Sample Interventions for Reading

Word Analysis

The teacher will:

- Model/demonstrate concepts of print and directionality, e.g., left to right sweep, top to bottom, right side up.
- Model aloud letter-sound correlation.
- Model and support using beginning letter(s)/sound(s), sentence and/or story structure, as well as meaning to problem-solve unknown words.
- Model how to take words apart to problem-solve unknown words.
- Involve students in sorting words in different ways e.g., visual patterns, sound patterns, and meaning-based relationships.
- Model aloud self-correcting strategies.
- Model aloud the relationship between words and pictures.
- Model syllable types and syllable boundaries, prefixes, suffixes and roots to read unknown polysyllabic words.

Prediction/Setting a Purpose

The teacher will:

- Model how to use text features in narrative and expository text (book title, chapter titles, boldface headings, pictures, charts, graphs, and captions) to tap prior knowledge, make predictions, focus reading, and construct an initial idea of what they will be reading.
- In a novel, the teacher and student will study the title cover, illustrations, and chapter titles to focus reading and to make predictions.
- Model questions students can use prior to reading to help them set clear goals and purposes for reading a text (Teacher could review the questions at the end of the selection/textbook chapter aloud with students before they read, to help students know what to look for as they read the text).
- Work one-on-one with the student to tap prior knowledge to predict what he/she will find in the text.
- Demonstrate think-alouds to model how to use prior knowledge to predict/support/confirm/adjust and/or answer questions.
- Use a KWL chart with students to record: what the students know before reading the text selection, what they want to learn about the topic as they read the selection. After reading the text, students can record what they did learn and/or confirm or disconfirm what they indicated they knew before they read the selection.
- Create and model how to use a preview/anticipatory guide with 2-5 items, to predict what will happen next in a reading section (should include controversial or belief statements with which students can agree or disagree rather than simply
true/false statements, e.g., “It is wrong to ……,” or “Mean people eventually get what they deserve,” or “Children should always be obedient to their parents”.

Retelling and Summarizing

The teacher will:

- Introduce the elements in a good retelling and support effective retellings

- Review and demonstrate a teacher-created “retelling rubric” to serve as an outline for what the teacher wants to hear in the retelling (could include an introduction with story's title and setting, explanation of who characters are and how they are related, identify protagonist(s) and antagonist(s), main events, supporting details, main conflict and how resolved, connection to another story or text).

- Expect students to complete, orally and then in writing, a teacher-created “retelling rubric.”

- Expect students to create and complete their own “retelling rubric” orally and in writing.

- Model and support retelling of familiar stories.

- Demonstrate “Read/Pause/Retell.” As the teacher reads aloud, he/she pauses occasionally to think aloud about the connections he is making, images she is creating, problems with understanding that he/she is encountering, and ways she sees of fixing the problems.

- Provide a compare/contrast chart after student has read two different text types and guide student to complete the charts.

- Model how to reread small sections of the text once you’ve skimmed and located the passage, and explain how the skimming and rereading support recall.

- Engage in paired summarizing with the student: Take turns summarizing short passages.

- Provide opportunities to analyze and critique informational texts.

- Ask students to create a story map to identify major and minor elements of the plot (e.g., problem and conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explain how the elements relate to one another.

Literal Comprehension
Locate and use what is explicitly stated in a text

The teacher will:

- Demonstrate and then ask students to locate specific information in the text, track key ideas, and recall facts.
Sample Interventions for Reading

- Model the process and have students read the text, then state/write an opinion and find phrases/sentences from the text to support/justify their opinion.
- After reading, the teacher will help the student go back and skim the text and create a web of main ideas and supporting details.
- Engage students in paired questioning: teacher and student will take turns asking questions about short sections that help the reader focus on key points.

Interpretive Comprehension
Inference

The teacher will:

- Post list of types of inferences independent readers make. Refer to this list with students often. Explain that readers infer and authors imply.
- Daily, read aloud a short passage and think aloud the inferences made while reading (refer to the already posted list of inferences).
- Model aloud the practice of recognizing the antecedents for pronouns.
- Model aloud the practice of drawing meaning for unknown words from context clues, identifying the grammatical function of an unknown word.
- Ask students to identify, aloud, characters’ relationships to one another.
- Ask students to identify, aloud, any clues that would indicate how the author might feel about (insert topic or character’s name).
- Ask students to identify, aloud, author tags in dialogue such as “shouted,””wept,” “muttered…”.
- Ask students to identify what they believe a character is thinking/feeling and cite what clues they used to make that inference.
- Ask students to identify why they believe a character made a particular decision and cite what clues they used to make that inference; ask students to connect the character’s experience(s) to their own.
- Ask students to identify, aloud, what they believe a character’s tone of voice and inner thoughts would be in a particular passage and explain what clues they used to make that inference.
- Ask students to visualize a character’s expressions and gestures and indicate what clues they used to make that inference.
- Ask students to mark how the setting changes as the book or story progresses and how that may or may not affect characters’ interactions with each other.
- Ask students to use a double-entry journal to “talk to text” to pose questions while reading, to keep them engaged with the text, to help make personal connections, and access prior knowledge.
- Ask students to make text-to-self, text-to-text, text-to-world connections aloud and in writing.
- Ask students to use post-its to “write” in their textbook to flag what they didn’t understand, or to jot down notes about characters/conflicts/resolutions…address
these notes formally, aloud with students as they read the text to help them use these notes to construct meaning.

- Direct students to use yellow highlighter to mark the cause(s) and a green highlighter to mark the effect(s) of events found in a passage.
- Model story mapping to identify major and minor elements of the plot (e.g., problem and conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explain how the elements relate to one another.

**Vocabulary Development**

The teacher will:

- Preteach vocabulary words using graphic organizers.
- Introduce specific words within assigned text to explicitly teach vocabulary.
- Model how to use graphic organizers to categorize, analyze, and compare features of words.
- Help the student create antonym and synonym webs.
- Help the student build words from Greek and Latin roots to demonstrate how a knowledge of the meaning of a root can help you understand an unfamiliar word.
- Teach prefixes and suffixes and how these help you figure out the word’s meaning.
- Ask the student to place tough words on sticky notes, with page number and title of book.
- Provide multiple opportunities for the students to reinforce their understanding of new vocabulary through discussion, listening, reading and writing.