

Secondary Reading Interventions Descriptions

Consultation with special education and DCI specialists is encouraged when selecting programs.

Interventions meet *in addition* to regular programming.

Interventions Scheduled as Classes

College Prep Literacy Grades 9 and 10

The goals of these courses are to enable students to comprehend multiple types of texts in content area classes and to improve writing skills. The courses focus on a repertoire of strategies for the purpose of reading to be informed. The curriculum guides are organized around these strategies and apply them to topics from social studies and science content classes. The resources used for assessing student progress include retellings, oral reading checks, the Informal Reading Inventory, an individual record of progress kept by each student, and group maintained writing.

Corrective Reading

This is a Direct Instruction intervention to improve decoding skills for struggling readers in Grade 4 through adult. Teachers follow a systematic, cumulative and scripted lesson plan. Embedded progress monitoring provides the teacher with information on skills mastered and the student with incentives for improvement.

READ 180

READ 180 is a reading intervention program that addresses the needs of struggling readers through differentiated instruction, adaptive software, background knowledge building video, instructional software, high-interest literature, and explicit instruction in reading, writing, and vocabulary skills. After the initial whole group lesson, students rotate in small groups to different stations that include individualized instructional software, audio books for modeled reading, and paperback books for independent reading, and small group instruction with the teacher. Progress monitoring is embedded in the program.

Reading 7

The Montgomery County Public Schools Reading 7 intervention curriculum uses an adapted balanced literacy approach to teach the reading strategies most needed for reading fluency and comprehension proficiency. The instructional model includes whole group instruction, small group instruction and stations for independent literacy and strategy practice. The instructional guide provides lessons that match high interest text to direct instruction, guided practice, and independent application. The curriculum provides a sequence of assessments, including brief constructed responses in each marking period, and end of unit assessments for every other marking period to measure mastery of targeted strategies.

Reading 8

The Montgomery County Public Schools Reading 8 intervention curriculum is organized around strategy lessons from *Teaching Reading, A Complete Resource* by Laura Robb. The strategies emphasized are those most critical for reading fluency and comprehension proficiency. The curriculum guide provides a scope and sequence for using the strategy lessons. Planning calendars match strategy lessons with high interest text applications for guided and independent practice. The course provides a sequence of brief constructed responses, in addition to assessment activities included in textbooks, to measure mastery of targeted strategies for every marking period.

Wilson Reading System

The Wilson Reading System uses a multi-sensory instructional sequence that teaches students Grade 3 to adult to decode and spell through increased understanding of language structure. The program progresses from instruction with single syllable words and progresses to multi-syllable instruction. Progress monitoring is embedded in the program.

Supplemental Interventions

Edmark Reading

This program develops sight vocabulary for students needing more functional reading development. Instruction is provided individually to students rather than in a group setting. Progress monitoring is embedded in the program.

High Five Reading

This program encourages reading that focuses on word study, fluency, vocabulary, and comprehension strategies. The program provides leveled high interest non-fiction text to engage student interest and promote fluency. In addition to teacher materials and texts, the program provides audiocassettes at different speeds to model fluency growth for students.

Lexia – Reading Strategies for Older Students (SOS)

This software program provides supplemental support for the development of an effective decoding system using activity-based instruction. Vocabulary instruction includes learning and using prefixes, suffixes, Latin and Greek root meanings, and special accents. The teacher can program the levels and skills appropriate for each student. Since it follows a similar scope and sequence, it can be paired with the Wilson Reading System. Progress monitoring is embedded in the program.

Read About

This technology-based program is designed to help students comprehend non-fiction text as it provides focused vocabulary instruction. The program is meant to be delivered in a group setting yet is designed for individualized learning. Targeted practice activities and continuous assessments of general student performance and progress are included as well. Read About is approved to be used as a supplement to regular classroom instruction during specially designed intervention periods or after school.

Read Naturally

Read Naturally improves reading fluency for struggling readers. The program includes modeled reading of passages, repeated student readings, and progress monitoring of fluency and comprehension. Vocabulary building and comprehension are components of the program. Sequenced levels include non-fiction text with audiocassettes or CD's. Progress monitoring is embedded in the program.

Rewards/Rewards (Plus Social Studies)

Rewards is a scripted decoding intervention that uses Direct Instruction to teach students strategies beginning with multi-syllabic words. It is recommended for use with middle and high school students with decoding deficits. In Rewards Plus Social Studies, students apply the strategies learned in Rewards to read content material. Fluency, vocabulary, and writing strategies are an integral part of the Rewards Plus instruction.

Soar to Success

Soar to Success is designed to help students learn to apply and use the comprehension and decoding strategies and skills of an effective reader as they read across the curriculum. It uses a 30–40 minute instructional plan that applies authentic literature, reciprocal teaching, graphic organizers, and scaffolded support to accelerate students' reading growth. Retelling protocols, oral reading checks, and the Soar to Success Informal Reading Inventory are used to measure growth throughout the program.

Soliloquy Reading Assistant

This software program allows students to practice independent oral reading. The program combines speech recognition and verification technology to help students develop fluency, vocabulary and comprehension. The program guides the student through the text by providing audio and visual support for words that present difficulties. Progress monitoring is embedded in the program.