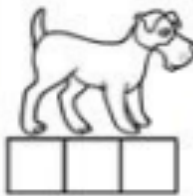
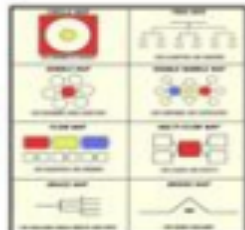




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If, Then.... Reading Interventions Menu

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)
struggles with phonological awareness skills in the following areas . . . *rhyming *blending sounds *isolating sounds	☐ Use P.A.S.T. assessment to identify focus for phonological awareness intervention area ☐ Expose to a variety of poems, rhymes and chants with a lot of rhyme and rhythm ☐ Play “I’m Thinking of a Word”- segmenting sounds of single syllable words ☐ Use Elkonin sound boxes with chips to “push” sounds for single syllable words ☐ Clap the rhythm of names and words to hear syllables, clap words in a sentence ☐ Do an Author Study of Dr. Seuss, especially rhyming books ☐ Use picture cards or sets of objects for initial and final sound isolation, using a pocket chart ☐ Create an anchor chart in the classroom for words that rhyme ☐ Use magnetic letters, especially with CVC words to segment and blend letter sounds ☐ Use the (common core aligned) Hello Literacy phonological awareness curriculum to target PA skills ☐ _____
struggles with letter name recognition and/or letter id	☐ Match upper and lower case letter pairs using magazines, magnetic letters, alphabet stamps ☐ Read a lot of alphabet books from mentor texts and create student-made alphabet books ☐ Locate letters in environmental print/pictures, identify letters in familiar signs ☐ Manipulate letters using a variety of fonts/mediums/sizes/textures/numbers ☐ Read and review Alphabet Chart/Alphabet Song ☐ Identify the similarities and differences between configuration of letters, ie, curves, lines, height ☐ _____ — ☐ _____ —

struggles with oral reading fluency in one or more of the following areas... * speed	□ 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 □ Practice reading text phrases, ex. “at the lake” “on the bus”
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* accuracy * expression * phrasing * prosody * intonation	□ Provide opportunities for repeated readings: • 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 □ Find texts with repetition and repeated patterns □ Once the student attends to the print, then encourage reading without pointing 1:1 on every word □ Push a bookmark across the text from left to right to encourage faster eye movement across page □ Provide many opportunities for students to read lots of 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 □ Repeated practice and games with sight words □ Implement “Power Reading”-how many books/poems can they read in 10 minutes?
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	☐ ☐ ☐ ☐
struggles due to 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 ☐ Provide opportunities for dramatic play in small groups: store, post office, bus, restaurant, etc. ☐ Provide many opportunities for time at the listening station ☐ Read aloud books with playful refrains for shared reading ☐ Create books on topics such as food, recess, friends, labeling the nouns, use simple phrases ☐ During Read-Alouds, think out loud, discuss characters, setting, details in the pictures, connections ☐ Encourage oral participation in class sharing sessions, Morning Meeting and Author's Spotlight ☐ Explicitly teach students how to take an out-loud Picture Walk to preview text ☐ Create an ABC book with magazine cut-outs and clip-art ☐ 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

	☐ ☐ ☐ ☐
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struggles with accurate oral reading of punctuation, and it affects comprehension	☐ Teach punctuation as road signs, speed bumps and stop signs ☐ Explain explicitly how the author uses punctuation to signal how to read a passage ☐ Demonstrate how a reader's voice changes for punctuation marks and/or quotation marks ☐ Practice intonation with "echo reading": student repeats teacher's rendition of the passage ☐ Reproduce a piece of text, eliminating punctuation; show how punctuation placement affects reading ☐ _____ _____ ☐ _____ _____ ☐ _____ _____
struggles with 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 ☐ _____ _____ ☐ _____ _____

struggles with 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.”
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	• “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 (both home parents and parent volunteers) about possible prompts that encourage problem-solving □ _____ — □ _____ — □ _____ —
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struggles with reading independence and frequently appeals for help; gives up easily	□ Don’t jump in so quickly to bail students out, give them time to figure out a strategy □ Set an expectation that students must initiate some problem-solving before being helped □ Prompt for initiative: • “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?” □ Pick two or three spots for teaching points after text reading to reinforce strategic reading
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	behavior. ☐ _____ — ☐ _____ —
struggles with plot retelling and does not consistently recall events or details in sequential order	☐ Model, model, model and practice verbally retelling the beg., middle and end of a familiar story ☐ Give students a retelling framework so they have a visual aid that sequences what to say when retelling ☐ Have students sequence sentence strips or pictures telling a familiar story ☐ Give support of verbal retellings with signal words: first, next, then, finally ☐ During a read-aloud, orally summarize parts of the story “as you go” ☐ Use graphic organizers like Story Maps and Storylines to draw or write events of a story in order ☐ _____ — ☐ _____ —
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/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 ☐ Pair the student up with a buddy in a lower grade to add integrity and importance to their goal ☐ _____ — ☐ _____ —
struggles with decoding multi-syllabic words	☐ Model how to divide words ☐ Have the student “build” words using more complex rimes like –atch, -ight, -ound ☐ Systematically teach familiarity with common prefixes and suffixes ☐ Have students cut words apart from word strips ☐ Write chunks of words on sticky notes and rearrange with other chunks – <u>pl</u> <u>ay</u> <u>gr</u> <u>ou</u> <u>nd</u> ☐ _____ — ☐ _____ — ☐ _____ —

struggles with non fiction 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
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	□ _____ — □ _____ —
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struggles with oral retelling due to lack of comprehension vs. lack of oral language skills	☐ 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? ☐ Use sticky notes while reading to code their thinking/connections/questions ☐ Students write a book recommendation and explain why they did or didn't like the book. ☐ Students discuss the same piece of text in Book Talks and Book Clubs ☐ Model using T-Charts and Venn Diagrams in a Reading Response Log to make thinking visible ☐ Conduct individual reading conferences & ask open-ended, higher order questions about the text ☐ Provide a questioning stem card so students can question each other about the text ☐ Amplified Retellings-get a microphone or Karaoke machine and retell the story "across the room" ☐ Have students draw a picture of their visualization so they remember what they read about...after each paragraph, page or chapter ☐ _____ _____ ☐ _____ _____
struggles to identify the main idea	☐ Link important details together and name the way they connect as the main idea. ☐ Create a GIST statement for text using exactly 10 words, no more, no less. ☐ 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 ☐ Write a review for the book summarizing the gist of the story and why someone else should read it ☐ _____ _____ ☐ _____ _____ ☐ _____ _____

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 □ 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 □ 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 □ _____ — □ _____ —
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My Blog Posts about Response to Intervention:
[Response to Intervention Implementation](#)

[RTI Documentation Notebooks](#) – (My Video on YouTube)
[Digging Deeper Assessments to Determine Interventions](#)
[Reading Interventions: No More Than a Strategy](#)
[Progress Monitoring vs. monitoring progress](#)
[Measuring Individual Reading Growth](#)
[And the {RTI} Survey Says??](#)

My RTI Best-Seller

I'm happy to have compiled this list of interventions for anyone needing help with putting RTI interventions into place. However, please know that the RTI model is a process that also includes Progress Monitoring these interventions, that is, systematically making sure that these interventions are effective. As Jim Wright, curator of interventionalcentral.org states, **"Academic...interventions under RTI are incomplete without data being collected whether those interventions are actually benefiting students."**

I have written a 10 page handbook about Progress Monitoring and how to do it, it's included in my 125 CBM's for Progress Monitoring Foundational Literacy Interventions. I have written 25 CBM assessments, in order that you can properly Progress Monitor your interventions in these areas:

- *Letter Name Identification Fluency
- *Letter Sound Production Fluency
- *Phonemic Awareness Segmentation Fluency
- *Nonsensical Word Fluency
- *Sight Word Identification Fluency

Here's what others have said about it:

Extremely helpful for documentation purposes"-ejohnson0606

"Thank you! This will be great to put me on the path to monitor my group of students. Thank you for simplifying it for me."-DebbieJack



"Love, Love, Love! What a great tool!! Thanks!"-Hastings

"This is fabulous! Thanks so much for sharing!"-McPherson

"Thank you for the hard work you did. It gives me a great way to record my RTI student progress."-Ronbewolf

"WOW!!! I feel so enlightened about RTI. It makes so much more sense now. I think I may know more about it now than other staff members who should know more than I do!"-Jenny789

Thanks for downloading my If, Then Reading Interventions Menu & I hope you consider purchasing my Progress Monitoring Kit.

Sincerely,

Jen Jones

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