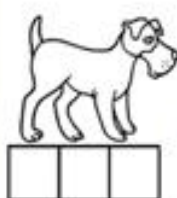
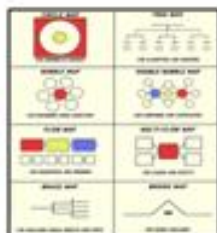




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If, Then... Reading Interventions Menu

Compiled by Jen Jones, 2012



“If A Student..., Then...”

Reading Interventions Menu based on Research

compiled by Jennifer Jones | www.helloliteracy.blogspot.com

Reading Challenges

Classroom Adaptation/Intervention Strategies in Response to Reading Challenges

| IF A STUDENT.... | THEN ... (try some of the following) |
|--|---|
| <p>struggles with <i>phonological awareness</i> skills in the following areas . . .</p> <p>*rhyming *blending sounds *isolating sounds</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Use P.A.S.T. assessment to identify focus for phonological awareness intervention area <input type="checkbox"/> Expose to a variety of poems, rhymes and chants with a lot of rhyme and rhythm <input type="checkbox"/> Play “I’m Thinking of a Word”– segmenting sounds of single syllable words <input type="checkbox"/> Use Elkonin sound boxes with chips to “push” sounds for single syllable words <input type="checkbox"/> Clap the rhythm of names and words to hear syllables, clap words in a sentence <input type="checkbox"/> Do an Author Study of Dr. Seuss, especially rhyming books <input type="checkbox"/> Use picture cards or sets of objects for initial and final sound isolation, using a pocket chart <input type="checkbox"/> Create an anchor chart in the classroom for words that rhyme <input type="checkbox"/> Use magnetic letters, especially with CVC words to segment and blend letter sounds <input type="checkbox"/> Use the (common core aligned) Hello Literacy phonological awareness curriculum to target PA skills <input type="checkbox"/> _____ |
| <p>struggles with <i>letter name recognition and/or letter id</i></p> | <ul style="list-style-type: none"> <input type="checkbox"/> Match upper and lower case letter pairs using magazines, magnetic letters, alphabet stamps <input type="checkbox"/> Read a lot of alphabet books from mentor texts and create student-made alphabet books <input type="checkbox"/> Locate letters in environmental print/pictures, identify letters in familiar signs <input type="checkbox"/> Manipulate letters using a variety of fonts/mediums/sizes/textures/numbers <input type="checkbox"/> Read and review Alphabet Chart/Alphabet Song <input type="checkbox"/> Identify the similarities and differences between configuration of letters, ie, curves, lines, height <input type="checkbox"/> _____ <input type="checkbox"/> _____ |
| <p>struggles with <i>oral reading fluency</i> in one or more of the following areas . . .</p> <p>* speed * accuracy * expression * phrasing * prosody * intonation</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Model difference between word by word reading and fluent phrasing <input type="checkbox"/> Model a variety of intonations and reading rates <input type="checkbox"/> Model what it means to “read” punctuation marks appropriately <input type="checkbox"/> Listen to modeled reading by reading books on tape/cd <input type="checkbox"/> Practice reading text phrases, ex. “at the lake” “on the bus” <input type="checkbox"/> Provide opportunities for repeated readings: <ul style="list-style-type: none"> ● To record and play back ● For a Reader’s Theatre performance ● Create a Poetry Notebook of familiar poems to read and reread whole group or alone ● Shared reading of familiar texts, songs, posters ● Practice “choral” reading with teacher or partner ● Practice “echo” reading, the student imitates the teacher’s rendition, a sentence at a time <input type="checkbox"/> Find texts with repetition and repeated patterns <input type="checkbox"/> Once the student attends to the print, then encourage reading without pointing to every word <input type="checkbox"/> Push a bookmark across the text from left to right to encourage faster eye movement across page <input type="checkbox"/> Provide many opportunities for students to read lots of easier, familiar texts <input type="checkbox"/> Re-arrange cut-up sentences in many ways to stress intonation <input type="checkbox"/> Check for student understanding of fluency. Ask them: <ul style="list-style-type: none"> ● “Tell me what it fluency/fluent/fluently means?” ● “What does fluent reading sound like?” <input type="checkbox"/> Students will have “Page Races” to time number of words read in a minute and self-record daily on graph paper <input type="checkbox"/> Repeated practice and games with sight words <input type="checkbox"/> Implement “Power Reading”–how many books/poems can they read in 10 minutes? <input type="checkbox"/> _____ <input type="checkbox"/> _____ |

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| | <input type="checkbox"/> _____ |
| <p>struggles due to lack of background knowledge and expressive vocabulary for common objects, story language and concepts</p> | <input type="checkbox"/> Respond and converse with child in complete sentences and expect complete answers <input type="checkbox"/> Provide opportunities for dramatic play in small groups: store, post office, bus, restaurant, etc. <input type="checkbox"/> Provide many opportunities for time at the listening station <input type="checkbox"/> Read aloud books with playful refrains for shared reading <input type="checkbox"/> Create books on topics such as food, recess, friends, labeling the nouns, use simple phrases <input type="checkbox"/> During Read-Alouds, think out loud, discuss characters, setting, details in the pictures, connections <input type="checkbox"/> Encourage oral participation in class sharing sessions, Morning Meeting and Author's Spotlight <input type="checkbox"/> Explicitly teach students how to take an out-loud Picture Walk to preview text <input type="checkbox"/> Create an ABC book with magazine cut-outs and clip-art <input type="checkbox"/> During writing, have students label all objects in their illustration with one word descriptors <input type="checkbox"/> Bring everyday "realia" into the classroom so students can match words they hear with real objects <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ |
| <p>struggles with accurate oral reading of punctuation, and it affects comprehension</p> | <input type="checkbox"/> Teach punctuation as road signs, speed bumps and stop signs <input type="checkbox"/> Explain explicitly how the author uses punctuation to signal how to read a passage <input type="checkbox"/> Demonstrate how a reader's voice changes for punctuation marks and/or quotation marks <input type="checkbox"/> Practice intonation with "echo reading": student repeats teacher's rendition of the passage <input type="checkbox"/> Reproduce a piece of text, eliminating punctuation; show how punctuation placement affects reading <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ |
| <p>struggles with self-monitoring while reading aloud and does not stop and notice when meaning breaks down</p> | <input type="checkbox"/> Consider if the student is reading a book that is "just right" for them, will they be able to access vocabulary and concepts? <input type="checkbox"/> Give a strong and supportive book introduction telling the gist of the story and let students practice and locate some of the tricky language or phrasing <input type="checkbox"/> Teacher should avoid over-monitoring for the student. Allow student to notice when THEY need to correct <input type="checkbox"/> Prompt for strategic thinking: <ul style="list-style-type: none"> ● "You said . . . Did that make sense? Read it again to make sense." ● "Stop and think about what you read." ● "Is that what it said?" ● "Try that again." <input type="checkbox"/> Tell the students to look for clues in the pictures and then match the word they think it might be with the first letter of the word and last letter if necessary. <input type="checkbox"/> Help student access prior knowledge and use schema to ask, "What do I already know about this topic?" to anticipate content words <input type="checkbox"/> _____ <input type="checkbox"/> _____ |
| <p>struggles with text structure and does not self-correct when text does not sound right or make sense</p> | <input type="checkbox"/> Highlight moments when the student does stop, then explicitly praise the behavior with: "Good. You noticed that didn't sound right!" and ask them to tell you why they fixed it. <input type="checkbox"/> Prompt for rereading by saying: <ul style="list-style-type: none"> ● "Read that again and think of a word that would sound right and/or fit there." ● "Read that again and try a word that makes sense and matches the picture." ● "Let me say what you said . . . is that how we talk?" <input type="checkbox"/> Give the student a bookmark or sheet of strategies introduced and practiced. Ask students to pick one and try it. <input type="checkbox"/> Educate and inform parents (both home parents and parent volunteers) about possible prompts that encourage problem-solving <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ |
| <p>struggles with reading independence and frequently appeals for help; gives up easily</p> | <input type="checkbox"/> Don't jump in so quickly to bail students out, give them time to figure out a strategy <input type="checkbox"/> Set an expectation that students must initiate some problem-solving before being helped <input type="checkbox"/> Prompt for initiative: |

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| | <ul style="list-style-type: none"> ● "Try it." ● "Try something." ● "Could it be ___ or ___?" supply two choices and when the student answers, ask them why ● "What do you know about that word?" ● "What can you do when you get stuck?" <input type="checkbox"/> Pick two or three spots for teaching points after text reading to reinforce strategic reading behavior. <input type="checkbox"/> _____ <input type="checkbox"/> _____ |
| <p>struggles with <i>plot retelling</i> and does not consistently recall events or details in sequential order</p> | <input type="checkbox"/> Model, model, model and practice verbally retelling the beg., middle and end of a familiar story <input type="checkbox"/> Give students a retelling framework so they have a visual aid that sequences what to say when retelling <input type="checkbox"/> Have students sequence sentence strips or pictures telling a familiar story <input type="checkbox"/> Give support of verbal retellings with signal words: first, next, then, finally <input type="checkbox"/> During a read-aloud, orally summarize parts of the story "as you go" <input type="checkbox"/> Use graphic organizers like Story Maps and Storylines to draw or write events of a story in order <input type="checkbox"/> _____ <input type="checkbox"/> _____ |
| <p>struggles with <i>reading motivation</i> and avoids, resists or shows no interest in reading</p> | <input type="checkbox"/> Find out students' interest, give out an interest survey, send home parent questionnaire of student interests/hobbies/sports/pastimes/favorites/trips/aspirations/career thoughts <input type="checkbox"/> Celebrate successes; comment explicitly and praise reading strategies used and observed <input type="checkbox"/> Give students alternate ways to read a text (magazine, website, app, Time for Kids, newspaper) <input type="checkbox"/> Help these students with strategies for finding and selecting "just right" books <input type="checkbox"/> Set a goal with the student, let them know you are interested in what they are interested in <input type="checkbox"/> Instruct at the student's independent level for a period of time to build confidence <input type="checkbox"/> Pair the student up with a buddy in a lower grade to add integrity and importance to their goal <input type="checkbox"/> _____ <input type="checkbox"/> _____ |
| <p>struggles with <i>decoding multi-syllabic words</i></p> | <input type="checkbox"/> Model how to divide words <input type="checkbox"/> Have the student "build" words using more complex rimes like -atch, -ight, -ound <input type="checkbox"/> Systematically teach familiarity with common prefixes and suffixes <input type="checkbox"/> Have students cut words apart from word strips <input type="checkbox"/> Write chunks of words on sticky notes and rearrange with other chunks — pl ay gr ou nd <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ |
| <p>struggles <i>with non-fiction text features</i>, unable to gather important information before, during and after reading</p> | <input type="checkbox"/> Have students find similar text features in a variety of books to understand how each feature provides the information <input type="checkbox"/> Have students create a Non-Fiction Conventions Notebook highlighting many common features of non-fiction: <ul style="list-style-type: none"> ● Table of Contents ● Headings ● Photographs ● Captions ● Cut-Aways ● Diagrams ● Maps ● Index ● Glossary ● Pronunciation Guides ● Labels ● Comparisons ● Close-Ups ● Graphs/Charts <input type="checkbox"/> _____ |

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| | <input type="checkbox"/> _____ |
| struggles with <i>oral retelling</i> due to lack of comprehension understanding vs. lack of oral language skills | <input type="checkbox"/> Analyze the students reading speed, do they read too fast to understand? Are they just word calling? Or are they connecting and interacting with the text? <input type="checkbox"/> Use sticky notes while reading to code their thinking/connections/questions <input type="checkbox"/> Students write a book recommendation and explain why they did or didn't like the book. <input type="checkbox"/> Students discuss the same piece of text in Book Talks and Book Clubs <input type="checkbox"/> Model using T-Charts and Venn Diagrams in a Reading Response Log to make thinking visible <input type="checkbox"/> Conduct individual reading conferences & ask open-ended, higher order questions about the text <input type="checkbox"/> Provide a questioning stem card so students can question each other about the text <input type="checkbox"/> Amplified Retellings—get a microphone or Karaoke machine and retell the story “across the room” |
| struggles <i>to identify the main idea</i> | <input type="checkbox"/> Link important details together and name the way they connect as the main idea. <input type="checkbox"/> Create a GIST statement for text using exactly 10 words, no more, no less. <input type="checkbox"/> If chapter titles are not given in a chapter book, for example, it only uses Chapter 1, 2, etc., have students give a short title to each chapter based on the main idea of that chapter <input type="checkbox"/> Write a review for the book summarizing the gist of the story and why someone else should read it <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ |
| struggles to understand <i>vocabulary</i> or terms and concepts this is basic to the text, plot or meaning of the story | <input type="checkbox"/> Demonstrate and practice comprehension strategies for inferring meaning from context clues <input type="checkbox"/> Directly instruct vocabulary related to the topic or important to the story <input type="checkbox"/> Predict vocabulary that you think will be in the story, write them on a sticky note and give yourself a check when you read them in the story <input type="checkbox"/> Have students analyze and map important vocabulary from the text using the Frayer Model and include the 4 main components on the concept map: definition, characteristics, example, non-example <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ |

Compiled from the following Websites & Professional Books:

Websites:

www.interventioncentral.org, www.carlscorner.us.com, www.readingrecovery.org, www.nifl.gov, www.aliteracymodel.com,
www.fcr.org, <http://reading.uoregon.edu>, <http://iris.peabody.vanderbilt.edu>, www.readingquest.org,
www.readingrockets.org, www.edteck.com/read, www.ftms.org, www.readworks.org, www.easycbm.com,
www.interventiondepot.com, <http://www.helpsprogram.org>, www.texasreading.org

Books:

Apprenticeship in Literacy: Transitions Across Reading and Writing (1998) Linda Dorn, Cathy French, Tammy Jones
Bringing Words to Life: Robust Vocabulary Instruction (2002) Isabel Beck, Margaret McKeown
Guided Reading: Good First Teaching for All Children (1996) Irene C. Fountas and Gay Su Pinnell
Improving Reading: A Handbook of Strategies (1994) Jerry Johns and Susan Davis Lenski
Synchronizing Success: A Practical Guide to Creating a Comprehensive Literacy System (2008) Maren Koepf
Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (2000) Bear, Invernizzi, Templeton, Johnston

My Blog Posts about RTI at LMES:

[Response to Intervention at Our School - Updated](#)
[RTI Documentation Notebooks at LMES](#) – (My Video on YouTube)
[Digging Deeper Assessments at LMES](#)
[Reading Interventions: No More Than a Strategy](#)
[Progress Monitoring vs. monitoring progress](#)
[Measuring Individual Reading Growth](#)