An Educators Guide to Understanding the Basic Concepts in Reading and Implementing Evidenced-Based Interventions in Phonological Awareness, Fluency, and Comprehension.

Created by: Erin Brewer, Holly Colbert, Tierney Gifford, Nicole Hawkins, Kelly Means, and Shelby Samuel
Thank you for reading “An Educators Guide to Understanding the Basic Concepts in Reading and Implementing Evidenced-Based Interventions in Phonological Awareness, Fluency, and Comprehension.” We hope you find this to be a useful tool. The booklet has been divided into Chapters (I-V) for ease and usability. Each Chapter begins with a description of the reading component and is followed by several suggestions for evidenced-based interventions. The references for each description and intervention are listed on the pages following the information. If you should have any additional questions, please contact:

**Phonemic Awareness:**  
Shelby Samuel at Shelby.k.samuel@gmail.com  
Kelly Means at means.kellyann@gmail.com

**Fluency:**  
Nicole Hawkins at nhawkins@albany.edu  
Tierney Gifford at tgifford@albany.edu

**Comprehension:**  
Erin Brewer at ebrewer@albany.edu  
Holly Colbert at holly.colbert3@gmail.com
# Table of Contents

**CHAPTER I. INTRODUCTION AND RESPONSE TO INTERVENTION…**4

A. Introduction..................................................................................5
B. Response to Intervention.................................................................6

**CHAPTER II. PHONEMIC AWARENESS.................................................9**

A. Phonemic Awareness Defined......................................................10
B. Interventions for Phonemic Awareness:
   1. Guess the Word.................................................................13
   2. Stop and Go Phonemic Awareness Game...............................16
   3. Word Building........................................................................22

**CHAPTER III. READING FLUENCY....................................................27**

A. Reading Fluency Defined...............................................................26
B. Interventions for Reading Fluency:
   1. The Daily 5: Literacy Independence.................................28
   2. Paired Reading.........................................................................32
   3. Listening Preview with Key Word Discussion......................40
   4. Phase Drill Procedure.......................................................44

**CHAPTER IV. READING COMPREHENSION....................................47**

A. Reading Comprehension Defined...............................................50
B. Interventions for Reading Comprehension:
   1. TELLS Procedure. Title-Examine-Look-Look-Setting.............50
   2. Story Grammar Training......................................................54
   3. Semantic Maps........................................................................61

**CHAPTER V. ONLINE RESOURCES FOR READING INTERVENTIONS.68**
Chapter I: Introduction & Response to Intervention
Introduction

Reading is an essential skill in today’s education system. However, many students experience difficulties with reading. This is evidenced by the fact that students are most frequently referred to school psychologists or educational support teams for difficulties in reading. Furthermore, a recent report by the National Center for Education Statistics (2011) reported that 33% of students in grade 4 and 24% of 8th graders scored at a Below Basic level in reading. This indicates that the students are unable to read and comprehend simple grade-level material. Additionally, there is a large disparity in reading levels among racial and ethnic groups. Asian/Pacific Islander and Caucasian students score significantly higher on national reading assessments than American Indians, Hispanic, and African American students (National Center for Education Statistics, 2011).

Reading problems need to be addressed early during the child’s education. Reading has many components and these components build off of one another. For instance, children who do not have a good understanding of phonemic awareness (understanding that letters represent sounds) will have difficulties reading fluently. Students who have difficulty reading fluently will experience difficulties comprehending what they have read. Furthermore, poor readers read less than proficient readers, and thus develop poorer vocabularies, linguistic skills, and learn less about topics (Rathvon, 2008). This puts poor readers at a disadvantage compared to their proficient reading peers. Therefore, it is important to intervene and assist struggling readers.
Response to Intervention

Response to Intervention (RtI) is a three-tiered system that focuses on prevention and early intervention services. RtI is dependent upon high quality instruction, effective intervention strategies, tracking student progress, and developing educational goals based upon individual needs needs. RtI should be implemented in the general education setting and applied to all students. Effective instruction partnered with evidenced-based interventions enables educators to make a difference in their students’ academic careers.

Tier 1, or universal level, is based on the premise that 80% of the student population will respond positively to the general education curriculum. Frequent progress monitoring, or benchmarking, will allow educators to determine if a student is having continuous success or is in need of additional support. Benchmarking data should be collected three times per year (fall, winter, and spring). Students who experience difficulty with the general education curriculum should have additional supports layered onto the existing curriculum. This additional layering of support is considered a Tier 2 intervention.

In Tier 2, the targeted level, students receive frequent small group instruction in addition to the general curriculum. Approximately 15% of students require Tier 2 supports. At this level, student success is monitored using progress monitoring. Progress monitoring should occur once per week or once every other week minimum. Students who continue to experience difficulties are in need of Tier 3 supports.

Approximately 5% of students are in need of Tier 3 supports. Also known as the intensive level, students receive individualized instruction in addition to the general
curriculum. Progress is monitored should be implemented frequently, at least once per week, and lend to changes in the delivery of instruction when needed.
References

(Introduction and Response to Intervention)


Chapter II.

Phonemic Awareness
Phonemic Awareness

In the earlier grades, phonemic awareness is a strong predictor of reading success (Frost et al., 2009; Schatschneider, Fletcher, Francis, Carlson, & Foorman, 2004). Students with good phonemic awareness will develop more rapidly in reading than those with low phonemic awareness (National Reading Panel, 2000; Muter, Hulme, Snowling, & Stevenson, 2004; Schatschneider et al., 2004; Strattman & Hodson, 2005).

Unfortunately, the term “phonemic awareness” is regularly used as if it is interchangeable with the term “phonological awareness” (McCormick, Throneburg, & Smitley, 2002). Phonological awareness is a person’s awareness of a language’s words, syllables, rhymes, and sounds. Phonemic awareness is actually a subset of phonological awareness concerning spoken language and is the recognition that words are comprised of individual sounds.

As students learn to read and write, phonemic awareness and phonics, the letter and sound links between written and spoken language, complement one another. Learning the letter-sound relationships of phonics enhances students’ awareness of the sounds in words. Conversely, improving awareness of the sounds in words, helps students use the letter-sound pattern of phonics to read and spell (Fox, 2012). The combination of phonemic awareness and phonics enables reading beginners to make out, read, and spell words by relating sounds with letters. Moreover, since phonemic awareness is crucial for understanding that specifics letters represent specific sounds and using phonics, phonemic awareness plays a part in the development of vocabulary and fluency (Fox, 2012). Students require phonics to identify new words and increase their
reading vocabulary. With a vocabulary of immediately familiar words, students are able to read fluently.

Furthermore, instruction in phonemic awareness should be explicitly incorporated regularly into curriculum (McCormick et al., 2002). Although phonemic awareness lessons are often similar to other activities many teachers implement with young students, at least 25% of children require deliberate and explicit consideration of the phonological structure of spoken language to gain phonemic awareness skills (Torgesen & Mathes, 2000). Also, lessons need to start with the earlier levels of phonemic awareness like rhyme and syllable awareness, before moving onto the phoneme level (McCormick et al., 2002). Lastly, lessons should incorporate the match of phonemes to letters.
References
(Phonemic Awareness)


Torgesen, J. K., & Mathes, P. G. (2000). *A basic guide to understanding, assessing, and teaching phonological awareness*. Austin, TX: PRO-ED.
Guess the Word

Target Skills:
This intervention targets the student’s phonemic awareness skills. Specifically, this intervention helps students hear individual sounds in words.

Location:
Guess the Word is appropriate for students in kindergarten and first grade classrooms. This activity is a Tier 2 intervention, however, it could be adapted to be used as either Tier 1 or Tier 3 interventions as well.

Materials:
1. Picture cards. Teachers can print their own pictures from the Internet and paste them on cards. Sample picture cards can be viewed at The Florida Center for Reading research at http://www.fcrr.org/curriculum/PDF/G2-3/2-3PA_2.pdf Pictures should represent simple consonant-vowel-consonant (CVC) words, such as sun, bat, or hat. Gather a large collection of picture cards so that the words vary every time the intervention is done. For ease of delivery, print the correct spelling on the back of each card.

Frequency:
Guess the Word should be implemented three times per week (or more frequently if the teacher chooses). Teachers should allot 10 minutes for the intervention.

Directions:
1. Have the students sit in a circle and place the picture cards in the middle.
2. Model the intervention for the students.
3. Say “I am going to say the name of one of the pictures in snail talk. I want you to look at the pictures and guess which one I am saying.”
4. Make sure that the students are listening and say “BBBBAAATTTT. What picture am I saying?”
5. The students look at the pictures and then guess the word that is being said. Have the students respond as a group for a few times.

6. Ask individual students to respond.

**Progress Monitoring:**
Progress should be monitored with *Phoneme Segmentation Fluency*. The University of Oregon Center on Teaching and Learning provides a description of phoneme segmentation fluency measures at [https://dibels.uoregon.edu/measures/psf](https://dibels.uoregon.edu/measures/psf). In Phoneme Segmentation Fluency, the student is asked to say the sounds in words presented orally by the examiner in one minute. For instance, if the examiner says “bad,” the student would need to identify /b/ /a/ and /d/. To determine fluency, the number of correctly identified sounds should be counted.
References

(Guess the Word)


Stop and Go Phonemic Awareness Game

Target Skills:
The goal of this intervention is to aid students’ phonemic awareness skills by focusing on blending and segmenting sounds. Blending consists of combining sounds, whereas segmenting words consists of deconstructing words into individual sounds.

Location:
This intervention was found to be effective for kindergarten students struggling in phonemic awareness. The original study implemented Stop and Go as a Tier 3 intervention, however it can be modified to be a Tier 2 intervention.

Materials:
1. 2-inch by 3-inch letter cards representing two vowels and eight consonants.
2. A laminated sheet of paper with two line drawings of a traffic light, one with the red light colored in and one with the green light colored in.
3. A game board with a simple winding path from one end to the other can be created or an existing game such as “Shoots and Ladders” can be used. Sample game boards are including
4. Game tokens, such as rubber vehicles. Have several game tokens available so that the student can select his or her own game piece.

Frequency:
Individual students receive the intervention twice daily for a total of approximately 25 minutes (10-15 minutes per session).

Directions:
1. It is recommended the Stop and Go Phonemic Awareness game be administered on an individual basis.
2. Collect baseline data using Phonemic Segmentation Fluency and Nonsense Word Fluency. Phonemic Segmentation Fluency requires students to say the sounds in words presented by the examiner for one minute. For instance, if the examiner
says “bad,” the student would need to identify /b/ /a/ and /d/. To determine fluency, the number of correctly identified sounds should be counted. Nonsense Word Fluency requires students to say the sound of non-real words for one minute. Students can either say the sounds of a nonsense word (e.g. /b/ /i/ /m/) or say the whole word (e.g. bim). Nonsense Word Fluency is the number of correctly identified sound segments in one minute. “Simply Kinder” is one online resource that offers nonsense words fluency measures (http://www.simplykinder.com/2012/08/non-sense-word-fluency-freebie.html).

3. The first time that the student plays the game, the teacher teaches the game to the student and describes and models stop and go sounds. Stop sounds cannot be held over time (e.g. /t/). Go sounds can be held over time (e.g. /s/).

4. Sound Blending
   a. Shuffle the letter cards and place them facedown in a stack.
   b. The student selects a card and sounds out the letter. The student then places the card at either the go or stop light. For each correct go sound, the student moves his/her piece two spaces forward. For each correct stop sound, the student moves his/her piece one space forward.
   c. The student and teacher take turns selecting cards. Throughout the game, the teacher provides feedback to the student. Praise should be given when the student provides a correct response. If the student’s response is incorrect, provide feedback and allow the student to respond again.
   d. Once there are enough letters face-up to make a word, the teacher says, “Look, I see a word we can build here. Help me sound it out.” The teacher removes the letters from the traffic light and places them in front of the student in the correct order for the word. Words should be either two-letter or three-letter words (e.g. am or mad).
   e. Prompt the student to say the word slowly so that the sounds can be stretched and connected, as appropriate for the word. Praise correct responses; when the student’s response is not correct, provide the correct response and ask the student to try again. The student moves two spaces for a correct response or for attempting to try the word again.
f. Draw another letter and continue the same procedure until one player reaches the finish line on the game board.

5. Sound Segmenting
   a. Follow directions a-c of the Sound Blending portion of the game.
   b. When enough letters are face-up to make a word, say the word aloud, but do not point to any of the letters.
   c. Ask the student to say the word slowly, saying only one sound at a time. The student is instructed to hold up one finger per sound as the sounds are pronounced.
   d. Praise correct responses and provide immediate corrective feedback for incorrect responses. Allow the student to try again and praise for attempting to repeat the correct response.
   e. The student then places the letter cards in the correct order to spell the word.

**Progress Monitoring:**

Progress should be monitored once per week. Teachers should use measures of Phonemic Segmentation Fluency and Nonsense Word Fluency to progress monitor (described above).
Sample Board A
Sample Board B
References

(Stop and Go Phonemic Awareness Game)


Word Building

Target Skills:
Word Building aids students in their ability to decode words. This intervention applies a strategy called progressive minimal contrasts, which is when students form chains of words by altering one grapheme at the beginning, middle, or end of the word. This strategy helps students focus their attention on different aspects of the word.

Location:
Word Building is an effective Tier 2 or Tier 3 intervention (depending on the frequency at which it is implemented). This intervention was shown to be effective in an after-school tutoring program, but may be adapted for use in the general classroom. Word Building was effective for poor readers ages 7 to 10, all of whom have completed first grade.

Materials:
1. 5 to 16 letter cards, one set per student. Each letter card contains one letter from the alphabet.
2. One smiley face and one question mark card; each should be about 5 inches in height and made of colored construction paper.
3. Overhead projector and transparencies (optional).
4. 8 to 10 sentences, each one consisting mostly of words used during the lesson.
5. Flashcards or index cards for each word formed in the lesson, one set per student pair.

Frequency:
Word Building should be implemented as frequently as three times per week, each session lasting approximately 50 minutes.
Directions:

1. Observation: Prior to beginning the intervention, select one or more of the following observational evaluations.
   
a. Construct a list of 20 one-syllable non-real words. Words should be selected from the student’s reading material and altered to form non-real words (e.g. change “bike” to the non-real word “fike”). Administer the list of words to the targeted students or class and calculate the percentage of correctly identified non-words.

b. Calculate the average grades in reading for the targeted students or class for the previous month or marking period.

c. Administer a Curriculum-Based Oral Reading Probe (R-CBM) to the targeted group of students or class.

2. Word Building
   
a. Provide each student with a set of letter cards and review the letter sounds with the students.

b. Say a word using letter sounds for the lesson (e.g. cat). Ask students to individually “build” the word using their letter cards. Once students have completed the task, write the word on the chalkboard or transparency and have the students modify their constructions (if needed). Then have students read the word as a group.

c. Next, have the students insert, delete, or exchange one letter card to transform the word into the next word in the lesson (e.g. transform cat into bat). The transformation can occur in the beginning, middle, or end of the word. It is important to only change one letter card at a time so that students can see how changing one letter creates a new word with a different sound. Once the students create the new word, have the students read the word aloud as a group.

d. If students make errors, use the following procedures:
   
i. If students have difficulty pronouncing a word, do not pronounce it for them. Instead, encourage the students to sound out the letter sounds on their own. If the students are still unsuccessful at saying
the word, help them through the process of blending sounds together.

ii. If students mistake the target word for a similarly spelled word, write both words on the chalkboard or transparency and help them find the differences between the two words.

3. Peer Tutoring
   a. After students have completed the Word Building sequence, have them move on to peer tutoring.
   b. Divide the students into pairs. Pairs should be matched by skill level. Pairs should be changed every 2 or 3 weeks, but the skill levels should be matched.
   c. Provide each student pair with a set of flashcards with words from the general reading material. Students will take turns playing the roles of tutor and student with one another.
   d. The tutor shows the first flashcard to the tutee. If the tutee pronounces the word correctly, the tutor places the flashcard on the smiley face card. If the tutee pronounces the word incorrectly, the tutor places the flashcard on the question mark card for additional practice. If neither student can pronounce the word, the students should raise their hands and the teacher can assist them.
   e. After going through the flashcards, the tutee will practice again with the incorrectly pronounced words (from the question mark card pile). After the tutee reads a missed word correctly, the tutor sets the flashcard to the side for more practice.
   f. After five minutes, the students reverse roles such that the tutor becomes the tutee and the tutee becomes the tutor. Students repeat the procedures in the peer tutoring stage.
   g. During this stage, the teacher circulates throughout the room to provide assistance to the pairs. If the majority of the students can read 80% of more of the lesson words, proceed with the next lesson. Otherwise, continue using the same words during Word Building activities.
4. Sentence Reading
   a. Using the chalkboard or transparency, display a set of sentences that contain words used during the lesson and words from previous lessons. Make sentences silly and fun to read (e.g. Did Tip sip and slip?)
   b. Call on students to read the sentences aloud and provide assistance as needed (adhere to guidelines in direction 2d).
   c. After students have correctly read all of the sentences, discuss the meaning of the sentences.

**Progress Monitoring:**

There are three ways to effectively monitor student progress. Choose one or more of the methods:

1. Compare the students’ percentage of correct scores on the non-real word list from before the intervention to scores after the intervention.
2. Compare scores on reading grades from before and after the implementation of Word Building.
3. Compare R-CBM fluency and comprehension scores of the students before and after the intervention.

Chapter III: Reading Fluency
Reading Fluency

Reading fluency is an integral component of proficient reading, yet most educators are hesitant to instruct students to be more fluent readers. The most common issue among educators is that instruction in fluency will take away from instructing students in reading comprehension (Brown-Chidsey, Bronaugh & McGraw, 2009). One of the biggest take-home points about fluency is that by instructing students to be more fluent in their reading, their reading comprehension will improve. The less energy that students are using to decode difficult words, the more energy they can expend on comprehending what it is that they are reading. Not only does reading fluently aid in comprehension, but it makes reading useful and pleasurable and allows reading to be a useful tool for students as task demands in the classroom increase (Daly, Chafouleas & Skinner, 2005).
References

(Reading Fluency)


Paired Reading

Target Skills:
The purpose of this intervention is to improve accuracy and rate of reading. Paired reading improves student’s word identification, fluency, and comprehension, and can be implemented in many different settings, both home and school (Rathvon, 2008). This intervention can be implemented by parents, teachers, paraprofessionals or cross-grade peers.

Location:
This intervention should be completed in a quiet area with few distractions. Quiet classroom corners with few distractions, a quiet office or area in a house are all appropriate options.

Materials:
• Reading materials corresponding to lesson and/or at student’s reading level
• Stopwatch
• School-home communication form (in case of parent’s implementing intervention). (Sample provided).
• Record form (Sample Paired Reading form provided)

Frequency:
This is a Tier II intervention that should be implemented at least four times a week for the best results (Rathvon, 2008). Intervention should be done over the course of at least 10 minutes.
Directions:

**Parent/Interventionist/Peer training:**

1) Training should be conducted at individual, small or large group format. Students should be included in training if possible, otherwise role-playing as the child is an alternative.

2) Select a non-verbal signal for independent reading
   a. Examples include knocking on the table, snapping, raising index finger, hand raise, touching hand, etc…

3) Demonstrate the procedures

4) Provide practice opportunities for parents in pairs with students, or parents acting as students.

5) Distribute reading materials at the child’s instructional level.

**Steps of the intervention:**

1) Begin session with warm-up time in which a variety of topics can be discussed (e.g., “How was your day?”)

2) Set the timer for 10 minutes

3) Have the student choose a passage in instructionally appropriate reading materials (provided by teacher). Depending on the level of student success, you may have the student choose different reading passages each time.

4) Begin reading simultaneously with the student (duet reading) at the same rate.

5) When the **student makes an error**, **point at it, provide the correct word, and have the student repeat the word and the whole sentence.**
   a. Errors include substitutions, omissions, additions, and hesitations for longer than three seconds

6) After the error correction procedure continue duet reading
7) When student signals to read alone, quietly encourage the student, and let the student begin reading alone. Give nonverbal praise as the student reads independently.

8) Repeat the correction procedure following any error the student makes.

9) Praise the students when using positive reading behaviors (e.g., sounding out a word or attempting a difficult word).

10) End the session with a discussion about the reading, and praise child’s efforts.

**Progress Monitoring:**

Students should be assessed with an Oral Reading Fluency Curriculum-Based Measurement (R-CBM) probe prior to implementation and at least once a week during implementation. Student’s reading levels before and after implementation should also be compared (Rathvon, 2008).
Sample Home School Communication Tool

's Reading Clocks

Monday ___ / ___ minutes
Tuesday ___ / ___ minutes
Wednesday ___ / ___ minutes
Thursday ___ / ___ minutes

Friday ___ / ___ minutes
Saturday ___ / ___ minutes
Sunday ___ / ___ minutes

Total Minutes
Read

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday
TOTAL
for Week
Sample Paired Reading Form
<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Record Page Chart</strong></td>
</tr>
<tr>
<td><strong>Date Completed</strong></td>
</tr>
<tr>
<td><strong>Title of Book</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

References

(Paired Reading)


The Daily 5: Literacy Independence

Target Skills:
This intervention targets independence in the classroom surrounding literacy lessons. In this intervention the literacy block is broken into large group focus time, independent time for students, and time for teachers to work individually or in small groups with students. The Daily 5 is a classroom management system, as well as a curriculum to teach independence in daily literacy activities (Boushey, & Mosher, 2006).

Location:
This is a classroom based Tier I whole-class intervention. Students who struggle with the Daily 5 may need to be further assessed and identified for Tier II support.

Materials:
- Information on implementing the Daily 5
  - Or use of free online resources (http://www.the2sisters.com/the_daily_5.html, or http://k-5literacyconnections.weebly.com/daily-5.html).
- Book Boxes for each student
  - As well as enough books at different levels for all students to read appropriate materials during independent work
- Reading probes to assess fluency
Frequency:

This intervention should be completed daily for the suggested 60-90 minutes during the English Language Arts block in the K-5 schedule. The teacher can schedule his/her time to meet more often throughout the week with small groups of struggling students to diversify the intensity of the intervention.

<table>
<thead>
<tr>
<th>Day</th>
<th>Whole Group Focus Lesson</th>
<th>Small Group</th>
<th>Whole Group Focus Lesson</th>
<th>Small Group</th>
<th>Whole Group Sharing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Group 1</td>
<td>Group 2</td>
<td>Group 1</td>
<td>Group 3</td>
<td>9:00-9:10</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Group 3</td>
<td>Group 4</td>
<td>Group 3</td>
<td>Group 1</td>
<td>9:10-9:25</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Group 1</td>
<td>Group 2</td>
<td>Group 1</td>
<td>Group 3</td>
<td>9:25-9:35</td>
</tr>
<tr>
<td>Thursday</td>
<td>Group 3</td>
<td>Group 4</td>
<td>Group 1</td>
<td>Group 2</td>
<td>9:35-9:50</td>
</tr>
<tr>
<td>Friday</td>
<td>Group 1</td>
<td>Group 2</td>
<td>Group 1</td>
<td>Group 1</td>
<td>9:50-10:00</td>
</tr>
</tbody>
</table>

*Group 1 – Below Level (3 times/week); Group 2 – At Level (3 times/week); Group 3 – At Level (2 times/week); Group 4 – Above Level (2 times/week)

Directions:

1) Prior to implementation
   a. Create a book box with each child’s name and 2-3 books at their level
   b. Decide on a quiet signal, and establish a gathering place

2) Launch each of the Daily 5 activities over 23 days
   a. Remember the 10 steps to teaching and learning independence as launching each activity
      i. (1) Identify what is to be taught, (2) Setting purpose – sense of urgency, (3) Brainstorm behaviors desired using and I chart, (4) Model most desirable behaviors, (5) Model least desirable behaviors then desirable, (6) Place students around room, (7) Everyone practice and build stamina, (8) Stay out of the way, (9) Quiet signal – come back to group, (10) Group check-in – “How did you do?”
b. Students are taught the Daily Five reading centers following protocol
   i. Read to Self
   ii. Work on Writing
   iii. Read to Someone
   iv. Word Work
   v. Listen to Reading

3) Implement the Daily 5 Centers
   a. 60, 75 or 90 minute blocks are suggested in the following format:
   b. Two or three rounds with 7-10 minute focus group lessons and 15-20
      minute independent/small group work. End with whole group sharing.
      i. During focus groups students are in large group attending to
         teacher
      ii. During independent work students are doing one of the Daily 5
         activities
      iii. Teacher is using independent work time to work in small groups
         and/or assess students individually

**Progress Monitoring:**

Students should be screened initially, and then progress monitored on a weekly
basis. Students can be monitored with oral reading fluency probes, or if they are K-1
with early literacy probes. Teachers can create oral reading fluency probes at
References
(The Daily 5: Literacy Independence)


http://www.thedailycafe.com
Listening Preview with Key Word Discussion

Target Skills:

This intervention targets oral reading accuracy, fluency, vocabulary acquisition and comprehension (Joseph, 2008; Rathvon, 2008). Many different versions of this intervention exist and some will be discussed below. It is especially useful for students who make errors or read slowly (Joseph, 2008).

Location:

This intervention can be done with an individual student and an adult, with two peers, or in a small group. Dependent upon the size, students should be in the quietest available area to complete this intervention.

Materials:

- Instructionally appropriate reading materials
- Comprehension questions for each passage
- Stopwatch

Frequency:

When utilized as a Tier II intervention this procedure should be done in small groups of with pairs of students at least twice a week for 20-40 minutes. As a Tier III intervention an individual student should be provided with this intervention at least three times a week for 30-40 minutes.
Directions:
*Directions will be explained as though a teacher is working one-on-one with a student, unless otherwise noted. If implementing with peers working together provide adequate training.

1) Introduce the listening preview passages format to the student(s), and explain how it will work.

2) Prior to the session, go through the reading passage and write down key words on the board or on note cards. Read each word and have the student repeat it. Discuss the word’s meaning, and repeat for each word.

3) Sit with the student in a quiet location with the text between the student and yourself. Say to the student, "Now we are going to read together. Each time, I will read first, while you follow along silently in the book. Then you read the same part out loud."

4) Read aloud from the book for 200 words while the student reads silently. Have the student follow along with their finger if necessary.

5) Stop reading and say to the student, "Now it is your turn to read. If you come to a word that you do not know, I will help you with it." Have the student read aloud. If the student commits a reading error or hesitates for longer than 3-5 seconds, tell the student the correct word and have the student continue reading.

6) Repeat steps 3 and 4 until you have finished the selected passage or story.

7) Have the student answer comprehension questions (if working with partners they can each write their answers and compare them).
Variations:

1) If using pairs of peers have a high performing peer with lower performing peers, having the higher performing peer read each selection first. The key words should be discussed as a class, so that both peers know the words prior to reading the passage.

2) If working in a small group, have a passage long enough for each student to read aloud after listening to your reading.

Progress Monitoring:

Monitor student’s performance weekly using classroom performance, as well as oral reading fluency probes. When working in pairs, students can record their own errors and number of words read correctly when reading with a partner (Rathvon, 2008). Also compare comprehension scores prior to and following the intervention.
References

(Listening Preview with Key Word Discussion)


Phrase Drill Procedure

Target Skills:

Phrase drill is used independently or combined with other interventions as an effective error-correction procedure. Phrase drill increases reading fluency by providing practice on misread words (Brown-Chidsey, Bronaugh, & McGraw, 2009). It has been shown to increase oral reading proficiency in students with reading delays (Joseph, 2008).

Location:

Phrase drill procedure must be administered on an individual basis for students in Tier II or III dependent upon the intensity. This procedure should be completed in a quiet area in the classroom, or in an individual setting where the student is able to adequately concentrate.

Materials:

- Instructionally appropriate reading passages
- Highlighter or pen

Frequency:

For student’s in Tier II, this procedure should be implemented one to two times per week for 15-20 minutes, for students in Tier III, phrase drill should be implemented at least three times a week for 15-20 minutes.
Directions:

1) Select Students and explain the directions of Phrase Drill Error Correction task.
2) Instruct the student to begin reading the passage
3) There are two strategies for error correction.
   a. **Highlight any words read incorrectly**. Point to each highlighted word, read it to your student, have them read it back. Have the student read the sentence that the word read incorrectly was *in three times aloud* (Brown-Chidsey, Bronaugh, & McGraw, 2009).
   OR
   b. **Correct errors immediately** and then make (3-5) cards with the errors words on them. Present each card to the student. Read the word correctly, and have students read it themselves. (If they read the phrase correctly the card is placed at the back of the deck, if not the teacher repeats the correct phrase until the student reads it correctly). Repeat until all words are read correctly. Have student continue to read deck until they can do so twice through without error.
4) Teacher should praise the student for their hard work and perseverance on difficult words. Then have the student reread the original passage again.

**Progress Monitoring:**

Students should be monitored at least weekly using an appropriate CBM oral reading fluency probe. Teachers can create oral reading fluency probes online at [www.interventioncentral.org](http://www.interventioncentral.org).
References

(Phase Drill Procedure)


Chapter IV: Reading Comprehension
Reading Comprehension

Comprehension is the ultimate goal of reading. According to Brown-Chidsey, Bronaugh, & McGraw (2009), comprehension is the complex cognitive process of gaining meaning from spoken language or print. Comprehension is the ability for a reader to understand and interpret text.

Reading comprehension is a complex, active process of making meaning that requires a wide range of skills and strategies. Rathvon (2008) defines reading comprehension as the product of two component skills: decoding, or the ability to recognize the words on the page and comprehension, the ability to understand the words once they have been recognized. From this perspective, reading comprehension difficulties can arise from deficits in one or both of these component skills (Rathvon, 2008).

Teachers should emphasize strategic reading and strategies to spur thinking and problem solving. Comprehension strategies are intentional actions that increase a student’s ability to understand, remember, and use textual information (Howard, 2009). Brown-Chidsey et al., (2009), refer to comprehension strategies as the readers ability to monitor meaning, use selective attention to text, adjust for task difficulty, connect text to prior knowledge and clarify when needed. Strategies are something the reader does intentionally and deliberately in order to develop meaning. Students need to be taught to develop strategies such as the ability to activate prior knowledge, monitor for meaning, and make inferences and connections between different ideas (Duke, 2010). Students need to develop these comprehension skills in order to have the capacity to make sense of a reading passage (Brown-Chidsey et al.,2009).

**Key Concepts in Teaching Reading Comprehension** (Duke, 2010):
Teach students how to use several research-based reading comprehension strategies.
Teach reading comprehension strategies individually or in combination.
Teach reading comprehension with multiple genres of text.
Choose high-quality texts of appropriate difficulty.
Use texts that support the purpose of instruction.
Teach reading comprehension strategies by using a gradual release of responsibility.
References

(Comprehension)


TELLS Procedure: Title-Examine-Look-Look-Setting

Target Skills:
Teaches students strategies for previewing stories to enhance comprehension.

Location:
This intervention can be implemented within the regular education classroom or modified for use within a special education classroom, small group setting, or with an individual student.

Materials:
- Blank, reproducible worksheet for all students (see Appendix)

Directions:
1. Title
   a. Introduce the reading by announcing the title.
   b. Ask students what they think the story might be about based on the title and why they think this.
   c. DO NOT provide evaluative feedback—this step is intended only to teach students to form hypotheses about reading that will be confirmed or disconfirmed after reading.
   d. Possible instructions: “What is the title of this story? Does it give a clue as to what the story is about? What do you think it is about?”

2. Examine
   a. Instruct students to skim passage for clues—illustrations, sections or subtitles, figures or graphs, structure and layout of text.
   b. Use these clues to enhance hypotheses about the passage.
   c. Possible Instructions: “Look at each page of the story to find clues about the story. What did you find?”

3. Look
   a. Instruct students to scan the passage for important words.
b. Look for clues that words may be important—bold or italic font, words referring to illustrations, captions, words used frequently.
c. Possible Instructions: Look for and write down important words, such as ones that are bold or used frequently. What do they mean?”

4. Look
   a. Instruct students to skim the passage for hard words—those they don’t easily recognize.
b. Students may either:
   i. Not know how to read the word, but understand the meaning if said verbally. The instructor can:
      1. Help the student use decoding skills to pronounce the word themselves, or
      2. Pronounce the word for the student
   ii. Know how to read the word but not know the meaning
      1. Determine the definition of the word

c. Possible Instructions: “Look again through the story for hard words—words you do not know. Write them down. What do they mean?”

5. Setting
   a. Skim for clues about the story setting—places (e.g., city names), area (e.g., a house in the middle of the forest), dates, reference to time (right after the 4th of July, before the Civil War).
b. Possible Instructions: “Write down clues about the setting, such as the place, date, and time period (Hint: These clues are often found in the beginning of the story.)”

Progress Monitoring:
Compare the students’ scores on comprehension questions such as the percent correct or skill sheets daily, weekly, or on end of unit reading tests before and after implementation of this intervention.
**TELLS Worksheet**

**WHAT IS THIS STORY ABOUT?**

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>What is the title of this story? Does it give a clue as to what the story is about? What do you think it is about?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Examine</strong></th>
<th>Look at each page of the story to find clues about the story. What did you find?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Look</strong></th>
<th>Look for and write down important words, such as ones that are bold or used frequently. What do they mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Look</strong></th>
<th>Look again through the story for hard words-words you do not know. Write them down. What do they mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Setting</strong></th>
<th>Write down clues about the setting, such as the place, date and time period. (Hint: These clues are often found in the beginning of the story).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>FACT or FICTION?</strong></th>
<th>Is this a true story (fact)? Or is this a pretend story (Fiction)?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
References:

(TELLS Procedure: Title-Examine-Look-Look-Setting)


Story Grammar Training

Target Skills:
Teaches students the common parts of a narrative story (setting, characters, problems, events, and solution) to aid in reading comprehension.

Location:
This intervention can be implemented within the regular education classroom or modified for use within a special education classroom, small group setting, or with an individual student.

Materials:
- Overhead projector (or some comparable mode of presentation)
- Transparency and individual student copies of:
  - The five “wh” questions
  - The Detective Reader
  - Three or four narrative passages
  - Poster board chart listing the 5 “wh” questions (optional)

Directions:
1. Tell the students they are going to play a game to help them become better readers. Each student is to take on the role of a character. Assign students to be either the “Storyteller” or a “Detective Reader.”
2. Explain that the job of the Storyteller is to provide specific clues to enable readers to make predictions about the story based on past experiences.
3. Then, explain that the job of the Detective Reader is to search for clues in the story, ask questions, and make predictions based on background knowledge.
4. Read the story out loud to the group.
5. Introduce the 5 “wh” story grammar questions by using the overhead or the poster board chart.
6. Call on students to answer these questions and write the answers on the transparency, then have them write the answers on their copies as well.
7. Tell the students that to be a good Detective Reader, they need to think of these questions when reading silently as well.
8. Gradually eliminate the use of paper copies for the five “wh” questions.
**Progress Monitoring:**

Compare the students’ scores on comprehension questions or skill sheets daily, weekly, or on end of unit reading tests before and after implementation of this intervention.
Story Grammar Chart Form

Name: ______________________________________________________________

Story Title: __________________________________________________________

↓ Characters:

___________________________________________________________________

___________________________________________________________________

↓ Setting:

___________________________________________________________________

___________________________________________________________________

↓ Problems:

___________________________________________________________________

___________________________________________________________________

↓ Events:

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

↓ Solution:

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________
Story Grammar in Mapping Form

Name: ________________________________________________________________

Story Title: _____________________________________________________________

Characters: 😊

Setting:

Problems: 😞

Events:

Solution: 😊
Example of an Advanced Organizer of the 5 “wh”s
Be a Detective Reader and Solve the Reading Mystery

Name: __________________________________
Date: ___________________________________

1. Who is the main character?

________________________________________________________________________
________________________________________________________________________

2. Where and when did the story take place?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. What did the main character do?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. How did the story end?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. How did the main character feel?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
References

(Story Grammar Training)


Semantic Maps

Target skills:
Provides a framework to help students understand and recognize the relationships between important concepts within a reading passage.

Location:
This intervention can be implemented within the regular education classroom or modified for use within a special education classroom, small group setting, or with an individual student.

Materials:
- Reading passage of appropriate difficulty level—copies for both the instructor and all participating students
- Copies of semantic analysis chart or map—for both the instructor and all participating students

Directions:
- Semantic maps or charts can be used prior to or during reading exercises.
- If used as a pre-reading activity, the teacher must complete the following steps to create a graphic organizer for the students:
  1. Read the assigned material
  2. Complete a content analysis—several steps giving special attention to textual cues (e.g., titles, subheadings, highlighted words, figures)
     i. List key concepts and vocabulary.
ii. Evaluate list to determine the all-inclusive idea—the **superordinate concept** (i.e., topic of the chapter). Use this concept as the title of the graphic organizer.

iii. Then organize the remaining concepts and vocabulary into categories (e.g., characteristics, functions, examples of the main concept, steps in a process). These categories become the **coordinate concepts**. The concepts within these categories are considered **subordinate** (supporting) **concepts** to the coordinate concepts.

iv. Those concepts that are important for comprehension but do not fall within one of these coordinate concepts should be addressed in another part of the prereading curriculum.

3. Develop the semantic analysis chart or semantic map.

   i. Chart form (see Figure C.1-A):

      a. Superordinate concept is the title.

      b. Coordinate concepts placed along top of the grid.

      c. Subordinate concepts listed along the left side of grid.

   ii. Map form (see Figure C.1-B):

      a. Superordinate concept placed in the largest circle at the top of the page.

      b. Coordinate concepts placed in medium-sized circles directly attached to the superordinate concept.
c. Subordinate concepts placed in smaller circles attached to each coordinate concept.

- If using a semantic graphic organizer as a prereading technique:
  - It can be completed or reviewed during group instruction prior to reading the assigned material.
  - The instructor can leave the chart blank or leave off the connecting lines on the map, then guide the students to use what they already know to determine the correct relationships.
  - The instructor can also provide a completed chart or map and review it with the students.

**Progress Monitoring:**

Compare the students’ scores on comprehension questions or skill sheets daily, weekly, or on end of unit reading tests before and after implementation of this intervention.
WORKSHEET C.1. Preparing a Semantic Analysis chart

Topic: ____________________________________________

List the key concepts and vocabulary:
______________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________
____________________________________________________________

Create the semantic analysis chart:

1) Find the all-inclusive idea, which becomes the title of the graph (superordinate concept).
2) Organize the concepts and vocabulary into categories (e.g., characteristics, steps, examples, functions).
3) Each main concept becomes a coordinate concept, the next step on the graph (second, third, and fourth columns).
4) Supporting concepts and vocabulary for each coordinate concept become the subordinate concepts, the final step on the graph (down first column).
5) Fill in the relationships between coordinate and subordinate concepts by marking them with an X.
WORKSHEET C.2. Preparing a Semantic Analysis Map

Topic: ____________________________________________

List the key concepts and vocabulary:
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________

Create the semantic analysis map:

1) Identify the all-inclusive idea, which becomes the title of the map (superordinate concept; largest circle).
2) Organize the concepts and vocabulary into categories (e.g., characteristics, steps, examples, functions).
3) Each main concept becomes a coordinate concept, the next level on the map (medium circle).
4) Supporting concepts and vocabulary for each coordinate become the subordinate concepts, the final level on the map (smallest circles).
5) Fill in the relationships between coordinate and subordinate concepts by connecting them with lines.
Figure C.1. **Example of Completed Semantic Analysis Chart (A) and Semantic Analysis Map (B)**

(A) Example of Completed Semantic Analysis Chart

<table>
<thead>
<tr>
<th>(Superordinate Concept) How Fossils Are Made</th>
<th>What are fossils?</th>
<th>Things that can become fossils</th>
<th>(coordinate concept)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How we learn about dinosaurs</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dinosaurs (subordinate vocabulary)</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Hardened track or footprints</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Animals or plants (subordinate idea or concept)</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Teeth, bones, or shells</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

(B) Semantic Analysis Map

![Semantic Analysis Map](image-url)
References
(Semantic Map)

Chapter V:
Internet Resources for Reading Interventions
1. “Education World”
   www.Educationworld.com

This is a FREE website for teachers and administrators. This website offers examples of lesson plans, professional development topics, and, sample worksheets all tied to national standards. The variety of resources does make the website somewhat difficult to navigate, but with patience you will find what you are looking for, and may even stumble upon something unexpected on your way. The following are features directly linked to reading that could be very helpful for educators and what tabs to find them under.

- Links to the Common Core language arts standards and other national standards (i.e. gifted program standards), and standards by state (Standards tab)
- The Reading Machine (Lesson Plans tab)
- Language and Literature Subject Center (Subjects tab)
- Links for using technology in the classroom (Technology tab)
- Templates for language arts for things like reading reviews, book snapshots and story summaries-templates (Tools & Templates tab, Language Arts)
- Lesson plans centered around upcoming holidays (Holidays tab)
2. “HELPS Helping Early Literacy and Practice Strategies”
   www.helpsprogram.org

This website is based on the HELPS (Helping Early Literacy and Practice Strategies) program. This program was developed by John Begeny, who provides training in the program to schools. The website is FREE, but requires that you become a member to access the materials, which is easy to sign up for. Money from anything purchased on the website goes toward the Helps Education Fund, a non-profit organization that allows the materials on the website to be free to teachers.

HELPS was designed to improve students’ reading fluency. The HELPS One-on-One program has been supported by research. The manual for the program can be downloaded for free or purchased on the website. Training videos are also available. The website gives an explanation of how to integrate HELPS with RTI, showing how it can be used at each tier.

HELPS uses evidence-based practices in their strategies, including:
- Repeated readings
- Modeled Reading
- Systematic error-correction procedures
- Verbal cues for students to read with fluency
- Verbal cues for students to read with comprehension
- Goal-setting
- Performance feedback
- Use of systematic praise and a reward system
3. “Scholastic”
   www.teacher.scholastic.com

Scholastic.com is a website promoting reading in the classroom. There are resources for parents and teachers, but we will focus on the teachers’ resources. The entire site can be filtered by grade so that you see only the resources/materials for the grade(s) that you are interested in, which makes it easier to navigate. The website is FREE, but there are many resources that need to be purchased in order to obtain them. In order to search book catalogues you need to register, which is also free.

The teacher site offers lesson plans, which you can also filter by grade and subject. Student activities are also available by subject. There are free daily starters, or small warm up activities for younger grades, which include some topics on reading. Teacher blogs and videos are available, as well as information for first-year teachers. There are many RTI resources available to be purchased from the website for teachers. Books to be purchased can be searched by grade. It is very easy to find books for every reading level, and the website gives suggestions of similar books that the purchaser might like. Users of the website can select a reading level system (i.e. grade level equivalent) when searching for books, which will appear next to each book that comes up on the search.
This is a FREE, online reading program for children grades K-8 that is sponsored by Sylvan Learning. The goal of the site is to help kids enjoy reading through interactive tools, games and motivational rewards. There are also resources for parents and teachers.

*Students* can find books, play games and redeem prizes that they’ve earned points for. They can have contests against each other or make teams with other students to meet their goals.

*Parents* can monitor their student’s progress, track quiz results, help their child pick their next book and approve prize selections. There are also ideas available to help parents motivate their child to read.

*Teachers* can access free tools and tips to motivate their students to enjoy reading. They can create booklists for their students and create prizes for their classroom. An interesting feature of the site is that teachers can create a link for their own classroom where they can track their students’ progress, create contests and teams and develop quizzes and reading reminders for students. Students’ reading reports can be viewed and letters can be sent to parents via the site to highlight student progress. Quizzes are also available on the site.
5. “Read, Write, Think”
www.readwritethink.org

The mission of the website is to provide teachers, parents and afterschool professionals with FREE access to helpful tools for reading and language arts. Every lesson plan on the website is aligned with the International Reading Association/National Council of Teachers of English standards for English Language Arts and individual state standards.

_Educators_ are privy to community blogs from other site members, where they can receive insight into success with certain lesson plans, advice to teachers and other experiences in the classroom. Free lesson plans are available and can be filtered for certain grades. Calendar activities are available that connect ELA to events that happened on a certain day in history. This is a great way to connect literacy to other content areas, such as history. Professional development links offer strategies to teaching language arts, books available to teachers, meetings and events for teachers and online professional development.

_Parents and afterschool professionals_ are given information on the site that can also be filtered by grade. The link offers activities and online games to engage students, tips for helping students, printouts, and podcasts.
6. “RtI Network”
www.rtinetwork.org

This is a very useful website for educators and families who are beginning to hear the buzzing about RTI, but still are not sure of what it is about. The website can be filtered by selecting a tab for either pre-k, k-5, middle school, high school, higher education, or parents and families, depending on what you’re interested in. One of the founding partners of the website is NASP, along with many other well-known organizations, so the information obtained from the site can be used with confidence. While this website is not specifically targeted to reading, there are 609 results when ‘reading’ is typed in the search bar, so one can assume that most any question about reading and RTI can be answered here.

The Learn about RTI tab allows educators and families to learn about what RTI is, the research support for RTI, how RTI can be applied to behavior, learning disability classification using RTI and how RTI addresses diversity and disproportionality.

The Get Started tab highlights the key steps to follow when kicking off RTI, including building support, developing a plan, implementing the plan, evaluating and refining the plan, and checklists and forms that will facilitate this.

The Include Essential Components tab highlights what is necessary for RTI to be successful, including tiered instruction/intervention, ongoing student assessment and family involvement.
The *Connect with Others* tab is a great place to reach out and ask questions or share your stories with the website’s community. There are blogs, discussion boards, stories from those using RTI in the field, expert advice, a Thought Leaders Network and a FREE, monthly newsletter.

The *Professional Development* tab is a great place to go for educators who still have questions about RTI. It offers online discussions with experts, lists of resources that can be purchased, a Leadership Network to support the leaders in schools that are trying to implement RTI, web-based training, videos of RTI implementers and researchers, and an annotated bibliography of RTI resources.