery in decoding, encoding, and concepts before progressing.

This table outlines the sounds and concepts that students must master before moving on to the next step:

Step	New Sounds To Be Mastered	New Concepts to be Mastered
Step 1	<ul style="list-style-type: none"> • short vowel sounds • all consonants • all digraphs • welded sounds am an all • /z/ and /s/ sound for suffix s 	<ul style="list-style-type: none"> • vowels and consonants • qu buddy letter • Digraphs • Basewords and suffixes • bonus letter ff ss ll spelling rule • welded sounds am an all • suffix -s and -es
Step 2	<ul style="list-style-type: none"> • welded sounds ang ing ong ung ank ink onk unk • closed syllable exception sounds: ind ild old ost olt 	<ul style="list-style-type: none"> • syllable • syllable type: closed syllable • marking a closed syllable and a closed syllable exception • two and three letter blends • digraph blends • Closes syllable Latin bases
Step 3	<ul style="list-style-type: none"> • schwa sound • s as /z/ • ct and ic • -ed and -ing suffixes 	<ul style="list-style-type: none"> • multisyllabic words with two, three, or four closed syllables with blends • six syllable division rules • the ct spelling rule
Step 4	<ul style="list-style-type: none"> • long vowel sounds • ive exception 	<ul style="list-style-type: none"> • syllable type: vowel-consonant-e -- single syllables and with closed syllables in multisyllabic words • ive exception to vowel-consonant-e syllable • Fore- prefix
Step 5	<ul style="list-style-type: none"> • multiple sounds of vowel y • a and i in unaccented open syllables 	<ul style="list-style-type: none"> • syllable type: open syllable -- single syllables and combined with other syllables in multisyllabic words • y as a vowel • Read and spell words that contain open syllable

Step 6		<p>prefixes: co-, de-, e-, pre-, pro-, re-, a-</p>
	<ul style="list-style-type: none"> • suffixes: -er -est -en -es -able -ish -y -ive -ly -ty -less -ness -ment -ful • stle sound • multiple sounds of suffix -ed 	<ul style="list-style-type: none"> • syllable type: consonant -le • stle exception • suffixes: -er -est -en -es -able -ish -y -ive -ly -ty -less -ness -ment -ful-ed added to unchanging base words • combining two suffixes to an unchanging base word
Step 7	<ul style="list-style-type: none"> • multiple sounds of c and g • trigraphs dge and tch • digraph ph • tion and sion 	<ul style="list-style-type: none"> • reading and spelling rules for c and g • trigraphs dge and tch • digraph ph • reading and spelling contractions • ge ce dge
Step 8	<ul style="list-style-type: none"> • sounds ar er ir or ur • exception: rr • exception: ar or sound in final syllable; ard ward 	<ul style="list-style-type: none"> • syllable type: r-controlled -- single syllable and multisyllabic words combined with other syllable types • exceptions: rr, ard ward, ar or in final syllable
Step 9	<ul style="list-style-type: none"> • vowel digraph sounds: ai ay ee ey oa oe ue oi oy au aw ou ow oo ea eu ew ui 	<ul style="list-style-type: none"> • syllable type: vowel digraph/diphthong
Step 10	<ul style="list-style-type: none"> • vowel-consonant-e exceptions: ice ace age ate ile ite ine • Suffixes: -ic -al -ible -ous -ist -ism -ity -ize -ary -ery -ory -ent -ence -ant -ance 	<ul style="list-style-type: none"> • vowel-consonant-e exceptions: ice ace age ate ile ite ine • Suffixes: -ic -al -ible -ous -ist -ism -ity -ize -ary -ery -ory -ent -ence -ant -ance • adding a suffix to a baseword spelling rule • adding a suffix to a one-syllable closed or r-controlled syllable spelling rule • adding a suffix to a multisyllabic baseword when the final consonant must double spelling rule
	<ul style="list-style-type: none"> • the sound of y is open, closed, and v-e syllables • the multiple sounds of i • ie ei igh eigh 	<ul style="list-style-type: none"> • the sound of y is open, closed, and v-e syllables • the y spelling rule • the sound of i in an open syllable or as /y/ • ie ei igh eigh reading and spelling rules
Step 12	<ul style="list-style-type: none"> • split letter sounds: rh gh mb mn kn gn wr • w affecting vowels • ch and que as /k/ • ti ci tu ture sounds 	<ul style="list-style-type: none"> • Split vowels: vowel team exceptions • split letter sounds: rh gh mb mn kn gn wr • ch and que as /k/ • chameleon prefixes

Substep Instructional Concepts

Steps
Sounds and Concepts Taught in Each Substep
Step 1
Substep 1.1:

- the sounds of consonants **f l m n r s d g p t**
- the sound of vowels **a i o**
- sound tapping process for blending and segmenting two and three sound words

Substep 1.2:

- the sounds of **b sh u h j c k e v w x y z ch th qu wh** (gradually introduced)
- the definition of a digraph
- reading and spelling words with three sounds and short vowels

Substep 1.3: (students who have some understanding of letter/sound relationships may begin at 1.3)

- the sounds of all short vowels, consonants, and digraphs
- sound tapping process for blending and segmenting sounds
- how to read and spell real and nonsense words with three sounds

Substep 1.4

- Bonus Letter spelling rule: **ff ll ss + all** sound

Substep 1.5

- Nasal **am** and **an** welded sounds

Substep 1.6

- concept of baseword and suffix
- /z/ sound of **s** as a suffix
- **-es** suffix
- reading and spelling 3-sound words with suffix **-s** added

Step 2
Substep 2.1:

- reading and spelling words with welded sounds **ang ing ong ung ank ink onk unk**
- definition of a syllable
- how to identify a **closed syllable**

Substep 2.2:

- the difference between a blend and a digraph
- reading and identifying a blend and segment up to four sounds in a closed syllable

Substep 2.3:

- exceptions to closed syllable rule: welded sounds **ind ild old olt ost**

Substep 2.4

- blending and segmenting up to five sounds in a closed syllable

Substep 2.5

- 3-letter blends
- blending and segmenting up to six sounds in a closed syllable

Substep 3.1

- syllable division rules 1-3
- combining two closed syllables (with up to three sounds in each syllable)

Step 3

- a schwa in the second syllable

Substep 3.2

- syllable division rules 4-6
- combining two closed syllables (with more than three sounds in each syllable)

Substep 3.3

- reading and spelling words with the **ct** blend

Substep 3.4

- reading and spelling words with three and four closed syllables

Substep 3.5

- **-ing** and **-ed** suffix added to unchanging basewords

Step 4

Substep 4.1

- **vowel-consonant-e syllable (V-E)**
- long vowel sounds - two sound for the vowel **u**.
- **/z/** sound for the letter **s** between two vowels

Substep 4.2

- combining closed syllables with v-e syllables to form words with two syllables
- compound words with a v-e syllable in the first syllable
- **Fore-** prefix and complex basewords with Latin roots

Substep 4.3

- combining closed syllables with v-e syllables to form multisyllabic words

Substep 4.4

- words do not end in the letter **v**; a silent **e** is always present (ex: olive, give)

Step 5

Substep 5.1

- **open syllables**
- the letter **y** as a vowel in an open syllable has two sounds
- Open syllable prefixes: re-, pre-, pro- e-, de-

Substep 5.2

- combining open syllables with closed syllables & v-e syllables to form two syllable words
- syllable division rules for open syllables
- flexibility with syllable division

Substep 5.3

- the letter **y** at the end of multisyllabic words

Substep 5.4

- reading and spelling open syllables with v-e and closed syllables in multisyllabic words

Substep 5.5

- the schwa sound for **a** in unstressed, open syllables
- the schwa sound for **i** in unstressed, open syllables

Substep 6.1

- Suffixes: **-ing, -ed, -er, -est, -en, -able, -ish, -y, -ive, -ly, -ty, -less, -ness, -ment, -ful** to unchanging

Step 6

basewords

Substep 6.2

- suffix **ed** with the /d/ and /t/ sounds
- reading and spelling words with suffix **ed** added to unchanging basewords

Substep 6.3

- two suffixes added to a word (ex: hopefully)
- reading and spelling words with two suffixes added to unchanging basewords

Substep 6.4

- **consonant-le syllables** + exceptions

Step 7

Substep 7.1

- **c** says /s/ when followed by **e, i, y**
- **g** usually says /j/ when followed by **e, i, y**
- Latin base element **-duce-**

Substep 7.2

- reading and spelling words with a vowel-consonant-**g** or **c**, followed by **e**
- reading and spelling words with trigraph **dge** as /j/
- Latin base element **-vince-**

Substep 7.3

- reading and spelling words with trigraph **tch** and digraph **ph**
- Vowel shifts
- Greek combining forms

Substep 7.4

- the sounds of **tion** and **sion**

Substep 7.5

- reading and spelling contractions

Step 8

Substep 8.1

- **r-controlled syllables**
- reading and spelling the sounds of **ar er ir or ur**
- Greek combining forms: **therm, meter**, etc.
- Latin bases: **-fort-, -vert-**, etc.

Substep 8.2

- combining r-controlled syllables with other syllables to form multisyllabic words
- Combining Latin bases
- O connective

Substep 8.3

- reading and spelling words with the similar sounds of **er ir ur**

Substep 8.4

- reading and spelling words with **rr**
- the exception to the r-controlled syllable

Step 9

Substep 8.5

- the sound of **ar** and **or** at the end of multisyllabic words
- reading and spelling words with the ending **ard** and the suffix **ward**

Substep 9.1

- vowel digraph/diphthong syllable
- **ai** and **ay** sounds

Substep 9.2

- **ee** and **ey** sounds

Substep 9.3

- **oa oe ue** sounds

Substep 9.4

- **oi oy au aw** sounds

Substep 9.5

- **ow ou oo** sounds

Substep 9.6

- **ea** sound

Substep 9.7

- **ew** sound
- **eu** and **ui** sounds

Step 10

Substep 10.1

- additional vowel-consonant-e exceptions: **ice ace age ate ite ine ile**

Substep 10.2

- adding suffixes to words ending in a silent **e** with and without suffixes

Substep 10.3

- 1:1:1 spelling rule for adding suffixes

Substep 10.4

- recognizing multisyllabic words with final 1:1:1 accented syllables

Substep 10.5

- suffixes **ic al ible ous ist ism ity ize ary ery ory ent ence ant ance**

Step 11

Substep 11.1

- the different sounds of the vowel **y** is a closed syllable, open syllable, and vowel-consonant-e syllable
- Greek combining forms: **hydro, hyper**

Substep 11.2

- adding suffixes to words ending in **y** & forming the plural for words ending in **y**

Substep 11.3

Step 12

- two new sounds for **i**
- Latin and Greek prefixes: **anti-**, **multi-**, etc.

Substep 11.4

- sounds of **ie** and **ei**

Substep 11.5

- sounds of **igh** and **eigh**

Substep 12.1

- Exceptions to the vowel digraph/diphthong syllable: split vowels

Substep 12.2

- silent letter combinations: **gh rh kn gn wr mb mn**

Substep 12.3

- /w/'s impact on vowels: **wa war wor**

Substep 12.4

- the /k/ of **ch** and **que**
- Greek bases: **chron**, **psych**, etc.

Substep 12.5

- the sound of **tu** and **ture**
- The sound of **ti** and **ci** when followed by a suffix

Substep 12.6

- Specific prefixes: chameleon prefixes

Wilson Language: *Just Words*

Just Words Overview²

[Just Words](#) is a tier 2 reading intervention program for readers who require some phonemic awareness support and phonics strategies in order to address word level deficits in reading and spelling. This scripted program provides daily lesson plans for teachers, and many of the activities are similar to those in *Wilson Reading*; it is a multisensory and interactive program that support decoding, encoding, and fluency skills.

This sections includes the following information:

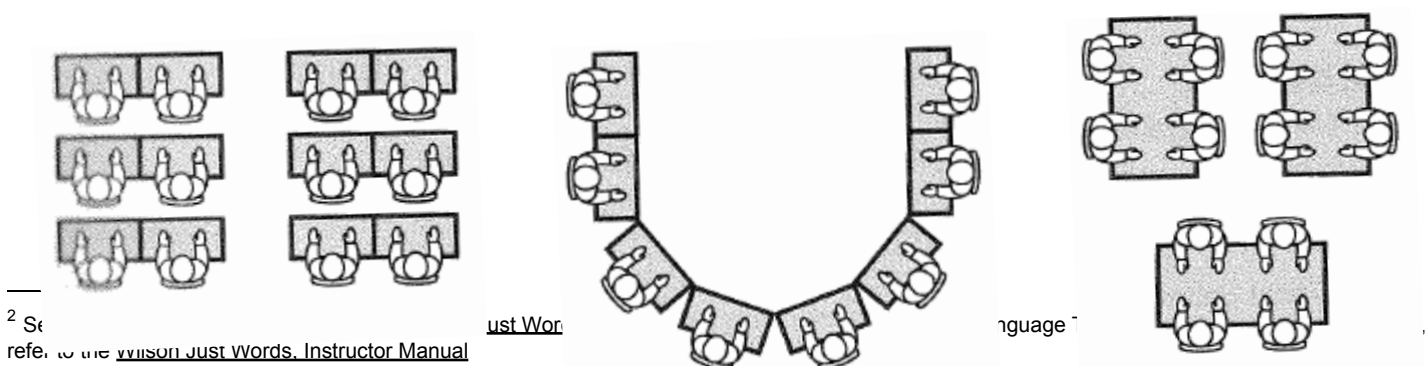
- I. **Must Haves:** Classroom Set-Up, Instructor Materials, and Student Materials
pages 35-37
- II. **Lessons:** Lesson Procedures, [Daily Lesson Plans](#), Instructional Practices, Progress Monitoring
pages 38-50
- III. **Course Overview:** Scope & Sequence and Syllable Types
pages 51-52

I. MUST HAVES

Classroom Set-Up

Just Words is conducted with a small group of students (15 students maximum). The space must include a white board or an interactive SmartBoard. There are many useful tools available for *Just Words* teachers online, so a teacher laptop with internet access and an ability to display the information may be useful. A document camera will also prove to be useful so that workbook pages, stories, and word cards can be easily displayed to the whole group.

Just Words is a fast-paced program, so **anchor charts** are invaluable for students as concepts build in rigor, particularly of syllable types and syllable division rules, along with more foundational concepts. Additionally, students will often work with a partner, so strategic classroom seating is suggested. *Wilson Language* offers three suggestions for desk configuration in a *Just Words* classroom.



Instructor Materials

In order for a *Just Words* teacher to be set up for success, s/he must attend the two-day training offered by Wilson Language to become familiar with the scope and sequence, lesson planning, materials, and progress monitoring. Then, teachers must be equipped with the required resources to ensure fidelity.



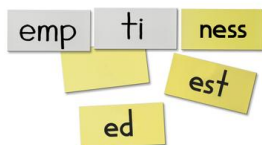
The **Teacher's Kit** contains all required teacher resources to successfully teach the program.

First, the **Instructor's Manual** provides daily scripted lesson plans for all 14 units and details how to teach each activity. This manual provides extensive lists of words and phrases to be used for practice in each activity and information about typical *Just Words* practices, including tapping, prefixes and suffixes, and syllable types.



Sound Cards are used to practice letter-sound automaticity.

Phonetically-controlled **Word Cards** allow students to practice marking and reading the concepts taught in each unit, while **High Frequency Word Cards** support student's automaticity with Sight Words.



Suffix Frames and **Syllable Frames** are color-coded magnetic tiles that allow teachers to build words for the group to practice current concepts, marking up of words, and tapping.



The Teacher's Kit also includes a **Student Challenge Phrase Kit**, which holds progress monitoring materials. A complete **Student Kit** (see below for details) is also included in the Teacher Kit so that teachers are able to plan and prepare appropriately. These extra copies are useful as modeling tools.



A purchase of the Teacher's Kit includes a one-year membership to the *Just Words* online academy, which contains extra activities, tips, and resources.



Student Materials

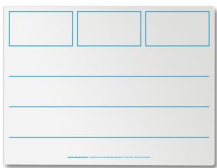
Each student will require materials in order to fully participate and interact with this multisensory program. All necessary materials for students can be found in this **Student Kit**. Some materials are consumable and will need to be re-ordered for each new student in the program. Other materials, if treated with care, can be reused.



The primary consumable materials include:

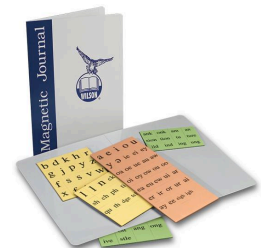


The **Student Composition Book** is used by students to practice encoding skills through dictation activities. The **Student Challenge Book** provides the space for students to practice concepts and to track their decoding and encoding progress on given charts. The **Student Notebook** is a reference tool for students that includes space to practice sounds, syllables, spelling rules, vocabulary, and High Frequency Words. Lastly, a **Blue & Red Pencil** is included for students to mark phonetic words and High Frequency words in their workbooks; it also serves as a color-coding tool for progress monitoring tracking.



The primary non-consumable materials include:

A **magnetic journal and tiles** supports encoding skills in a tactile way, as students use the tiles to build words. A **dry erase board** allows students to write syllables, words, phrases and sentences, practicing concepts and rules during encoding practice.



II. Lessons

Daily Lesson Outlines

Just Words is comprised of 14 units and two optional abridged bonus units. Each unit consists of 10 instructional days; the lessons are created for a 45 minute period, though, so lessons can be manipulated or expanded for longer periods. Each day of every unit will follow the same structure; for example, Day 4 will include the same activities/procedures for units 1-14, so teachers will establish a routine as they progress through the curriculum.

Day & Primary Goal	Typical Lesson Procedures
1 Pre-unit progress check & Introduce new concepts	<ul style="list-style-type: none"> ● Progress Check ● Introduce New Concepts ● Teach Spelling

<p>2</p> <p>Introduce new concepts</p>	<ul style="list-style-type: none"> • Just Start! (High Frequency Words) • High Frequency Words • Introduce New Concepts • Teach Spelling
<p>3</p> <p>Provide practice with concepts</p>	<ul style="list-style-type: none"> • Just Start! (Demonstration Words) • Warm-Up (Drill Sounds) • Teacher Builds Words • Word Talk • Students Build Words • Dictation/Dry Erase
<p>4</p> <p>Provide practice with concepts</p>	<ul style="list-style-type: none"> • Just Start! (Demonstration Words) • Warm-Up (Flashcard Review) • Teacher Builds Words • Word Talk • Dictation/Composition Book
<p>5</p> <p>Provides practice and dictation check-up, mid-unit progress check</p>	<ul style="list-style-type: none"> • Just Start! • Teacher Builds Words • Phrase It • Dictation/Check-Up
<p>6</p> <p>Introduce additional new concepts</p>	<ul style="list-style-type: none"> • Just Start! (High Frequency Words) • High Frequency Words • Introduce New Concepts • Teach Spelling OR Students Build Words
<p>7</p> <p>Introduce additional new concepts</p>	<ul style="list-style-type: none"> • Just Start • Introduce New Concepts • Teach Spelling • Phrase It (Story)
<p>8</p> <p>Provide practice with new concepts</p>	<ul style="list-style-type: none"> • Just Start! (Demonstration Words) • Warm-Up (Drill Sounds) • Teacher Builds Words • Word Talk • Students Build Words • Dictation/Dry Erase
<p>9</p> <p>Provide practice with new concepts</p>	<ul style="list-style-type: none"> • Just Start! (Demonstration Words) • Warm-Up (Flashcard Review) • Teacher Builds Words • Word Talk

<p>10</p> <p>Assess mastery of all unit concepts</p>	<ul style="list-style-type: none"> • Dictation/Composition Book
	<ul style="list-style-type: none"> • Just Start! • Quick Review/Test Preparation • Unit Text/Dictation and Chart Phrase

Lesson Procedures

Scripted lesson plans are provided for each day of each unit in the *Just Words Instructor's Manual*. Some activities vary from unit to unit - the nuances of which are explained in the manual. These activities include:

- Just Start! (High Frequency Words)
- Just Start! (Demonstration Words)
- Just Start! (Apply Concepts)
- Teach Spelling

There are some recurring activities that remain relatively static throughout the curriculum, though. These activities include the following and are elaborated further below:

- Dictation (in Composition book and on dry erase boards)
- High Frequency Words
- Phase It
- Progress Check (Day 1)
- Students Build Words
- Teach a New Sound
- Warm-Up/Drill Sounds
- Warm-Up/Flashcard Review
- Word Talk
- Unit Dictation Test (Day 10)

Dictation

Purpose	Process	Special Considerations	Materials Needed
Dictation activities happen either on dry erase boards or in Student Composition Books, depending on the day of the unit. The goal of Dictation is to practice sound segmentation skills and encoding skills, while reinforcing concepts and scooping for fluency.	<p>Teacher plans the specific sounds, words, phrases and sentences to be used during this activity.</p> <p>T dictates, student repeat the sound/word/phrase/sentence aloud and then record the answer.</p> <p>T then guides students to self-check their written work. Students circle HF words and use Student Notebook to confirm accuracy.</p> <p>Syllables should be scooped, and current concepts can be marked. Capitalization and punctuation should be accurate.</p>	T should use the Unit Resources pages in the Instructor's Manual when planning this activity. Vocabulary and trouble spots should be considered when planning Dictation.	<ul style="list-style-type: none"> • Dry Erase Tablets • Student Composition Book • Student Notebook

High Frequency Words approximately 5 minutes

Purpose	Process	Special Considerations	Materials Needed
High Frequency/Sight Words are words that do not follow phonics rules and/or appear so frequently in texts that they must be memorized. This activity is to support the automaticity of these common words.	<ul style="list-style-type: none"> • Students are shown a HF word card and read the word aloud. If unable to read it, another student or T should read it aloud. • Teacher provides clues to support memorization. • Using two fingers, students "write" the word on their desks, spelling it aloud as they write. 	<ul style="list-style-type: none"> • Day 1 Progress Checks should be used to determine which HF words should be targeted. • If students are particularly struggling with HF words, include Sky Writing as a strategy. 	<ul style="list-style-type: none"> • High Frequency Word Cards • Blank index cards as needed • Student Challenge Book

Phrase It approximately 10-15 minutes

Purpose	Process	Special Considerations	Materials Needed
Phrase It is an activity intended to support the skill of reading with prosody, as textual comprehension comes from reading automaticity and fluency.	The process of scooping needs to be explained and practiced with students early in the curriculum. Students are chosen to read aloud, scooping sentences as they go. Students can eventually read the passage independently first, scooping as they go and checking their scoops against the teacher's model that is displayed. Choral reading, retelling, and pre-planned guided questions will further support fluency and	Teacher modeling is vital during this activity, and it's important for the story to be projected for the class to review together.	<ul style="list-style-type: none"> • Student Challenge Book • InterActivities/Phrase It, Story (story displayed on whiteboard or SmartBoard)

	comprehension.		
--	----------------	--	--

Progress Check (Day 1)			
Purpose	Process	Special Considerations	Materials Needed
The Progress Check is on Day 1 starting in Unit 2. The purpose of this pretest is to determine student improvement throughout the course and to determine a student's trouble spots and areas for further instructional support or modification.	<ul style="list-style-type: none"> On the Progress Check page in the Student Challenge Book, students fold the page in half so the answers are hidden. As the teacher dictates phrases, students repeat and record the phrases on the appropriate lines. After all phrases are dictated, T reads them again and students check their work (and make any desired changes) Students then open the page to display the answers. The circled words = High Frequency words. The underlined words = phonetic words. Students use the answers to check their own work, using the blue/red colored pencil. Using the red pencil, students circle only the HF words they spelled correctly. Using the blue pencil, students underline only the phonetic words they spelled correctly. Students then record the correct number of words they spelled correctly on the bottom of the page and chart their work in the MyProgress section of the Challenge Book. 	<p>Progress checks from unit 2-7 include concepts from the first half of the curriculum, while progress checks in unit 8-14 assess concepts taught in the second half of the curriculum.</p> <p>After students complete the progress check and grade their own work, scores are tracked on pages 140-141 in the Student Challenge Book.</p>	<ul style="list-style-type: none"> Student Challenge Book

Students Build Words approximately 10-15 minutes			
Purpose	Process	Special Considerations	Materials Needed
This activity is meant to develop students ability to segment sounds and encode words with accuracy and, eventually, automaticity.	<p>Sounds As the teacher dictates a sound, students repeat the sound and move the corresponding letter tile over on the magnetic board. T asks further questions to check for understanding.</p> <p>Single Syllable Words As the teacher dictates a word, students repeat the word and build it using letter tiles. Students say and spell the word aloud.</p> <p>Multisyllabic Words As the teacher dictates a word, students use their dry erase tablets to build the syllables into the frames using letter tiles or blank tiles. Students read the word again while scooping the syllables on the board.</p>	<ul style="list-style-type: none"> Teacher questioning must be planned and consistent throughout this significant activity Each student must demonstrate accuracy with each step of this activity, and teachers should use questioning techniques to guide students to the correct answer when necessary 	<ul style="list-style-type: none"> Dry erase tablets Magnetic journals Letter tiles

Teach a New Sound

approximately 5-10 minutes

Purpose	Process	Special Considerations	Materials Needed
This activity is included in lessons when new sounds are explicitly introduced to students. The goal is for students to get familiar and eventually master the letter(s) and sounds, including keywords.	Teacher presents the new Sound Card to students, naming the letters, saying the keyword, and saying the sound. Students repeat the letter-keyword-sound. Then, students add the keyword picture to the Sound section of their Student Notebooks.	<ul style="list-style-type: none"> Clipping of sounds during this direct instruction is important. Teachers should ensure students are clipping sounds as they echo. 	<ul style="list-style-type: none"> Sound Cards Student Notebooks Reference Chart Quick Reference Guide

Teacher Builds Words approximately 10-15 minutes

Purpose	Process	Special Considerations	Materials Needed
Teacher Builds Words teaches words structure. This activity allows students to practice decoding words that are segmented and scaffolded.	<p>Teacher builds the word with cards/frames. T explains the word structure and taps out the word with students. Concepts, syllables, etc. should be unpacked during this direct instruction.</p> <p>Nonsense words can be folded into the examples.</p>	<ul style="list-style-type: none"> In the beginning of the curriculum, Sound Cards will be used during this section, but Suffix and Syllable Frames will be used in subsequent lessons. Multisyllabic words are usually built with Syllable Frames. Multiple examples should be used during this significant activity. Purposeful questions are required to check for understanding of all students. 	<ul style="list-style-type: none"> Sound Cards Syllable Frames Suffix Frames and/or InterActivities

Warm-Up Drill Sound approximately 5 minutes

Purpose	Process	Special Considerations	Materials Needed
Warm-Up Drill Sounds is synonymous with the Quick Drill of <i>Wilson Reading</i> . The purpose of the activity is to develop automaticity of sounds for vowels, consonants, digraphs, welded sounds, etc.	<p>The teacher points to the Sound Card, saying the letter-keyword-sound. Students echo the teacher.</p> <p>When students become comfortable with the routine and can do so with automaticity, a student can be drill leader.</p>	<ul style="list-style-type: none"> Vowels should be practiced each time, but teacher should choose particular consonants, digraphs, welded sounds, etc. to practice. When the letters are mastered, keywords can be dropped from the routine. 	<p>Sound Cards or online Interactivities</p> <p>Students can follow along with letter tiles, reference chart, or notebook.</p>

Warm-Up Flashcard Review approximately 5 minutes

Purpose	Process	Special Considerations	Materials Needed
---------	---------	------------------------	------------------

<p>This flashcard review develops automaticity of High Frequency words, Latin roots, and prefixes.</p>	<p>Teacher shows flashcards to students, either as a whole group or individuals. Some words/roots/prefixes should be unpacked for meaning and usage further.</p> <p>As words/roots/prefixes are mastered, eliminate from the drill.</p>	<ul style="list-style-type: none"> Review Progress Checks to determine which High Frequency words should be reviewed throughout the unit. Desk writing and “skywriting” should be used to support spelling. 	<ul style="list-style-type: none"> High Frequency Word Cards OR Latin Roots and Prefix Cards from Demonstration Word Card Pocket <p>Students can use:</p> <ul style="list-style-type: none"> Blank index cards Student Notebook
--	---	---	---

Word Talk approximately 10 minutes

Purpose	Process	Special Considerations	Materials Needed
<p>The objective of Word Talk is to develop automaticity and to review word structure and meaning of words - both current words and review words.</p>	<p>Students read the accumulated stack of Word Talk cards without tapping. Teacher should select 1-2 words for students to use in sentences, asking other students about word meaning.</p>	<ul style="list-style-type: none"> Current and review nonsense words should included. Chosen words should be shuffled from unit to unit. Teacher or students can create additional word cards on blank cards using the Unit Resources to choose specific words. Be sure to consider vocabulary levels and decoding “trouble spots” in mind when creating more cards. 	<ul style="list-style-type: none"> Demonstration Word Cards (current and review cards) Nonsense word cards Blank word cards

Unit Assessment (Day 10): Dictation and Charting Phrases

Purpose	Process	Special Considerations	Materials Needed
<p>This end of unit assessment occurs on every Day 10 of the curriculum. It acts as a summative assessment to determine student understanding of all current concepts, decoding skills, and encoding skills.</p>	<p>Whole Group Encoding Following the procedures indicated in the Instructor’s Manual, T dictates sounds and word. Students repeat aloud and record in their Student Notebooks. Then, T dictates the phrases and sentences. Students repeat and record, then proofread, scooping sentences as they proofread. T then reads the bolded HF words in the phrases and sentences, and students circle them using red pencils. T reads the italicized words in phrases and sentences - student underline the words in blue to identify them as phonetic words.</p> <p>Individual Decoding Students meet with T individually for decoding assessment. T puts 25 seconds on the timer, and students read the given phrases with accuracy. T notes any errors</p>	<ul style="list-style-type: none"> T can grade the encoding assessment when meeting individually with students Progress should be tracked in the MyProgress section of the Challenge Book Self-corrections during decoding are not counted against the student 	<ul style="list-style-type: none"> Student Challenge Phrase Kit Student Progress Recording Form Digital Timer Student Challenge Book

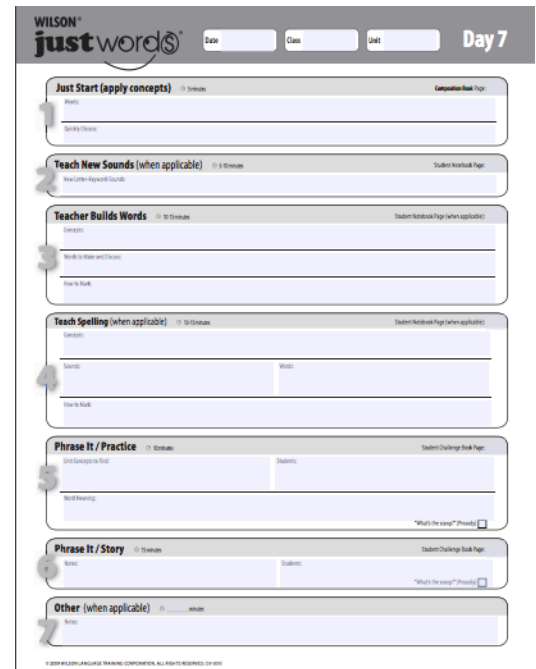
and reviews trouble spots with students.

Lesson Planning

The *Just Words Instructional Manual* contains scripted lesson plans for each day of each unit. There are also Unit resources at the end of each unit that provides more current sounds, words, phrases, and sentences for teachers to use as practice.

It is recommended that teachers carefully use the *Instructor's Manual* to lesson plan. Because the daily lessons provided in the manual are not tailored for a specific group of learners, though, teachers should be writing lesson plans that target trouble spots and incorporate past concepts and skills that require further review.

In the online archive, *Wilson Language* as daily lesson plans that follow the typical procedures. Additionally, there are [expanded daily lesson plan templates](#) available if teachers prefer to have more space to script questions/directives or record information about student progress during the lesson.



Required Instructional Practices

In order for *Just Words* to be an effective intervention, the following instructional principles must be woven into daily practice.

1. Explicit Instruction

Just Words requires that teachers provide direct instruction to students on a daily basis, so teacher preparation and enthusiasm are required. Additionally, student participation is mandatory.

2. Multisensory Approach

In order to make these new phonics concepts automatic and fluid, *Just Words* calls on all learning modalities to support all students. This multisensory approach to instruction is an integral component of the program.

3. Systematic Instruction

Just Words is carefully crafted to teach foundational phonics skills before moving on to more advanced concepts. The units are strategically sequenced to build on previously taught skills. Therefore, every unit must be taught and mastered before progressing to the next.

4. Repetition

Concepts and skills should be woven into current instruction to ensure complete understanding.

5. Consistent, In-the-Moment Feedback

Students receive constant feedback from the teacher so that misconceptions are immediately adjusted. Errors are an opportunity for growth, so each inaccuracy must be addressed.

[illegible]

<ul style="list-style-type: none"> • Closed syllables • Blending and segmenting 5-6 sounds in a syllable • Closed syllable exceptions 	<ul style="list-style-type: none"> • Prefixes and Latin roots with introduction to open syllable prefixes • Review of 1-1-1 and silent E spelling rule
Unit Three Concepts and Skills	Unit Nine Concepts and Skills
<ul style="list-style-type: none"> • Bonus letter rule - reading and spelling words with bonus letters • Welded sounds: all am an ang ing ong ung ank ink onk unk • Reading and spelling words with welded sounds 	<ul style="list-style-type: none"> • R-Controlled syllables • 1-1-1 spelling with R-controlled words • R-controlled words plus suffixes
Unit Four Concepts and Skills	Unit Ten Concepts and Skills
<ul style="list-style-type: none"> • Baseword and suffix with suffixes -s, -es, -ing, -ed • Plural words/action verbs • Homophones: to, two, too 	<ul style="list-style-type: none"> • R-controlled syllables in multisyllabic words • Adding suffixes to multisyllabic words • 1-1-1 Doubling Rule part II, multisyllabic words
Unit Five Concepts and Skills	Unit Eleven Concepts and Skills
<ul style="list-style-type: none"> • Reading and spelling two syllable words • Compound words • Syllable division rules • Spelling of ic at the end of multisyllabic words • Reading and spelling words with 3 closed syllables 	<ul style="list-style-type: none"> • Vowel digraph/diphthong syllables • Vowel teams: ai, ay, ee, ea, ey, oi, oy • Forming plurals - words ending in Y • Y spelling rule
Bonus Unit I Concepts and Skills	Unit Twelve Concepts and Skills
<ul style="list-style-type: none"> • Review of closed syllables (nonsense words) • Concepts of prefixes and suffixes • Review of syllable division for multisyllabic words 	<ul style="list-style-type: none"> • Vowel teams: oa, oe, ow, ow, ou, ue, ew, ou, oo, ue, oo, au, aw
Unit Six Concepts and Skills	Unit Thirteen Concepts and Skills
<ul style="list-style-type: none"> • Vowel suffixes: -er, -est, -ish, -en • Consonant suffixes: -ful, -less, -ment, -ness • 1-1-1 spelling rule 	<ul style="list-style-type: none"> • Final Stable Syllable: consonant -le • -le with suffix • Final Stable Syllable: -tion, -sion
Unit Seven Concepts and Skills	Unit Fourteen Concepts and Skills
<ul style="list-style-type: none"> • vowel-consonant-E syllables • The sounds of suffix S • Spelling option procedure • vowel-consonant-E exception (-ive) • Suffix: -ive • Silent E spelling rule 	<ul style="list-style-type: none"> • Syllable review • Schwa sound • Roots and prefix review • Baseword and suffix review • Vowel suffix -able • Spelling rules review

Just Words Syllable Types

1. Closed Syllable - Unit 2

- Ends in a consonant
- Only has one vowel

- Examples: **up, last, mistake**

2. Vowel-Consonant-e Syllable - Unit 7

- Has the vowel-consonant-e combination
- The first vowel is always long, the e is silent
- Examples: **bike, stove, mistake**

3. Open Syllable - Unit 8

- Ends with a single vowel
- The vowel makes a long sound
- Examples: **I, shy, pupil**

4. R-Controlled Syllable - Unit 9

- Contains a vowel combined with r (ar, er, ir, or, ur)
- The vowel is neither long nor short but is unique; it's controlled by the r
- Examples: **start, fur, doctor**

5. Vowel Digraph/Diphthong Syllable - Unit 11

- Contains a diphthong or vowel digraph: ai, ay, ee, ey, oa, oe, ue, oi, oy
- Examples: **bait, play, jeep, valley, boat, toe, blue, coin, boy**

6. Final Stable Syllables - Unit 13

- Consonant -le syllables:
 - Contains a consonant -le. The E is silent, the consonant and L sound like a blend
 - Examples: **cradle, little, bubble**
- tion/sion syllables
 - Contains the welded sound tion or sion
 - Examples: **vacation, expansion**

Houghton Mifflin Harcourt's Read 180 Universal

Read 180 Overview³

Read 180 Universal is a tier two reading intervention program from Houghton Mifflin Harcourt. Universal is the most updated version of the program, which became available for purchase in 2016. *Read 180 Universal* follows the same format of *Next Generation* but includes updated student software, more grade-level writing tasks, digital independent reading books, and an updated teacher portal to review data and utilize the online materials.

Read 180 is a blended learning model designed to support word attack and spelling skills, fluency, vocabulary, comprehension, and writing skills. The program particularly emphasizes the multiple skills required to deeply comprehend a text, including summarizing, predicting, making connections, analyzing, and inferencing. Writing skills are scaffolded throughout the program to ensure students practice each step of the writing process. Speaking skills are practiced continuously, so students learn to verbally question, make inferences, form connections, and develop an analysis in addition to honing listening skills.

Specifically, **Read 180 Universal** is aligned to the 9th and 10th grade Common Core State Standards. Therefore, if the course is taught by an ELA-certified teacher, students can earn a 9th or 10th grade ELA credit; if the course is taught by a teacher who is not ELA certified, students can earn an elective credit for *Read 180 Universal*.

This section includes the following information about *Read 180 Next Generation* and *Universal*:

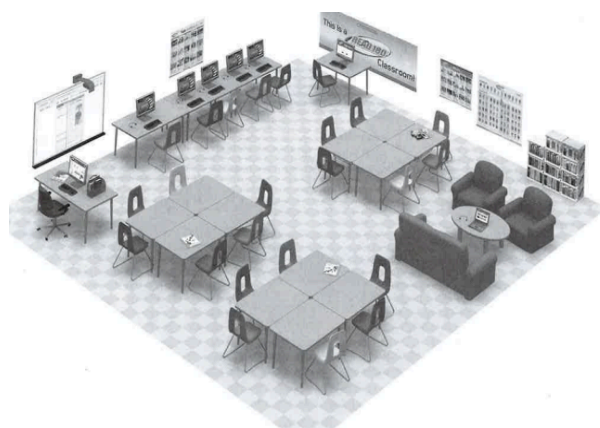
- I. Must Haves: Classroom Set-Up, Class Structure, Rotations, Materials
- II. Lessons: Lesson Planning, Progress Monitoring, & Instructional Resources
- III. Read 180 Technology: Teacher Dashboard, ITS, SAM

I. MUST HAVES

Classroom Set-Up

Classroom organization is essential for a *Read 180* class:

- one desk per student for **Whole Group** instruction - this cluster of desks should be facing a whiteboard and has access to a projector or SmartBoard
- an **Independent Reading** corner, preferably with cozy seats and shelves for the independent reading books
- a small table or group of desks arranged in a circle for **Small Group**



³ Section adapted from Read 180 Scholastic (2012). Read 180 Next Generation Teacher Implementation Guide. New York, NY: Scholastic Inc. For more detail, refer to the Read 180 Next Generation Teacher Implementation Guide.

- a long table or row of desks with computers for **Software** rotation - computer screens should be facing the teacher

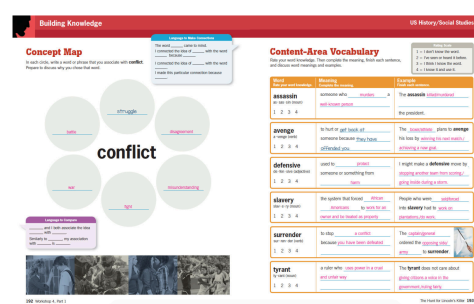
The Blended Learning Classroom Structure

Read 180's blended learning model is at the core of the program. In order to maximize reading growth, *Read 180* classes, just like other literacy intervention classes, should meet daily. A 90-minute class session allows for a 20-minute Whole Group session, three 20-minute small group rotations, and a 10-minute Whole Group Wrap-Up to conclude the class, but adjustments can be made for shorter class periods: time spent at each rotation can be lessened or a modified rotation schedule can be established to accommodate fewer minutes.

A typical class includes:

- **Whole Group Instruction:** Each class begins with teacher-directed instruction. Lessons include read alouds, close reading strategies, writing exercises, and discussions to support comprehension of the given passage. Teacher lessons are scripted, and students follow along in the R-Book.
- **Three Rotations:** After students are assessed via the Reading Inventory, the *Groupinator* in the Teacher Dashboard homogeneously organizes students into small groups for rotations. This allows the teacher to differentiate instruction or management needs appropriately for different levels of learners.
 1. **Independent Reading:** During this rotation, students choose texts in their Lexile range to independently read, which is a proven strategy to increase reading levels. An independent reading text should be no more than 50 Lexile points higher or 100 points lower than the student's Lexile score, so it is vital that students know their updated scores. Post-reading comprehension writing tasks are included within the *Read 180* resources, so teachers are able to monitor student progress and converse with students about their texts. Additionally, *Reading Counts!* quizzes, computer-based reading comprehension assessments for the independent reading texts, are included in *Read 180* resources.
 2. **Small Group:** This rotation is a continuation of Whole Group but with a smaller group of students to ensure data-driven, targeted instruction. This station is typically teacher-led, and lessons include close reading activities, text analysis activities, and small group discussions. Students receive ample support with writing skills and speaking skills.
 3. **Software/Student Application:** More than any other rotation, the Student Application is proven to boost reading levels, as students are working on all aspects of literacy instruction at a level of rigor matched with individual Lexile scores. Therefore, student software time should be maximized (the goal is at least 16 minutes on the software daily), and student activity should be carefully monitored to ensure productivity and progress.

When on the Student Application, students will choose



topics of interest to study. Each topic contains multiple segments, and each segment holds five zones: *Explore Zone, Reading Zone, Language Zone, Word Zone, and Spelling Zone*. Once a segment is chosen, the student must complete each zone in order to move to another segment. The *Success Zone* is the summative assessment of the segment.

The amount of time it will take to complete each segment ranges from 5-15 sessions, depending on the student's level, productivity, and time allotted for software. But most students will complete a segment in approximately 10 sessions as long as each session is 16 minutes or more of on-task effort.

Student and Teacher Materials

A *Read 180* class requires reliable technology and extensive resources, but many of the resources are reusable if treated with care. The following **non-Read 180-specific materials** are required for a successful implementation of *Read 180*:

- working computers/tablets with internet access and the *Read 180* website bookmarked
 - there must be enough computers/tablets that a small group of students (approximately 5-7) can be using the technology at one time
- headsets with microphones for student recordings, read alouds, and other interactive features of the software
- a working SmartBoard (preferable) or projector to project the electronic version of the Real Books and corresponding videos/lesson resources
- appropriate station seating for each rotation: an independent reading corner, a Whole Group seating section, a technology station, and Small Group designated area adjacent to the SmartBoard/whiteboard for modeling purposes



The following **Read 180-specific materials** are required for a successful *Read 180* classroom:

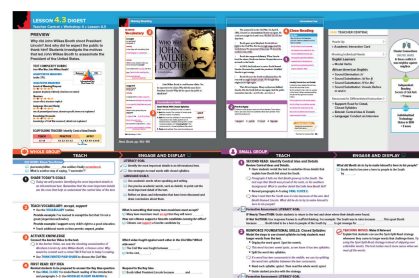
- a *Read 180* leveled independent reading library
- *rBook/Real Book Teacher's Edition - Stage C*
- *rBook/Real Book Student's Edition - Stage C*
 - one required for each student
 - these items are consumable and will need to be reordered each year for new students
- *Resources for Differentiated Instruction*
- *Read 180* teacher online tools, including:
 - Ed Platform Teacher and Student Accounts
 - These need to be renewed annually.



II. Lesson Planning, Progress Monitoring, and Instructional Resources

Lesson Planning

Blended Learning Handbook is a primary resource of lesson planning. It



reflects the student version of the Real Book with the ideal answers included, and it details each daily lesson, including objectives, the agenda, and critical talking points/questions.

Teacher Central includes a plethora of planning tools for teachers, including step-by-step support with daily lesson planning, student grouping (the Groupinator), and performance monitoring of classes. Teacher Central also includes the Data Dashboard, where all Lexile data, Student Application data, and Workshop Assessment data can be easily accessed. This information will be useful when lesson planning and thinking about the ways to differentiate for all learners.

Some teachers will find it useful to create their own lesson plan using the Read 180 resources. This [lesson plan template](#) includes all required pieces of a typical Read 180 lesson.

Progress Monitoring

There are multiple ways to monitor student progress in *Read 180*:

Independent Reading quizzes (Universal)

These computer-based assessments included in the software resources evaluate a student's comprehension of the independent reading books from the Read 180 library.

Workshop Assessments (Universal)

At the culmination of each workshop, students take a skills-based assessment to monitor reading and writing skill development throughout the curriculum. These assessments are available on the student application or can be printed and administered as a paper copy.

Reading Inventory

The *Reading Inventory* is a computer-based holistic reading assessment that provides a Lexile level for students. These Lexiles are used in multiple ways: for placement into the software; by the Groupinator to place students in appropriate small groups for rotation; to determine the range of independent reading text level; to monitor reading progress throughout the year. Students should take the *Reading Inventory* at the beginning of the year, then at least three times through the school year (at the end of each trimester, for example), but can take it as many times as the teacher desires (must be 30 instructional days between each administration).

Incorporating Grades into PowerSchool

Read 180 Universal is a credit-bearing course, so consistent grades in the gradebook are essential. The consistency of the program's curriculum makes grading manageable and predictable.

- Daily participation grade - do now, small group participation, time in the application
- Weekly Real Book checks - formative assessment questions
- Biweekly formative assessment grades from the Student Application:
 - Explore Zone
 - Reading Zone
 - Language Zone
 - Word Zone

- Spelling Zone
- Biweekly summative assessment grade from the Student Application:
 - Success Zone
- Once-per-workshop summative assessments grades:
 - Workshop Assessments - interim and end of workshop
 - Workshop writing task - paragraph and essay

Using Read 180 Instructional Routines for Multilingual Students

These routines amplify language instruction for ENL students:

- Model & Choral Reading Remix
 - T reads one sentence/chunk at a time
 - Ss re-read same sentence/chunk (with or without teacher), chorally
 - Repeat to end of selected text
 - You may ask individual students to read back if you want to target fluency
- Partner Reading (chunk the text beforehand)
 - Student A reads chunk to Student B. Student B can help.
 - Student B paraphrases in HL or English.
 - Switch - Student B is the reader, Student A is the paraphrases
 - Repeat to end of selected text
- Independent Reading - for selected chunks of text
 - Annotate in HL, underline key words, color code with a purpose provided by teacher
 - Provide glossary in HL and/or English, as needed
 - Text dependent question
 - Share answer w partner in HL and/or English
 - Repeat w another chunk
- Think - Pair - Share
 - Discuss task in HL, first
 - Then, write in HL and/or English
 - Share writing in English (orally). Add or respond in HL or English
 - Write a summary together as a pair (1-2 sentences) in English only
- Oral Cloze and Oral Cloze 2
 - Supports vocabulary, comprehension, and fluency
 - Allows a space for students to pronounce words in a group instead of individually in front of the class
- Vocabulary
 - Steps 1-3, as is
 - Step 4 - Provide graphic organizer using a Frayer model
 - Fill out graphic organizer individually or

Word (in English) + definition in familiar language	Explanation in Spanish, translation, and cognate
Picture or Example	Write a sentence

- collaboratively
 - Talk through in home language
- [Teacher tools](#) for System 44

Chapter 3: Literacy Research and Data
Compiled and Written by NVPS Policy Department

I. National Literacy Trends

Our nation has long been concerned about the literacy rates of adolescents since the report [A Nation at Risk](#) was published in 1983. Much of the crisis mentality and rhetoric surrounding education stems from this report. Despite this focus on literacy for more than 30 years, the number of illiterate people in the United States continues to be higher than that of other countries; according to the U.S. Department of Education (2016), 32 million adults in the United States - 14 percent of the population - are illiterate.

Reading is a complex, multifaceted skill; it is the ability to decode and encode with automaticity and accuracy - which requires strong phonemic awareness, phonics, and fluency skills - while understanding the vocabulary and using higher-order thinking skills to wholly comprehend the meaning of the passage. Over the past two decades, research has been conducted on the best interventions needed for adolescent literacy and creating a clear distinction “between the skill necessary ‘to read’ and the reasoning ability necessary to comprehend...” (Jacobs, 2008).

A deep analysis into the National Assessment of Educational Progress (NAEP) reading scores for 8th graders and 12th graders shows recent decline in adolescent literacy levels (see figures 1 and 2). While there has been a slight gain at *Advanced* for both 8th and 12th grade students, there has also been a gain for 12th graders reading *Below Basic* of three percent.

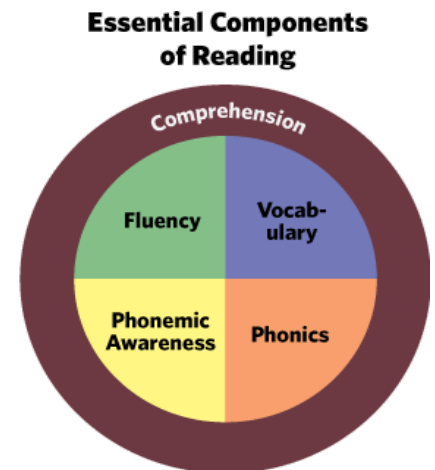
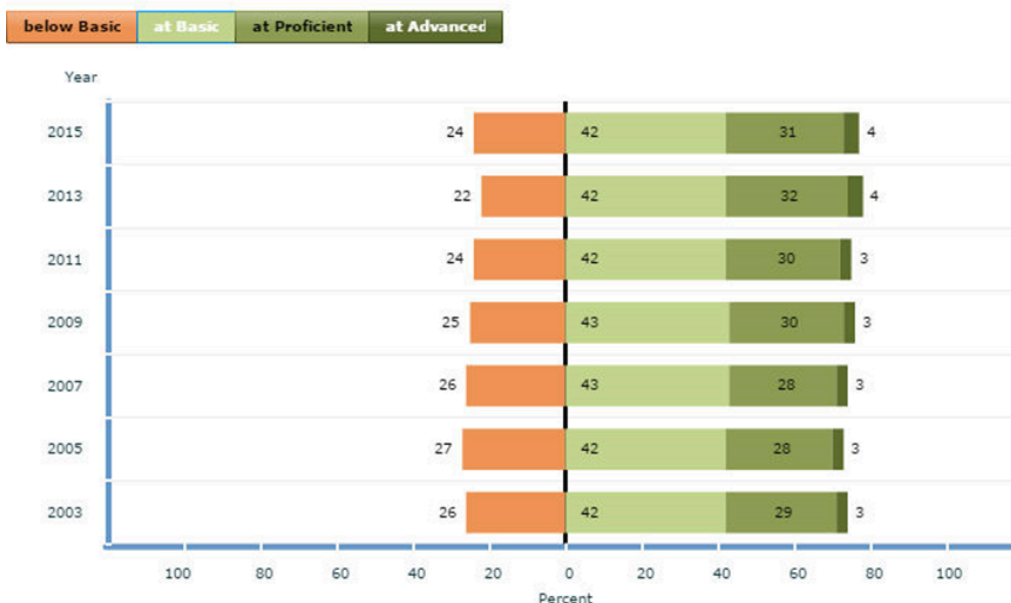


Figure 1: 8th Grade NAEP Scores

Percentages at each achievement level for reading, grade 8 by all students [TOTAL] for year and jurisdiction: 2003, 2005, 2007, 2009, 2011, 2013, and 2015
National, All students



*NCES NAEP Data Explorer

Figure 2: 12th Grade NAEP Scores

Percentages at each achievement level for reading, grade 12 by all students [TOTAL] for year and jurisdiction: 2002, 2005, 2009, 2013, and 2015
National, All students



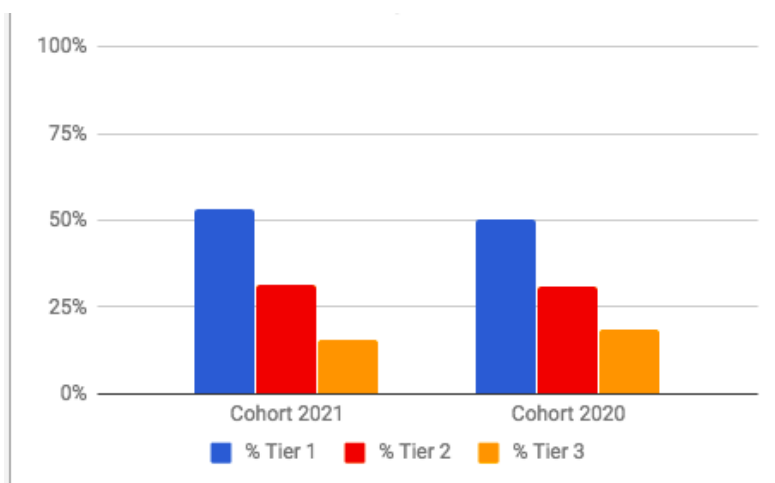
Upon closer examination of the scores, we also find large disparities between ethnicities. Further investigation of 12th grade NAEP scores categorized by ethnicity shows staggering differences between the scores of Black and Hispanic students compared to the scores of White and Asian/Pacific Islander students. The percentage of Black students with *Below Basic* scores is more than double the percentage of white students with *Below Basic* scores.

*NCES NAEP Data Explorer

II. NVPS Literacy Data - Cohort 2021 & 2020

The data of NVPS students align with these national numbers, as NVPS predominantly serves Black and Latino students. On a network-wide look for New Visions (see figure 4 below), nearly 56 percent of student place into tier 2 or tier 3.

CCSS define a score of 1050-1260 to be on grade level for 9th graders and 1080-1335 for 10th graders. For more detailed information on individual school's distribution of Lexiles see [here](#). The graph below demonstrates the percentage of students across the network in each Lexile tier for cohorts 2021 and 2020.



III.Evidence-based Literacy Intervention Research

The intervention programs examined in this guidebook and used at New Visions high schools are proven to support specific lagging literacy skills of struggling readers. Because reading is a multifaceted skill that requires the proficiency of multiple sub-skills, specific intervention programs target certain areas of reading instruction.

Response To Intervention Background

Response to Intervention became a more prominent practice in education in 2004 with the reauthorization of the Individuals with Disabilities Act (IDEA) when it was presented as a method to help identify students with specific learning disabilities (Martin, n.d.). Before 2004, RTI had been used in the 1970s and 1980s to inform and modify instruction through the curriculum based measurement. The process of RTI became a fixture implemented into all classrooms after 2004, not just special education classrooms, because the main tenant of the method is universal, high-quality instruction and screening for all students, which allows educators to identify specific needs and to locate which areas required targeted intervention.

RTI, in the context of literacy, is a tiered model that delivers services to students rooted in evidence-based practices that are shown to support the student in any tier: Tier 1 provides literature development within the student's classroom in any subject; Tier 2 is a more targeted intervention and requires some additional instruction for a specific skill; Tier 3 interventions are more intensive and individuals so as to remediate severe skill gaps.

The following three interventions are currently used in the New Visions charter schools. All information was collected via the programs' websites as well as research defining adolescent literacy.

Read 180

What Works Clearinghouse performed a systematic review of evaluative studies for READ 180; from this they found three studies that meet WWC group design standards without reservations and six studies that meet WWC group design standards with some reservations. The three studies that had no reservations were randomized control trials and the other 6 studies were either randomized controlled trials or quasi-experimental designs. From these nine studies, Read 180 was found to have positive effects on comprehension and general literacy achievement, potentially positive effects on reading fluency, and no discernable effects on alphabetics. Of the nine studies, four of the studies were conducted with high school students and six of the studies were conducted in urban areas with overlap between categories ([WWC Research](#), 2010).

Wilson Reading System

Research conducted on the effectiveness of the Wilson Reading System has shown statistically significant outcomes in the domain of alphabetics with an effect size of at least 0.25. Thus far, the research conducted on the effectiveness of the system has been limited to elementary and middle school grades, not in high school where adolescent literacy occurs. But multiple sources state that even with limited empirical support, the content and instructional design of the system is aligned with current reading research.

Just Words (from Wilson Language Corp)

Just Words has not had any outside analysis conducted on the effectiveness of the program, but the Wilson Training Corporation has done some of its own research on the effectiveness of the Just Words intervention in two urban middle schools using the intervention on a select number of students. The students were tested using the Degree of Reading Power reading assessment in order to classify the students. Those students classified as severely at risk were then divided into two groups: one who got the Just Words reading intervention (seven students at school I and 11 at school II) and another who received instruction as usual (37 at school I and 21 at school II). In both schools, those students who received Just Words made greater gains than those students who received typical instruction with no intervention. In school I, less than 30% of Just Words students were still classified as severely at risk. In school II, 45% of the students were still classified as severely at risk. The study also found that ELL students who received Just Words made greater gains than English language learners who received typical instruction without Just Words.

IV. Lexile Levels

Lexile measures are vital scores for NVPS students, teachers, and administrators. First, the Lexile Reading Measure provides information about a student's reading capabilities, while a Lexile Text Measure provides information about the rigor of a given text. A reader should be paired with a text within his/her range - 50 points above to 100 points below - in order to effectively and independently comprehend the text. If a Lexile Text Measure is above a student's Lexile Reading Measure, appropriate support should be utilized to assist the reader with comprehension. These developmental scales ranges from 0-2000.

The Lexile Framework offers a [free search tool](#) that provides measures on nearly 300,000 popular books aligned to a student's reading ability and age group. It is important to note that while age is not a determinant in calculating Lexiles, it is a critical factor to take in account as some books may not be appropriate despite falling within the reader's comprehension zone. In addition, age has important implications for what we can expect from a student's normative growth.

New Visions uses two core pieces of research to inform how we set expectations for student's reading growth. One study is led by Scholastic and MetaMetrics, the original developers of the Lexile Framework (Knutson, 2011). In this study, researchers implement the Scholastic Reading Inventory assessment, one of the several assessment suites to provide Lexile scores, to over 350,000 students twice a year from 2002 to 2007. Using this data, the researchers determined the normative growth of a student from fall to spring according to a reader's entering Lexile score and the reader's grade. For instance, a 9th grade student who enters the fall with a 910L can be expected to gain 43L by spring. A 9th grade student who enters the fall with a 590L can be expected to gain 78L by the end of spring. For a complete list of growth expectations, see [Growth Expectations: Setting Achievable Goals](#) by Kimberly Knutson.

The second piece of research essentially translates Common Core State Standards (CCSS) grade-level expectations into Lexile measures. While we know that reading ability is not tied directly to grade levels, we also know students are assessed on high-stakes assessments aligned to CCSS grade expectations. In 2012, the

National Governors Association and the Council of Chief State Officers released a review of research that aligns CCSS text with Lexile measures (2012). This research provides insight on the “readability” of text students are expected to comprehend: 1050L – 1335L for grades 9 and 10, and 1185L – 1385L for grades 11 and 12. At New Visions, we use the 50th percentile of these ranges as a north star to guide our work in helping students become college and workforce ready.

Chapter 4: Evaluation for Intervention Programs

I. Program Evaluation Tools and Student Growth

The research shows that reading gains are made when evidence-based literacy interventions are taught with fidelity (and frequency). *Taught with fidelity* implies that the instructor implements the program as it was designed, which does not consistently reflect the norms of a typical high school lesson. For example, lesson plans for Wilson Reading, Just Words, and Read 180 will not contain the typical components of a high school lesson plan, as these programs do not prescribe to the Do Now, mini-lesson, practice agenda.

Therefore, evaluation tools for literacy intervention teachers must reflect these classroom nuances. The following resources are available for school leaders to use when visiting an intervention classroom:

- [Wilson Reading System Principal Walk-Through](#)
 - This checklist, created by the Wilson Reading System, provides details for an observation. It directs administrators to look for specific aspects within each lesson, including student grouping, plans, and general procedures that should be present each class.
- [Just Words Principal Walk-Through](#)
 - This checklist, created by Wilson Language, provides an overview for administrators observing a Just Words classroom. The listed aspects should be consistently present in a Just Words classroom.
- [Read 180 Principal Walk-Through](#)
 - The second page of this document includes a brief checklist for principals to reference while observing a Read 180 classroom. Details for each rotation are included.
- [Strategic Data Check-Ins for Literacy](#) are an opportunity for school leaders, literacy teachers, and pertinent network staff to review fall to spring STAR Reading and diagnostic data. This meeting will look at overall literacy growth trends for all students, then narrow into student subgroups and intervention subgroups. This valuable growth data allows for reflection of interventions and frames intervention programming for the following school year.

Appendix: Key Resources and Contacts

- The [STAR Reading Guidebook](#) provides details about STAR Reading testing and data.
- See the [NVCHS Program Guide for Multilingual Learners](#) for information about testing, monitoring, and programming English learners.
- Brief overview of [NVCHS Literacy and Lexiles with Teacher Resource and PDs](#)
- [SRI Growth Lexile Study](#)
- Policy Research
 - [Summer Literacy Loss](#)
 - [PER x SST Literacy Narrative](#)
 - [Literacy Intervention Guide Research](#)
 - [Literacy Assessment for ELLs](#)
- **Historical Board Reports:** Provides historical information on the progress NVCHS has made towards literacy goals.

2022-2023

- [AIMs BOY 22-23 Literacy Intervention Board Report](#)
- [AIM MOY 22-23 Literacy Intervention Board Report](#)
- [AIMs EOY 22-23 Board Report](#)
- [BOY NVCHS Literacy Intervention 22-23 Board Report](#)
- [MOY BX Literacy Intervention 22-23 Board Report](#)
- [EOY BX Literacy Intervention 22-23 Board Report](#)
- [MOY BK/QNS Literacy Intervention 22-23 Board Report](#)
- [EOY BK/QNS Literacy Intervention 22-23 Board Report](#)

2021-2022

- [NVCHS MOY 2021 Literacy Intervention Board Report](#)
- [EOY NVCHS Literacy Intervention 21-22 Board Report](#)
- [AIM's MOY 21-22 Literacy Intervention Board Report](#)
- [AIMs EOY 21-22 Board Report](#)

2020-2021

- [Traditional Charters - Intervention Board Report Fall 2020](#)
- [AIM - Intervention Board Report Fall 2020](#)
- [Traditional Charters - Intervention Board Report Winter 2021](#)
- [AIM - Intervention Board Report Winter 2021](#)
- [Traditional Charters - Intervention Board Report Spring 2021](#)

2019-2020

- [Traditional Charters - Intervention Board Report Fall 2019](#)
- [AIM - Intervention Board Report Fall 2019](#)
- [Traditional Charters - Intervention Board Report Winter 2020](#)
- [AIM - Intervention Board Report Winter 2020](#)
- [Traditional Charters - Intervention Board Report Spring 2020](#)
- [AIM - Intervention Board Report Spring 2020](#)

- 2018-2019
 - [Traditional Charters Intervention Board Report Fall 2018](#)
 - [AIM Student Support Board Report Fall 2018](#)
 - [Traditional Charters Intervention Board Report Winter 2019](#)
 - [AIM Intervention Board Report Winter 2019](#)
 - [Traditional Charters Intervention Board Report Spring 2019](#)
 - [AIM - Intervention Board Report Spring 2019](#)
- 2017-2018
 - [NVCHS Intervention Board Report Fall 2017](#)
 - [NVCHS Intervention Board Report Winter 2018](#)
 - [NVCHS Intervention Board Report Spring 2018](#)
- 2016-2017
 - [NVCHS Intervention Board Report Fall 2016](#)
 - [NVCHS Intervention Board Report Spring 2017](#)
- **Additional Reading Resources**
 - [SST Website - Literacy Interventions](#)
 - [Reading Routines and Strategies by DORA Profile](#)