

GOODHUE COUNTY EDUCATION DISTRICT

Intervention Flowchart

Grade Level and Intervention Decisions

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Standard Treatment Decisions

The decision flowcharts below follow a standard treatment approach aligned with the reading skills hierarchy for interventions. Using a standard treatment approach, teams focus on category deficits. The lowest category deficit should be targeted until the student has sufficient skills to move to the next highest category. In grades K-3, comprehension is not typically targeted in Tier 2 or 3 because of prioritized skill deficits and resource restrictions. This, however, does not suggest Tier 1 should wait to provide learning support for higher-level skills, that reading interventions should be devoid of reading with meaning, or that comprehension cannot be included. It refers to targeting specific skill categories along a developmental skill hierarchy. The decisions in this document focus on foundational skills; grades 4+ may identify students with foundational skills, but additional interventions should be considered for comprehension deficits.

Common Tier 2 and 3 Reading Intervention Targets by Grade					
-----Basic Hierarchy----->					
Grade Level	Oral Language and Print Concepts	Phonemic Awareness	Phonics and Word Recognition	Fluency	Comprehension
Pre-K					
K					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

Common Intervention Target
 Consider Continued Need or Additional Need
 Not a Typical Need (teams may identify need)

Areas of Concern	Skill Category
Reading Skills Hierarchy	
Basic Reading Skills	1. Print Concepts 2. Phonemic Awareness (consider phonological umbrella) 3. Phonics and Word Recognition <ul style="list-style-type: none"> a. Phonic Analysis b. Analogy c. Syllabic Analysis d. Morphemic Analysis e. Irregular sight-words
Reading Fluency	4. Fluency (i.e., proficient rate, accuracy, and expression to facilitate comprehension)
Reading Comprehension	5. Comprehension <ul style="list-style-type: none"> a. Vocabulary (including morphology skills) b. Comprehension skills c. Comprehension strategies

Kindergarten

Concepts of Print

- Letter Names
- Phonological Awareness
- Oral Language

Phonemic Awareness

- Letter Sounds
- Spelling Letter Sounds
- Brief Read Aloud

Word Recognition and Phonics

- Spelling by Sound
- High Frequency Words
- Connected Text

Students struggling with basic print concepts and not ready for phonemic awareness, such as blending and segmenting

Students struggling with phonemic awareness and isolated letter-sound correspondence

Students struggling with phonics and basic word recognition skills (Grade K-1)

First Grade

Phonemic Awareness

- Letter Sounds
- Spelling Letter Sounds
- Brief Read Aloud

Word Recognition and Phonics

- Spelling by Sound
- High Frequency Words
- Connected Text

Fluency-Accuracy

- Segmenting and Blending
- Spelling by Sound
- High Frequency Words

Students struggling with phonemic awareness and isolated letter-sound correspondence

Students struggling with phonics and basic word recognition skills (Grade K-1)

Students struggling with reading fluently with accuracy

Grades Two-Five

Word Recognition and Phonics

- Spelling by Sound
- High Frequency Words
- Connected Text

Fluency-Accuracy

- Segmenting and Blending
- Spelling by Sound
- High Frequency Words

Fluency- Rate

Students struggling with phonics and basic word recognition skills (Grade K-1)

Students struggling with reading fluently with accuracy

Students accurate but struggling with fluency rate, and additional support is provided for comprehension