

Recommended Literacy Intervention for Middle School Students Needing Tier II/III Support



Students must learn to read, write, speak, listen, and use language effectively in a variety of content areas in order to be college and career ready. Using the *NC Essential Standards* and the *Common Core Literacy Standards*, all teachers use their content area expertise to help students meet the particular literacy demands in their respective fields. **All students** should receive **high quality core** (Tier 1) instruction with an intentional focus on the *Common Core Literacy Standards* across **all content areas**.

Students who read and write **below grade level** need **targeted intervention and support** that is **accelerated** to avoid falling further and further behind. These students need to be **provided with a quality intervention class** that provides **explicit instruction and practice** in how to read and write a **variety of texts**, and increased teacher support in **all** of their core content-area classes. The interventions must be **strategically aligned** to student needs **based on data**. To support middle school interventionists, this document provides a protocol to help determine which students should be considered for the intervention class and which resources we are recommending for all schools based on student data.

Students need opportunities to **practice newly acquired skills** in a **variety of text** and to apply skills to **grade level text** across content areas. It is important that the teacher delivering the interventions need to **collaborate regularly** with the core teachers to ensure the **integration** of the strategies and skills being taught in both settings.

Students' literacy skill deficiencies may be identified as

Yellow meaning the student is in need of strategic intervention **OR**

Red meaning the student is need of the most intensive intervention.

Yellow/Strategic

Student Indicators must be drawn from multiple data points including but not limited to

- Level II on EOG Test
- Strategic Maze score (If using CORE Maze Assessment, use *WCPSS Local CORE Maze Screening Indicators* found on ELA Wiki and RtI Blackboard)
- EVAAS Reading Probability of Proficiency between 51-69%
- Lexile score that falls within a band that is one or two years below grade level
- Oral Reading Fluency Score between the 20th and the 30th percentile and/or an accuracy level below 90%
- San Diego Quick instructional score two levels below grade
- Anecdotal data pointing to a need for more strategic literacy instruction
- Consider both behavior and academics

Resources These instructional programs are intended for students who need support with **fluency, vocabulary, and reading comprehension**. Program selection should be based on student characteristics, teacher experience and expertise in literacy intervention, as well as availability at school site. Teachers should **attend training** to increase fidelity. Intervention teachers will also engage in a book study, *Reading Ladders*, with a priority of increasing **reading volume** for all students. Instruction should be for **at least 30 minutes** several times per week.

AMP
(Accelerated Maximum Potential)

Students who require teacher-directed instruction should be given priority in **AMP**. Detailed lesson support enables teachers of all specialty (any certified teacher) and experience levels to successfully teach with **AMP** when the program is implemented with fidelity.

OR

Read Up!

Read Up! is a framework that is available as a self-enroll course on WCPSS Blackboard and should be used by a teacher (ELA or teacher with reading knowledge) who is skilled in matching student needs with appropriate text and literacy strategies.

OR

SuccessMaker

Students who demonstrate an ability to work independently in a computer-based environment and those with attendance issues should be given priority in **SuccessMaker**. The teacher serves as a monitor and facilitator.

Recommended Literacy Intervention for Middle School Students Needing Tier II/III Support

Red/Most Intensive

Student Indicators must be drawn from multiple data points including but not limited to

- Level I or Low Level II on EOG Test
- Intensive Maze Score (If using CORE Maze Assessment, use *WCPSS Local CORE Maze Screening Indicators* found on ELA Wiki and Rtl Blackboard)
- EVAAS Reading Probability of Proficiency Less than 50%
- Lexile score that falls within a band that is more than two years below grade level
- Oral Reading Fluency Score Below the 20th Percentile and/or an accuracy level below 90%
- San Diego Quick Instructional Score of More Levels Below Grade
- Intensive Range on the CORE Phonics Survey and/or Phonemic Awareness
- Academy/MCI Placement Test results
- Anecdotal data pointing to a need for more intensive instruction
- Consider both behavior and academics

Resources These instructional programs are intended for students who need support with **foundational literacy skills, word recognition, fluency, and comprehension**. The programs can be used simultaneously (i.e. 3 days/2 days) or in consecutive semesters (*AoR* first followed by *MCI*), but will require a **full year** to implement with fidelity. There should be no more than 15 students in the class for at least 45 minutes every day. A school may decide to offer a double block of ELA for these students which would include time for literacy interventions.

Teachers need to be trained to use these resources. Decisions for students receiving special education and/or ELS services must be made in conjunction with the student's educational team to ensure appropriateness of services.

Academy of Reading (AoR)

AND

Recipe for Reading

AND

***Making Connections
Intervention (MCI)
Crimson***

AoR is intended for students who need support with Foundational Literacy Skills, Word Recognition, and Fluency.

Recipe for Reading should be used to strategically coach students in areas where they struggle as identified by ***AoR***.

MCI Print/Online should be used in conjunction with ***AoR*** to provide support with vocabulary and comprehension development.

The Literacy Team is able to support the resources described in the charts for literacy intervention. However, schools always have the option, when resources and personnel are available, to choose and implement any research-based literacy intervention strategies which the school can support and sustain.

Exit Criteria Students must show adequate growth on progress checks within the programs, reading and benchmark assessments, and/or receive teacher recommendation from the course teacher with input from team teachers. Students receiving the most intensive interventions should be monitored regularly to see if adjustments need to be made for the student in order to ensure acceleration. Data need to be revisited each semester to determine if the need for the intervention still exists for the student.