Research Based Strategies and Intervention Resources

Monmouth-Roseville

Definition of an Intervention:

- Interventions focus on a specific targeted area of need that is identified through assessment(s)
- Interventions involve the teaching of a skill or strategy that result in increasing a student's performance in a targeted area.
- Interventions provide teaching and / or re-teaching with multiple opportunities for guided practice and immediate corrective feedback.
- Interventions are systematic and explicit.
- Interventions are in addition to whole group instruction and provided to a smaller group.
- Interventions are **NOT** an accommodation (e.g. preferred seating, visual timer, copy of notes) **OR** a modification (e.g. fewer questions).

Key   **PA** – Phonemic Awareness   **P**- Phonics   **F** – Fluency   **V**- Vocabulary   **C**-Comprehension   **W** – Writing

Intervention (s) to Support Core Classroom Instruction	Area of Use	Grade Levels
1. Close Reading	C	All

Close reading is thoughtfully and actively reading, rereading, and analyzing a text for deep understanding. The reader writes responses and comments on the text or on a post-it. This is called annotating. Students annotate to stop and summarize, ask questions about the text, make inferences about the speaker or narrator, find details to support the main idea, mark the words or parts they don't understand, and use text details to form inferences.

2. Cut up sentences	W	K - 6

 Write a sentence (from text, from the child's writing, or dictated by the child) on a sentence strip.   Sentence complexity should match the student's language structure and understanding of words. Cut the sentence apart and mix-up the words but orienting them correctly in front of the student. Ask the student to create the sentence, rereading as needed to check it. If needed, scaffold reconstruction of the sentence with a model. This activity requires readers to : attend to the order of words in a sentence, think about the first sound of a word and its corresponding letter or letter cluster, search for and use visual information, reread, use known words to monitor, attend to end marks and capitals, as well as orientation of print.
EXTENSIONS: Use more than one sentence so students must attend to punctuation and capitals over texts, or include punctuation as part of the word preceding it.

3. Echo Reading   F   **All Grades**

Echo reading is a reading strategy that will help struggling readers with fluency, reading orally, new vocabulary, and comprehension. For echo reading, all you need is a book on your student's level and a reader for students to echo. It is a simple reading strategy to help your students gain skills. Here's the way echo reading works best: All readers have a copy of the text. The teacher or the lead reader reads a line of text. It will depend on the age and ability level of your students when deciding how much to read at one time. While the leader reads out loud with expression and at a good pace, the rest of the group follows along in the text. After the reader reads a line or sentence, then the students read it out loud. They try to imitate the way the leader reads the text during echo reading activities. - from: Bright Hub Education.com

4. Making Words   P   **K - 4**

Making Words is an activity in which children are individually given some letters and use these letters to make words. During the approximately 15-minute activity, children make approximately fifteen words, beginning with two-letter words and continuing with three, four, five-letter and bigger words until the final word is made. The final word (a six, seven, or eight-letter word) always includes all the letters they have that day, and children are usually eager to figure out what word can be made from all these letters. Making Words is an active, hands-on, manipulative activity in which children discover the letter-sound relationships and learn how to look for patterns in words. They also learn that changing just one letter or even just the sequence of the letters

5. Michael Heggerty   P, PA   **K - 6**

This program is a 35 week curriculum of daily phonemic awareness lesson plans developed on a systematic scope and Sequence of Skills with explicit modeling.

Each day covers skills in letter naming, rhyming, onset fluency, blending, identifying final and medial sounds, sequencing, substituting, adding phonemes, deleting phonemes and language awareness, Each one of these activities takes about 30 to 45 seconds. The lessons should be quickly paced and interruption free. Once the students know and understand the routine the lesson should take between 12 and 15 minutes per day.

6. Palettes   P,PA,V   K-3

This activity consists of round plates with 10 discs. Each has a specific card to answer questions on. Sometimes a student has to match a word to fit into a sentence to make it sound correct. Sometimes they have to match letter sounds to make words. After the discs were put into place, the student flipped over the card and self-checked their answers. Any wrong could be redone immediately.

7. Poems for Two Voices   F   2-6

Two-voice poetry is written for two people to perform. The poetry usually has two columns—one for each person who is reading the poem. Each person reading the poem reads the text in one of the columns. Sometimes, the poet wants the two readers to say something at the same time; so the poet writes the words on the same line in each column. These poems often sound like a dialogue for two people.

8. Scholastic Guided   C, P, PA, F, V   K - 8
 Reading Leveled Books

Scholastic has an enormous range of outstanding leveled books. Every title is supported with effective teaching strategies to help all children become independent readers who love to read. You can tailor your instruction to meet a variety of interests, while building the comprehension skills and confidence students need to read independently.

9. Color Coding   V, C, W   2 - 9

Color Coding can be used for a variety of purposes.

Vocabulary: Students underline vocabulary terms in a reading passage or in a paragraph they have written about a passage.

Grammar: Students underline assigned parts of speech with a particular color. For instance, if students are studying nouns and verbs, they would underline nouns in green and verbs in pink.

Writing: Students underline assigned parts of writing with a particular color. For example, in an analysis essay: transitions, blue; main idea, purple; causes/quotes, green; explanations, pink; concluding statement, yellow.

10. Syllable patterns   V,P   K - 3

Here we worked with onsets and rimes. Given a specific rime, the student must find onsets to add to the beginning of it to make a real word. These words are then used to create poems, or sentences, or riddles.

11. Word sorts   P   K - 3

The activity focuses students' attention on critical features of words, namely sound, pattern, and meaning. By categorizing different words by certain elements, young children make sense of words and patterns within words. Word sorts combine both constructionist learning and teacher-directed instruction. Students receive a stack of cards containing either pictures or words that have several types of contrasting sounds, patterns, or meanings. Each student must then figure out the patterns that exist within the stack, and sort the cards accordingly. By doing this, students construct their own knowledge of words, creating a lasting understanding of how language works. This process contrasts greatly to the simple memorization related to traditional spelling tests.

12. 6 Minute Solution   F   **1 – 8** (levels are up to 5 but higher grade levels might need to go down a grade or two)

This program can be used with whole group or smaller groups. Students are paired with a classmate who is at the same reading level. Each set of partners takes turns reading the same passage for 1 minute. They discuss their progress and then graph the total number of words read correctly on their chart. They read the same passage all week long, then switch passages after four reads. One read on Monday getting to know the text, then four timed reads with their partners.

13. 180 Days of Reading   C   K - 8

This is a book that reinforces grade-level reading skills and enhances students' reading proficiency using reading passages for every day of the year.   (Carlson, Smith, and Blaesing have this book.) *The manufacturer makes a book for each grade level.*

14. Common Core Comprehension   C   3 - 5

This book provides 3 levels of comprehension practice. It includes narrative, informational, and opinion texts. The questions are text dependent. (All third grade teachers have this book.)

15. Making Meaning C ALL

This is a program that uses fiction and nonfiction skills. It allows students to talk to each other using higher order thinking. (One set was purchased for third grade.)

16. Audio books F ALL

Students can follow along while a story is read to them.

17. Categorizing New Words V ALL

Putting words into groups according to parts of speech for both fiction and nonfiction.

Example: mammals are nouns   hibernating is a verb

18. Reg Cards C 1 - 6

This is a set of cards that allows students to practice predicting before they read the text. (before cards) They can also check for understanding while reading the text (during cards).   And check for overall comprehension once they finish reading the text.(after cards). Each card asks a specific question.

19. Echo Reading F K - 6

Echo reading is a strategy for fluency development. In echo reading, a skilled reader reads a text, a sentence at a time, as the learner tracks. The learner then echoes or imitates the skilled reader. It is also called modeled reading or imitative reading

20. Fluency sentence   **F, C**   **K - 3**
     and or Phrase strips

These can be used with small groups. It involves breaking down longer paragraphs into sections to allow students to read more fluently. This involves asking questions that go beyond "right there "questioning.

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21. Picture Walk   **V, C**   **K - 6**

Students are told the vocabulary words ahead of time and then the students look at the pictures to get an idea of what the text is about.

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22. Partner Reading   **F,C**   **ALL**

Students read with each other and check for understanding after their partner reads the text.

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23. Reader's Theater   **F, V, C**   **ALL**

Reader's Theater is readers reading a script adapted from literature, and the audience picturing the action from hearing the script being read aloud. If requires no sets, costumes, props or memorized lines. Instead of acting out literature as a play, the performer's goal is to read a script aloud effectively, enabling the audience to visualize the action. Performers bring the text alive by using voice, facial expression, and some gestures. It is an integrated approach for involving students in reading, writing, listening and speaking activities.

25. 1,000 Fry's Instant Words	V	4 – 6

1,000 Instant Words are most often used words in reading and writing. Students should know the first 100 words before teaching and learning the next 100 words. Teach only a few words at a time to keep success rate high. These high frequency words are also called sight words because they must be recognized instantly, on sight, for reading fluency.

26. Word Ladders	V	4 – 6

A word ladder puzzle begins with two words and to solve the puzzle the student must find a chain of other words to link the two, in which the two adjacent words differ by one letter. The student is given a start word and an end word. In order to complete the puzzle, the student must change the start word into the end word progressively, creating an existing word at each step. Some variations also allow the student to add or remove letters in to a different order.

27. Rereading	F	4 – 6

Rereading is the task of re-reading text more than once. As an instructional method, the text should be at a student's "just right" level and should include reasonable goals for fluency and comprehension to drive instruction.

28. Hot Topics	V, C	4 – 6

Hot Topics helps struggling readers become active readers through direct instruction of strategies and the use of engaging, motivational texts. The teaching units provide the teacher with step-by-step process for presenting the guided-reading instruction and give them all the tools they need to help students develop vital reading strategies.

29. Heidi Songs	V	K - 2

This is a resource to practice sight words using songs, movement and worksheets.

30. Leap Frog   PA, P   K- 2

This is a program with manipulatives to help learn letter names and sounds. DVDs are also used such as: letter factory, talking words, and The Amazing Alphabet.

31. Jolly Phonics   PA, P   K - 3

This is a program that includes hand motions and songs to help students remember letter names and sounds by using visuals and hand motions.

32. Sound Boxes   PA, P   K - 5

Students are given a work mat with 3-5 boxes on them and a manipulative that can be used to slide into the boxes. The teacher then says a word such as "cat" and the student slides a manipulative into a box for each isolated sound. This provides a visual for the 3 letter word. Give students a phonetically regular word that includes your phonic skill for that lesson. After students segment the sounds in the word, they use a dry erase marker to write the words in the boxes. (Jan Richardson)

33. Leveled Literacy Intervention   C, PA, P, F, C   K - 8

The *Fountas & Pinnell Leveled Literacy Intervention System* (LLI) is a small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, *LLI* supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of *LLI* is to bring students to grade level achievement in reading

34. Tynner   P, PA   K – 8 (Upper grades especially for ELL)

This is a series of lessons that practice matching lowercase and uppercase letters, beginning sounds, writing letters and sounding out words. There are instructional directions to follow. (Tynner, Beverly)

35. Reading Tutors   P, PA, F, V, C   **K – 8** (Comprehension Levels AA - Z / Fluency Levels F - Z)

This is a research based program that provides instruction in the five areas of reading: phonological awareness, comprehension, vocabulary, fluency, and phonemic awareness.

36. Pioneer Valley Books   C, PA, P, F, C   **K - 2**

This is a series of books that are leveled with duplicate copies. There is an instructional guide with each title. Activities include vocabulary, sight word recognition, and comprehension.

37. Literacy Wings   C, PA, P, F, C   **K - 2**

This is a series of books that begin with early emergent readers (A and B) and progress through to developing readers (D, E, F) and Early transitional (F, G, H, and I). (Located in the library and goes with Pioneer Valley Books.)

38. Fountas and Pinnell   C, PA, P, F, C   **ALL**

This is a resource book that describes best practice measures. It also includes a prompting guide for strategies to use during guided reading and small group work on phonics.

39. Interactive Writing   W   **K – 3** (Reading Levels Pre A – J)

Dictate a simple sentence, 4 – 6 words, don't waste time asking kids for a sentence. Construct the sentence to include letters, words, and sounds you have been teaching the group. As children repeat the sentence draw a line for each word on a sentence strip. Have students help write the word. Students take turn writing the dominant consonant sounds in each word. Cut up the sentence; cut each word apart. Give each student one or more words and have them work together to remake the sentence. (Jan Richardson)

40. Clapping Syllables   PA   K - 3

Have students repeat the word and clap the parts in the word. At first clap with students then the goal is for the students to clap the syllables without your support. Discontinue when students are able to independently clap three syllables in a word. (Jan Richardson)

41. The Gist   C   ALL

Briefly describes the summary, beginning, middle, and end of a story. Give a student a sheet with 12 empty boxes (4x3) or 16 empty boxes (4x4), and have them describe what the "Gist" of the story was in only that amount of words, 12 or 16. One word has to fit in each box. Punctuation, like a comma, does not get its own box. For example:

Jack	stole	money	from
the	Giant	so	his
family	wouldn't	be	poor.

42. Partner Reads   F   9

Partner reads are when students sit with a partner and take turns reading the text aloud to each other. This can be done a number of ways: partners can take turns after each paragraph, page, chapter, etc (depends on the length of the reading assignment). This allows students to practice reading fluency in a lower risk setting.

43. Somebody   C   ALL
   Wanted But So

(Jan Richardson)Children are given a framework for summarizing the story by recalling character (Somebody), the character's goal (Wanted), the conflict (But), and finally, the resolution (So). The S-W-B-S does not include all of the details. (Jan Richardson) For example: Jack wanted the money back from the Giant, so he climbed up the magic beanstalk and stole the money back. For higher level learners add a *Then* statement to conclude the story.

This can be through discussion or writing.

44. Mix and Fix	P, PA	K - 3

Give students the letters to make the new word. They should check your model to make sure they made the word correctly. Students check the word by sliding their finger under the word while they say it. Students should now pull each letter down to remake the word from left to right. Again, prompt for a slow check of the word. Now have students mix (or scramble) the letters and fix the letters to remake the word. (Jan Richardson)

45. What's Missing	PA	K - 3

Write the word on the whiteboard or make it with magnetic letters. Do this in front of the students so they can see the left – to – right construction of the word. Tell students the word. Have students spell the word as you point to letters. Turn the board to you and erase a letter. Show the board to the students and ask them to tell you what letter is missing. Students tell you, and you put it back in the word. Repeat procedure two or three more times by erasing one or more letters at a time until the entire word is erased. Students then spell the word for you as you write it on the whiteboard. (Jan Richardson)

46. Senderos	C, PA, P, F, C	K - 1

This is a bilingual reading program that includes interventions within the lesson being taught.

47. Word Families	PA, P	K - 6

This is a method of instructing phonemic awareness. Have the student practice reading words within the same word family such as; cat, hat, sat, that. This will also help students become more fluent in CVC words.

48. Rhyming	PA, P	K- 3

Students can practice matching words that have the same ending sound.

49. Five Finger Retell   C   K - 6

> Thumb: the characters are…
> 1st Finger: The setting is…
> Tall finger: The problem is…
> Ring Finger: The events are…
> Little Finger: At the end…
> (Jan Richardson)

50. Graphic Organizers   V, C   1 – 9 (Some listed are upper grades only)

Graphic Organizers can be used for a variety of purposes; however, a couple common ones for Reading intervention are: Analysis Charts, MelCon Outlines, Venn Diagrams, and Vocabulary Charts.

Analysis Charts: These charts assist students in analyzing a text. Instead of students simply writing an analysis paragraph, it breaks down each piece of an analysis to make sure students thoroughly address each portion based on a given prompt: event, causes, text evidence (quotes with citations), and explanations.

Mel Con Outlines: These outlines serve as a guide for writing extended paragraph or full essays. The MelCon Outline assists students with similar information as the Analysis Chart, but includes spaces for introduction, thesis statement, transitions, and a concluding statement.

Venn Diagrams: These diagrams serve as a visual to help students map out the details when comparing/contrast two or three concepts. Typically, these diagrams are used to assist students when preparing to write an extended paragraph or essay.

Vocabulary Charts: These charts assist students in learning/studying new vocabulary. They can easily be modified for the specific criteria students will be required to know; however, most include: term, definition, sample sentence, picture, synonym, antonym, prefix, root word, and suffix. (At the high school level a strong emphasis is placed on teaching students ACT vocabulary – lists can be found online).

51. Advisory	V, C	9

Advisory is a 30-minute block of time at the end of the school day where students have time to complete homework, make-up tests/quizzes, or go get help from teachers.

The following are ways some teachers use Advisory as an **intervention**:

- Reteach material
- Answer questions
- Make-up tests
- Test corrections
- Additional work time

Technology Interventions

1. Abcya.com	**PA, P, V, C**	**K - 5**

This is a website that provides practice in phonemic awareness, comprehension, and vocabulary.

2. . Star Fall	**C, PA, P, F, C**	**K - 2**

Starfall.com is an educational website that provides interactive content to help your child with the fundamentals of learning: reading, basic math, shapes, and phonics. The site is broken up into four main sections--ABC's, Learn to Read, It's Fun to Read, and I'm Reading--with each addressing different stages of learning development. Starfall.com is a powerful tool that provides hours and hours of engaging educational content for pre-school and grade school kids. It uses animation and sound to engage children in the learning process. (And they're learning about technology and the web in the process, which is an added bonus.)

3. Study Island	**PA, P, V, F, C**	**3 – 6**

Web-based program students access independently and learn at their own pace. Software includes traditional assessments and interactive games based on the Illinois Learning Standards and Common Core Standards. Teachers are able to customize printable worksheets for students, if necessary.

4. Readworks.org	**C**	**K - 6**

ReadWorks provides research-based units, lessons and authentic, leveled non-fiction and literary passages, directly, online for free.

5. www.Quizlet.com   V,C   ALL

Quizlet.com is a <u>free</u> website that allows students and teachers to create flashcards online. Teachers can create a list of terms and definitions for students and share the direct link. Students can also go online to create their own flashcards as a study device. There are also a number of lists already created that can be searched for on the website. The site also has a couple games built in for students to play as another study device rather than just "flipping" the flashcard.

6. Florida Center for   PA, P, C, V, F   K - 6
 Reading Research

This is a research based program that provides instruction in the five areas of Reading: phonological awareness, comprehension, vocabulary, fluency, and phonemic awareness.

7. http://teacher.depaul.edu/Nonfiction_Reading.htm   C   ALL

One page nonfiction reading and thinking passages aligned with Core priorities. There are also fiction passages and paired nonfiction and fiction readings. All give an opportunity to develop competence in Common Core Anchor Reading Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing and speaking to support conclusions drawn from the text. Also included, are comprehensive nonfiction reading questions, graphic organizers to guide and assess nonfiction reading and reading strategy pre-assessment.

8. Readinga-z.com   C,F,P,V   ALL

 Reading A-Z contains a host of helpful resources to provide research-based, high-quality instruction and progress monitoring to struggling students. Resources support differentiating instruction, tiered intervention, motivation, practice, and assessment. Reading A to Z has thousands of leveled readers, lesson plans, worksheets and assessments to teach guided reading, reading proficiency.