**Intervention** **Programs**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***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, m  nce and lesson structu | | nstruction each day on rhyming, blending, ds, syllables, onset-rime and/or phonemes  pplementary intervention system proven t eaders with engaging leveled books and | |
|  | segmen |
| **4.** ***Leveled*** | | o |
|  | improve  fast-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 fluency  helps students become fl | | | ional . | | |
|  | program |
| ***6.*** ***Reading*** | | u | en | t |
|  | readers |
| ***7.*** ***Recipe*** | | based reading program. It nning, at-risk, or strugglin | | |
|  | presents  readers. | 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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