**Intervention** **Programs**

|  |  |  |  |  |
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| ***1.*** ***Five*** ***Mi*** | ***nutes*** ***to*** ***Bett*** short reading***ons*** is a multi K-3 students. ***y*** ***Phonemic***ting, isolating ***Literacy*** ***Inte***literacy achie ed systematic ***sisted*** ***Learn*** for struggling***Naturally*** is and make sol ***for*** ***Reading*** i a skill seque | ***er*** ***Rea*** drills.senso | ***ding*** ***Skills*** helps students become fluent readers in 5 minutes a |  |
|  | day with |
| **2.** ***Fundati*** | ry and systematic phonics, spelling, and handwriting progr | a. | m that |
|  | benefits |
| **3.** ***Heggert*** | ***Awareness*** provides i and manipulating wor***rvention*** ***(LLI)*** is a su vement of struggling r ally designed lessons. ***ing*** ***Strategies*** ***(PALS***readers who have de a research-based rea id gains in comprehen s a comprehensive, mnce and lesson structu | nstruction each day on rhyming, blending, ds, syllables, onset-rime and/or phonemespplementary intervention system proven t eaders with engaging leveled books and |
|  | segmen |
| **4.** ***Leveled*** | o |
|  | improvefast-pac |
| ***5.*** ***Peer-As*** | ***)*** is a scientifically-ba ficits in decoding, co ding intervention that sion and vocabulary. ultisensory, phonics-re designed for begi | sed peer-tutoring instruct mprehension, and fluencyhelps students become fl | ional . |
|  | program |
| ***6.*** ***Reading*** | u | en | t |
|  | readers |
| ***7.*** ***Recipe*** | based reading program. It nning, at-risk, or strugglin |
|  | presentsreaders. | g |
| ***8.*** ***Wonder*** | ***Works*** is designed to drive student achievement by connecting focused strategies for tion with the content of the Wonders Core Program. |
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