

Reading Intervention Options for Tier I

Underlined Headings are Hyperlinks

9/09

Comprehension

<i>Intervention Strategies</i>
Small Group Instruction <ul style="list-style-type: none">Working with skills (visualizing, predicting, summarizing, inferring, questioning)
One-on-One Instruction <ul style="list-style-type: none">Working with skills (visualizing, predicting, summarizing, inferring, questioning)
Story Maps <ul style="list-style-type: none">Mapping elements of the story
Anticipation Reading Guide <ul style="list-style-type: none">Student completes brief questionnaire in which they state if they agree or disagree with questions tied to the text and then read the selection
SQR3 <ul style="list-style-type: none">Build comprehension through 'Survey, Question, Read, Recite, Review'
Question Answer Relationships <ul style="list-style-type: none">Answers to questions are right there, think and search, author and you, and on your own
Activating Prior Knowledge <ul style="list-style-type: none">Build comprehension by asking student 'what and why', identifying main ideas, and then independently reading the selection
Other (describe):

Vocabulary

<i>Intervention Strategies</i>
Creative Writing <ul style="list-style-type: none">Writing short story with vocabulary words or using word correctly in a sentence (sentence stems)
STAR <ul style="list-style-type: none">Select, Teach, Activate (connect to previous understanding), Revisit
Error Word Log <ul style="list-style-type: none">Students record and receive feedback on unknown words
Illustrating Vocabulary <ul style="list-style-type: none">Student draws picture illustrating targeted vocabulary words
Decoding <ul style="list-style-type: none">Tailored instruction on word parts: prefixes, suffixes, and roots
Small group/Individual Mini-Lessons <ul style="list-style-type: none">Build prior knowledge and understanding of receptive & expressive vocabulary
Other (describe):

Fluency

<i>Intervention Strategies</i>
Timed Reading <ul style="list-style-type: none">Read same passage multiple times while being timed
Echo Reading or Repeated Reading <ul style="list-style-type: none">Teacher reads and student mimics
Phrasing <ul style="list-style-type: none">Reading text is on overhead; teacher turns off overhead and student reads next few words from memory (reading "ahead" with your eyes)

Older Reader, Younger Book <ul style="list-style-type: none"> Older student reads book to a student in a younger class
Beam Reading : <ul style="list-style-type: none"> Reading text is projected onto the wall and teacher uses a flashlight beam on the text to direct student speed
Paired Reading <ul style="list-style-type: none"> Reading in unison with more accomplished reader until confident to read alone
Other (describe):

Phonics

<i>Intervention Strategies</i>
Strategies List <ul style="list-style-type: none"> Emergent, beginning, and “at risk” strategies
Decoding Strategies <ul style="list-style-type: none"> Attack unknown words using a hierarchy of strategies
Picture Matching <ul style="list-style-type: none"> Match initial sounds of pictures with correct letter
Touchable Letters <ul style="list-style-type: none"> Alphabetize tactile letters while saying the name of the letter
Silent “E” <ul style="list-style-type: none"> Create T-chart with words containing short and long vowels (for example: pan, pane; cub, cube)
Long and Short Vowel Activity <ul style="list-style-type: none"> Divide flashcards into two piles – one pile short vowels the other long
Syllable Board Game <ul style="list-style-type: none"> Choose a word flashcard and count the syllables – advance that many spaces
Alphabet Flashcards <ul style="list-style-type: none"> Flashcards with letter on one side and a picture with the initial sound on the other side
Other (describe):

Phonemic Awareness

<i>Intervention Strategies</i>
Strategies List <ul style="list-style-type: none"> Multiple interventions with explanations
Matching Rhyme Game <ul style="list-style-type: none"> Match cards that rhyme
Tongue Twisters <ul style="list-style-type: none"> Listen to tongue twister and repeat
Syllable Game <ul style="list-style-type: none"> Read word and clap or jump once for each syllable while saying the word
Picture Hunt <ul style="list-style-type: none"> Circle all pictures on worksheet that have targeted phoneme
Phoneme Sort <ul style="list-style-type: none"> Read flashcard, divide word into phonemes, tap finger for each phoneme, and then place flashcard into correct phoneme number pile
Other (describe):

Remember that there are many more intervention options for each skill listed in the *RtI: Resources and Strategies* binders. Also, don't forget that there are numerous interactive websites at [Weblinks](#).

Progress Monitoring

Upon completion of the Tier I intervention (approximately 12-15 sessions) students should be given an easy and quick assessment that will provide data on the effectiveness of that particular intervention. Include these results in the paperwork turned into the Intervention Team.

[Common Questions about Progress Monitoring](#)