

Literacy Intervention Plan



Core Literacy Instruction

Core instruction is the instruction provided to all students. Core literacy instruction is evidence-based and aligned to the science of reading. Within core instruction, teachers differentiate to meet the needs of all students in the classroom. Core support is defined through environment, curriculum, and instruction:

Environment: Include daily instructional time, physical environment, group size, and classroom routines.

Curriculum: Materials and resources utilized, scope and sequence of delivery, and skills/standards addressed.

Instruction: Instructional design, student engagement, methods for feedback, and opportunities for practice.

Environment	Curriculum	Instruction
<p>K-3: Minimum 120 minute literacy block</p> <p>30 minutes is reserved for whole group phonics and 10-15 minutes is reserved for whole group phonological awareness instruction. 20 minutes is reserved for whole group literacy instruction focused on comprehension and vocabulary. 60 minutes is reserved for small group instruction.</p> <p><i>*All specified times are minimum time requirements</i></p>	<p>K-3: Letterland/Foundations/Discovery Phonics scope and sequence is followed to ensure the development of foundational literacy skills.</p> <p>K-1: Heggerty scope and sequence is followed to ensure the development of phonological awareness.</p> <p><i>*Heggerty may be implemented in 2nd and 3rd grade classrooms where core data analysis shows the need.</i></p> <p><i>*It is important to note that 3rd grade transitions from phonological awareness and phonics/spelling into fluency.</i></p> <p>K-3: Treasures/Jan Richardson/Fountas and Pinnell/HMH Into Reading/Pearson MyView/Reading A-Z are used for vocabulary and comprehension instruction.</p> <p><i>*Wilkes County Schools will be adopting a new ELA CORE curriculum for the 2023-2024 school year.</i></p>	<p>K-3: All students receive phonics, phonological awareness and comprehension/vocabulary instruction during a whole group portion of the literacy block. Reinforcement of the skills taught whole group, are carried over into small group literacy instruction.</p> <p>Teacher directed small group instruction occurs 5 x weekly. Teaching Assistants are utilized during literacy blocks to provide additional teacher directed small group instruction in K-1. Learning Coaches/Tutors may also be utilized to provide additional small group instruction in grades 2-3. All small group instruction is differentiated based on continuous formative assessment data.</p>



Data and Evaluation System & Assessment Plan

Universal screening is the practice of screening all students at the beginning, middle, and end of year to determine the effectiveness of core instruction as well as to determine groups of students who may potentially experience reading difficulties. Universal screening measures should be efficient, valid, reliable, and demonstrate classification accuracy. Screening in early literacy should include measures that are able to determine a likely cause of reading difficulty aligned to the Simple View of Reading (i.e., decoding and/or language comprehension). Screening measures should be able to address the following data decision questions:

- How do we determine if our core instruction is effective for our population?
- How do we determine if students are at risk?
- How do we address risk: core, supplemental or intensive support?
- How do we determine if our interventions and intervention systems are effective?
- How do we determine if students receiving intervention are progressing?

<p>Assessment</p> <p>mCLASS DIBELS 8 assessment is administered 3 x a year during benchmark windows to all K-3 students.</p> <p>Progress monitoring occurs based on students' scores within specific DIBELS 8 measures. All students scoring in the "At Benchmark" and "Above Benchmark" ranges will be progress monitored at least once between benchmarks. All students scoring in the "Below Benchmark" range will be progress monitored every 4 weeks. All students scoring in the "Well Below Benchmark" range will be progress monitored every two weeks.</p>	<p>Data Analysis Plan</p> <p>Grade-level teams meet and analyze student data monthly.</p> <p>Each school also has a MTSS problem solving team. This team reviews school, grade, and class data following each assessment window with instructional specialists leading a data analysis protocol.</p> <p>Based on the analysis of data, school teams make recommendations regarding adjustments to core instruction (time, resources) as well as groups of students requiring intervention and the best setting for intervention (push in to core, intervention in addition to core).</p>	<p>Data Decision Rules</p> <p>Grade-level teams meet monthly to analyze and evaluate student assessment and progress monitoring data. The WCS ELA Data Decision Rules are utilized during data analysis to determine core and intervention supports. After reviewing assessment data, the grade-level team determines if intervention should take place during an enhanced literacy block or by way of supplemental/intensive instruction outside of the literacy block.</p> <p>Additional diagnostic and/or formative assessments may be administered to target students and guide small group literacy instruction.</p>
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Literacy Intervention Plan

Literacy interventions are intentional strategies used to facilitate reading development and remediate emerging difficulty with reading development. Literacy interventions are defined at the supplemental level (sometimes called supplemental intervention or tier 2 intervention) and anticipate the need for intensification when necessary (sometimes called intensive intervention or tier 3 intervention) when necessary. Literacy interventions are defined through environment, curriculum, and instruction:

Environment: Includes instructor, group size, instructional time (length), duration, instructional time, physical environment, and classroom routines.

Curriculum: Materials and resources utilized, scope and sequence of delivery, and skills/standards addressed.

Instruction: Instructional design (including [methods for systematic and explicit instruction](#)), methods for feedback, opportunities for practice, and methods to ensure student engagement.

Additionally, data and evaluation plans, including progress monitoring are a component of literacy interventions.

Kindergarten: Phonemic Awareness & Phonics

	Environment	Curriculum	Instruction	Data Evaluation	Plans to Intensify
Supplemental	<p>Instructor: Trained teacher, teaching assistant, or learning coach</p> <p>Group size: 4 or less</p> <p>Length: 3-5 times a week, 20-30 minutes</p> <p>Duration: Intervention planned for 8 weeks; assess group and individual progress every four weeks.</p>	<p>Phonics: Letterland Intervention /Foundations or Discovery Phonics Double Dose</p> <p>Phonemic Awareness: Heggerty Double Dose</p>	<p>These systematic curriculums teach skills in isolation and then build on skills contextually.</p> <p>The lesson plans are explicit, providing opportunities for modeling, explanations, and scaffolding.</p> <p>Students are engaged in guided and independent practice with ample corrective feedback opportunities.</p>	<p>Students are selected for these interventions based on WCS Data Decision Rules.</p> <p>Phonics intervention will be progress monitored using DIBELS 8 Nonsense Word Fluency measure.</p> <p>Phonemic awareness intervention will be progress monitored using DIBELS 8 Phoneme Segmentation measure.</p> <p>Progress monitoring will occur every four weeks.</p>	<p>Progress Monitoring data is analyzed every four weeks to determine effectiveness of intervention and individual student response.</p> <p>If the group is not showing response, the team engages in group problem solving. If an individual is not showing response, the team engages in individual problem solving which may result in intensive intervention.</p>

Intensive	<p>Instructor: Trained teacher, teaching assistant, or learning coach</p> <p>Group size: 4 or less</p> <p>Length: daily for 20-40 minutes</p> <p>Duration: Intervention planned for 8 weeks; assess group and individual progress every two weeks.</p>	<p>Phonics: Letterland Intervention /Foundations/Discovery Phonics Double Dose</p> <p>OR SRA Reading Mastery</p> <p>Phonemic Awareness: Heggerty Double Dose</p>	<p>These systematic curriculums teach skills in isolation and then build on skills contextually.</p> <p>The lesson plans are explicit, providing opportunities for modeling, explanations, and scaffolding.</p> <p>Students are engaged in guided and independent practice with ample corrective feedback opportunities.</p>	<p>Students are selected for these interventions based on WCS Data Decision Rules.</p> <p>Phonics intervention will be progress monitored using DIBELS 8 Nonsense Word Fluency measure.</p> <p>Phonemic awareness intervention will be progress monitored using DIBELS 8 Phoneme Segmentation measure.</p> <p>Progress monitoring will occur every two weeks.</p>	<Supplemental Only>
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First Grade: Phonemic Awareness & Phonics

	Environment	Curriculum	Instruction	Data Evaluation	Plans to Intensify
Supplemental	<p>Instructor: Trained teacher, teaching assistant, or learning coach</p> <p>Group size: 4 or less</p> <p>Length: 3-5 times a week, 20-30 minutes</p> <p>Duration: Intervention planned for 8 weeks; assess group and individual progress every four weeks.</p>	<p>Phonics: Letterland Intervention /Foundations/Discovery Phonics Double Dose</p> <p>Phonemic Awareness: Heggerty Double Dose</p>	<p>These systematic curriculums teach skills in isolation and then build on skills contextually.</p> <p>The lesson plans are explicit, providing opportunities for modeling, explanations, and scaffolding.</p> <p>Students are engaged in guided and independent practice with ample corrective feedback opportunities.</p>	<p>Students are selected for these interventions based on WCS Data Decision Rules.</p> <p>Phonics intervention will be progress monitored using DIBELS 8 Nonsense Word Fluency measure.</p> <p>Phonemic awareness intervention will be progress monitored using DIBELS 8 Phoneme Segmentation measure.</p> <p>Progress monitoring will occur every four weeks.</p>	<p>Progress Monitoring data is analyzed every four weeks to determine effectiveness of intervention and individual student response.</p> <p>If the group is not showing response, the team engages in group problem solving. If an individual is not showing response, the team engages in individual problem solving which may result in intensive intervention.</p>

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Second Grade: Phonics, Spelling & Fluency

	Environment	Curriculum	Instruction	Data Evaluation	Plans to Intensify
Supplemental	<p>Instructor: Trained teacher, teaching assistant, or learning coach</p> <p>Group size: 4 or less</p> <p>Length: 3-5 times a week, 20-30 minutes</p> <p>Duration: Intervention planned for 8 weeks; assess group and individual progress every four weeks.</p>	<p>Phonics/Spelling: Letterland Intervention /Foundations/Discovery Phonics Double Dose</p> <p>Phonemic Awareness: Heggerty Double Dose or Bridge the Gap Intervention</p> <p>Fluency: Repeated Readings with resources such as mCLASS Oral Reading Fluency Passages</p> <p>Or Readers' Theater</p> <p><i>*We still have gaps in phonemic awareness in 2nd grade.</i></p>	<p>These systematic curriculums teach skills in isolation and then build on skills contextually.</p> <p>The lesson plans are explicit, providing opportunities for modeling, explanations, and scaffolding.</p> <p>Students are engaged in guided and independent practice with ample corrective feedback opportunities.</p>	<p>Students are selected for these interventions based on WCS Data Decision Rules.</p> <p>Phonics intervention will be progress monitored using DIBELS 8 Nonsense Word Fluency measure.</p> <p>Phonemic awareness intervention will be progress monitored using DIBELS 8 Phoneme Segmentation measure.</p> <p>Fluency intervention will be progress monitored using DIBELS 8 Oral Reading Fluency measure.</p> <p>Progress monitoring will occur every four weeks.</p>	<p>Progress Monitoring data is analyzed every four weeks to determine effectiveness of intervention and individual student response.</p> <p>If the group is not showing response, the team engages in group problem solving. If an individual is not showing response, the team engages in individual problem solving which may result in intensive intervention.</p>

Intensive	<p>Instructor: Trained teacher, teaching assistant, or learning coach</p> <p>Group size: 4 or less</p> <p>Length: daily for 20-40 minutes</p> <p>Duration: Intervention planned for 8 weeks; assess group and individual progress every two weeks.</p>	<p>Phonics/Spelling: Letterland Intervention /Foundations/Discovery Phonics Double Dose</p> <p>Or SRA Reading Mastery/Corrective Reading</p> <p>Phonemic Awareness: Heggerty Double Dose or Bridge the Gap Intervention</p> <p>Fluency: Repeated Readings with resources such as mCLASS Oral Reading Fluency Passages</p> <p>Or Readers' Theater</p> <p>Or SRA Corrective Reading</p> <p><i>*We still have gaps in phonemic awareness in 2nd grade.</i></p>	<p>These systematic curriculums teach skills in isolation and then build on skills contextually.</p> <p>The lesson plans are explicit, providing opportunities for modeling, explanations, and scaffolding.</p> <p>Students are engaged in guided and independent practice with ample corrective feedback opportunities.</p>	<p>Students are selected for these interventions based on WCS Data Decision Rules.</p> <p>Phonics intervention will be progress monitored using DIBELS 8 Nonsense Word Fluency measure.</p> <p>Phonemic awareness intervention will be progress monitored using DIBELS 8 Phoneme Segmentation measure.</p> <p>Fluency intervention will be progress monitored using DIBELS 8 Oral Reading Fluency measure.</p> <p>Progress monitoring will occur every two weeks.</p>	<Supplemental Only>
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Second Grade: Fluency, Vocabulary, & Comprehension

	Environment	Curriculum	Instruction	Data Evaluation	Plans to Intensify
Supplemental	<p>Instructor: Trained teacher, teaching assistant, or learning coach</p> <p>Group size: 4 or less</p> <p>Length: 3-5 times a week, 20-30 minutes</p> <p>Duration: Intervention planned for 8 weeks; assess group and individual progress every four weeks.</p>	<p>Fluency: Repeated Readings with resources such as mCLASS Oral Reading Fluency Passages</p> <p>OR Readers' Theater</p> <p>Vocabulary and Comprehension: mCLASS Comprehension Intervention that aligns to the student's skill deficit as determined in Core Literacy Block and formative assessments.</p> <p>Or Reading A-Z Close Reading or Comprehension Skill Packs that align to the student's skill deficit as determined in Core Literacy Block and formative assessments.</p> <p><i>*Wilkes County Schools will be adopting a new ELA CORE curriculum for the 2023-2024 school year.</i></p>	<p>These systematic curriculums teach skills in isolation and then build on skills contextually.</p> <p>The lesson plans are explicit and systematic, providing opportunities for modeling, explanations, and scaffolding.</p> <p>Students engage in both guided and independent practice and immediate corrective feedback is offered throughout the course of the lesson.</p>	<p>Students are selected for these interventions based on WCS Data Decision Rules.</p> <p>Fluency intervention will be progress monitored using DIBELS 8 Oral Reading Fluency measure.</p> <p>Vocabulary and Comprehension intervention will be progress monitored using DIBELS 8 MAZE, Star Lexile measure, and other formative assessments.</p> <p>Progress monitoring will occur every four weeks.</p>	<p>Progress Monitoring data is analyzed every four weeks to determine effectiveness of intervention and individual student response.</p> <p>If the group is not showing response, the team engages in group problem solving. If an individual is not showing response, the team engages in individual problem solving which may result in intensive intervention.</p>

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Third Grade: Phonics, Spelling & Fluency

	Environment	Curriculum	Instruction	Data Evaluation	Plans to Intensify
Supplemental	<p>Instructor: Trained teacher, teaching assistant, or learning coach</p> <p>Group size: 4 or less</p> <p>Length: 3-5 times a week, 20-30 minutes</p> <p>Duration: Intervention planned for 8 weeks; assess group and individual progress every four weeks.</p>	<p>Phonics/Spelling: Letterland Intervention /Foundations/Discovery Phonics</p> <p>Phonemic Awareness: Heggerty Double or Bridge the Gap Intervention</p> <p>Fluency: Repeated Readings with resources such as mCLASS Oral Reading Fluency Passages</p> <p>OR Readers' Theater</p> <p><i>*We still have gaps in phonemic awareness in 3rd grade.</i></p>	<p>These systematic curriculums teach skills in isolation and then build on skills contextually.</p> <p>The lesson plans are explicit, providing opportunities for modeling, explanations, and scaffolding.</p> <p>Students are engaged in guided and independent practice with ample corrective feedback opportunities.</p>	<p>Students are selected for these interventions based on WCS Data Decision Rules.</p> <p>Phonics intervention will be progress monitored using DIBELS 8 Nonsense Word Fluency measure.</p> <p>Phonemic awareness intervention will be progress monitored using DIBELS 8 Phoneme Segmentation measure.</p> <p>Fluency intervention will be progress monitored using DIBELS 8 Oral Reading Fluency measure.</p> <p>Progress monitoring will occur every four weeks.</p>	<p>Progress Monitoring data is analyzed every four weeks to determine effectiveness of intervention and individual student response.</p> <p>If the group is not showing response, the team engages in group problem solving. If an individual is not showing response, the team engages in individual problem solving which may result in intensive intervention.</p>

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