

Name of Strategy, Practice or Program	Description	Website	Preferred Grade Levels	Skills Addressed	Recommended Tier I, II, III, Spec. Ed	Supporting Research	Fl = fluency	C= comp	ph= phonics	v = vocabulary	pa= phonemic awareness
Achieve 3000	a technology based commercial program that supports literacy learning with exposure to grade level and leveled text	https://www.achieve3000.com/	6-12	FL, C	I, II, III, Spec. Ed	https://www.achieve3000.com/wbv-achieve3000proven-academic-results/					
CSR	a multi-component reading strategy to be used with expository text, teaches multiple strategies to improve comprehension	https://nysrti.org/intervention-tools/reading-tools/tool/csr/	1-12	V, C	I, II	http://ies.ed.gov/ncee/wwc/pdf/niigle_study_reviews/wwc_csr_071613.pdf					
3H Strategy	a mnemonic strategy centered on three types of question-answer relationships	https://nysrti.org/intervention-tools/reading-tools/tool/3h/	3-12	C	III, Spec. Ed.	https://www.researchgate.net/publication/243973224_The_3H_strategy_impact_on_2007_readers_comprehension_of_content_materials					
Leveled Literacy Intervention	a intervention utilizing leveled text, close reading strategies and vocabulary immersion	https://www.fountasandpinnell.com/lli/	3-12	PH, F, V, C	II, III	https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_levelledliteracy_091917.pdf					
Reciprocal Teaching	an interactive strategy that teaches students a structure for comprehension	https://nysrti.org/intervention-tools/reading-tools/tool/reciprocalteaching/	4-12	V, C	I, II	https://ies.ed.gov/ncee/wwc/Intervention727					
Repeated Reading	a strategy in which students reread the text to build fluency	https://nysrti.org/intervention-tools/reading-tools/tool/repeated-reading/	1-12	F, C	II, III, Spec. Ed	http://ies.ed.gov/ncee/wwc/interventionsreport.aspx?sid=576					
Text Annotations	a strategy focused on building comprehension of text through the use of specific notations made during reading	https://nysrti.org/intervention-tools/reading-tools/tool/text-annotation/	2-12	V, C	I, II, III, Spec. Ed						
		https://research.ewu.edu/c.php?g=82207									
Questioning the text	explicit instruction focused on finding evidence through questioning the text	http://www.readwritethink.org/classroom-resources/lesson-plans/questioning-comprehension-strategy-small-409.html	3-8	C	I	http://www.ascd.org/publications/books/101246/chapters/Questioning-Texts.aspx					
		https://www.scholastic.com/teachers/articles/teaching-content/questioning-text/									
Visualizing and Verbalizing	a program that addresses the use of concept imagery to build vocabulary and comprehension	https://lindamoodbell.com/program/visualizing-and-verbalizing-program	3-12	V, C	II, III, Spec. Ed	https://lindamoodbell.com/research					
Wilson Language System	Orton-Gillingham based, focused on explicit instruction on structure of the English Language	https://www.wilsonlanguage.com/programs/wilson-reading-system/	2-12	PA, PH, F, C	III, Spec. Ed.	https://www.wilsonlanguage.com/programs/research-results/research-base/					
Wilson Just Words	an explicit multi-sensory program decoding and spelling program	https://www.wilsonlanguage.com/programs/just-words/	4-12	PA, PH, F	II, III	https://www.wilsonlanguage.com/programs/research-results/research-base/					
Wilson Fundations	an early intervention program focused on building fundamental skills in phonemic and phonological awareness.	https://nysrti.org/intervention-tools/reading-tools/tool/fundations/	k-3	PA, PH,	II, III	https://ies.ed.gov/ncee/wwc/EvidenceSnapshots/196					