

# Shafer Intervention Programs (2021-2022)

## Language for Learning: (LFL)

- Used in Kindergarten and Grade 1
- Students are considered for this program:
  - If they are low in picture naming and visual/auditory memory on the KSAM.
  - If they have a below level DRA.
  - If they are ESL or ESL monitor, have PDD, have specific autism characteristics as per case manager, came in as EI, have a speech IEP for receptive and expressive language, teacher recommendation due to poor auditory memory, listening skills, and/or following directions, or student displays auditory processing concerns.
  - If they test significantly low into ERI—Language precedes reading so students who are behind need Language skills before they are ready to learn to read. Students need to test into lesson 41 before they are “ready to read”
  - Students who place into the lowest levels on the placement test are placed first.
- Program addresses auditory memory, following directions, vocabulary, oral language, oral comprehension.

## Early Reading Intervention Kit: (ERI)

- Used in Kindergarten and early Grade 1
- Students are considered for this program if they are not meeting benchmarks for letter naming, sounds, phonemic awareness, and if they have difficulty blending.
- Students testing into the lowest levels of the program are placed first.

## **Foundations:**

- Used in Kindergarten and early Grade 1
- Students are considered for this program if they are not meeting benchmarks for letter naming, sounds, phonemic awareness, and if they have difficulty blending and are not thriving in the core reading program, or previous intervention. Also used for students who need a multi-sensory approach.

## **SRA Reading Mastery:**

- Used in Grades 1-3
- Students are considered for this program if they are not meeting benchmarks for many early literacy skills, are weak in all three areas of reading (decoding, fluency, and comprehension), have not been successful in a previous intervention, and if they are not thriving in the core reading program.
- This program addresses the same components that a core reading program addresses. The early levels of the program teach phonics in a visual/ortho-graphic approach rather than just a “rules” approach. Shape configuration with variation in the size of letters supports the visual representation of “silent” letters, etc. It eventually transfers over to “regular” print.
- Students are placed at their level based on a placement test.
- Students are instructed on their level.
- The Complete SRA Reading Program includes the Language for component, The Reading Mastery component, and The Read Aloud component.
- Students who qualify for an IEP in a pullout situation receive all components of the SRA Reading Mastery.

## **Language for Thinking: (LFT)**

- Used in Grades 2 and 3
- Students are considered for this program:

- If they have a below level SRI score and no other decoding or fluency concerns.
- If they are ESL or ESL monitor, have PDD, have specific autism characteristics as per case manager, have a speech IEP for receptive and expressive language, teacher recommendation due to poor auditory memory, listening skills, and/or following directions, or student displays auditory processing concerns.
- Students with the lowest SRI scores are placed first.
- Program addresses auditory memory, following directions, vocabulary, oral language, oral comprehension.

### **Phonics for Reading (PFR):**

- Used midyear in Grade 1 and all year in Grade 2
- Students are considered for this program if they are not meeting benchmarks for blending, decoding and fluency and if they are having auditory sequential memory difficulties.
- Program addresses decoding, spelling, sight words and comprehension.
- Students who place into the lowest levels of the program are placed first.

### **REWARDS:**

- Used in Grade 3 (sometimes at the end of grade 2)
- Students are considered for this program if they are not meeting benchmarks for accuracy and fluency.
- The program addresses decoding multisyllabic words, spelling and building vocabulary.
- Students are placed into REWARDS if they test out of the Phonics for Reading program.
- Students who score the lowest on the words read part of the Pretest are placed in the program first.

## **Read Naturally: (RN)**

- Used in grades 1-3
- Students are considered for this program if they are not meeting benchmarks for fluency.
- Students are placed into this program if placement test in Phonics for Reading and Pretest on REWARDS indicate that there are no major decoding concerns.
- Decoding interventions are run prior to fluency groups. Read Naturally groups will be run if there is less need for decoding groups.
- Read Naturally addresses vocabulary, fluency, and comprehension.
- Read Naturally can be used to reinforce reading strategies, QAR and retelling/summarizing.