District:

Date:

Intervention Instructional Resource(s):

Intervention Analysis Tool

The Intervention Analysis Tool provides a framework for districts and schools to analyze the presence of research-based components of interventions. It can be used to analyze current intervention approaches or to analyze approaches a district or school is considering for future use. Additionally, the tool can be used to help determine whether instructional materials and approaches consider the needs of all students, including students with disabilities and English Language Learners.

(Intervention Program Name) Product Summary Statement

OVERVIEW

Evidence of Effectiveness (for Students with Skill-Based Needs)	E.g. ● Research studies (confirm on What Works Clearinghouse, National Center of Intensive Intervention, Edworks.org, if available) ● Evidence of implementation (refer to https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf)
Grade Level(s)	
Skill Focus	☐ Phonological awareness ☐ Phonics/decoding and word recognition ☐ Fluency ☐ Vocabulary ☐ Comprehension ☐ English Language Learner considerations ☐ Guided Reading
Principles of Instruction	
Skills and Concepts Taught	
Assessment Provisions	☐ Daily check for understanding ☐ Teacher observations ☐ Mastery assessment
Professional Learning and Support	

Intervention Analysis Tool

	Tier I (Prevention)	Tier II (Early Intervention)	Tier III (Intensive Intervention)
Grade Level(s)			
Placement Test Availability			
Lesson Length			
Group Size			
Setting			
Instructor			
Assessment			

07/18/2019

PART 1: STRUCTURE

Scope and Sequence		Notes
● The program is aligned to the most current version of the ELA standards.	☐ Yes ☐ No	
Instructional Design		**Notes**
Lesson plans provide:		
● Short review of previous learning.	☐ Yes ☐ No	
● Presentation of new material.	☐ Yes ☐ No	
● Opportunities for questions/discussions.	☐ Yes ☐ No	
● Modeling and examples.	☐ Yes ☐ No	
● Guided student practice.	☐ Yes ☐ No	
● Checking for student understanding.	☐ Yes ☐ No	
● Scaffolding for difficult tasks.	☐ Yes ☐ No	
● Independent practice.	☐ Yes ☐ No	

Differentiated instruction is provided for:		
● English Language Learners (ELLs).	☐ Yes ☐ No	
● Multiple Ability Levels.	☐ Yes ☐ No	
Additional materials are available, such as:		
● Online activities (i.e. an accompanying website with activities and assessments for students).	☐ Yes ☐ No	
● Accompanying reading materials (i.e. leveled readers, current event magazines).	☐ Yes ☐ No	
● Home/School Connection activities that extend learning at home are provided.	☐ Yes ☐ No	

Structure Findings

PART 2: PHONOLOGICAL AWARENESS
Phonological awareness is the ability to identify and manipulate units of oral language.

Instruction		Notes
Phonological awareness skills are taught to mastery using the features of effective instruction:		
● Explicit instruction with modeling.	☐ Yes ☐ No	
● Skill instruction follows a cumulative, sequential, systematic scope and sequence.	☐ Yes ☐ No	
● Multiple opportunities for practice of new and previously taught skills.	☐ Yes ☐ No	
● Immediate corrective feedback.	☐ Yes ☐ No	
● Manipulatives are used to scaffold student awareness of word parts and sounds. (e.g., students watch their mouth in a mirror while they make words and letter sounds, put their hand under their chin to feel it drop as they say syllables, and use tokens or sticky notes to represent word parts or letter sounds).	☐ Yes ☐ No	
● Chants, poetry, songs, and rhymes are incorporated to engage students' curiosity about language and to develop metalinguistic awareness.	☐ Yes ☐ No	
Word Awareness		**Notes**
Word Awareness is explicitly and systematically taught to mastery through:		
● Sentence Segmentation (e.g., "Tap one time for every word you hear in the sentence: *I like cookies.*").	☐ Yes ☐ No	

• Blending (e.g., "Listen as I say two small words: *rain... bow*. Put the two words together to make a bigger word." [rainbow]).	☐ Yes ☐ No	
• Segmentation (e.g., "Clap the word parts in *rainbow*. How many times did you clap?" [two]).	☐ Yes ☐ No	
• Deletion (e.g., "Say *rainbow*. Now say *rainbow* without the *bow*." [rain]).	☐ Yes ☐ No	
Syllable Awareness		**Notes**
Syllable Awareness is explicitly and systematically taught to mastery through:		
• Blending (e.g., "Put these word parts together to make a whole word: *rock•et*. [rocket]).	☐ Yes ☐ No	
• Segmentation (e.g., "Clap the word parts in *rocket*. [roc•ket]).	☐ Yes ☐ No	
• Deletion (e.g., "Say *pepper*. Now say *pepper* without the */er/* [pep]).	☐ Yes ☐ No	
Onset-Rime Awareness		**Notes**
Onset-Rime Awareness is explicitly and systematically taught to mastery through:		
• Blending (e.g., "What word am I saying? */b/ ... /ig/?*" [big]).	☐ Yes ☐ No	
• Segmentation (e.g., "Say *big* in two parts." [/b/ … /ig/]).	☐ Yes ☐ No	

Phonemic Awareness		Notes
Phonemic Awareness is explicitly and systematically taught to mastery through:		
● Rhyme (e.g., "Do these two words rhyme: *ham, jam?"* [yes]).	☐ Yes ☐ No	
● Isolation (e.g., "What is the first sound in *fan*?" [/f/], "What is the last sound in *fan*?" [/n/], and "What is the middle sound in *fan*?" [/a/]).	☐ Yes ☐ No	
● Blending (e.g., "What word am I saying /b/ /ĭ/ /g/?" [big]).	☐ Yes ☐ No	
● Segmentation (e.g., "How many sounds in *big*?" [three] and "Say the sounds in *big*." [/b/ /ĭ/ /g/]).	☐ Yes ☐ No	
● Manipulation (e.g., "The word is *mug*. Change */m/* to */r/*. What is the new word? [rug]).	☐ Yes ☐ No	
Assessment		Notes
● Assessments with explicit criteria are used for determining student mastery of phonological awareness skills taught during a particular unit of study.	☐ Yes ☐ No	

Phonological Awareness Findings

PART 3: PHONICS and WORD RECOGNITION

Phonics and word recognition skill development begins in kindergarten and continues into 1st grade as students apply letter-sound correspondence understanding to more complex letter patterns.

Instruction		Notes
Phonics and Word Recognition skills are explicitly and systematically taught to mastery using the features of effective instruction:		
● Explicit instruction with modeling.	☐ Yes ☐ No	
● Skill instruction follows a cumulative, sequential, systematic scope and sequence.	☐ Yes ☐ No	
● Decoding instruction with encoding taught as a reciprocal skill.	☐ Yes ☐ No	
● Multiple opportunities for practice of new and previously taught skills in isolation and in text.	☐ Yes ☐ No	
● Immediate corrective feedback.	☐ Yes ☐ No	
Letter-Sound Correspondence		**Notes**
● Letter-Sound Correspondence is explicitly and systematically taught to mastery through decoding (reading) and encoding (spelling) of common sound-spelling patterns.	☐ Yes ☐ No	
● Each letter of the alphabet and its corresponding sound (e.g., the letter b says /b/, and /b/ is spelled b) is explicitly and systematically taught to mastery.	☐ Yes ☐ No	
Common and complex letter patterns are explicitly and systematically taught to mastery, such as:		

Consonant patterns:		
● consonant digraphs and trigraphs (e.g., *ch*, *sh*, *ng, tch*).	☐ Yes ☐ No	
● blends (e.g., *sl*, *scr*, *ft*). Blends are taught as individual sounds blended together, not as a single unit.	☐ Yes ☐ No	
Silent-letter combinations (e.g., *kn*, *wr*, *gn*)	☐ Yes ☐ No	
Vowel patterns:		
● vowel teams (e.g., *oa*, *ea*, *ee*, *ai*).	☐ Yes ☐ No	
● vowel diphthongs (e.g., *oi*, *ou*)	☐ Yes ☐ No	
● r-controlled vowels (e.g., *ar*, *er*, *ir*, *or*, *ur*)	☐ Yes ☐ No	
● long *e* (e.g., *ee*, *ie*, *ea*, *e_e*).	☐ Yes ☐ No	
● long *a* (e.g., *a_e*, *ai*, *ay*).	☐ Yes ☐ No	
● complex vowel-sound letter patterns (e.g., *eigh*, *eight*).	☐ Yes ☐ No	
Syllable-construction patterns - teaches syllable rules as a means of identifying vowel sounds:		

● Closed (VC, CVC) - a short vowel spelled with a single vowel letter and ending in one or more consonants, (e.g., *men*).	☐ Yes ☐ No	
● VCe – a long vowel spelled with one vowel + one consonant + silent *e,* (e.g., *bake*).	☐ Yes ☐ No	
● Open – ending with a long vowel sound, spelled with a single vowel letter, (e.g., *me*).	☐ Yes ☐ No	
● Vowel team – multiple letters spelling the vowel, (e.g., *rain*, *green*).	☐ Yes ☐ No	
● r-Controlled – vowel pronunciation changing before /r/, (e.g., *sar*).	☐ Yes ☐ No	
● Consonant –le – unaccented final syllable containing a consonant before *l* followed by a silent *e*, (e.g., *apple*, *table*).	☐ Yes ☐ No	
● Skill development increases in difficulty as reading proficiency increases (e.g., instruction progresses from VC words (e.g., *at)*; to CVC words (e.g., *pad)*; to CVCC words, (e.g., *task*); to CCVC words, (e.g. *slid*), to VCe words, (e.g., *slide*).	☐ Yes ☐ No	
● Phonetically controlled (decodable) text with examples of recently taught sound-spelling patterns are incorporated into lesson instruction.	☐ Yes ☐ No	
Word Analysis		**Notes**
● Regular and irregular high-frequency words are explicitly and systematically taught to mastery.	☐ Yes ☐ No	

Common word parts, their meanings, and how they combine to create words are explicitly and systematically taught to mastery, such as:

● Suffixes (e.g., *-s*, *-ed*, *-ing*, *-est*).	☐ Yes ☐ No	
● Prefixes (e.g., *dis, mis-, pre-*).	☐ Yes ☐ No	
● Contractions (e.g., *aren't*, *it's*).	☐ Yes ☐ No	
● Syllabication strategies to decode multisyllabic words are explicitly and systematically taught, such as:	☐ Yes ☐ No	
● Compound words – identify small words within a larger word.	☐ Yes ☐ No	
● Syllable splitting patterns, such as VC/CV, V/CV, VC/V, and V/V to split words into syllables.	☐ Yes ☐ No	
Assessment		**Notes**
● Assessments with explicit criteria are used for determining student mastery of phonics and word recognition skills taught during a particular unit of study.	☐ Yes ☐ No	

Phonics and Word Recognition Findings

PART 4: FLUENCY

Fluency instruction begins in kindergarten as soon as students can identify a few words, and increase as reading connected text expectations expand.

Instruction		Notes
Fluency skills are explicitly and systematically taught to mastery using the features of effective instruction:		
● Explicit instruction with modeling.	☐ Yes ☐ No	
● Skill instruction follows a cumulative, sequential, systematic scope and sequence.	☐ Yes ☐ No	
● Multiple opportunities for practice of new and previously taught skills in isolation and in text.	☐ Yes ☐ No	
● Immediate corrective feedback.	☐ Yes ☐ No	
● Explicit feedback approaches are provided to correct oral reading errors (accuracy and fluency).	☐ Yes ☐ No	
● Strategies for self-correction of word reading errors, are explicitly taught.	☐ Yes ☐ No	
Connected Text		**Notes**
• Opportunities are provided for reading connected text regularly.	☐ Yes ☐ No	
Opportunities are provided for student interaction with a variety of connected texts, such as:		
• Varied reading levels.	☐ Yes ☐ No	

• Diverse genres.	☐ Yes ☐ No	
• Wide-ranging content.	☐ Yes ☐ No	
• Informational and narrative text.	☐ Yes ☐ No	
• Instructional-level text with examples of recently taught sound-spelling patterns.	☐ Yes ☐ No	
Oral and Silent Reading		**Notes**
• Instruction provides opportunities for oral reading practice with feedback, (e.g., choral reading; echo reading; repeated reading; individual reading into a device; and/or wide reading - a variety of text on a similar topic).	☐ Yes ☐ No	
• Lesson structure provides opportunities for teachers to hear individual students read to check for fluency.	☐ Yes ☐ No	
• Text mechanics such as punctuation marks, quotation marks and italicized text are explicitly taught as to what they mean and how they impact the reading of the text.	☐ Yes ☐ No	
• Word-reading challenges presented in new texts are identified and practiced before reading.	☐ Yes ☐ No	
• Self-monitoring word-reading strategies are explicitly taught, (e.g., identify known sound-spelling patterns; sound it out; check for sense).	☐ Yes ☐ No	

Assessment		Notes
• Assessments with explicit criteria are used for determining student mastery of fluency skills taught during a particular unit of study.	☐ Yes ☐ No	

Fluency Findings

PART 5: VOCABULARY
Vocabulary instruction progresses from the use of selected words from read-aloud texts to the use of connected texts. Instruction also progresses from teacher- to student-led.

Instruction		Notes
● Definitions are phrased in grade-appropriate, understandable language.	☐ Yes ☐ No	
Instruction incorporates oral vocabulary teaching strategies, such as:		
● Modeling of positive and negative examples, (e.g., "This is a *mitten*." or "This is not a *mitten*.")	☐ Yes ☐ No	
● Using synonyms to equate a new word with a known word.	☐ Yes ☐ No	
Determining the meaning of unknown words is explicitly taught to mastery through strategies and tools such as:		
● Inferring or predicting a word from the context in which it appears (contextual analysis).	☐ Yes ☐ No	
● Determining the meaning of a word from its parts (i.e., prefixes, suffixes, roots) (morphemic analysis).	☐ Yes ☐ No	
● Using a semantic web or graphic organizer to make connections between prior knowledge (known words) and new vocabulary.	☐ Yes ☐ No	
Word Awareness		**Notes**
Opportunities are provided for teachers to model "word awareness" to illustrate that words are important for providing meaning to text.	☐ Yes ☐ No	
Instruction for pre-teaching meanings of words prior to text reading is provided (e.g., examples, synonyms, and definitions).	☐ Yes ☐ No	

Opportunities for reading literary and informational texts are provided regularly for exposure to vocabulary.	☐ Yes ☐ No	
Explicit instruction is provided for reinforcement of word meanings by asking students to:		
• Find a synonym or antonym.	☐ Yes ☐ No	
• Restate a word definition in a student's own words.	☐ Yes ☐ No	
• Make up a novel sentence with a word.	☐ Yes ☐ No	
• Classify the word with other words.	☐ Yes ☐ No	
• Relate the definition to personal experiences.	☐ Yes ☐ No	
Oral Language		**Notes**
• Opportunities are provided to practice words multiple times in multiple ways (e.g., question prompts for vocabulary-related conversations).	☐ Yes ☐ No	
Assessment		**Notes**
Assessments with explicit criteria are used for determining student mastery of vocabulary skills taught during a particular unit of study.	☐ Yes ☐ No	
Vocabulary Findings		

PART 6: COMPREHENSION

Comprehension instruction progresses from the use of read-aloud texts to the use of student-read texts.

Instruction		Notes
Comprehension skills are explicitly and systematically taught to mastery using the features of effective instruction:		
● Explicit instruction with modeling.	☐ Yes ☐ No	
● Skill instruction follows a cumulative, sequential, systematic scope and sequence.	☐ Yes ☐ No	
● Multiple opportunities for practice of new and previously taught skills in isolation and in text.	☐ Yes ☐ No	
● Immediate corrective feedback.	☐ Yes ☐ No	
Comprehension: Read for Understanding		Notes
Comprehension strategies are explicitly and systematically taught, such as:		
● Establishing a purpose for reading.	☐ Yes ☐ No	
● Activating prior knowledge or predicting.	☐ Yes ☐ No	
● Questioning.	☐ Yes ☐ No	
● Visualization.	☐ Yes ☐ No	

● Monitoring, clarifying, or fix-up strategies.	☐ Yes ☐ No	
● Drawing inferences.	☐ Yes ☐ No	
● Summarizing/retelling.	☐ Yes ☐ No	
Comprehension: Text Structures		**Notes**

Text structures are explicitly and systematically taught to mastery to help students to identify and use the texts' organizational structure to comprehend, learn, and remember content, such as:

● Identifying and connecting the parts of narrative texts (i.e., characters; setting; goal; problem; plot or action; resolution; theme).	☐ Yes ☐ No	
● Tools are provided for identifying and connecting the parts of narrative texts (e.g., mnemonics; graphic organizers; charts).	☐ Yes ☐ No	
● Identifying and connecting common structures of informational texts (i.e., description; sequences; problem and solution; cause and effect; compare and contrast).	☐ Yes ☐ No	
● Tools are provided tools for identifying and connecting the parts of informational texts (e.g., outlines; graphic organizers; charts).	☐ Yes ☐ No	
● Mentor texts are provided to support the purpose of instruction (e.g., character development [literary]; problem and solution [informational]).	☐ Yes ☐ No	

Comprehension: Oral Discussion		Notes
● Question prompts and opportunities are provided to help move students from *locate* and *recall* discussions to higher-order thinking discussions during which they *integrate and interpret* and *critique and evaluate* what they have read, or in the earlier grades, what has been read to them.	☐ Yes ☐ No	
Comprehension: Range of Texts		**Notes**
● Multiple genres of literary texts are included (e.g., fairy tales, folktales, historical fiction, poetry).	☐ Yes ☐ No	
● Multiple genres of informational texts are included (e.g., biographies, articles, persuasive writings, procedural texts, documents).	☐ Yes ☐ No	
● Text selections are of high quality that place appropriate demands on students' interpretive abilities including rich content (e.g., character development in literary text or elaborate detail in informational text); strong organization; and variation and richness in word choice and sentence structure.	☐ Yes ☐ No	
● Text selections are culturally diverse, motivating, and of high-interest.	☐ Yes ☐ No	
● Instructional-level texts are included.	☐ Yes ☐ No	
Comprehension: Write about Reading		**Notes**
Instruction for written response to reading is provided, such as:		
● Summarizing of a text.	☐ Yes ☐ No	

● Answer questions about a text in writing, or create and answer written questions about a text.	☐ Yes ☐ No	
● Responding to a text (e.g., writing personal reactions, analyzing, and interpreting the text).	☐ Yes ☐ No	
Assessment		**Notes**
● Assessments with explicit criteria are used for determining student mastery of comprehension skills taught during a particular unit of study.	☐ Yes ☐ No	

Comprehension Findings

PART 7: ENGLISH LANGUAGE LEARNER CONSIDERATIONS
Instructional materials and approaches take into account the needs of English Language Learners.

Explicit Vocabulary Instruction		Notes
• Includes a focus on explicit instruction of vocabulary daily.	☐ Yes ☐ No	
• Focuses on no more than 2-3 vocabulary words per day to allow for intensive study.	☐ Yes ☐ No	
• Focuses on vocabulary words already known by native speakers (e.g., bank, take, sink, can).	☐ Yes ☐ No	
• Vocabulary instruction is provided both before and after text reading.	☐ Yes ☐ No	
Development of Academic Language/English		**Notes**
• Includes explicit instruction in academic English (e.g., use of "power" or "fault" as science terms) to increase understanding of words that acquire different meanings in context.	☐ Yes ☐ No	
Peer Involvement		**Notes**
• Devotes 90 minutes per week to pairing students of different English Language Proficiency (ELP) levels to work on oral reading fluency, vocabulary development, syntax, and comprehension strategies.	☐ Yes ☐ No	
Native Language Literacy		**Notes**
• Has materials for providing reading instruction in students' native language.	☐ Yes ☐ No	
Consideration of Background Knowledge		**Notes**

• Texts and stories take into account the cultural background knowledge of the ELLs.	☐ Yes ☐ No	

English Language Learner Considerations Findings

Resources

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