**PHONEMIC AWARENESS**

* **Phonemic awareness** is the ability to identify and mentally manipulate the sounds (phonemes), sound sequences, and sound structures in a syllable or word.
* **Phonemic Awareness Interventions**   
  Phoneme Segmentation –
* Letter Sound Correspondence –
* Phoneme manipulation -
* **Tier 1 Class wide, Whole Group Interventions**
* Songs, chants, raps
* **Tier 2 or 3 Interventions**
* Identify phonemes
* Phoneme Blending
* Elkonin Boxes

**PHONICS**

* **Phonics instruction** helps children learn the relationships between the letters of written language and the sounds of spoken language.  It teaches children to use these relationships to read and write words.
* **Name of Intervention**, **Publisher**, **Web**
  + Elements of Reading: Phonics & Phonemic Awareness, Steck Vaughn, Elements of Reading: [Phonics & Phonemic Awareness](http://steckvaughn.hmhco.com/en/eor_phonics.htm)
  + QuickReads, Pearson, [Quick Reads](http://www.pearsonschool.com/index.cfm?locator=PSZ16e&PMDBSUBCATEGORYID=&PMDBSITEID=2781&PMDBSUBSOLUTIONID=&PMDBSOLUTIONID=6724&PMDBSUBJECTAREAID=&PMDBCATEGORYID=3289&PMDbProgramID=33822)
  + REWARDS Intermediate and REWARDS Secondary, Cambium Learning, [REWARDS](http://store.cambiumlearning.com/ProgramPage.aspx?parentId=019005266&functionID=009000008&pID=REWARDS&site=sw)
  + Rewards Plus, Cambium Learning, [Rewards Plus](http://store.cambiumlearning.com/ProgramPage.aspx?parentId=019005266&functionID=009000008&pID=REWARDS&site=sw)
  + Road to the Code, Brookes Publishing Co., [Road to the Code](http://www.pbrookes.com/store/books/blachman-4382/index.htm)

Reviewed by What Works Clearinghouse

**Name of Intervention**, **Publisher**, **Web**

* + Peer-Assisted Learning Strategies (PALS), Vanderbilt Kennedy Center, [PALS](http://kc.vanderbilt.edu/pals/)
  + Lexia Reading, Lexia Learning Systems, Inc., [Lexia Reading](http://www.lexialearning.com/products/index.php)

**FLUENCY**

* **Fluency** is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately. Their reading is smooth and has expression.
* **Fluency Interventions - Free**

**Tier 1 Class wide, Whole Group Interventions**

[Partner Reading](https://www.swsc.org/cms/lib/MN01000693/Centricity/Domain/91/Description_and_Rationale_for_Partner_Reading.docx)

[Reader's Theater](https://www.swsc.org/cms/lib/MN01000693/Centricity/Domain/91/Fluency_Strategies.pdf)

[Choral Reading](https://www.swsc.org/cms/lib/MN01000693/Centricity/Domain/91/Description_and_Rationale_for_Choral_Reading.docx)

[Repeated Reading](https://www.swsc.org/cms/lib/MN01000693/Centricity/Domain/91/Description_and_Rationale_for_Repeated_Rereading.docx)

Partner Reading

**Tier 2 or 3 Interventions**

Duet Reading

Repeated Reading-

Partner Reading –

Repeated Reading with Comprehension Strategy

Repeated Reading with Question Generation -

Explicit Instruction Lessons in:

* + Expression
  + Accuracy
  + Punctuation
  + Phrasing
  + Smoothness

Florida Center for Reading Research Student Center Activities paired with Explicit Instruction

**Fluency – Interventions for Purchase**[**Reviewed by the Florida Center for Reading Research**](http://www.fcrr.org/fcrrreports/creportscs.aspx?rep=supp)

**Name of Intervention, Publisher, Web**

* + Elements of Reading: Fluency, Steck Vaughn, Elements of Reading: [Fluency](http://steckvaughn.hmhco.com/en/eor_fluency.htm)
  + QuickReads, Pearson, [Quick Reads](http://www.pearsonschool.com/index.cfm?locator=PSZ16e&PMDBSUBCATEGORYID=&PMDBSITEID=2781&PMDBSUBSOLUTIONID=&PMDBSOLUTIONID=6724&PMDBSUBJECTAREAID=&PMDBCATEGORYID=3289&PMDbProgramID=33822)
  + Read Naturally, Read Naturally, [Read Naturally](http://www.readnaturally.com/)
  + REWARDS Intermediate and REWARDS Secondary, Cambium Learning, [REWARDS](http://store.cambiumlearning.com/ProgramPage.aspx?parentId=019005266&functionID=009000008&pID=REWARDS&site=sw)
  + Rewards Plus, Cambium Learning, [Rewards Plus](http://store.cambiumlearning.com/ProgramPage.aspx?parentId=019005266&functionID=009000008&pID=REWARDS&site=sw)

**VOCABULARY**

* **Tier 1 Class wide, Whole Group Intervention**

Vocabulary Journal

Vocabulary Cards

Frayer Model

**Tier 2 or 3 Interventions**

Isabelle Beck's Direct Instruction   
Marzano’s 6 Step Vocabulary Strategy

Explicit Instruction in Structural Analysis

(Prefixes, Suffixes, Content Area Root Words)

Florida Center for Reading Research Student Center Activities paired with Explicit Instruction

**Vocabulary – Interventions for Purchase**([Reviewed by the Florida Center for Reading Research](http://www.fcrr.org/fcrrreports/creportscs.aspx?rep=supp))

**Name of Intervention, Publisher, Web**

Elements of Reading: Vocabulary, Steck Vaughn, Elements of Reading: [Phonics & Phonemic Awareness](http://steckvaughn.hmhco.com/en/eor_phonics.htm)

Quick Reads, Pearson, [Quick Reads](http://www.pearsonschool.com/index.cfm?locator=PSZ16e&PMDBSUBCATEGORYID=&PMDBSITEID=2781&PMDBSUBSOLUTIONID=&PMDBSOLUTIONID=6724&PMDBSUBJECTAREAID=&PMDBCATEGORYID=3289&PMDbProgramID=33822)

REWARDS Intermediate & REWARDS Secondary, Cambium Learning, [REWARDS](http://store.cambiumlearning.com/ProgramPage.aspx?parentId=019005266&functionID=009000008&pID=REWARDS&site=sw)

Rewards Plus, Cambium Learning, [Rewards Plus](http://store.cambiumlearning.com/ProgramPage.aspx?parentId=019005266&functionID=009000008&pID=REWARDS&site=sw)

Text Talk, Scholastic

**COMPREHENSION**

* **Comprehension Interventions**

Tier 1, Tier 2, and Tier 3 Interventions

Repeated Reading with Comprehension Strategy

Repeated Reading with Question Generation

Question-Answer Relationship (QAR)

Explicit Instruction in Expository Text Structures

            Compare and Contrast

            Sequence

            Description

            Cause and Effect

            Problem/Solution

Explicit Instruction in Narrative Text Structures  
            Retelling         
            Summarizing/Synthesizing

            Inferring

            Making Connections/Prior Knowledge

            Questioning

            Visualizing

            Determining Importance

Graphic Organizers

Tier 2 or 3 Interventions

**Name of Intervention, Publisher, Web**

Elements of Reading: Comprehension, Steck Vaughn, [Elements of Reading: Comprehension](http://steckvaughn.hmhco.com/en/eor_comprehension.htm)

QuickReads, Pearson, [Quick Reads](http://www.pearsonschool.com/index.cfm?locator=PSZ16e&PMDBSUBCATEGORYID=&PMDBSITEID=2781&PMDBSUBSOLUTIONID=&PMDBSOLUTIONID=6724&PMDBSUBJECTAREAID=&PMDBCATEGORYID=3289&PMDbProgramID=33822)

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