

# Georgia Reading First

## Supplemental and Intervention Reading Programs

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## Three Definitions of Schools

A series of autonomous classrooms that are connected by a common parking lot.

A place where the relatively young watch the relatively old work.

**A complex organization that is built upon relationships that require individuals to work interdependently.**





The demands of phonologic, alphabetic, semantic, and syntactic systems of written language require a careful schedule and sequence of

- prioritized objectives,
- explicit strategies, and
- scaffolds

that support students' initial learning and transfer of knowledge and skills to other contexts.





Curriculum instruction and instructional design that effectively moves children through the “*learning to read*” stage to the “*reading to learn*” stage is simply too important to leave to chance.





# Supplemental Curriculum

- This refers to the materials and strategies used to meet the various instructional needs within a classroom – differentiated instruction
- The same rigorous criteria used for core curriculum should be applied to the selection of supplemental materials





# Intervention Reading Programs

- Purpose: to provide additional instruction to students performing below grade level
- Examples:
  - *stand-alone* intervention programs
  - *in-program* intervention programs



# Immediate Intensive Intervention (iii)

- iii should be implemented with children as soon as we notice they are falling behind in the development of critical reading skills.
- iii involves children in receiving instruction in reading that is more intensive than what they have been receiving.

This can be accomplished by:

- reducing the student/teacher ratio
- providing more instructional time

Both include providing more supports (instructional opportunity, time, resources, materials and/or personnel)



# The consensus view of most important instructional features for interventions

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Interventions are more effective when they:

Provide systematic and explicit instruction on whatever component skills are deficient: phonemic awareness, phonics, fluency, vocabulary, reading comprehension strategies

Provide a significant increase in intensity of instruction

Provide ample opportunities for guided practice of new skills

Provide systematic cueing of appropriate strategies in context

Provide appropriate levels of scaffolding as children learn to apply new skills





The most direct way to increase learning rate is by increasing the number of positive, or successful, instructional interactions (pii) per school day.

There are a variety of ways to increase the number of positive instructional interactions per school day





# Professional Development

## What, How Much, Who?

- Core Curriculum 3-5 days (Publishers should provide the bulk of this). Teachers should have opportunity to practice lessons from the beginning, middle and end of the program during their training.
- Intensive Intervention 2-3 days
- Supplemental 1 1/2 to 2 days

