Reading Intervention at BVHM

Tier 1: The Classroom

All teachers from K-5 set up and facilitate the readers and writers workshop model. In 6th thru 8th grade Reader's and Writer’s Workshop happens in ELA and Spanish Language Arts classes. Currently, guided reading is not occurring consistently in 6 to 8th grades.

Tier 2 & 3: Interventions in small groups and 1 on 1

K-1 students reading below grade level receive reading recovery, or DLL. DLL is a reconstruction of Reading Recovery developed by Marie Clay. Our DLL teacher works with the lowest 4 first grade students, 5 days a week for 30 minutes a day, for up to 20 weeks. She follows the structure laid out by the people who run Reading Recovery and DLL in the US.

The three elementary reading intervention teachers also push into the classroom in 6-8 week cycles, 4 days a week.

The lowest performing students in grades 2-8 receive reading intervention, small pull out intensive guided reading groups of 2-4 students (never more), 4-5 times a week. These are usually students without IEPs but sometimes we incorporate Special Education students when their reading level and attendant skills are a good match.

Our sessions, 30-40 minutes, follow a predictable structure of word work, word study (vocabulary), reading, comprehension conversation and writing about reading. The word work & word study we engage in comes from the specific needs of the students in each group.

Literacy instruction is in the target language, Spanish in K-1, and mixed in 2nd, depending on the student’s greatest area of need. Currently all reading intervention in the upper grades, 4-8, is in English since the vast majority of our students are on grade level in Spanish.

Data

3 times in the year, teachers collect reading data on their students. K-1 and some Special Education teachers administer the foundational skills assessment. Any student below A, in any grade, should receive
the foundational skills assessment.

Grades 2-8 administer the Scholastic Reading Inventory Test to screen for students who need further testing in English—if they don’t meet the lexile level for the grade. These students are then tested with the Fountas and Pinnel reading tests.

Unfortunately, we do not currently have a test like the Scholastic Reading Inventory in Spanish. Teachers from grades 1-6, use the Fountas & Pinnel tests in Spanish and/or the DRA once students are reading beyond level N. For students above that level, teachers use the EDL. We are currently looking into Achieve 3000, which has both an RI type of test and tests like the Fountas & Pinnel tests.

The intervention team, school counselors, social worker and administrators look carefully at this data triennially to assess if our work is disrupting the inequitable patterns.