**Research Based Reading Interventions Guide**

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| **If a student struggles with…** | **Try the following…** |
| ***number sense skills in the following areas . . .***   * oral reading fluency in one or more of the following areas:   *- speed*  *-accuracy*  *-expression*  *- phrasing*  *-prosody*  *- intonation* | * Model difference between word by word reading and fluent phrasing * Model a variety of intonations and reading rates * Model what it means to “read” punctuation marks appropriately * Listen to modeled reading by reading books on tape/cd * Find texts with repetition and repeated patterns * Push a bookmark across the text from left to right to encourage faster eye movement across page * Provide many opportunities for students to read easier, familiar texts * Re-arrange cut-up sentences in many ways to stress intonation * Check for student understanding of fluency. Ask them:   + “Tell me what it fluency/fluent/fluently means?”   + “What does fluent reading sound like?” * Students will have “Page Races” to time number of words read in a minute and self-record daily on graph paper * Implement “Power Reading”-how many books/poems can they read in 10 minutes? |
| ***lack of background knowledge and expressive vocabulary for common objects, story language and concepts*** | * Respond and converse with child in complete sentences and expect complete answers * Create books on topics related to vocabulary alone and in groups * During Read-Alouds, have think out loud, discuss characters, setting, details in the pictures, connections * Encourage oral participation in class sharing sessions, * During writing, have students label all objects in their illustration with one word descriptors * Bring everyday “realia” into the classroom so students can match words they hear with real objects |
| ***Self-monitoring while reading aloud and does not stop and notice when meaning breaks down*** | * Consider if the student is reading a book that is “just right” for them, will they be able to access vocabulary and concepts? * 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 * Teacher should avoid over-monitoring for the student. Allow student to notice when THEY need to correct * Prompt for strategic thinking:   + “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.” * 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. * Help student access prior knowledge and use schema to ask, “What do I already know about this topic?” to anticipate content words. |
| ***text structure and does not self-correct when text does not sound right or make sense*** | * 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. * Prompt for rereading by saying   + “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? * Give the student a bookmark or sheet of strategies introduced and practiced. Ask students to pick one and try it. * Educate and inform parents about possible prompts that encourage problem-solving |
| ***struggles with reading motivation and avoids, resists or shows no interest in reading*** | * Find out students’ interest, give out an interest survey, send home parent questionnaire of student interests, hobbies, sports, pastimes, favorites, trips, aspirations, and career thoughts * Celebrate successes; comment explicitly and praise reading strategies used and observed * Give students alternate ways to read a text (magazine, website, app, Time for Kids, newspaper) □ Help these students with strategies for finding and selecting “just right” books * Set a goal with the student; let them know you are interested in what they are interested in * Instruct at the student’s independent level for a period of time to build confidence |
| ***struggles with decoding multi-syllabic words*** | * Model how to divide words * Systematically teach familiarity with common prefixes and suffixes * Have students cut words apart from word strips |
| ***struggles with nonfiction text features, unable to gather important information before, during and after reading*** | * Have students find similar text features in a variety of books to understand how each feature provides the information * Have students create a Non-Fiction Conventions Notebook highlighting many common features of non-fiction   + Table of Contents   + Headings   + Photographs   + Captions   + Cut-Aways   + Diagrams   + Maps   + Index   + Glossary   + Pronunciation Guides   + Labels   + Comparisons   + Close-Ups   + Graphs/Charts |
| ***struggles to understand vocabulary or terms and concepts this is basic to the text, plot or meaning of the story*** | * Demonstrate and practice comprehension strategies for inferring meaning from context clues * Directly instruct vocabulary related to the topic or important to the story * 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 * Use visuals * Pre-teach affixes |

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References: www.interventioncentral.org, www.carlscorner.us.com, www.readingrecovery.org, www.nifl.gov, www.aliteracymodel.com, www.fcrr.org, http://reading.uoregon.edu, http://iris.peabody.vanderbilt.edu, www.readingquest.org, www.readingrockets.org, www.edteck.com/read, www.ttms.org, www.texasreading.org