

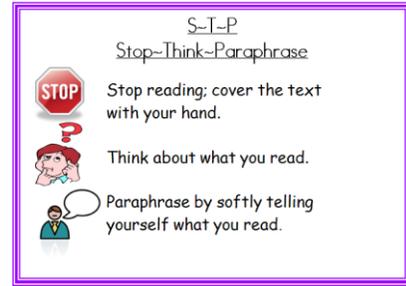
## Reading Intervention Matrix

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

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

**What it is and why you do it:**  
 Stop-Think-Paraphrase is a way to help your child remember what was read. It is a simple way to check that your child understands what they are reading.

**Picture or Example:**



**How you do it:**

1. Listen in as your child reads a page or short section of a book and then say, “stop”.
2. Have your child cover the part of book they just read with their hand.
3. Ask your child to think about what they just read.
4. Have your child tell you, in their own words (paraphrase), what they just read.
5. If your child needs help, ask:
  1. *What did you just read?*
  2. *What happened at the beginning?*
  3. *What did you just learn as you read about...?*

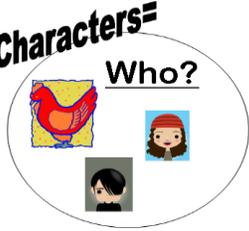
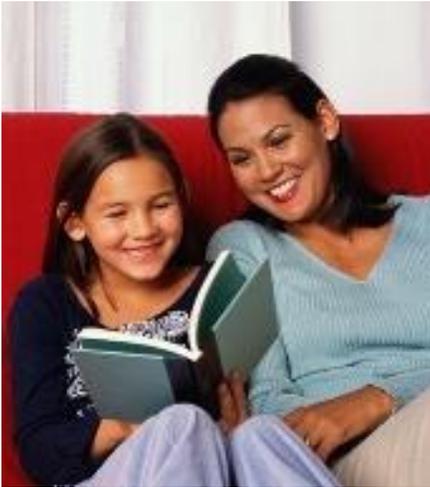
<p>1.  Listen Say Stop</p> 	<p>2. Cover</p> 	<p>3. Think</p> 	<p>4. Tell</p> 	<p>5. Ask</p> 
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**Suggestions for Success:**

1. Some children may need to use pictures to help them remember. After a while, you may ask them to try without the pictures.
2. Some children may need to stop at each paragraph if there is a large amount of print.
3. Use a cue card like the example above to help your child use the strategy with increasing independence.

[Back to Matrix](#)

## Parent Reading Intervention Strategy Notes for: Who and What?

<p><b><u>What it is and why you do it:</u></b></p> <p><b>Who and What</b> is a way to improve your child's ability to understand what they read by paying attention to important characters and events in a story.</p>	<p><b>Picture or Example:</b></p> <p><b>Characters=</b> <b>Who?</b> </p> <p><b>Event</b> </p>	
<p><b><u>How you do it:</u></b></p> <ol style="list-style-type: none"><li>1. Listen as your child reads a page or two of text and then have them stop.</li><li>2. Then ask your child to tell you “who” the page was about and “what” the character did.</li><li>3. If your child needs help, ask:<ol style="list-style-type: none"><li>1. Who was on this page?</li><li>2. What did he/she do?</li></ol></li></ol>		
<p>1. Listen </p> 	<p>2. Ask </p> <p>Who  was in the story?</p> 	<p>3. Ask </p> <p>What  happened?</p> 
<p><b><u>Suggestions for Success:</u></b></p> <ol style="list-style-type: none"><li>1. You can have your child write the “who” and “what” for each section that they read.</li><li>2. As your child gains confidence, have them tell you what happened in the beginning, middle, and end of the story.</li></ol>		

[Back to Matrix](#)

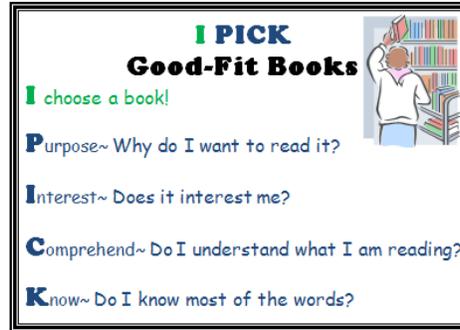
## Parent Reading Intervention Strategy Notes for: Modified I PICK

### What it is and why you do it:

When a child struggles with reading it is important to help them find the right book. A “just right” or “good fit” book for your child is a book that:

1. I~ they pick
2. P~ have a *purpose* or reason to read
3. I~ are *interested* in reading
4. C~ can *comprehend* understand
5. K~ *know* most of the words

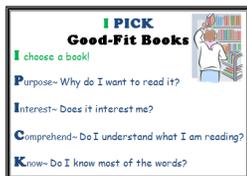
### Picture or Example:



### How you do it:

1. Share an “I PICK” bookmark with your child.
2. Talk to your child about reasons to read different types of books.
  1. We read for fun
  2. We read to learn information
3. Talk to your child about things that they might be interested in reading about
  1. Do you like to read about real things? (sports, animals, special places, plants, volcanos, etc.)
  2. Do you like to read stories? (fantasy, mystery, humorous, adventure, etc.)
  3. Do you like to read about certain characters? (books in a series)
  4. Do you like to read books by a certain author?
4. After your child reads a section of their book ask them to tell you about what they have read to make sure they understood (comprehended).
5. Listen to your child read the first page or two of the book they choose to make sure they can read (know) most of the words correctly.
  1. Have your child use the “5 Finger Rule” if your child makes more than 5 errors on a page of text the book is too difficult for them to comprehend

1.



2.



3.



4.



5.



### Suggestions for Success:

1. Have your child keep a list of books, topics, and authors they have enjoyed reading.
2. Some children benefit from reading several books in a series

## Parent Reading Intervention Strategy Notes for: Making Words

**Target:** Accuracy (Phonics, Spelling, Vocabulary)

**What it is and why you do it:**

A way for children have an opportunity for freedom to choose, explore, make, and play with words, letters and sounds to improve their spelling and vocabulary.

**Picture or Example:**

name \_\_\_\_\_ date \_\_\_\_\_  
 making words - ecology

Q: e c o l o g y

words with 2 letters	words with 3 letters
words with 4 letters	

**How you do it:** You will need post it notes or index cards to write letters on

1. Choose a simple word
2. Put one letter of the word on post it notes to spell out the word, but have all letters available to child
3. You say, "Take two letters and make the word "in."
4. You say, "Now add a letter at the beginning to make it say "pin."
5. You say, "Now change a letter to make it say "fin."
6. You say, "Change a different letter to make it say "win."
7. You say, "Now, you're going to make a four-letter word. Add a -d to the end of the word
8. You say, "Now make a five-letter word that spells "windy."
9. You say, "Finally, see if you can make a new word by adding 1-5 more letters to the -in. You can add words to beginning or to the end of the word.

a	b	c	d	e	f
g	h	i	j	k	l
m	n	o	p	q	r
s	t	u	v	w	x
y	z				

**Word Family Sort**

-ip	-ig	-in	-ill	-ot
hip	pig	fin	hill	hot
lip	wig	pin	mill	pot
tip	big	win	pill	dot

**Strategies for Success**

1. When you do this lesson do not have too many letters available or you might overwhelm your child
2. You can use post it notes, index cards, magnetic letters or just a piece of paper- no special tools are needed. Ask your child's teacher if you need post it notes or index cards.
3. Make this a quick review, maybe 10-15 minutes
4. Do in a quiet place with no interruptions
5. Make sure the word you start with is one you can add letters to so child will be successful making new words.

**Video demonstration:**

<http://www.youtube.com/watch?v=1QNUGTIjnhM>

[Back to Matrix](#)

## Parent Reading Intervention Strategy Notes for: New Sight Words

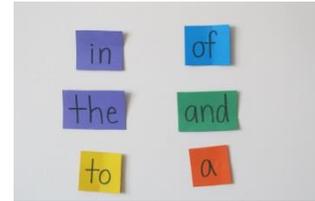
### Target: Accuracy

Believe it or not, 50% of all reading texts are made up of the same 100 words! The most frequently used and repeated words in the English language are known as sight words. This list of words includes the, a, is, of, to, in, and, I, you, and that. Sight words are very important to reading not only because they are used so frequently, but also because many of them cannot easily be sounded out or shown using a picture.

#### What it is and why you do it:

Helps students memorize high frequency words

#### Picture or Example:

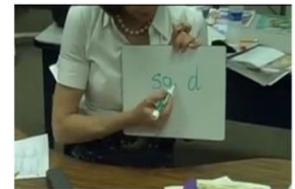


#### How you do it:

Ask your child's teacher for a sight word list (4-8 words)

Practice the sight word list for at least two days using any of the following ways:

1. What's missing?:
  1. Write the word on a whiteboard or on paper or make it with magnetic letters in front of your child.
  2. Tell your child the word and have students spell the word as you point to each letter in sequence.
  3. Turn the word toward you and remove or cover a letter and ask, "What's Missing?" Add or uncover the missing letter once your child says what letter was missing.
  4. Do this again two or three more times by erasing one or more letters at a time until the whole word is erased
  5. Ask your child to spell the word for you as you write or make the word again.



#### 6. Mix and Fix:

1. Give your child letter cards or magnetic letters to make the new sight word. Have the word written so your child can check to make sure they are making the word correctly.
2. Have your child check the word by sliding their finger under the word while they say it.
3. Have your child put each letter down to remake the word from left to right.
4. "Mix" up the letters and then have the students "fix" the letters to make the word again.



#### 5. Table Writing:

1. Have your child use their fingers to "write" the word on the table while saying the word as they write it.



#### 2. Whiteboards/Paper:

1. Your child writes the word on a whiteboard or paper, saying the word as they write it.
2. 4 corners: Your child writes the word on all four corners of the whiteboard or paper.



#### Strategies for Success

3. Start with a few sight words that your child needs to learn
4. You can use post it notes, index cards, magnetic letters or just a piece of paper and markers.
5. Spend a few minutes on each new word
6. Do in a quiet place with no interruptions
7. Have fun learning new sight words

#### Video Demonstration:

<http://www.janrichardsonguidedreading.com/video-clips>

[Back to Matrix](#)

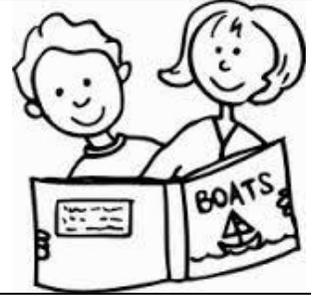
**Parent Reading Intervention Strategy Notes for: Neurological Impress Method**

**Target: Fluency**

What it is and why you do it:

This is one way to improve your child's fluency. Fluency is when a child can read smoothly, confidently and correctly.

Picture or Example:



How you do it:

1. Sit to the right of your child so both can see what you are reading
2. Begin with reading that is easy and your child wants to read
3. Let your child know you will both be reading the story together
4. Use a pointer (such as your finger or pencil eraser) to guide your child eyes to the words that are being read
5. Be sure to point to each word as you read it (pointing to each word is very important)
6. In the beginning your voice should be louder than your child's voice, as your child improves their fluency your voice should get softer. If child starts to struggle your voice should get louder again
7. Read together for 5-15 minutes as many days a week as possible

**Steps 1-3**

1. Sit to the right



**Steps 4-5**

2. Use a pointer



**Step 6**

3. Louder



**Step 7**

4. 5-15 minutes



Suggestions for Success

1. Parent should sit on the right side of child
2. Let your child choose the book
3. Read the material with your child, using a little louder voice
4. Move your finger and your child's under the spoken words in a smooth manner
5. Pay special attention to the end of a line
6. The goal of this reading is for your child to read smoothly, do not stop to ask questions or correct them, but rather focus on reading the book confidently, smoothly, and with joy!

Video demonstration:

[http://www.youtube.com/watch?v=mGPxhCCOw\\_w](http://www.youtube.com/watch?v=mGPxhCCOw_w)

[Back to Matrix](#)

## Parent Reading Intervention Strategy Notes for: Audio Books

### **Target:** Fluency and Comprehension

#### What it is and why you do it:

Hearing a book read on tape helps your child see how the words on the page can come alive in a fluent way.

#### Picture or Example:



#### How you do it:

1. Choose a book and audio recording that is slightly above your child's reading level
2. Have child sit with the book and listen to the recording while following along in the book
3. You can have your child read the book out-loud with the recording
4. After your child has listened to the story a few times have them read the book to you.
5. If child has difficulty reading it, have them listen to the story again and try again
6. If still too hard you need to choose a lower level of book.

### **Suggestions for Success**

1. Make sure the book is just slightly above your child's independent level of reading
2. Check audio books out at the library
3. Websites have many downloads for free.
4. Listen to the books as a family
5. Set a time every night to listen to a story

#### Websites for free downloads of popular books

6. **Random House:** <https://www.randomhouse.com/audio/listeninglibrary/>
7. **Sno-Isle Library:** <http://www.sno-isle.org/kids/>
  1. Choose ***Tumblebooks***
    1. Free access using your library card account number

[Back to Matrix](#)