Elementary Reading Intervention Program

**General Education and Title I**

**Blue Valley School District’s Instructional Materials for Intervention and Assessment**

**Assessment**

Blue Valley uses the Fountas and Pinnell Benchmark Assessment System (BAS) in Grades K-5. The BAS is a one-on-one comprehensive assessment to determine independent and instructional reading levels. The reading records provide the reader’s accuracy and self-corrections, comprehension, and fluency. An innovative Comprehension Conversation is part of the assessment protocol at every level and provides details about a reader’s thinking within, beyond, and about the text.

**Intervention Instruction**

Blue Valley uses the Fountas and Pinnell Leveled Literacy Intervention Program (LLI) as a daily thirty minute supplement, not intended to replace regular classroom instruction. These materials stress fluent, phrased reading of high quality original children’s fiction and nonfiction texts. The LLI daily lessons reinforce new learning and help children make accelerated progress. Lessons include thirty minutes of highly concentrated instruction in reading, writing, phonics/word study, and vocabulary.

When considering placement, data from the following pieces are reviewed:

* Measures of Academic Progress (MAP) for grades K-5.
* Benchmark Assessment System (BAS)
* Other assessments such as: Primary MAP skills checklists, detailed running records, other specific documentation as to students needs and other sources related to reading performance.

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| Fall | Kindergarten | | First Grade | | Second Grade | Third Grade | Fourth Grade | Fifth Grade |
| Tier I | BAS | | 152 or below | | 164 or below | 178 or below | 188 or below | 195 or below |
| Tier II | BAS | | 153 - 161 | | 165 - 175 | 179-188 | 188 - 198 | 195 - 206 |
| Grade Level Norm | BAS | | 160.7 | | 174.7 | 188.3 | 198.2 | 205.7 |
|  | | | | | | | | |
| Winter | |  | |  |  |  |  |  |
| Tier I | | 143 or below | | 162 or below | 174 or below | 185 or below | 193 or below | 200 or below |
| Tier II | | 144 - 151 | | 163 - 172 | 175 - 184 | 186 - 196 | 194 - 204 | 201 - 210 |
| Grade Level Norm | |  | |  |  |  |  |  |
|  | | | | | | | | |
| Spring | |  | |  |  |  |  |  |
| Tier I | | 149 or below | | 168 or below | 178 or below | 188 or below | 196 or below | 202 or below |
| Tier II | | 150-158 | | 169-178 | 179-189 | 189-199 | 197-206 | 203-212 |
| Grade Level Norm | |  | |  |  |  |  |  |

Tier I – 25th percentile and below Tier II – 26th – 50th percentile

**Intervention Placement**

* Reading Intervention slots will be filled according to the triangulation of data by students showing the greatest needs.
* The push in model for Blue Valley utilizes the Reading Specialist in conjunction with the classroom teacher to ensure that the student receives a supplemental thirty minutes in addition to his/her small group reading instruction with his classroom teacher. This model is done within the classroom setting to better connect the intervention to what the student is learning during regular instruction.

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| Grade | Intervention Program |
| Kindergarten | Leveled Literacy Intervention Orange, Levels A-C |
| First Grade | Leveled Literacy Intervention  Green, Levels A-J |
| Second Grade | Leveled Literacy Intervention  Blue, Levels C-N |
| Third Grade | Leveled Literacy Intervention  Red, Levels L-Q |
| Fourth Grade | Leveled Literacy Intervention  Red, Levels L-Q if significantly behind peers  \*push-in model is recommended |
| Fifth Grade | \*push-in model is recommended |

**Exit**

Students will be evaluated throughout the program to determine if placement is still necessary.

Exiting can occur if:

* The student has met MAP grade level RIT and/or the Benchmark Assessment System instructional reading level goal
* The student is moving to level 3 for reading.

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| Grade Level | K | 1 | 2 | 3 | 4 | 5 |
| Winter RIT Score | 151 | 172 | 184 | 196 | 204 | 210 |
| BAS (January) | B/C | G/H | K/L | N/O | Q/R | T/U |
| Spring RIT Score | 158 | 178 | 189 | 199 | 206 | 212 |
| BAS (May) | D/E | J | M | P | S | V |