**Supplemental Research-based Intervention Guide**

**Reading K-2 (Spanish)**

Administer the Tejas Lee (El Inventario de Lectura en Español de Tejas)

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**IF...**

- More than 80% of the class meets criteria for Tier 2 or 3

**THEN...**

- Use your data to enhance core instruction (CRMs) and plan appropriate skill-driven intervention lessons

**IF...**

- You need more information about Tier 2/3 students’ needs

**THEN...**

- Determine the students’ needs using a diagnostic assessment located in the Tesoros Diagnostic Assessment:
  - [http://connected.mcgraw-hill.com/connected/login.do](http://connected.mcgraw-hill.com/connected/login.do)
  - User name: AISDSPANR
  - Password: spanish2014

Consider the CORE Phonics Screener if student displays significant difficulty with PA inventories.

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**IF the screener/diagnostic indicates need for...**

**THEN** select an intervention...

### Phonological Awareness

- **BEST PRACTICES**
  - Sound play (finger plays, songs, chants etc)
  - Use of manipulatives
  - Multisensory activities

### Vocabulary

- **BEST PRACTICES**
  - Beck Vocabulary Routine
  - Four-Square vocabulary organizer
  - Meaning/Topic word sorts/constructing word webs/graphic organizers
  - Instruction in context

### Fluency

- **BEST PRACTICES**
  - Fluency practice with phrasing
  - Timed readings
  - Partner reading
  - Paired readings
  - Frequent independent reading with appropriate text

### Word Analysis / Decoding

- **BEST PRACTICES**
  - Constructing word webs/graphic organizers
  - Instruction in context
  - Word sorts (sound-letter patterns)

### Comprehension

- **BEST PRACTICES**
  - Instruction in text structure/features
  - Reading strategies
  - Graphic organizers

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**Monitor Progress** (MPLE & MPLP or Intervention-based tool) (IDEL for SPED)

**Note:** Campuses may have additional intervention resources not listed on this document. If you need support in determining the best tools for your students, contact the RtI Department. **