

Reading Intervention Matrix

Area of Need	Comprehension	Engagement/ Motivation	Accuracy	Fluency/Phrasing
Questions to Consider:	<ul style="list-style-type: none"> • Does the student utilize monitoring comprehension strategies? <ul style="list-style-type: none"> ○ Rereading ○ Pausing ○ Stop and think ○ Visualizing ○ Self-correcting for meaning ○ Talking about text • Are graphic organizers and note taking used effectively to aid in comprehension? • Is there a difference in comprehension between fiction and nonfiction? • Are errors impacting comprehension? • Are comprehension concerns oral or written? 	<ul style="list-style-type: none"> • Does the student choose to read? • Are the books just right books? • Does student chose to read just right book? • Does the student show enjoyment of books through discussion and extension? • Does the student actively participate with confidence and enthusiasm? • Does the student set reasonable goals and strive to achieve them? • Has the student developed stamina in reading? • Does student show preference between reading fiction vs. nonfiction? 	<ul style="list-style-type: none"> • What types of errors are being made? <ul style="list-style-type: none"> ○ Omission ○ Insertion ○ Meaningful substitution ○ Repeating same error ○ Teacher tolds ○ Articulation (see notes) ○ Incorrectly decode (see comprehension strategies) • What strategies are being used for unknown words? • What strategies are being neglected? • Is the student rereading? • Is the student self correcting? • Does the student use variety of strategies to solve words? • Are students decoding multisyllabic words? 	<ul style="list-style-type: none"> • Is the student aware of their own fluency? • Is the student attending to punctuation? • Is phrasing being impacted by accuracy? • Is the student reading in meaningful chunks? • Is the student using expression when reading? • Does student reread for fluency? • Is the student reading at an expected rate?
Progress Monitoring Tools:	<ul style="list-style-type: none"> • Running Record 	<ul style="list-style-type: none"> • Observation/ Anecdotal Notes • Reading Inventory • DRAII Reading Engagement 	<ul style="list-style-type: none"> • DRAII Word Analysis • Running Record (Miscue Analysis) 	<ul style="list-style-type: none"> • Running Record

Area of Need	Comprehension	Engagement/ Motivation	Accuracy	Fluency/Phrasing
Possible Interventions:	Interventions to target: Oral comprehension: <ul style="list-style-type: none"> • Reciprocal Teaching Written comprehension: <ul style="list-style-type: none"> • GHGR Text/Book Frame (nonfiction) • GHGR Story Frame (fiction) General Comprehension: <ul style="list-style-type: none"> • Key Word Notes • STP • Who & What • Clunkers & Links • Question-Answer Relationship (QAR) 	<ul style="list-style-type: none"> • Review of I PICK (Daily 5~ "Good Fit" Books) 	<ul style="list-style-type: none"> • Vowel Pattern Chart • Syllabication Chart • Making Words/Words Their Way • Elkonin (Sound) Boxes • New Sight Word 	<ul style="list-style-type: none"> • Neurological Impress Method • Fluency "Phone" • Audio Books • Audio Supported Reading • Timed repeated readings • Fluency Development Lesson (FDL) • Punctuation Mini-Lessons

Reading Intervention Strategy Notes for: Reciprocal Teaching

Target: Comprehension

Research:

Years of research on reciprocal teaching have demonstrated that the strategy helps students make large gains in a short amount of time.

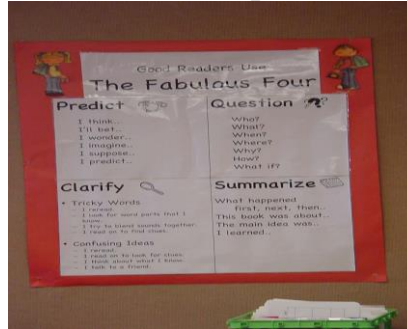
Carter, 1997. Palincsar, 1985

Englert & Palincsar, 1991

Lysynchuk, Pressley, & Vye, 1990

Palincsar & Brown, 1986

Picture or Example:



Rationale (What it is and why you do it):

Reciprocal Teaching helps students accelerate their reading progress and develop independence in the process of constructing meaning. It allows students to apply strategies and develop comprehension skills. Students learn how their prior knowledge and experiences help them make predictions; the text becomes more meaningful and important to students. By seeking clarification, students identify information important to understanding the text and rely on other members of the group to help them understand the key points. They also learn to reread the text to find evidence for their understandings. By generating questions, students establish ownership in the reading process. As students summarize, inaccuracies that cause misunderstandings become apparent and students are given explicit instruction in developing critical thinking skills. Teachers monitor the discussion and provide cognitive scaffolding. The reciprocal teaching strategy focuses on reading to learn rather than learning to read.

Key Points (How you do it):

Before Reading: Revisit, Review, Rehearse (10-15 minutes):

1. Summarize what was read previously.
2. Activate students' prior knowledge
3. Preview the text's title, illustrations, headings, tables, and captions.
4. Teacher models prediction and invites each student to predict while the teacher writes their predictions on a graphic organizer.
5. Teacher reminds students to think about questions to ask and look for words/passages to clarify

During Reading: Read and Clarify (10-15 min):

6. Read selected "chunk" of text: teacher read aloud, whisper reading, or silent reading.
7. Students develop questions and works/phrases to clarify for meaning

After Reading: Respond and Reflect (10-15 min.)

8. Return to predictions. Teacher models how to check predictions. Teacher and students check the other predictions.
9. Teacher determines the focus strategy for responding and reflecting:
 - Teacher models clarifying and invites students to share words and passages that need clarifying.
 - Teacher models questioning and invites students to ask and discuss their questions.
 - Teacher models summarizing and/or guides the students in creating a summary.
10. Reflect on the usefulness of the strategies.

Variations or Adaptations:


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Strategies for Successful Reading and Comprehension

<p>*Clarify:</p> <p><i>Re-read or discuss words or points that were not clear.</i></p> <p><i>*see description of 3 ways to clarify</i></p>	<p>Predict:</p> <p><i>What will happen or what will we learn?</i></p>
<p>Question:</p> <p><i>After reading, ask a question for others to answer</i></p>	<p>Summarize:</p> <p><i>Tell what we read.</i></p>

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Clarify/Phonics: Think About Words

	<p>Look at the letters and think about the sounds.</p> <p>Try to sound out the word.</p> <p>Example: At first I could not read this word (forest). I know for and I can sound out e-s-t. I put the two chunks together and it says forest.</p>	<p>Look for the largest chunks of the word that you know.</p> <p>Try to say the word.</p> <p>Example: I was not sure how to say the word probably. The first chunk begins with p and ends with rob: p-rob. The second chunk is ab: a-b. When I add ly sound, I get ab-ly. Now I can say probably.</p>	<p>Reread the sentence.</p> <p>Does it make sense?</p> <p>Example: I'm not sure what garland means. The picture shows a long string with apples, berries, and other food on it. A garland must be a string of fruit or other things. Now I reread to make sure it makes sense.</p>
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Reading Intervention Strategy Notes for: GHGR Book Frame (K-3)

Target: Comprehension

Research:

- G.L. Fowler
- Lorna Idol

Picture or Example:

(See Book Frame below)

Rationale (What it is and why you do it):

- Use the book frame to support student's retelling of a nonfiction selection.
- Teaches student to pay attention to the key elements of text, supporting details and specific vocabulary
- Provides a model for talking about texts in a meaningful way
- Provides practice in sequencing the events in text
- Makes connections between predictions and meaning
- Provides a means to demonstrate progress in understanding and restating the key points of texts

Key Points (How you do it):

Oral Retelling~

Teacher model:

1. Read a passage aloud.
2. Ask students to remember important information and/or events that they have heard.
3. Model a retelling of the passage. Additionally, model your thought process aloud, explaining why you are including or excluding particular details as well as how you are determining the structure of your retelling.

Guided practice:

1. Read another passage aloud.
2. Provide a copy of the Text Frame.
3. Dialogue on the following prompts as you complete the Text Frame with the student:
 - a. What are the key ideas and facts?
 - b. What are the important details?
 - c. What key words were important?
 - d. What did you learn?

Variations or Adaptations:

Written Retelling~

1. Read a passage aloud or have student read the passage.
2. Ask students to remember important information and/or events that they have read or heard.
3. Provide a copy of the Story Frame.
4. Read the prompts, one at a time, aloud to student.
5. Allow student to record responses
6. Provide a bank of words to be used in completing the frame as needed.

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Book Frame (K-3)

Use this book frame to support students' retellings of a nonfiction selection.

Name _____ Date _____

We read a book in class today called _____

It was written by _____

The book was about _____

One part of the book told about _____

Another part of the book told about _____

Another part of the book told about _____

By reading the book, I learned _____

Reading Intervention Strategy Notes for: GHGR Text Frame (4-5)

Target: Comprehension

Research:

- G.L. Fowler
- Lorna Idol

Picture or Example:

(See Text Frame below)

Rationale (What it is and why you do it):

- Use the text frame to identify important ideas in a nonfiction selection.
- Teaches student to pay attention to the key elements of text, supporting details and specific vocabulary
- Provides a model for talking about texts in a meaningful way
- Provides practice in sequencing the events in text
- Makes connections between predictions and meaning
- Provides a means to demonstrate progress in understanding and restating the key points of texts

Key Points (How you do it):

Oral Summary~

Teacher model:

1. Read a short passage aloud to student.
2. Ask students to remember important information and/or events that they have heard.
3. Use Text Frame to model as you summarize the passage. Additionally, model your thought process aloud, explaining why you are including or excluding particular details as well as how you are determining the structure of your summary. Emphasize the more complex plot points and character relationships.

Guided practice:

1. Read another passage aloud.
2. Dialogue on the following prompts as you complete the Text Frame with the student:
 - a. What are the key ideas and facts?
 - b. What are the important details?
 - c. What key words were important?
 - d. What did you learn? How is this related to other content or information you already know?
 - e. What details did you leave out? Why?

Variations or Adaptations:

Written Summary~

1. Read a passage aloud or have student read a selected passage.
2. Ask students to try to remember important information and/or events that they have read or heard.
3. Provide a copy of the Text Frame.
4. Read the prompts, one at a time, aloud to student.
5. Allow student to record responses.
6. Provide a bank of words to be used in completing the frame as needed.

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Text Frame (4-5)

Use this text frame to identify important ideas in a nonfiction selection.

Name _____ Date _____

Title _____

Author _____ Genre _____

Chapter Title or Subhead 1: _____

Main Idea of This Section: _____

Chapter Title or Subhead 2: _____

Main Idea of This Section: _____

Chapter Title or Subhead 3: _____

Main Idea of This Section: _____

Chapter Title or Subhead 4: _____

Main Idea of This Section: _____

Reading Intervention Strategy Notes for: GHGR Story Frame (K-3)

Target: Comprehension

Research:

- G.L. Fowler
- Lorna Idol

Picture or Example:

(See Story Frame below)

Rationale *(What it is and why you do it):*

- Use the story frame to support student's retelling of a fiction selection.
- Teaches student to pay attention to the key elements of text, such as characters, settings, problem, solution, supporting details and specific vocabulary
- Provides a model for talking about texts in a meaningful way
- Provides practice in sequencing the events in text
- Makes connections between predictions and meaning
- Provides a means to demonstrate progress in understanding and restating the key points of texts

Key Points *(How you do it):*

Oral Retelling~

Teacher model:

1. Read a passage aloud.
2. Ask students to remember important information and/or events that they have heard.
3. Model a retelling of the passage. Additionally, model your thought process aloud, explaining why you are including or excluding particular details as well as how you are determining the structure of your retelling.

Guided practice:

1. Read another passage aloud to student.
2. Provide a copy of the Story Frame.
3. Dialogue on the following prompts as you complete the Story Frame with the students.
 - a. Where does the story happen?
 - b. Who is the most important character?
 - c. What is the character's problem?
 - d. Who are the other characters in the story?
 - e. How does the most important character solve the problem?
 - f. How does the story end?
 - g. What did you learn from the story?

Variations or Adaptations:

Written Retelling~

1. Read a passage aloud or have student read the passage.
2. Ask students to remember important information and/or events that they have read or heard.
3. Provide a copy of the Story Frame.
4. Read the prompts, one at a time, aloud to student.
5. Allow student to record responses
6. Provide a bank of words to be used in completing the frame as needed.

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Story Frame (K-3)

Use this story frame to support students' retellings of a fiction selection.

Name _____ Date _____

We read a story in class today called _____

It was written by _____

The story happened in _____

The most important character was _____

The character's problem was _____

The other characters in the story were _____

The important character solved the problem by _____

The story ended when _____

By reading the story, I learned _____

Reading Intervention Strategy Notes for: GHGR Story Frame (4-5)

Target: Comprehension

Research:

- G.L. Fowler
- Lorna Idol

Picture or Example:

(See Story Frame below)

Rationale (What it is and why you do it):

- Use the story frame to identify important elements of a fiction selection.
- Teaches student to pay attention to the key elements of text, such as characters, settings, problem, solution, supporting details and specific vocabulary
- Provides a model for talking about texts in a meaningful way
- Provides practice in sequencing the events in text
- Makes connections between predictions and meaning
- Provides a means to demonstrate progress in understanding and restating the key points of texts

Key Points (How you do it):

Oral Summary~

Teacher model:

1. Read a short passage aloud to student.
2. Ask students to remember important information and/or events that they have heard.
3. Use Story Frame to model as you summarize the passage. Additionally, model your thought process aloud, explaining why you are including or excluding particular details as well as how you are determining the structure of your summary. Emphasize the more complex plot points and character relationships.

Guided practice:

1. Read another passage aloud.
2. Dialogue on the following prompts as you complete the Story Frame with the student:
 - a. Where does the story happen?
 - b. How is the location or time frame important to understanding the story?
 - c. Who is the most important character?
 - d. What is the character's problem?
 - e. Who are the other characters in the story? What is their relationship to the main character?
 - f. How does the most important character solve the problem? How does s/he receive support from the other characters?
 - g. How does the story end? Is the ending realistic?
 - h. What did you learn from the story?

Variations or Adaptations:

Written Summary~

1. Read a passage aloud or have student read a selected passage.
2. Ask students to try to remember important information and/or events that they have read or heard.
3. Provide a copy of the Story Frame.
4. Read the prompts, one at a time, aloud to student.
5. Allow student to record responses.
6. Provide a bank of words to be used in completing the frame as needed.

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Reading Strategy Notes for: Key Word Notes

Target: Comprehension

Research:

- *Research on retell/summarize
- *Research on monitoring comprehension
- *Research on writing about reading

Picture or Example:

1.

2.

3.

4.

Rationale (*What it is and why you do it*):

Key Word Notes is a strategy for improving a comprehension of informational texts. It is a concrete way of helping readers capture important ideas and retaining the ideas for summarizing at the end of the selection.

Provide an informational text for students to read. As they begin reading, have them stop at the end of each paragraph (or section of text) and select a key word or phrase that represents the main message of the paragraph. Continue jotting down key words for the remainder of the selection. After reading, have students take the key words and use them to summarize the passage.

Key Points (*How you do it*):

1. Choose a text or article.
2. Have students read a paragraph and stop.
3. After reading the paragraph (or page), have students write a key word to represent the most important idea.
4. Continue with reading, stopping and writing a key word for each paragraph (or page).
5. After reading, have students take the list of key words and share them with a partner.
6. Then have students practice summarizing their reading, using the key words listed.

Variations or Adaptations:

This strategy takes lots of modeling and guided practice prior to independence. At first, students may have difficulty knowing how to select a key word so it is critical to model and think out loud how you (as an adult reader) select your key word/s as you read. Also, some paragraphs may not list an actual word that best represents the key word. In this instance, the reader will have to create his/her own key word to represent the idea.

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Reading Intervention Strategy Notes for: Stop-Think-Paraphrase (STP)

Target: Monitoring Comprehension

Research:

*Research on monitoring comprehension supports this strategy. Monitoring comprehension is a critical skill for comprehension.

Picture or Example:



Rationale *(What it is and why you do it):*

Stop-Think-Paraphrase is a strategy for helping students remember what was read. Is it a beginning level of prompting for comprehension and aids a student's retelling/summarizing ability.

Key Points *(How you do it):*

1. Ask students to read a page of text and then **stop**.
2. Have the students cover the text they just read with their hand.
3. Ask students to **think** about what they just read.
4. Have students **paraphrase** (softly tell what was read).
5. Circulate and listen in on students. Prompt for important details or information they may omit, by saying the following:
 - *What did you just read?*
 - *What happened at the beginning?*
 - *What did you just learn as you read about...?*

Variations or Adaptations:

*Some students may need to use pictures to help them remember. After a while, you may ask them to try without the pictures.

*Some students may need to stop at each paragraph if there's a considerable amount of print.

*This is a variation of the strategy **Read, Cover, Remember, Retell** by Linda Hoyt.

Reading Intervention Strategy Notes for: Who and What?

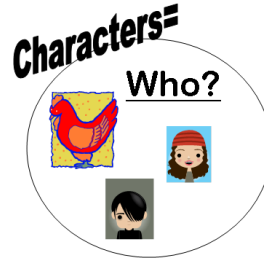
Target:

Monitoring Comprehension

Research:

*Research on retelling and summarizing

Picture or Example:



Rationale (What it is and why you do it):

Who and What is a strategy for improving a student's retelling and summarizing ability.

This strategy helps students focus on important characters and actions within a story. As students read a page or two, they stop and write "who" was the most important character in this section of text and "what" was the most significant action or event.

Key Points (How you do it):

1. Ask students to read a page or two of text and then stop.
2. Ask students to summarize each page by saying "who" the page was about and "what" the character did.
3. Prompt by saying the following:
 - Who was on this page?
 - What did he/she do?

Variations or Adaptations:

- You may insert sticky notes on pages of the book and ask students to write the "who" and "what" onto the sticky notes.
- As students become proficient, move them to using a story map showing beginning, middle, and end of the story.

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Reading Intervention Strategy Notes for: Clunkers and Links

Target: Comprehension

Research:

- Marcia Brechtel
- Linnea Haley

Picture or Example:



Rationale (What it is and why you do it):

- Promotes oral language development
- Develops metacognition skills
- Reinforces phonological skills as well as higher level reading skills, inferring, predicting, citing sources
- Allows for reactivating prior knowledge, modeling, and scaffolding
- Teaches skimming, scanning, and note taking skills explicitly
- Develops and reinforces reading comprehension skills through making connections (links) and clarifying word meanings (clunkers)
- Helps students make connections, predictions, and word solve

Key Points (How you do it):

- Select an on topic, grade level text for a reading group
- Divide a piece of chart paper into quadrants (color-code each section; predictions, clunkers, links)
- Have students make predictions about the words, concepts or ideas that they think they will be reading about in the text based on the title; record their predictions
- Use the table of contents to preview the text selection within the larger context
- Observe, scan and point to the nonfiction text structures within the text: titles, heading, captions, photos, charts, bolded/highlighted words, etc.
- Ask: "Are there any clues from the text that help you make more predictions about what we will read?"
- Teacher explains: "When you are reading through text, it is important to understand what you are reading. There are three types of words that might slow you down while reading, we call them clunkers."
 - Words you can't pronounce
 - Words you don't know what they mean
 - Words that you know, but that don't make sense in that context.
- When students come to a clunker, they will post a sticky note next to it with a question mark on it.
- Explain: "While you read, you also will be looking for words that help you, these are called links."
 - Links are connections; text to self, text to text, text to world.
- When students come to a link, they will post a sticky note next to it with a star on it.
- Assign a section (paragraphs, pages) for students to read and find clunkers and links.
- After reading, students report their clunkers (word and location in text). The teacher records the clunkers on the chart paper and helps students find a synonym or kid-friendly definition of the word.
- Then students share links; teacher records the links on the chart too.

Variations or Adaptations:

- Once introduced, at 3rd grade and above this can be done in conjunction with SQ3R.

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Reading Intervention Strategy Notes for: Question-Answer Relationship~ QAR

Target: Comprehension

Research:

- *Taffy Raphael (1984)
- *Raphael, Highfield, and Au (2006)

Raphael, T.E. (1984). Teaching learners about sources of information for answering comprehension questions. *Journal of Reading*, 27, 303-311.

Picture or Example:

<u>Right There</u>	<u>Think and Search</u>
<u>Author and Me</u>	<u>On My Own</u>

Rationale (What it is and why you do it):

QAR is a tool for conceptualizing and developing comprehension questions. It involves four types of questions:

- 1) Right there
- 2) Think and search
- 3) Author and me
- 4) On my own.

This strategy helps students move from explicit to implicit questions and answers. Students develop better understanding of how to approach the task of locating answers to questions and see how questioning aids comprehension. QAR helps students locate information, determine text structures, and infer.

Key Points (How you do it):

1. Model the first two types of questions: Right There & Think and Search. Explain how these two questions are “in the book” type questions. *Right There* questions are found directly in one place in the book. *Think and Search* questions are in the book, yet you have to skim and scan to find the answer.
2. Model the last two types of questions: Author and Me & On My Own. Explain how these two questions are “in the head” type questions that involve background knowledge and the role of the author. The answers to these types of questions involve inference and drawing conclusions.
3. Provide a reading selection and a set of questions about its content. Model the placement of the questions in the graphic organizer.
4. Divide the class into small groups and provide each with a reading selection and a set of questions. Have the groups place the questions in the QAR framework.
5. Give the groups a new reading selection and ask them to develop questions from its content. Have the students evaluate their own questions as they use the QAR framework.

Variations or Adaptations:

- Scaffold the modeling and steps to this strategy. Apply the steps over time as students are ready to take on more of a challenge.
- Introduce the strategy to the whole class first. Then follow-up and apply more in guided reading and with intervention groups

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Reading Intervention Strategy Notes for: Modified I PICK

Target: Motivation

Research:

- Gail Boushey and Joan Moser, “The Sisters”

Picture or Example:

Rationale (*What it is and why you do it*):

For many students reading can be a difficult task that requires motivation. When students are engaged with a book, they are more likely to be motivated to read which will in turn increase reading ability and achievement. By using the “I PICK” strategy student motivation and engagement will increase. For struggling readers, identifying an authentic purpose for reading “Good Fit” books will increase motivation.

Key Points (*How you do it*):

1. Introduce the “I PICK” chart using a “Good Fit Book” lesson.
2. Provide personal “I PICK” charts for students, as needed
3. Discuss authentic purposes for reading lower level texts (i.e. to support a younger sibling or reading buddy)
 - add purposes to personal “I PICK” charts, as needed
4. Complete an interest inventory during reading conferences
 - add to interests to personal “I PICK” charts, as needed
5. Provide students with graphic organizer options based on text structures to support comprehension
6. Add a visuals to personal “I PICK” charts to support word attack skills
 - the 5 finger rule
 - fix up strategies

Variations or Adaptations:

- Brainstorm and add supporting materials to the class chart and have students add supporting components individually, as appropriate.

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Intervention Strategy Notes for: Vowel Pattern Chart

Target: Accuracy

Research:

- See Reading Rockets article titled, *Six Syllable Types* by Louisa Moats and Carol Tolmna.

Picture or Example:

(see the Program Overview manual in Wright Skills Phonics –pg. 10-11)

Closed	Open	Silent e
R-Controlled	Two Vowels	C + le

Rationale (What it is and why you do it):

- 85-88% of all words fit into one of six vowel patterns; the other 15% of words are sight words (non-decodable words that do not follow the vowel patterns i.e.: was, said, because).
- A vowel pattern is a word or syllable that is decoded according to the position of its vowel(s) and consonant(s). Identifying a vowel pattern within a word helps students read with accuracy and efficiency.
- The Vowel Pattern Chart provides a simple, continuous way to draw attention to parts of words and letter/sound combinations that create our English language. It is a powerful tool that should be applied in phonics instruction and lessons, on a regular basis.

Key Points (How you do it):

1. Create a copy of the Vowel Pattern Chart sufficient for a small group of students to view.
2. Gradually, introduce students to the six patterns. Begin with the open and closed syllable words. Model how to recognize the vowel pattern as either “open” or “closed.” (See examples of The Patterns below).
3. Write the word under the column to show an example. Have students identify from their guided reading text other words that might fit under the “open” or “closed” columns. Add the words to the group chart.
4. Continue adding words to the chart and introduce the other vowel patterns as they occur in their guided reading texts.
5. As students gain independence with the Vowel Pattern Chart, have the students use the Vowel Pattern Chart for independent practice (see next page).

The Six Patterns:

Closed = a syllable with one short vowel that ends with one or more consonants (*pig, cat, print*)

Open = a syllable ending with one long vowel sound (*try, she, I, go*)

Silent e = a syllable ending with “e” that has one consonant before the “e” and one long vowel before that consonant (*slice, cake*)

R-controlled = a syllable with a vowel followed by “r” that alters the sound of the vowel (*shirt, fur, corn, part*)

2 Vowels = a syllable with two adjacent vowels, in which the first vowel is long (*rain, play, slow*)

C + le = a syllable ending with “le” that is preceded by a consonant (*apple, table*)

Variations or Adaptations:

- ✓ This strategy is beneficial for all students and can be presented to the whole class, then revisited throughout the year and applied as students learn new words across content areas.
- ✓ Incorporate T.P.R. (gestures) for each of the six vowel patterns.
- ✓ For younger students, create a large version of the chart and place it on the floor so students can walk, with a target word, into their “pattern box”.
- ✓ This strategy needs to be presented prior to the use of the Syllabication Chart strategy.

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Vowel Pattern Chart

Closed	Open	Silent E
R-controlled	Two Vowels (Digraphs & Diphthongs)	C + <i>le</i>

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Reading Intervention Strategy Notes for: Syllabication Chart

Target: Accuracy (decoding multi-syllabic words)
(An Extension of the Vowel Pattern Chart)

Research:

- See **Reading Rockets** article titled, *Six Syllable Types* by Louisa Moats and Carol Tolmna.

Picture or Example:

(see *Wright Skills Program Overview*-pgs. 12-14; available in the *K-2 Wright Skills Phonics curriculum*)

C + le	VC/CV	VCV (v/cv or vc/v)	V/V
muscle jungle	carrot basket	lemon dragon	poem lion

Rationale (*What it is and why you do it*):

- Six written syllable-spelling conventions are used in English spelling. The conventions are useful to teach as they help students remember when to double letters in spelling and how to pronounce the vowels in new words.
- The syllabication chart provides a structure which students may use to help them decode and spell multisyllabic words. When encountering a multisyllabic word, the student can look for one of the syllable patterns and divide the word into chunks for decoding/spelling.
- Once students are familiar with one-syllable words on the Vowel Pattern Chart (K-2 Wright Skills Phonics curriculum—pg. 11 of *Program Overview*), they can work on decoding multi-syllabic words using the Syllabication Chart (Wright Skills Phonics – pg. 12-13).

Key Points (*How you do it*):

Important: See pages 13-14 of *Wright Skills Program Overview* for detailed directions.

1. Review the vowel patterns on the Vowel Pattern Chart (see *Wright Skills Program Overview*, pg. 11)
2. Select words and ask students to identify syllables and divide the word into syllable chunks.
3. Use the “Spot and Dot” syllabication strategy described in the *Wright Skills Program Overview* on page 13. This strategy helps students decode multisyllabic words and identify the vowel patterns in these words.
4. Follow-up by having students list words on the Syllabication Chart (see picture above).

Variations or Adaptations:

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Reading Intervention Strategy Notes for: Making Words

Target: Accuracy (Phonics, Spelling, Vocabulary)

Research:

- Patricia Cunningham, 1992

Picture or Example:

(see example described in Key Points)

Rationale (*What it is and why you do it*):

This is a multi-level, hands-on strategy that helps students apply phonetics by using letter/sound match and the structure or patterns of words in a meaningful, engaging way. This strategy also enhances spelling and vocabulary development.

Key Points (*How you do it*):

Preparation:

- Select a word (such as “winter”) and think of other words which may be created from that one word (*in, win, tin, ten, went, write*). Make a list and prepare how you’ll share those words in the Making Words activity.
- Gather the letter cards to spell out *winter* and place them in a baggie.

Steps to a Lesson:

1. Have students make words with the letter cards (e.g. *in, win, tin...*) and use directions such as the following:
 - “Take two letters and make the word “in.”
 - “Now add a letter at the beginning to make it say “win.”
 - “Now change a letter to make it say “tin.”
 - “Change a different letter to make it say “ten.”
 - “Now, you’re going to make a four-letter word. Change the letters around and add a “w” to make it say “went.”
 - “Now make a five-letter word that spells “write.”
 - “Finally, see if you can make a word that uses all of your letter cards. Can you make the word? “
2. Using the words that students made in step 1, write those words onto index cards. Have students sort the words according to phonics patterns.

Variations or Adaptations:

Use the chart below to write in the letters for making the words. This may be used in place of the letter cards and with intermediate grade students.

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Reading Intervention Strategy Notes for: Elkonin (Sound) Boxes

Target: Accuracy

Research:

- Blachman, B. A., Ball, E. W., Black, R., & Tangel, D. M. (2000). Road to the code: A phonological awareness program for young children. Baltimore: Brookes.
- Clay, M. (1993). Reading Recovery: A Guidebook for Teachers in Training. NH: Heinemann.
- Elkonin, D. (1971). "Development of Speech". In A.V. Zaporozhets and D. B. Elkonin (Eds.). The Psychology of Preschool Children. Cambridge, MA: M.I.T. Press.
- Ellis, E. (1997). How Now Brown Cow: Phoneme Awareness Activities.

Picture or Example:

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Rationale (*What it is and why you do it*):

- Helps students build phonological awareness by segmenting words into sounds or syllables.
- Teaches students how to count the number of phonemes in the word (not always the number of letters).
- Helps students better understand the alphabetic principle in decoding and spelling.

Key Points (*How you do it*):

1. Identify target words from a guided reading text.
2. Pronounce a target word slowly, stretching it out by sound.
3. Ask the child to repeat the word.
4. Draw "boxes" or squares on a piece of paper, chalkboard, or dry erase board with one box for each phoneme.
5. Have the child use their fingers to count the number of phonemes in the word, not necessarily the number of letters. For example, wish has four letters but three phonemes, so it will use three boxes /w/, /i/, /sh/.
6. Direct the child to slide one colored circle or unifix cube into each cell of the Elkonin box as he/she repeats the word. Replace the counters with several letters after appropriate letter-sound correspondences have been introduced. Have the children place the letters in the boxes instead of cubes or tiles.

Variations or Adaptations:

- ✓ Have children write letters in the boxes as you dictate words instead of counters or letters.
- ✓ Ask children to listen for a certain sound in a word. Say a word that has that sound. Children place a counter in the first box if they hear the sound in the beginning of the word, in the middle box if they hear the sound in the middle of the word, and in the last box if they hear it at the end of the word.

*Adapted from Readingrockets.org Classroom Strategies

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Reading Intervention Strategy Notes for: New Sight Word

Target: Accuracy

Research:

- Richardson, J. *The Next Step in Guided Reading*. Scholastic Inc, 2009.
- Center for the Improvement of Early Reading Achievement (CIERA). *Every Child a Reader: Topic 5-Strategic Comprehension*. Ann Arbor, Michigan: University of Michigan, 1998.

Picture or Example:



Rationale (What it is and why you do it):

- Helps students develop visual memory of words
- Increases bank of high frequency/sight words
- Supports reading fluency and comprehension

Key Points (How you do it):

1. Identify a high frequency/sight word from guided reading text.
 2. Teach the same high frequency/sight word for at least two days.
 3. If the student does not know the sight word after two days, teach it again with the next book.
 4. Follow the four procedures every day with every word in a sequence: (Takes 1-2 minutes)
- **What's Missing?:**
 - a. Write the word on a whiteboard or make it with magnetic letters in front of the students.
 - b. Tell students the word and have students spell the word as you point to each letter in sequence.
 - c. Have students spell the word by tapping along the length of their inner arm from their elbow to their wrist. A tap for each letter as they spell the word.
 - d. Prompt students to study the word by scanning left to right.
 - e. Turn the words toward you, remove a letter then show the incomplete word and ask, "What's missing?" Add the missing letter once the students have identified it.
 - f. Repeat the procedure two or three more times by erasing one or more letters at a time until the entire word is erased.
 - g. Have students spell the word for you as you write or make the word again.
 - **Mix and Fix:**
 - a. Give each student the letters to make the new word. Have a model available for the students to cross check against to make sure their word is correct.
 - b. Have students check the word by sliding their finger under the word while they say it.
 - c. Have students then pull each letter down to remake the word from left to write.
 - d. "Mix" up the letters then have the students "fix" the letters to remake the word.
 - **Table Writing:**
 - a. Students use their fingers to "write" the word on the table while saying the word as they write it.
 - **Whiteboards:**
 - a. Students write the word on the whiteboard, saying the word as they write.
 - b. 4 Corners: Students write the word on the four corners of the whiteboard.

Variations or Adaptations:

Reading Intervention Strategy Notes for: Neurological Impress Method

Target: Fluency

Research:

- R.G. Heckelman

Picture or Example:



Rationale (What it is and why you do it):

Using the Neurological Impress Method, the student hears a fluent reader, the teacher, model appropriate rate and phrasing while viewing and reading a text. Using this method you will probably see a great increase in the student's ability to read fluently. If a student reads at the 1st-grade level, s/he might be expected to be reading materials at the 3rd-grade level after an accumulated total of 2 hours and that after an accumulated total of 6 hours, the student might be reading materials at the 5th- or 6th-grade level of difficulty. One of the reasons for the tremendous success that students often experience with the neurological-impress method is that the student is exposed to many words, many times, in a relatively short period of time. For example, a student reading for a period of approximately 15 minutes may be exposed to from 1,000 to 2,000 words.

Key Points (How you do it):

1. Sit the student slightly in front of you, so you can point to the material the student is reading and so you can read directly into the student's ear.
2. Begin reading material that is easy. As you continue to work with the student, you can increase the level of difficulty of the material.
3. Tell the student that you are going to read the material and that s/he is to read along with you as you point to the words. Then begin to read at a slightly slower pace than normal rate for you. While reading, be sure to point to each word as it is read. *This part of the procedure is extremely important.* The student may complain, at first that s/he is unable to keep up with you. This should not, however, keep you from using the procedure.
4. As you work with the student, you are likely to notice a sharp improvement in ability to read. Begin to increase your rate of reading as the student's reading improves.
5. Read for periods of 5 to 15 minutes two to four times per day.

Variations or Adaptations:

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Reading Intervention Strategy Notes for: *FLUENCY PHONE*

Target: Fluency

Research:

To read proficiently, the student must use the brain's phonologic processing - the ability to relate sounds to print and to sound out word parts. Struggling readers may have difficulty turning print to sound. By converting print to sound the student taps into the brain's natural systems for efficiently processing spoken language.

Picture or Example:



Rationale (*What it is and why you do it*):

- Fluency phones provide students with direct auditory feedback while reading orally. The phone funnels the child's voice directly to his ear and helps the student hear his own voice. This intentional focus on hearing sounds helps the students acquire phonemic awareness: the ability to hear, recognize and distinguish the sound structure of our language. The phone is a terrific tool in establishing this essential link between sound and print because the phone helps the child focus on the 'sound' of the print/letters. Because the fluency phone encourages the students to pay attention to what reading sounds like, it is also useful for increasing expressive reading.
- Fluency phones are helpful in encouraging the practice necessary for improved fluency. Independent out loud reading practice is especially useful for advancing students from the intermediate stage (often 2nd through 4th grade). Students at this level often have the foundation of phonologic processing yet are not experienced enough to have developed the fluency and expression of skilled readers.

Key Points (*How you do it*):

- A fluency phone is a simple tube shaped like a 'telephone' receiver, often made from plastic PVC pipe. Students hold one end up to their ear and the other end right next to their mouth. As they read, the sound travels directly into their ear. The phone compels the student to speak in a whisper or very quiet voice. In fact, if the student talks into the phone in a normal volume it is uncomfortably loud. Almost all students automatically correct themselves to a whisper but a few with exceptionally loud voices may need a demonstration.
- Both the physical presence of the phone and the sound funneling attributes help the student pay attention and listen carefully to what they are saying when they read. The phones provide a level of privacy that is particularly important for struggling and adolescent students.
- Be sure ALL students use the phones so struggling readers are not singled out.
- To purchase fluency phones, go to www.phonicsphone.org (1-800-633-7212). To make your own, go to the plumbing section of your home improvement store and purchase PVC 1 1/2" elbow pipe fittings.

Variations or Adaptations:

The phones are useful for guided reading as well as independent practice. The students in the group read text into their fluency phones. The teacher can listen to one student at a time while the other students continue reading into their fluency phones. The teacher rotates through the group, providing the needed individual attention, correction and feedback proven to build skills.

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Reading Intervention Strategy Notes for: Timed Repeated Readings

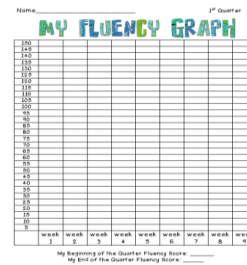
Target: Fluency

Research:

A meta-analysis by Theirran (2004) found that these elements are critical for success:

- Students should read passages to an adult rather than a peer
- Instructors should provide direct corrective feedback after every session
- Students should read until they reach a rate and accuracy criterion rather than a set number of times

Picture or Example:



Rationale (What it is and why you do it):

Timed repeated readings are an instructional practice for monitoring students' fluency development. Repeated readings, under timed conditions, of familiar instructional level text can increase students' reading speed, which can improve comprehension. The repetition improves reading rate, one aspect of fluency, and improves reading accuracy, a second aspect of fluency, leading to improved comprehension.

Key Points (How you do it):

Timed repeated readings should use books or passages the student has read before that are at an independent reading level (i.e. books the student can read with 95% accuracy or above). Most timed repeated reading sessions should include 3-4 readings of the same text.

To conduct timed repeated readings, follow these steps three or four times a week:

1. Preview: The student reviews or practices the text. The instructor models the correct responses for any unknown words before beginning the timing.
2. Review Data and Set Goal: The student and instructor look at the graph of the previous session to review progress made to date and set a progress goal for today's session. For example, "I am going to read 10 more words than I did the last time" or "I am going to work on making two fewer mistakes than last time."
3. Student Reads/ Instructor Records: After instructor modeling, the student reads as many words as possible in one minute from her copy of the reading materials. The instructor times the student for one minute and records errors on the instructor's copy of the page. In addition, the instructor offers the correct pronunciations during the timed reading if the student hesitates for more than three seconds.
4. Record Data: The instructor or student accurately records all data on the student's Progress Chart.
5. Review/Celebrate/Support: The instructor and student review the student's performance, correcting errors and practicing the pronunciation of words. Celebrate the progress students have made, instruct them in areas of need, and set a goal for the next attempt.
6. Monitor and Adjust: If the student does not meet his rate and accuracy goals within one minute with two or fewer errors, the student will read that page again during the next instructional session and continue with that page until he masters it. If the student does successfully read at his goal rate in one minute with two or fewer errors, he has met the goal and reads a more difficult passage during the next instructional session.

Graphing Tips and Suggestions:

- Use the graphs with students to provide critical information about progress and motivation
- Always use a pencil!
- Use a timer that counts down from one minute to keep your timing intervals consistent.
- Be consistent in what you chart—either the total words read/errors OR correct words read/errors.

Variations or Adaptations:

- After appropriate training and practice, students can be paired to practice reading and timing each other. (attach cold/hot reading graph)

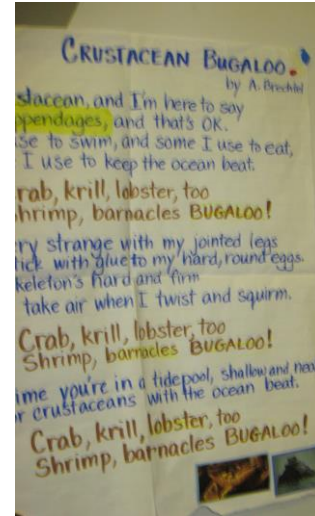
Reading Intervention Strategy Notes for: Fluency Development Lesson

Target: Fluency

Research:

- Tim Rasinski and Nancy Padak, Kent State University

Picture or Example:



Rationale (What it is and why you do it):

Readers need to develop fluency~ the ability to read smoothly with appropriate intonation. This strategy will support readers in developing a sight vocabulary that will positively impact their reading fluency.

Key Points (How you do it):

1. Choose brief texts, chants, or poems (50-200 words). Make a large copy and/or provide copies of the text for each student.
2. Use one text per day, previous selections should be revisited.
3. Fluency Development Lesson Format:
 - a. Teacher reads the text to class or group (1-3 times) while students listen and follow along.
 - b. Teacher discusses content of the text and how s/he reads the text (loud, soft, fast, etc.).
 - c. Class performs choral readings (2-3 times).
 - d. Students divide into pairs and practice text 3 times each with partner.
 - e. Partner gives positive feedback.
 - f. Provide an authentic purpose for repeated practice (i.e. perform— to the class, other classes, staff members, reading buddies).
 - g. Practice texts at home.
4. Use this strategy four to five times per week. (Each lesson takes about 10 to 15 minutes).

Variations or Adaptations:

- Use GLAD chants that support content as the text
- Use poetry frames created with students as the text

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Reading Intervention Strategy Notes for: Audio Books

Target: Fluency and Comprehension

Research:

-

Picture or Example:



Rationale (What it is and why you do it):

- Hearing a book read on tape helps students see how the words on the page can come alive in a fluid, expressive way. It helps students focus on the sounds of words read without interruption and provides a model of fluent reading. Audio books also gives students an important introduction to listening — a skill that they must master in order to learn to read.
- Barbara Baskin and Karen Harris reported in an article in the Journal of Reading that audiobooks have a legitimate place in reading programs and provide alternatives to struggling readers unable to read independently.

Key Points (How you do it):

READING CENTERS: Audiobooks can be used in reading centers, where children are invited to listen to their favorite stories read aloud by talented performers and to follow along with a copy of the book. These shared reading experiences provide vocal support along with visual confirmation as young readers learn to match the oral language with the printed text.

1. Choose a reading passage and audio recording of the reading that is slightly above students' independent reading levels.
2. Ask students to listen to the recording while following along on the paper copy of the passage.
3. Have students read out loud along with the recording.
4. Ask students to read the passage without the recording.
5. Have students read and re-read along with the recording until they feel comfortable reading the text unassisted.

Note:

Students must be observed as they are listening and reading to ensure that they are able to follow along accurately.

Variations or Adaptations:

BOOK BACKPACKS: Audiobooks and a printed copy of the book can be included in a book backpack that students can take home and enjoy with their families. Students take turns using the book backpacks, and teachers may choose to include learning activities that relate to the story. Book backpacks involve parents and family members in a young reader's development.

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Reading Intervention Strategy Notes for: Audio Supported Reading

Target: Fluency

Research:

The link between fluency and comprehension lies in the *automaticity* of word recognition in text. Without this automatic recognition, students spend all their energy struggling to decode.

Picture or Example:



Rationale (*What it is and why you do it*):

- In audio-supported reading, students read along in their books as they hear a fluent reader read the book on an audio recording.
- Audio-supported reading helps build fluency skills, including proper phrasing and expression; helps improve sight word recognition; builds comprehension; allows students to hear the tone and pace of a skillful reader; and can be used across content areas.

Key Points (*How you do it*):

For audio-supported reading, you need a book at a student's independent reading level and an audio recording of the book read by a fluent reader at about 80-100 words per minute. The recording should not have sound effects or music. For the first reading, the student should follow along with the recording, pointing to each word in her or his book as the reader reads it. Next, the student should try to read aloud along with the recording. Reading along with the recording should continue until the student is able to read the book independently, without the support of the recording.

1. Choose a reading passage and audio recording of the reading that is slightly above students' independent reading levels.
2. Ask students to listen to the recording while following along on the paper copy of the passage.
3. Have students read out loud along with the recording.
4. Ask students to read the passage without the recording.
5. Have students read and re-read along with the recording until they feel comfortable reading the text unassisted.

Notes:

Students must be observed as they are listening and reading to ensure that they are able to follow along accurately.

Variations or Adaptations:

Audio-supported reading may be used as a center activity during literacy block.

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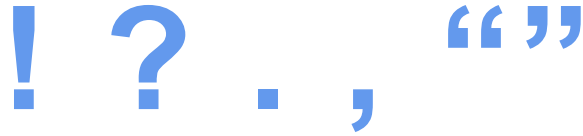
Reading Intervention Strategy Notes for: Punctuation Mini-Lessons

Target: Fluency

Research:

- Angelill, J.(2006), The National Research Council (NRC)
- Rasinski, T. V. (2003)

Picture or Example:



Rationale (*What it is and why you do it*):

Struggling readers need to have plenty of opportunities to hear what fluent readings sounds like. The ability to read with fluency is necessary for comprehension. Teaching students phrasing and punctuation is key to developing fluency, which will increase their comprehension.

Key Points (*How you do it*):

Being able to decode words or even read very quickly does not automatically mean that a student will be able to read fluently. Non-fluent readers will often read with an expressionless voice ignoring any punctuation marks. Often they will read until they run out of air before stopping to take a breath. Being able to break sentences into appropriate "chunks" (phrases) and varying the tone of voice will help the reader (and listeners) to more easily comprehend what is being read. To help resolve this problem, teach your student the meaning of each punctuation mark by incorporating strategies to meet the needs of diverse learners such as visuals, gestures (total physical response- TPR), and color coding.

1. *Comma* - pause.
2. *Period* - come to a full stop (maybe take a breath).
3. *Question mark* - usually your voice goes up at the end of a question.
4. *Exclamation mark* - use an excited or surprised voice.

In addition to thinking aloud about predictions and comprehension strategies include think alouds regarding attention to punctuation. Help students to practice their “reading voices” in conferences (*not in round-robin reading*). Coach them as they read to attend to punctuation marks.

Variations or Adaptations:

- Readers Theater
- Teacher read alouds

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