

Intervention Name: Comprehension Focus Group

Target Skill Area(s): Comprehension and/or Writing

Progress Monitoring Tool(s):	CBM Reading Fluency with retell AND comprehension questions
Recommended Weeks/Minutes (sessions if specified):	30 min/day for six weeks at Elementary; one Science or Social Studies period for six weeks at Secondary
Rationale:	This intervention teaches comprehension strategies in specific genre or content areas through explicit modeling and regular close-reading practice, but it also strongly supports writing development through daily practice, explicit modeling in a specific genre or content area, and conferring.
Description	<p>To begin:</p> <ol style="list-style-type: none">1. Introduce the genre/theme2. Read aloud a mentor text to students.3. Text map.4. Preview 3 texts. <p>The intervention has three phases - two reading phases, and one writing phase, each approximately two weeks long. During the first, students read independently while practicing a strategy and write about their strategy use. Secondary focuses on finding evidence for their thinking. During the second phase, students text map, participate in a discussion group, and write about their reading in a log. During the final writing phase, students have short mini-lessons daily on writing before moving on to independent writing in the genre studied. (Or about the theme)</p>
Materials:	One mentor text (articles for secondary) 3 student texts to read (all texts must be the same genre for elementary) Student journals/notebooks (devices for secondary)
Recommendations (if applicable):	<p>For elementary, the intervention is a genre study supporting universal literacy content. For secondary, the intervention is content-focused, supporting a theme being taught either in the Science or Social Studies content areas.</p> <p>Tiers 2 and 3 elementary groups should have no more than six students; Tier 2 secondary groups should have no more than 8 students, and no more than 3 students in Tier 3. At secondary Tier 3, intervention can be one-on-one, but a group of at least 3 is recommended for Tiers 2 and 3 at elementary.</p>
Source:	https://www.wsra.org/assets/Convention/Handouts_2015/susie%20grabow%20debbie%20burk%20an%20introduction%20into%20comprehension%20focus%20groups%2010c.pdf

Evidence/Research based information:	<p>Dorn, L. & Soffos, C. (2012). <i>Interventions that Work</i>. Pearson Education, Inc. Dorn, L., & Soffos, C. (2005). <i>Teaching for Deeper Comprehension</i>. Stenhouse Publishers.</p> <p>Dorn, L., French, C. & Jones, T. (1998). <i>Apprenticeship in Learning</i>. Stenhouse Publishers.</p> <p>Dorn, L. & Soffos, C. (2011). <i>Shaping Literate Minds</i>. Stenhouse Publishers.</p> <p>Dorn, L. & Soffos, C. (2011). <i>Scaffolding Young Writers</i>. Stenhouse Publishers.</p>
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