

Reading Intervention Strategies

A Resource Booklet

**Adapted from What's After Assessment?: Follow Up Instructions for Phonics, Fluency and Comprehension*

Adapted by Freedom's Title One Team

Reading Intervention Strategies

Fluency

<p>IF.....student reads word by word or slowly, but comprehends THEN TRY.....</p> <ul style="list-style-type: none">• Repeated Reading• Listening/Computer Center• Reader's Theatre• Phrase Reading• Choral Reading• Echo Reading• Paired Reading• Shared Reading• Impress	<p>IF.....student reads so slowly comprehension is compromised THEN TRY.....</p> <ul style="list-style-type: none">• KWL• Anticipation Guides• Set purpose for reading• Activate prior knowledge• Think-Alouds• Paired Reading
<p>IF.....student memorizes text during repeated reading THEN TRY.....</p> <ul style="list-style-type: none">• Work with words using a familiar story or personal dictionary• Scrambled Sentences• Tracking with finger• Computerized story with highlighted text	

Phonics

<p>IF.....student can decode but uses only letter sounds</p> <p>THEN TRY.....</p> <ul style="list-style-type: none"> • Word Sorts • Cloze • Onsets/Rimes • Context Clues • Chunking • Word Bank • Making Words • Word Families • Finding little words in big words 	<p>IF.....student has difficulty matching letters with corresponding sounds</p> <p>THEN TRY.....</p> <ul style="list-style-type: none"> • Sound Boxes • Alphabet sound word examples • Word games – match word with beginning letter • Rhyming and rhyming books • Magnetic letters • I-Spy • Tracing alphabet book
<p>IF.....student guesses at words using only initial consonant sound cue</p> <p>THEN TRY.....</p> <ul style="list-style-type: none"> • Cloze • Computer reading programs • Language Experience Charts • Word Families • Word Sorts • Word Banks • Making Words • Context Clues • Contextual Analysis • Picture Clues • Writing 	<p>IF.....student has little knowledge of the alphabet</p> <p>THEN TRY.....</p> <ul style="list-style-type: none"> • Songs and nursery rhymes • Choral Reading • Alphabet books • Letters in names • Alphabet clocks • Alphabet sound word examples • Magnetic letters • Matching upper and lowercase letters • Writing letters in shaving crème • Letter Detective • Letters in writing
<p>IF.....student guesses at unknown words using no graphic clues</p> <p>THEN TRY.....</p> <ul style="list-style-type: none"> • Cloze with initial consonant sound • Finding little words in big words • Structural Analysis • Word Sorts • Writing 	

Sight Words

IF.....student has problems with sight words
THEN TRY.....

- Word Walls/Activities
- Personal Dictionaries
- Bag Words
- Word Study after reading
- Writing

Comprehension

<p>IF.....student recalls literally and cannot make inferences</p> <p>THEN TRY.....</p> <ul style="list-style-type: none"> • Think-Alouds • QAR's • Comprehension Strategy Framework • Literature Circles • Response Logs/Journal Writing • Say Something (I notice...I wonder why...This reminds me of...) • Summarizing/Retelling • Cloze 	<p>IF.....student reads fluently but cannot retell</p> <p>THEN TRY.....</p> <ul style="list-style-type: none"> • Webbing/Mapping • Interpretive Questions • Story Frames • Semantic Webbing • QAR's • Imagery • Predicting • Reciprocal Teaching • Directed Reading/Thinking Activity (DRTA)
<p>IF.....student reads fluently but cannot identify main idea or purpose</p> <p>THEN TRY.....</p> <ul style="list-style-type: none"> • Making Connections • Story Mapping • Literature Circles • Compare and contrast graphic organizers • QAR's • Paraphrasing • Response Logs • Summarizing/Retelling • Artful Artist 	<p>IF.....student has difficulty reading text for information</p> <p>THEN TRY.....</p> <ul style="list-style-type: none"> • Think-Alouds • Adjusted reading rate • Anticipation Guides • Reciprocal Teaching • QAR's • KWL • Webbing • SQ3R • Review text features
<p>IF.....student reads quickly but inaccurately and with limited comprehension</p> <p>THEN TRY.....</p> <ul style="list-style-type: none"> • Chunk text • Comprehension Strategy Framework • Graphic Organizers • QAR's • Anticipation Guides • Think-Pair-Share • Reciprocal Teaching 	

Vocabulary

IF.....student needs to develop a larger vocabulary

THEN TRY.....

- Word maps
- Contextual Analysis
- Word games
- Context-Structure-Sound-Reference (CSSR)
- Frayer Model
- Graphic Organizers
- Visual Vocabulary
- Word file cards
- Synonyms/Antonyms
- Mnemonics
- Root Words/Affixes

Glossary

Anticipation Guides

This strategy activates prior knowledge while stimulating interest in what is to be read in the use of an anticipation guide. An anticipation guide helps readers read to confirm or adjust their predictions but the anticipation guides work best with nonfiction materials. Anticipation guides are a series of statements that are responded to individually before reading and often discussed in groups before the actual reading takes place. This can be done in small groups or as a whole class. The teacher prepares the guide with writing factual ideas from the text, while others will misrepresent what is presented in the text, but each statement must be believable. The statements should be formatted to encourage prediction and anticipation. Once prepared the teacher has students individually complete the guide and then discuss the answers in a small group. The students then read the selection independently or with a buddy. The students then evaluate their predictions and either confirm or adjust them.

Artful Artist

The artful artist has a reader draw or sketch a favorite scene, memorable event, or character's actions from a recent reading. The artist then shows the sketch to a small group of students who have also read the same text. The group then responds to the drawing with the artist at first saying nothing, touching upon points such as why they think the artist found this important, how they think the artist felt about the scene, what they think the artist saw happening here and whether they connected to this in the way the artist did as a reader. Eventually, the artist joins the conversation by sharing her ideas and feelings.

Bag Words

Give students words on slips of paper that are commonly found in their reading. Have students put these words into resealable sandwich bags. Students can sort the words into two-letter, three-letter, four-letter words and longer than four-letter words. They can look in books and be word detectives, looking for the words in the stories they are reading. Invite students to choose four two-letter words to learn. Students look at the word, turn it over and write it and then check it. When they feel they know the word, they put it into another bag labeled, "Words I Know," creating a personal word bank. The bag can then be used for self-assessment or teacher assessment. The bags help to keep track of individual needs and progress, for review games, and to celebrate growth.

Choral Reading

This strategy develops oral reading fluency. Many stories lend themselves to choral reading in which readers read aloud in unison. Such texts have strong rhythm and or rhyme and often have repeated stanzas. Choral reading can support students with words that are unfamiliar to them in their reading vocabulary.

Examples: Brown Bear, Brown Bear, Goodnight Moon, I Went Walking, Mrs. Wishy-Washy

Chunk Text

The teacher divides the text that a student is going to read into short chunks. The teacher has the student read the chunk of text and then take a few notes about that chunk of text.

Cloze

Cloze procedures require a reader to supply words that have been deleted from a passage; it can be used for both assessment and instruction. When used as an assessment strategy, the deletions are precise; for example, every fifth to seventh word would be deleted, and the reader would be asked to supply the word or choose from selections to fill in the blank. When using cloze procedures for instructional purposes the teacher deletes words that require the reader to use strategies to figure out unknown words.

Comprehension Strategy Framework

The comprehension strategy framework gives students an understanding of how proficient readers use strategies such as prediction, use of background knowledge and analyzing the text visually. The framework focuses on themes or big issues in comprehension and can be used to teach any story.

Contextual Analysis

Using a word map to help students realize how a word is used in a sentence. It includes the meaning of the word, a similar word, other times they have seen or heard the word, and the part of speech.

CSSR (Context-structure-sound-reference)

This is a process to help students answer the question, “What do you do when you come to a word you don’t know?”

- Students check the context of a word by reading to the end of the sentence and checking for meaning clues in the sentence.
- Then, students look at the structure of the word for clues to the meaning. (example: prefix, suffix)
- Next, the student tries to say the word and listen for meaning clues. If the word makes sense then the reader keeps reading on and if the word does not make sense then the student finds a reference to the word elsewhere. (glossary, ask a friend)

Directed Reading-Thinking Activity (DRTA)

During a DRTA lesson, students first make predictions about a text based on the title and any cover or cover page illustrations. Students also have to use their background knowledge and experience as they begin reading. Students then read silently to a predetermined point followed by discussion with the teacher. Questions are asked to help students decide if their initial predictions were correct. Students are encouraged to return to the text to confirm their answers to questions and make new predictions and the process repeats.

Echo Reading

Echo reading is a rereading strategy for developing fluent readers. During an echo reading, the teacher reads the text aloud while tracking the print for children to see. After the text has been read aloud, students imitate, or echo, the teacher.

Finding Little Words in Big Words

This strategy helps students to look for what they know in an unknown word. Remind students to use clues to consider how the word is used in the sentence, what makes sense, and how the word looks.

Ex: The yellow *kitten* sat on the steps looking at me.

Use the letters in the pocket chart and spell out the word k-i-t-t-e-n and look for little words like kit, it, ten.

Framer Model

This is a graphic organizer in which students, as a class, are given the definition of a word, characteristics of a word, examples and non-examples for the word.

Impress

An adult sits next to the student and reads a short text aloud with the student, slightly louder than the student, and at a pace that pushes the student towards becoming more fluent. The same text can be read multiple times, increasing the pace with each reading.

KWL

KWL stands for What We Know, What We Want to Find Out, What We Have Learned. A teacher begins by introducing a topic. The students then work in small groups to fill out the first two columns of the chart (K and W) and then share ideas with the class. As students read, the chart is completed (L).

Language Experience Charts

Language experience uses real language to illustrate the correspondence between oral and written language. The student dictates a story and the teacher records what was dictated onto a chart large enough for the student to see the print. The story, once dictated, is then read aloud by the teacher and the student or students.

Letter Detective

Choose a letter to investigate. The students search for the letter on food boxes and on signs. Students can make books about the letters they investigate.

Literature Circles

Literature circles can be a part of a reading program at any grade level. They are groups of three to five readers who gather to discuss a book they are reading or have read. The students guide the discussions. These discussions are in-depth responses to the students' reading.

Making Words

In this activity students make words using a given number of letters, and then they manipulate these words to make new words. Both little words and big words are made, but the goal of the activity is to find the word that uses all the letters.

Paired Reading

A more experienced reader starts by reading the text aloud, while sweeping their finger under the text. Then the child continues reading a paragraph or two. If the child hesitates, give them the word after a few seconds. Go back and read the sentence again. Make this an enjoyable interactive reading. If appropriate, reread the story to build fluency for young readers. For older readers, return to an important section and reread for the sake of discussion.

Pair-Think-Share

The students work with partners. The teacher marks predetermined stopping points for discussion. Students read to the stopping point and then talk about what they have read. The students can then share their ideas about the selection with the whole group.

QAR

Question-Answer relationship (QAR) is a strategy to be used after students have read. QAR teaches students how to determine what types of questions they are being asked and where to find the answers to them. Four types of questions are examined in the QAR.

- *Right There Questions* are literal questions whose answers can be found in the text. Often the words used in the question are the same words found in the text.
- *Think and Search Questions* are questions in which the answers are gathered from several parts of the text and put together to make meaning.
- *Author and You* questions are based on information provided in the text, but the student is required to relate it to their own experience. Although the answer does not lie directly in the text, the student must have read it in order to answer the question.
- *On My Own* questions do not require the student to have read the passage, but the student must use their background or prior knowledge to answer the question.

Readers Theatre

Readers' Theatre is similar to a radio show. Performers must read their script with enthusiasm and expression. They also must follow along in the script, waiting for their lines. Children must read the script over and over, not to memorize it, but to read it smoothly and with expression.

Reciprocal Teaching

This helps students think strategically about reading and understanding text by providing a model of proficient reading. The teacher divides the passage to be read into fairly short sections. The teacher asks students to read the section silently. After reading, the teacher models the comprehension process by following these steps: Summarize the section in a couple of sentences. Ask the group a couple of questions. Identify a difficult part of the passage and clarify it by explaining, or giving examples. This should be repeated until the pattern is familiar to students.

Repeated Reading

Students choose a short selection (fifty to two hundred words) from stories that are on an appropriate instructional level. Students read the passage several times silently until they are comfortable reading it orally. Students may enjoy reading their story into a tape recorder to compare their first reading to their last reading.

Riddles and Rhymes

Provide opportunities for students to play with words in context. Helps them use more than one cueing system to figure out words. Riddles require students to use meaning while also helping them to understand the concept of rhyme. Ex: I have in mind a word that rhymes with *sticks*. My dog is smart. I teach him new _____ (tricks).

SQ3R

This acronym stands for survey, question, read, recite, and review. Prior to reading a text the student surveys the chapter and asks questions about the text. While the student reads, they look for answers to the questions. After each section, the reader recites the information that was read. Then the student continues to review the information from the reading.

Say Something

Students are asked to say something about the cover, and then move through the story constructing meaning. Use these starters to help children discuss the book: I notice..., I wonder why..., This reminds me of...

Scrambled Sentences

The teacher will use a familiar text that is mostly memorized. Write a sentence from the story on a sentence strip, read together, and then cut apart into single words. Have the student practice using the words to rebuild the sentence.

Shared Reading

Shared reading is the process of being able to participate in a literature experience by having the literature read to a group by a teacher. The reading is introduced to the students. The selection is read by the teacher. Then the selection is reread or looked at more deeply, so that students can discover the strategies that proficient readers use to make sense of print.

Sound Boxes

Students are given a drawing of boxes and as the student hears a sound in words, they put a token into a box.

Structural Analysis – prefixes, suffixes, and root words

Teaching students the meanings of commonly used prefixes and suffixes. Helping the student understand how the meaning of a word changes by adding a prefix and/or a suffix.

Think-Alouds

Thinking aloud is a process in which a reader verbalizes their own thoughts that occur when reading a story. Think-alouds can help teachers understand how students read by giving access to their thought processes.

Word Banks and Personal Dictionaries

Have students create a personal word bank by writing words they have learned and think they will need on index cards. Students may write definitions of the word and sentences using the words in context. They may also use illustrations or a keyword to help them remember something unique about the word. The words are then filed in a box to be kept at their desk.

A personal dictionary can be more manageable for younger students. Give them a notebook in which they write one letter of the alphabet on each page. Students can then add words to their personal dictionaries. Words added should be ones that students would most likely use in their writing.

Word Sorts

Students sort words by categorizing them. It is an activity that is done in pairs or groups and can help children learn from each other. The categories for word sorts can be set up by the teacher or by the students themselves. The words used in the sorts can be vocabulary from word banks, novels, spelling words, and so on. *Examples: same beginning sound, vowel sound, parts of speech, have other words in them*

Word Walls

Word walls are used to give children opportunities to make connections. One strategy is called “on-the-back.” This helps children to learn to add endings to common words. Choose words from the word wall that are often used in other forms, for instance drink, jump, rain, and eat. Have students look at these words as you write them on the board or remove from the word wall to set aside on the board. Explain that these words sometime need an ending, depending on how they are used in the sentence. Ex: It *rained* all day yesterday. Is it *raining* now? Then have children write the word wall word used in each sentence and then write the word using the ending in the sentence. After each sentence, discuss the ending, and write the new form of the word next to the original word. Talk about the endings they needed to use, such as –s, -ing, -ed.

Visual Vocabulary

Vocabulary is presented with illustrations accompanied by explanatory text.