



Reading Intervention Programs - *Elementary Grades K-6*

1. ***My Sidewalks: Early Reading Intervention (Grade K - Extended Day)***

My Sidewalks is an intervention program that accelerates the reading development of struggling students. This intensive program offers direct, explicit instruction in learning letter names and sounds; segmenting and blending words; word reading; and sentence reading. Daily 30-minute lessons are broken into 2 parts. The first 15 minutes focus on letter names and sounds. Activities related to letter-names and letter-sounds are implemented via a variety of games. The second segment centers on writing and spelling. Students are taught to write the letters that correspond to the letter-sounds they have learned and progress to using these letter-sounds to spell words. Students who do not show mastery are immediately re-taught the skill/strategy presented.

2. ***The Florida Center for Reading Research (FCRR) (Grades K-6)***

Part of FCRR mission is to disseminate information about research-based practices related to literacy instruction and assessment for children in Pre-K through 12th grade. FCRR has provided a selection of resources and materials of particular interest to education practitioners. This includes a number of classroom activities developed by teachers at FCRR for use in pre-kindergarten through fifth grade classrooms and pedagogical information for empowering teachers with the skills and knowledge for effective instruction in the classroom. These materials have been developed through the Center's commitment to applied research projects with the purpose of providing information that can be used to improve reading instruction to all students.

3. ***My Sidewalks (Grades 1-2)***

My Sidewalks is an intervention program that accelerates the reading development of struggling students. This intensive program offers repetition of basic skills along with the opportunity for students to apply the skills to mostly non-fiction text. Each small-group session is 30 minutes long. Half of the session is spent learning specific reading skills such as letter names and sounds, blending, vocabulary, and high-frequency words. The other half of the session is spent reading decodable text with a science or social studies focus.

4. ***Elements of Reading Vocabulary (Grades 1-2)***

Elements of Reading Vocabulary is an oral vocabulary instruction program. The presentation of rich, robust words that are not usually found in a young child's speaking vocabulary, but would most probably be in their contextual lexicon is the hallmark feature of the program. Each lesson begins with a read aloud selection from the anthology followed by a discussion of the new vocabulary words. The new words are posted on the Word Watcher Chart and tally marks are used to record the students use of the words throughout the week. On day 2, photo cards that express the concept of the vocabulary words are presented to prompt engaging activities and discussion. On day 3, interactive workbook activities provide the opportunity to use the words in various contexts. Graphic organizers are used to reinforce the meanings of the words on day 4. An oral review and assessment are included on day 5.



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5. ***Foundations (Grades K-3)***

Foundations addresses all five areas of reading instruction using an integrated approach. The program explicitly teaches the structure of the English language (phonemes, letter/sound correlation, blends, digraphs, spelling patterns, syllabication rules, prefixes, suffixes, etc.) in an effort to teach students specific strategies for decoding words. Foundations teachers do not move ahead in the program until students master skills and strategies introduced in each unit. From there, previously-taught skills are reinforced and woven through future instruction.

6. ***SRA Open Court Reading Foundational Skills (Grades K-3)***

Students learn sound/symbol correspondences by:

- Teaching letter knowledge and phonemic awareness in grade K.
- Introducing sound/spellings in grade 1.
- Providing explicit instruction in blending all the sounds into words.
- Offering a systematic review of all sound/spellings in grade 2.
- Building fluency, a key to comprehension, through the use of decodable books.
- Connecting spelling to phonics through dictation.
- Transitioning from phonics instruction near the end of grade 2 to word analysis through the end of grade 3.
- Developing oral language and vocabulary daily through a variety of activities.
- Expanding knowledge of building words by studying base words, roots, and affixes in grade 3.

7. ***Phonics for Reading (Grades 2-5)***

Phonics for Reading is a supplementary phonics program designed to teach phonemic decoding to students who have not yet mastered those skills. The program consists of three levels. The first level introduces students to the short vowels, double consonants, digraphs, and consonant blends. The focus of the second level is on long vowel, vowel combinations, CVCe words, common endings and r-controlled vowels. The third level continues to develop and expand the previous level with letter and vowel combinations, prefixes and suffixes, and the variant pronunciations of vowel combinations and of c and g.

8. ***Fluency First (Grades 1-3)***

Fluency First is a daily instructional program proven to show dramatic gains in students' reading fluency, word recognition skills, and comprehension. Instruction includes brief poetry selections, fluency modeling, choral reading, daily repeated readings, paired readings and oral reading of poetry. Two poems are introduced each week.

9. ***Lexia Reading Core5 (Grades 4-6)***

Lexia Reading Core5 supports educators in providing differentiated literacy instruction for students of all abilities in grades pre-K–5. Lexia's research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction. It engages and motivates students in a game-like environment and provides progress-monitoring data without administering a test.



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10. **Rewards (Grades 3-5)**

REWARDS is an acronym for Reading Excellence: Word Attack and Rate Development Strategies. It is an intense, short-term reading program that is specifically designed for students in 4th through 12th grades who have mastered skills associated with first and second grade reading, but have difficulty reading long words and/or who read slowly. REWARDS provides flexible strategies for decoding multisyllabic words in order to build reading accuracy and fluency. This is accomplished by teaching a strategy to segment words into parts, read the word part by part and then read the word independently. Students learn that they can be flexible in dividing the word into parts as long as they can ultimately make the word into a real word.

11. **Quick Reads (Grades 2-5)**

Quick Reads is a program specifically designed to improve students' fluency and has strong vocabulary and background knowledge elements. The program consists of short informational text that are read quickly for meaning. The text are all expository, covering a variety of topics in science and social studies. Lessons include three readings of the same passage. During the first read, children read silently, scan for keywords, and discuss what they already know about the topic. After the first read, each child completes a graphic organizer to help him/her remember key points. During the second read, the teacher reads aloud as students follow along silently. Comprehension questions are discussed. For the third read, students read silently while the teacher times. After one minute, students record their total words read. After reading, comprehension questions are asked based on the selection.

12. **Soar to Success (Grades 3-5), Wild Side (Grade 6)**

Soar to Success is a reading intervention for students who read below grade level. The goal of the program is to accelerate students' reading ability and to help students to quickly and easily apply the comprehension and decoding strategies to other content area texts. The instructional plan for Soar to Success is a 30-minute daily lesson that is fast-paced and uses authentic literature, reciprocal teaching, graphic organizers, and scaffolded instruction.

13. **Common Core Support Coach Target: Reading Comprehension (Grades 1-6)**

Common Core Support Coach focuses solely and intensely on reading comprehension skills.

- Three-read lesson structure - each read focusing on a different reading purpose to foster deep understanding
- Close Read Worksheets break down passage questions
- includes in-depth instruction and modeling of skills and strategies
- Assessments offer summative practice specific to the rigor of the CCSS
- Using the research-based multiple reads strategy, students are guided to read carefully while focusing their attention to key skills. This program is essential to building the foundational skills needed to deeply understand fiction and nonfiction text.



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14. ***The Comprehension Toolkit (Grades 3-6)***

The series offers robust comprehension instruction, encouraging students to be lifelong learners. Students deepen nonfiction text comprehension by focusing on reading, writing, drawing, talking, listening, and investigating. The program fosters strategic thinking across the curriculum by helping kids navigate informational text and think about what they are reading to learn, understand, and remember it. Providing an alternative to the traditional “assign and correct” curriculum, this research-based explicit instruction follows the gradual release framework: model, guide and practice.

15. ***REWARDS Writing (Grades 4-6)***

The program teaches essential writing skills that can be applied in all content areas. Featuring 75 teacher-directed lessons the program follows an introducing, teaching, practicing, and giving feedback framework. Each 20-30-minute lesson follows the same instructional routine, allowing students and teachers to concentrate on three strands:

- *Sharpening Word Choice*—finding alternatives to common, overused words and selecting precise nouns, active verbs, and meaningful adjectives
- *Polishing Sentences*—expand ideas to increase sentence quality and clarity, then learn to combine ideas to increase complexity and variety
- *Editing Paragraphs*—systematic editing strategies help them gauge paragraph effectiveness and make improvements by combining ideas, removing unnecessary words, and adding critical details

16. ***Touchstones Programs-Touchstones and Touchpebbles (Grades 2-6)***

In Touchstones programs, all participants learn to use texts, personal experiences, and the discussion process itself as tools (touchstones) to foster the communication and cognitive skills most needed in our highly fluid and interconnected world. Unlike traditional or Socratic Seminar environments that often remain teacher-mediated or directed, in Touchstones classes students develop leadership skills and assume responsibility for inclusive outcomes in a truly student-centered learning environment. Students gain self-knowledge and the ability to work with others to address complex problems, as well as issues in human dynamics.

17. ***Junior Great Books (Grades 2-6)***

Junior Great Books is a strong, inquiry-based language arts program that refines and extends students' skills in reading, thinking, and communicating. The program is a model of student-centered learning in which students work with complex ideas and rigorous texts.

18. ***Step Up to Writing (Grades 5-6)***

Step Up to Writing helps students understand the importance of the writing process. Students explicitly learn and practice each phase of the writing process. As students improve, they move between writing phases as the process becomes fluid and automatic. A balance of explicit, systematic instruction and producing works of each text type makes clear the differences between informative/explanatory, opinion/argument, and narrative writing while sharpening their writing skills.