

## EMIS Change 26-64

This change updates the descriptions for several RIMP-related program codes. The change also adds one new program code.

## SECTION 2.9: STUDENT PROGRAM (GQ) RECORD

### Program Code Schedule

Student Program Code(s) Categories	Program Series	Student (S) Trad			Student (S) CS/STEM		Grad (G)
		Initial	Midyear	Final	Initial	Final	
Intervention Programs	151490-1527650		✓	✓		✓	

## PROGRAM CODES

### INTERVENTION PROGRAMS

#### Reading Improvement and Monitoring Plan Intervention Program Codes

RIMP codes are only reported for students participating in a Reading Improvement and Monitoring Plan implemented within 60 days of reading diagnostic result availability

Program Code	Description
151505	<p><b>Summer Structured Literacy Programs</b></p> <p>A structured literacy program that continues to track and monitor the progress of the student once the school year ends. The program should be targeted toward the identified needs of the student.</p> <p>*This option is only to be used in addition to interventions offered during the school year. Replaces code 151500 Summer Reading Programs.</p>
152700	<p><b>Explicit Intervention in Writing – Focus on <del>Foundation Skills</del> / Transcription</b></p> <p>Explicit instruction in handwriting (manuscript, cursive), <u>and/or</u> keyboarding <u>as instructional supports for writing assignments</u>. <u>May include</u>, <del>and</del> spelling <u>instruction</u>, <del>following a scope and sequence of skills</del> that aligns to the explicit <u>decoding (basic and advanced word study)</u> <del>phonics</del> instruction.</p> <p><u>See Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12. See page 31 in Ohio's Plan to Raise Literacy Achievement (Transcription).</u></p>

Program Code	Description
152705	<p><b>Explicit Intervention in Writing – Focus on Composition Skills</b></p> <p>Explicit instruction in sentence structure - grammar, syntax, vocabulary usage, sentence types, organizing ideas for writing (including graphic organizers and oral rehearsal). This should focus on the function of words and connect to content area knowledge.</p> <p><a href="#">See Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12.</a> <del>See page 31 in Ohio's Plan to Raise Literacy Achievement (Self Regulation and Text Generation)-</del></p>
152710	<p><b>Explicit Intervention in Phonemic Awareness</b></p> <p>Phonemic awareness is the ability to hear, identify, and manipulate individual sounds (phonemes) in spoken words. This falls under the umbrella term of phonological awareness. This understanding improves students' word reading and helps them learn to spell.</p> <p>Intervention focus for phonemic awareness uses an informal phonological awareness assessment to determine student current skill attainment and provides instruction and practice with feedback to build more advanced skills following a sequence (such as <a href="#">Ohio's Learning Standards</a> Foundational Skills, p. 28), moving from more basic skills such as segmenting and blending syllables in a word to more advanced skills such as substituting medial vowel sounds. <a href="#">For older students, explicit intervention in phonemic awareness should be a component of a multi-component intervention or phonics intervention, using letters to reinforce letter-sound correspondence.</a></p> <p><a href="#">See Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12.</a> <del>See page 27 in Ohio's Plan to Raise Literacy Achievement.</del></p>
152715	<p><b>Explicit Intervention in Sight Word Recognition</b></p> <p>Intervention designed to increase students' ability to recognize and read individual words using phoneme grapheme mapping of regular parts and explicit call out of irregular parts. They store the connected sounds and letters of words (along with their meaning) as instantly recognizable sight words.</p> <p>Sight word recognition instruction should focus on phoneme-grapheme mapping and not rely on practices such as the use of flash cards.</p> <p><a href="#">See Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12.</a> <del>See page 27 in Ohio's Plan to Raise Literacy Achievement.</del></p> <p>Replaces code 152575 Sight Word Instruction.</p>

Program Code	Description
152720	<p><b>Explicit Intervention in Decoding</b> Early, explicit, and systematic instruction in phonics can help strengthen students’ decoding skills. Phonics instruction should follow a phonics scope and sequence.</p> <p>Intervention focus for phonics uses data from an informal phonics decoding survey to determine the highest level of decoding skills mastered and teach the next skills in the progression. Use of connected text (decodable readers) is critical to <del>developing</del><a href="#">consolidating and applying</a> phonics skills <a href="#">within increasingly complex texts</a>.</p> <p><a href="#">See Implementing Ohio’s Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio’s Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12. See page 27 in Ohio’s Plan to Raise Literacy Achievement.</a></p>
152725	<p><b>Explicit Intervention in Comprehension</b> Before focusing intervention efforts on comprehension, it is critical to ascertain if students need additional instruction in phonics, fluency, vocabulary, sentence structure and text structure. <a href="#">Some students may benefit from multicomponent interventions that address comprehension alongside these instructional priorities.</a></p> <p><a href="#">Intervention should focus on a select set of high-impact strategies that enhance comprehension across content areas. These strategies involve intentional cognitive actions that help students engage with, understand, and retain information from complex disciplinary texts. Teach students to ask and answer questions, determine the gist of short sections of text, and monitor their comprehension.</a> <del>Intervention focus should be on a limited number of strategies that are intentional mental actions during reading that improve reading comprehension. They are deliberate efforts by a reader to better understand or remember what is being read and build knowledge. Teach students to question, visualize, monitor/clarify, infer, and summarize.</del></p> <p>Student knowledge of a subject, background knowledge and academic vocabulary are key contributors to overall comprehension. <a href="#">Effective instruction should integrate these elements to support students in navigating and analyzing diverse disciplinary texts.</a></p> <p><a href="#">See Implementing Ohio’s Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio’s Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12. See page 28 in Ohio’s Plan to Raise Literacy Achievement.</a></p>
152730	<p><b>Explicit Intervention in Fluency</b> A fluency intervention is appropriate for students who are accurate in their reading of grade level texts, but lack automaticity. The three components of fluency – appropriate speed, accuracy, prosody – can be addressed through instructional strategies such as repeated readings, partner reading, choral reading, technology-assisted reading, timed reading, phrased reading, <a href="#">and</a> echo reading.</p> <p><a href="#">See Implementing Ohio’s Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio’s Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12. See page 28 in Ohio’s Plan to Raise Literacy Achievement.</a></p>

Program Code	Description
152735	<p><b>Explicit Intervention in Vocabulary</b></p> <p>Teach high utility words and academic language, including instruction in morphology (the meanings of roots and combining forms, prefixes, and suffixes) using explicit instructional routines. Words should be taught in <a href="#">meaningful clusters</a>, <a href="#">connecting them to texts and disciplinary contexts to improve comprehension and content knowledge</a><del>and connected to texts</del>. In addition, there should be judicious review with multiple exposures of previously taught words.</p> <p><a href="#">See Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12. See page 28 in Ohio's Plan to Raise Literacy Achievement.</a></p>
152740	<p><b>Small Group Scaffolding of Complex Text</b></p> <p>It is important for all students, including those that are reading below grade level, to access complex texts daily. In order to do this, teachers can provide scaffolded instruction for students, which can include, but is not limited to: pre-teaching vocabulary, focusing on <a href="#">the language</a>-structure of complex sentences, teaching cohesive ties, teaching morphology, and decoding <del>of</del> multisyllabic words.</p> <p><a href="#">See Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12. See page 33 in Ohio's Plan To Raise Literacy Achievement.</a></p>
152745	<p><b>Explicit Intervention in Communication/Language</b></p> <p>Identify yes/no responses using multi-modal communication skills and diverse access features, including assistive technology, as needed, based on a learner profile. Teach the use of tools for accessing communication containing individualized features based on learner profile data. Teach the use of core vocabulary paired with fringe vocabulary to communicate across settings. Teach sound-symbol correspondences to develop spelling skills. Teach the use to symbols (icon sequences), and spelling (especially onsets) to find and access words for communication.</p> <p><a href="#">See Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12. See page 24 in the flash-card titled "Oral Language" in Ohio's Plan To Raise Literacy Achievement.</a></p>
152750	<p><b>Multi-Modal Approach to Structured Literacy</b></p> <p>A multi-sensory, structured, explicit, systematic, sequential, cumulative, diagnostic and prescriptive instructional approach for reading and writing; <del>which is used to</del> targets: phonemic awareness, sound-letter correspondence (phonics), spelling, handwriting, fluency, morphology, vocabulary and comprehension. <del>Teaching steps are the following</del> <a href="#">The approach involves</a>: synthetic and analytic presentation, opportunity for practice and teaching to mastery <a href="#">along</a><del>of</del> a structured scope and sequence.</p> <p>This intervention strategy is not outlined in Ohio's Plan To Raise Literacy Achievement. Replaces code 152535 Orton-Gillingham.</p>

Program Code	Description
<a href="#">152765</a>	<p><b><a href="#">Explicit Intervention in Advanced Word Study</a></b> <a href="#">Explicit, systematic instruction in advanced decoding skills is focused on reading complex, multisyllabic words. Intervention focuses on teaching the skills needed to break apart and accurately sound out multisyllabic words, spelling practice to solidify students' understanding of the vowel and consonant letter-sounds and combinations that make words, and frequent opportunities to practice reading multisyllabic words in connected texts, including discipline-specific text, to build increasingly automatic word recognition skills.</a></p> <p><a href="#">See Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades K-5 and Implementing Ohio's Plan to Raise Literacy Achievement: A Guide for School Leaders, Grades 6-12.</a></p>