

READING INTERVENTION IDEAS

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PHONOLOGICAL AWARENESS

ASSESSMENTS:

Assess phonological awareness in depth. Use an informal assessment tool to determine the student's proficiency in the following tasks:

- rhyme recognition (e.g., Tell me the two words that rhyme: cat, dog, hat);
- rhyme production (e.g., Tell me all the words you can think of that rhyme with "cat.");
- phoneme matching (e.g., Which word starts with a different sound? ball, bat, tree);
- word counting (e.g., Tap out the number of words you hear in each sentence);
- syllable counting (e.g., Tap out the number of syllables you hear in each word);
- compound word deletion (e.g., Say the word: "cowboy" without the "cow");
- syllable blending (e.g., Tell me the word I am trying to say: "tur...tle");
- phoneme blending (e.g., Tell me the word I am trying to say: "m...a...t");
- sound counting (e.g., How many sounds do you hear in the word "toy");
- sound segmentation (e.g., Tell me the sounds you hear in the word "sock");
- phoneme deletion (e.g., Say the word: "hat" without the /h/ sound);
- phoneme manipulation (e.g., Change the /t/ in tip to /r/).

The general order of development of these skills is:

- Preschool: segmenting sentences into words;
- Preschool to kindergarten: rhyming;
- Kindergarten: segmenting words into syllables and deleting syllables from words to make new words;
- Grade 1: blending phonemes into words, segmenting words into phonemes, deleting phonemes from and adding phonemes to words to make new words;
- Grades 1-2: manipulation— substituting one phoneme for another in a word, and transposing phonemes in words to make new words.

INTERVENTION IDEAS

PHONEMIC AWARENESS:

1. The student will learn teacher selected vocabulary from their reading assignments.

*When teaching new vocabulary, reinforce specific words by using them in phonemic awareness activities. Use words from a story that has just been read or words related to an instructional unit.

2. The student will learn to rhyme through the use of pattern texts with activities that support the use of language sounds.

*To promote phonological awareness, use literature that plays with language sounds. Read texts that emphasize rhyming patterns, alliteration, and the manipulation of phonemes. These types of books will increase the student's awareness of the phonological structure of language.

3. The student will be provided direct instruction in letter names and letter sounds though the use of analogies.

*Make sure the student knows the difference between letter sounds and letter names. Some students are helped by the analogy that just like animals have a name (e.g., lion) and a sound (e.g., roar), so do letters (e.g., A and /a/).

4. The teacher will provide direct instruction in phonological awareness to the student. Guided practice will be reinforced with the use of computer programs.

*For reinforcement of direct instruction in phonological awareness, incorporate computer programs into practice sessions. Because the student's age level far exceeds his phonological skill and reading level, be careful to choosing programs that are age-appropriate.

5. The student will be taught each phonological/phonemic awareness concept using Maslow's hierarchy of learning.

*When introducing new phonological or phonemic awareness concepts, use real objects or manipulatives, and then pictures, before starting oral activities without the support of visual aids.

6. The teacher will help the student generalize knowledge between subjects.

*Explain and demonstrate to her the connection to decoding and spelling skills

7. The student will be provided instruction in visually-coded words by coloring the letters that have sounds.

*Use letters to allow the student to "see" the sounds that are supposed to be pronounced in target words. Color all of the letters that have sounds, or just the letters that represent the sounds targeted for development.

8. The student will use manipulatives to learn phonemes and/or syllables.

*Provide tasks that involve the active manipulation of phonemes represented by tangible objects such as disks or cubes. Keep in mind that tasks involving larger units (e.g., syllables) will be easier than tasks involving the manipulation of phonemes.

PROGRAMS:

- *Road to the Code: A Phonological Awareness Program for Young Children.* This programs provide a sequence for instruction in phonological awareness.
- *Lindamood ® Phoneme Sequencing Program for Reading, Spelling, and Speech (LiPS ®)* (Lindamood & Lindamood, 1998) This program addresses the development of phonemic awareness as a base for accurate reading and spelling

and provides explicit instruction about the articulatory dimensions of speech. The program progresses from sounds in isolation, to sequences of sounds in non-words and then real words, to reading in context. LiPS requires specific instructor training.

- *Earobics*. The program charts performance and prints progress reports for up to 25 users.
- *The Sounds Abound Program: Teaching Phonological Awareness in the Classroom* which includes a book and videotape describing and demonstrating the activities, and picture cards.
- *The Phonological Awareness Kit: Intermediate*. This program is for remediating phonemic awareness with older students
- *Scholastic Literacy Place* and *SRA Open Court*: The recommendation is to begin with programs for teaching phonological awareness.

RHYMING:

1. The student will generalize the skill of rhyming through patterns in sounds and songs.

*Before introducing direct instruction in rhyming, familiarize the student with rhyming by reading poems with simple rhyme patterns to her (e.g., AABB, ABAB) and singing songs that emphasize rhyme (e.g., “Willoughby Wallaby Woo” by Raffi). Choose some to read/sing repeatedly and encourage the student to say/sing the words with you. Eventually, have the student to say/sing the last word of the rhyming phrase without you.

2. The student will learn rhyming by beginning to discriminate between rhyming and non-rhyming words and progressing through steps to generating words that rhyme from a prompt.

*Provide instruction in rhyming. Start with teaching the student to recognize rhyming versus non-rhyming word pairs (e.g., “Do *cat* and *hat* rhyme? Look at the three pictures, say their names, and circle the two that rhyme”); progress to the student providing a word to complete a given rhyme (e.g., “Jack and Jill went up the ___”); and finally, teach the student to provide several words that rhyme with a given word (e.g., “Tell me three words that rhyme with *far*”).

3. The student will learn rhyming by using picture prompts to identify, complete and produce rhymes.

*When teaching rhyme recognition, show the student pictures, tell her the names, and ask her to point to the words that rhyme. Have her repeat the rhyming pair aloud. Once she can do the task with picture support, give words orally and ask her to identify the rhyming pair. Provide both instances (e.g., *star-car*) and non-instances (e.g., *cat-shoe*) of the concept. Once the student can do rhyme identification tasks, introduce rhyme completion, then rhyme production tasks.

4. The student will use manipulatives as a visual representation of rhyming.

*Teach the student to grasp the concept of rhyming. Use visual representations to help the student envision the sequence of sounds in rhyming words. To develop the understanding that rhyming words start differently but end the same, use colored interlocking cubes to represent 3-phoneme words, such as *ram* and *ham*. Show *ram* as a blue block interlocked with two red blocks, then show *ham* directly under it as a green block with two red blocks. Emphasize that the first sound changes but *am* stays the same, as represented by the colors. Continue building a column of “words” that rhyme with *ram* so that the colors of the first cube in each word differ but all of the others are the same. When the student demonstrates understanding, show how changing the last sound in a rhyming word pair would spoil the rhyme as the final colors/sounds would no longer be the same.

SEGMENTATION:

1. The student will increase reading and spelling of words by segmenting sounds.

*Teach the student how to segment sounds (isolate the sounds in a word by pronouncing each one in order) to promote reading and spelling acquisition.

2. The student will increase reading of words by learning to segment sentences, words and sounds.

*When teaching segmentation, start with dividing sentences into words, then words into syllables, and then 1-syllable words into individual sounds.

3. The student will use manipulatives to develop the concept of segmentation.

*To help the student develop the concept of segmenting words into sounds, use interlocked cubes to represent whole words, then “break” them into pieces.

4. The student will increase reading of words by learning to segment words with visual cues and manipulatives.

*When first teaching segmentation, use visual cues and manipulatives, such as saying a word slowly, while pushing forward counters on a table.

5. The student will learn to isolate sounds through use of Sound Bingo games.

*Use games to make sound isolation practice engaging. One game with many adaptations is Sound Bingo. Each student receives a chart with pictures on it. The teacher says a sound and the students place tokens on the pictures whose names begin with that sound. Alternately, the teacher may say a word and direct the students to cover the picture that starts with the same sound. The same game may be used for final and medial sounds, and later, for letter-sound correspondence (e.g., The teacher says a sound and the students cover the corresponding letter).

6. The student will learn segmentation of words in a progression from consonant and long vowels to consonant-vowel-consonant words.

*When teaching segmentation of words into individual sounds, start with 2-phoneme words. comprised of a consonant and a long vowel sound such as *ape*, *eat*, *knee*, and *toe*. Long vowel sounds are easier to perceive than short vowel sounds. Use consonants with “stretchy sounds” (sounds that can be elongated, such as /m/ and /s/) as these are easier to articulate in isolation. Progress to consonant-vowel-consonant words such as soap and rain. Be careful not to use final consonant sounds, such as /l/ that change the sound of the preceding long vowel.

7. The student will learn segmentation with the use of manipulatives through the progression from sentences into phonemes.

*Use the following sequence to assess or teach segmentation. Begin with tasks that require the student to segment sentences into individual words. The student can clap the number of words or push forward markers to represent each word. Next, progress to compound words (e.g., *raincoat*). Then progress to syllables. When the student has learned to break words into syllables, teach her how to segment short words into onsets and rimes (the first part and then ending part of a syllable), and then into individual phonemes.

8. The student will learn segmentation through the "hear the beat" technique.

*When teaching segmentation, if the student has particular difficulty with the segmenting words into syllables try the following techniques: Have her place her hand under her chin and then say the word aloud. The number of syllables is equal to the number of chin drops. Alternatively, she can put her hand in front of her mouth and feel the number of puffs of breath. Be aware that many words have syllables that are not discernable by chin movement or breath so pre-select words for which they will work. As the student learns to “hear the beat” of words, she will no longer need this technique.

9. The student will learn segmentation through instruction in onsets and rimes.

*Use onsets and rimes to teach segmentation. The onset is the initial consonant or consonants of a word that changes the meaning of a word (mat). The rime is the ending part of the syllable that remains constant (e.g., mat).

10. The student will learn segmentation through an adapted Elkonin Procedure.

*Use the adapted Elkonin Procedure to teach sound segmenting, progressing into using letters to represent sounds, and finally, the concept of silent letters.

11. The student will learn segmentation and blending through integrated instruction.

*Integrate instruction in segmenting and blending. Going back and forth between tasks involving synthesis and analysis will result in the greatest benefits for reading and spelling acquisition.

BLENDING: The central ability related to word pronunciation is blending

1. The student will learn to blend words beginning with compound words and progressing to individual sounds.

*When introducing the concept of blending, start with blending two words into a compound words, then syllables into words, and finally individual sounds into one-syllable words.

2. The student will learn to blend using letters that make continuous sounds.

*When teaching sound blending initially, start with letters that make continuous sounds, such as /s/ and /f/, rather than those that make stop sounds, such as /p/ and /k/. The continuous sounds are easier to glide together.

3. The student will learn blending through the instruction of onsets and rimes.

*Because an awareness of onsets and rimes seems to develop earlier than an awareness of phonemes, teach the student how to blend the initial sound(s) of a word with the remainder of the word (e.g., m-at).

4. The student will learn to blend sounds in a progression of vowel + consonant to sounds that cannot be elongated.

*As the student is having particular difficulty learning to blend sounds, use the following sequence of sound combinations, developing facility at each step before moving on to the next: (1) vowel + consonant; (2) consonant-vowel + final consonant; (3) onset + rime; (4) consonant + vowel; (5) consonant + vowel + consonant. From step (3) on, use initial consonant sounds that can be elongated without distortion, such as /m/. When the student has developed some proficiency at step (5), introduce initial sounds that cannot be elongated. The easiest sounds to pronounce (elongated) are: /m/, /n/, /f/, /v/, /sh/, /zh/, /s/, /z/, /th/, and /t/. The following are slightly more difficult to pronounce: /t/, /p/, /k/, /ng/, /l/, /ch/, /w/, /wh/, and /h/. The most difficult sounds to pronounce in isolation for blending are: /d/, /b/, /g/, /r/, and /j/.

5. The student will learn sound blending using the Kirk, Kirk & Minskoff Method of instruction.

*Provide the student with direct instruction in sound blending using the following steps: (a) have the student say the word, (b) present the word with prolonged sounds but no break between the sounds and ask the student to say the word, (c) present the sounds with a short break between them and ask the student to say the word, (d) present the word with a quarter-second, then half-second, then 1-second break between the sounds, with the student saying the word after each presentation (Kirk, Kirk, & Minskoff, 1985).

6. The student will learn to sound out words silently through a guided, three-step progression.

*When the student understands the concept of sound blending and has developed initial ability, develop mastery using the following three-step sequence. (1) Encourage the student to blend sounds together as quickly as possible, rather than stopping between the sounds; (2) Have the student sound out each sound in the word and then pronounce the whole word rapidly; and (3) Encourage the student to sound out words in her head. Demonstrate how words can be sounded out silently.

7. The student will learn to blend a consonant blend-vowel-consonant-blend pattern.

*Teach the student how to blend three sounds into a syllable or word. Add sounds until she is able to blend a consonant blend-vowel-consonant-blend pattern.

8. The student will learn to blend words through phoneme instruction.

*Teach the student how to blend sounds into a word and then segment the word back into sounds. Say the word phoneme-by-phoneme and ask the student to say the whole word. Then, have the student then break the word back into phonemes.

9. The student will learn to blend words with use of visual cues and gliding.

*Provide visual cues to help the student learn how to blend. For example, write a word on a piece of paper with the letters spaced evenly apart. Draw a line under the word. Glide your finger under the word slowly as the student blends together the sounds of each grapheme.

10. The student will learn to blend sounds with the use of interlocking cubes.

*Use manipulatives to accentuate the idea that when blending sounds, we are moving them closer together. Use interlocking cubes, each one representing a sound. Interlock the cubes and tell the student the word they represent (e.g., sun). Then break the cubes apart, explaining that you are breaking the word into its sounds. Space the cubes a few inches apart, and point to each cube, saying its sound, with a pause in between. Move the cubes closer together and say the sounds with shorter pauses. Continue until you have pushed together and locked the cubes, say the whole word, and lift the interlocked cubes as a unit to show that you now have a whole word.

SOUND SEQUENCING: Prior to teaching sound sequencing, ensure that the student grasps the concept of using objects in a visual-spatial order to represent sounds, which occur in temporal order.

1. The student will learn sound sequencing with instruction of sound isolation.

*Integrate instruction in sound sequencing with instruction in sound isolation so that as the student learns to listen for an individual sound in a certain position, she is also able to point out its position in row of cubes representing the sounds of the word.

2. The student will learn sound sequencing with the use of manipulatives.

*To practice sound manipulation, place down a row of blocks on a table. Say the word slowly and then pronounce one sound. Have the student point to the location of the sound within the row of blocks. Alternatively, after saying the word, you point to a block and the student says the sound.

3. The student will identify and discriminate between sound positions.

*Once the student has demonstrated facility in identifying the position of sounds in words using visual aids, pronounce pairs of words that differ in only one phoneme (e.g., gold, goal) and have the student identify what sound is different in the two words and its position.

4. The student will identify medial vowel sounds.

*Provide the student with additional practice in listening to and identifying medial vowel sounds. Start with long vowel sounds (e.g., comb, bean) as they are the easiest vowel sounds to hear within words. Have the student say the vowel sound in isolation and then pronounce the whole word.

SOUND INSERTION AND DELETION:

1. The student will use color blocks to represent sounds of a word.

*Use colored blocks to demonstrate to the student, how changing the color of a block, deleting a block, adding in a block will alter the sounds of a word. Use a color for each sound. For example, the sound /g/ could be represented with a red block, /ā/ with a green block, and /m/ with a white block. The word *game* would be represented as RGW, the word *maim* as RGR. Set up a word, such as *game* and have the student pronounce it. Take the first (R) block away and ask what the word says now (*aim*). Place another red block in front of the green block and ask what it says (*maim*). Continue taking away and adding blocks/sounds until the student is comfortable with the task. Then work on final sounds, then a combination of initial and final sounds. Since a word cannot exist without a vowel, the vowel cannot be deleted.

2. The student will use visual cues and manipulatives to learn sound deletion.

*When providing instruction in sound deletion, begin with compound words and provide picture support. When the student is able to delete a part of compound words, provide instruction in onsets and rimes. Counters or blocks may be used to demonstrate how to delete the initial part of the word (the onset) and then the final part (the rime).

3. The student will learn to manipulate and delete phonemes through the Rosner's Sequence.

*When teaching the student how to manipulate and delete phonemes, follow Rosner's (1979) sequence: (a) delete one part of a compound word, (b) delete one syllable from a word, (c) delete the initial consonant from a word, (d) delete the final consonant from a word, (e) delete the initial phoneme in a blend, (f) delete the final phoneme in a blend at the end of a word, and (g) delete the second consonant in an initial blend.

SOUND SUBSTITUTION AND TRANSPOSITION: By the time students are practicing activities at this level, they will be using letters a good deal of the time.

1. The student will increase reading skill by learning to manipulate phonemes.

*When providing instruction in tasks that involve the manipulating of phonemes in word, begin with manipulating the initial phoneme. When the student is able to isolate and manipulate the beginning sounds of words, provide instruction in identifying and manipulating sounds in the final position.

2. The student will substitute sounds within a word to develop flexibility in reading words.

*To increase the student's flexibility in reading words, help him to develop fluency in substituting one sound for another in words. (Insertion and deletion may be incorporated into this activity to provide reinforcement and develop automaticity in those skills.) Use only grapheme-phoneme correspondences that the student knows. If including 2-letter graphemes, have both letters printed on one letter tile. Lay out letter tiles for a 4-sound word and have the student read it (e.g., *hand*). Replace a letter with a different one and have the student read the new word (e.g., *band*). Continue to add, delete, or exchange letters, asking the student to read the new word each time. So as to develop encoding as well as decoding, alternate between the teacher moving the letters and the student reading it, and the teacher saying the new word and the student moving the letters accordingly.

3. The student will learn to listen and identify the sequence of sounds within words.

*Give the student practice in reordering the sequence of sounds in a word. Select three sounds [letters] that can be combined in multiple ways to produce a pronounceable word—real or nonsense. Use [letters with] sounds that can be easily perceived no matter what their position in the word (e.g., students with undeveloped phonemic awareness skills would have difficulty “hearing” the /p/ in the word *apt*). Avoid using sounds [letters] that alter the sounds around them, such as /r/ and /l/ in the final position. Lay out three cubes and give each one a sound. Have the student repeat the sound for each cube. Put the cubes in order. tell the student the word they make (e.g., This says *Pam*), and ask her to repeat the word. Then change the order of the cubes and ask the student, “What does it say now?” If her answer is correct (e.g., *map*), rearrange the cubes and ask again (e.g., *amp*). Alternatively, you can say the “word” and have her move the cubes. Either method reinforces listening for and identifying the sequence of sounds. As the student learns grapheme-phoneme associations, use letter tiles to represent the sounds in this activity.

READING READINESS SKILLS

ASSESSMENTS:

1. Informally test the student on the following skills: differentiating between letters and numbers, reciting the alphabet, naming letters presented in random order (upper- and lowercase), and writing letters dictated in random order (upper- and lowercase).
2. Administer an informal reading inventory to evaluate reading skills in more depth. Tape record the student's oral reading of the passages for later review to obtain a baseline measure of reading speed and fluency.
3. Listen to the student read several short passages from a classroom textbook aloud. (Choose passages from three different sections of the book as readability levels can vary widely within a book.) Record mispronunciations and substitutions verbatim. Analyze the types of errors he makes regarding letter-sound correspondence, phonics rules, and immediate identification of whole words (sight words) and common word parts (e.g., *re*, *com*, *tion*). Plan appropriate instruction to assist the student with the development of decoding and word identification skills.

INTERVENTION IDEAS:

1. The student will increase reading readiness and fluency through the assisted reading method.

*Use an assisted reading method to help your child increase reading readiness or fluency. Read your child a phrase or sentence and then have him read it back. Move your finger along the line of print to help him focus on the word. Reread the passage several times. When your child recognizes the words, have him read independently. Provide assistance with words on which he is having difficulty.

2. The student will develop automaticity through spiraling skill acquisition.

* Practice assignments on the current skill that incorporates previously learned skills provides opportunities for the student to develop automaticity.

3. The student will strengthen basic reading skills by learning reading related terminology.

*As you teach basic skills, ensure that the student learns the names and meanings of the related reading terminology, such as: letter name, letter sound, syllable, word, sentence, and paragraph.

4. As the student reads selected passage, the teacher will provide immediate feedback and instruction on skill application.

*Directly teach the student to recognize when and how to apply skills.

PROGRAMS:

- *Read, Write, & Type*. This software program, designed for ages 6 to 8, teaches typing, as well as beginning literacy skills. The sequential curriculum provides instruction and games with all 40 speech sounds while students learn to use the keyboard. The program involves several steps: (a) learning each sound; (b) identifying beginning, middle, and ending sounds in words; (c) building words by typing sounds; (d) reading and writing simple stories; (e) creating stories; and (f) writing messages.
- *Reading Reflex* (McGuinness & McGuinness, 1998). This program was designed for young children or elementary-age children who are struggling to learn to read. The program provides a child with systematic instruction in the alphabetic code.
- *Lindamood ® Phoneme Sequencing Program for Reading, Spelling, and Speech* (LiPS ®)
- *Wilson Language System*
- *Saxon Phonics or Scholastic Phonics and Scholastic Spelling*,
- *Success for All*
- *Open Court*
- *Merrill Linguistic Readers*: a word family approach to decoding
- *Reading Milestones*: a sight word approach to decoding
- *Glass Analysis for Decoding Only*: an analytic approach incorporating words parts

LETTER IDENTIFICATION

1. The student will learn the shapes of the letters through exploration and games.

*Before teaching the names of the letters, give the student the opportunity to become familiar with the shapes of the letters by incorporating 3-dimensional letter models into games and activities.

2. The student will learn letter identification through exploration and discrimination of letters.

*Make up games for small groups of students to play using letter-models, matching letter models to each other, and matching them to bold, colored drawings of letters.

3. The student will learn letter-name associations through a spiral instruction model.

*Teach only one to three letter-name associations a day, depending on the student's ability to retain them. At least once a day, review all previously learned letter-name associations through recognition (teacher says the name and student points to the letter) and identification (teacher points to the letter, student names it). Incorporate review into games when possible, such as playing Go Fish or Old Maid with letter cards. If the student has forgotten any, reteach them using an instructional technique that creates a stronger letter-name association than in the previous instruction.

4. The student will learn letter identification beginning with uppercase letters, then moving to lower case letters.

*When teaching letter identification, start with uppercase letters. These are easiest for young children to discriminate and to learn to write. Introduce lowercase letters only after uppercase has been mastered. For the student that is an older nonreader with more mature visual perceptual and fine-motor skills than most beginning readers, introduce lowercase letters first so that he may begin working with text as soon as possible.

5. The student will learn letter identification beginning with familiar letters.

*When teaching the student the alphabet, begin with the letters in his first name, and then his last name. Use these letters to demonstrate how to create and write simple words.

6. The student will be provided a multisensory approach to letter identification.

*Provide multisensory instruction to aid in letter learning. When teaching the student to associate letters with their names, teach only one letter-name at a time. To promote retention and attention, incorporate tactile-kinesthetic activities into instruction. Activities may include having the student trace glitter letters while saying the letter name, put letter forms into their proper place in a puzzle jig while reminding himself of its name, or, working with another student, making the shape of the letter with their bodies while saying (shouting, singing) its name.

7. The student will learn to match and discriminate between letters in sequential instruction.

*As the student is unclear as to the difference between upper- and lowercase letters, provide matching and sorting activities. At first, provide upper- and lowercase alphabet strips for him to use as a reference, then have him work from memory. A suggested sequence is:

- Using letter cards, have the student practice matching upper- and lowercase letters.
- Mix up uppercase and lowercase letter cards. (You may include numbers if you want the student to differentiate letters from numbers). Have the student sort them into [2, 3] piles. If he can, have the student put each letter pile into alphabetical order, then match up the upper- and lowercase letter pairs.

LETTER-SOUND ASSOCIATION:

1. The student will learn letter-sound association with the use of visual cues.

*When introducing letter-sound instruction, help the student to create associations by using pictures or picture cards (key words) that represent the letter shape and sound. For example, present the letter *o* as a drawing of an octopus, the letter *m* as two mountains, the letter *e* as an egg, and the letter *s* as a snake. When practicing with alphabet cards, have the student say the letter name, the key word, and the associated sound. Model the sounds of the consonants with as little subsequent vowel sound as possible and ensure that students practice it that way (e.g., /b/ not *bū*).

2. The student will use the VAKT method to learn letter-sound associations.

*If the student has difficulty retaining new phonic elements, add a tactile component, such as tracing and saying the sounds of the new letter-sound combinations as they are learned. Reinforce this association by having him say the sound(s) while he writes the letter(s) from memory. The student will require extra reinforcement to commit the letter-sound associations to memory.

3. The student will incorporate phonological awareness activities to assist in letter-sound association instruction.

*Tongue Twister,” is also useful for phonological awareness. Each student is given a card and tokens. On one side of the card is an array of nine pictures and on the other, an array of nine letters. The object is to cover all of the pictures or letters. The taped voice says an alliterative phrase (e.g., “itchy insects in igloos”) and the student places a token on the picture that matches or the letter that corresponds to the initial sound of each words (e.g., i).

PHONOLOGICAL AWARENESS TO PRINT:

1. The student will use manipulatives in letter-sound correspondence activities.

*To encourage the use of letter-sound correspondence, using magnetic letters or letter tiles, show the student a word, say the word, scramble the letters, and ask the student to rebuild and pronounce the word.

2. The student will use letter tiles to develop sound sequencing and blending skills.

*Use letter tiles to teach the concept of sound sequencing and blending. Arrange a given set of tiles and have the student attempt to pronounce real or nonsense words. Resequence, omit, add, or substitute one letter at a time and have the student pronounce the new word. For a change of activity, and to reinforce sound segmenting, pronounce a word and have the student arrange the letters to match the sequence of sounds. Modify the pronunciation slightly and have the student rearrange the letter tiles. Be careful to present only syllable patterns that the student has learned and not to include letters that change the sound of the letters around them (e.g., lad to lard).

3. The student will participate in games that enable the student to demonstrate phonological awareness and knowledge of sound-symbol correspondence.

*Play games to increase phonological awareness and knowledge of sound-symbol correspondences. For example, number a paper from 1 to 10 (or any other number). Write a short, phonically regular word. Pass the paper to the student and ask him to form a new word by just changing one letter. Letters may be inserted, omitted, or rearranged. If the student cannot think of a word, provide as much assistance as needed. After he writes a word, he returns the paper to you. Continue until ten words are written. When finished, have the student read the list of words.

4. The student will locate targeted phonetic elements within passages prior to reading.

*Prior to reading passages, ask the student to find and attempt to pronounce words in the reading materials that include one or two of the phonics elements he is learning

PROGRAMS:

- *Road to the Code*
- Use *Making Words* (Cunningham & Cunningham, 1992) to help the student develop phonemic awareness and discover how our alphabetic system works by increasing his understanding of sound-letter relationships.
- Use *Easy Lessons for Teaching Word Families* to help the student increase letter-sound knowledge. This is K-1 instructional program, adapted from Making Words, is designed to teach the student how to sequence letters and sounds

PHONICS

SYNTHETIC PHONICS: With synthetic phonics instruction, the student is taught explicitly the relationship between letters and sounds. After sounds are taught in isolation, he is then taught how to blend the letter sounds together to pronounce words. Once the student can blend single phonemes, additional graphemes are introduced and emphasis is placed on learning to chunk or break words into their basic parts.

Provide explicit instruction in phonic elements. The focus of phonics instruction should be to help the student see how letters relate to sounds, and then how letters and sounds are used to read and spell words

INTERVENTION IDEAS:

1. The student will demonstrate knowledge of phoneme-grapheme relationships.

*Directly teach him how to use phoneme-grapheme relationships.

2. The student will demonstrate knowledge of phonetic principles through explicit instruction.

*Teach phonics explicitly, rather than incidentally (instruction within text).

3. The student will learn self-management techniques for decoding unknown words.

*Teach the student to examine the word carefully and then reread the sentence in which the word appears.

4. The student will generalize phonetic principles by recognizing patterns in reading and spelling.

*In all reading and spelling instruction, make sure to point out the letter patterns. Incorporate activities to draw the student's attention to these such as color coding, circling, or searching for specific letter patterns in text.

5. The student will use a variety of strategies to practice phonetic principles.

*Use computer programs (e.g., Reader Rabbit, Kid Phonics), card games (e.g., The Phonics Game), and board games for drill and practice of reading and spelling skills and sight words.

ANALYTICAL PHONICS: This type of approach begins with familiar letter patterns (e.g., *at*) rather than single letters and sounds. Make sure the student automatically recognizes each letter pattern taught and can use it to pronounce unfamiliar words in other types of reading material. Begin with the most commonly used rimes. (e.g., at, an, it)

INTERVENTION IDEAS:

1. The student will learn common clusters.

*Using manipulatives, teach the student a common cluster, such as /at/. Form new words by changing the initial consonant. Have the student attempt to pronounce the new words.

2. The student will build phonetic skills through use of familiar words.

*Write a familiar word on a piece of paper. Have the student say the word. Without changing the word, alter various letters, both consonants and vowels, and ask the student how the new word would be pronounced. For example, you may write the word *sank*, and ask the student what the word would be if you changed the *s* to a *t*, or the *a* to an *i*, or the *n* to a *c*, and so on. If necessary, have the student write the new word to aid in pronunciation.

3. The student will develop phonetic skills through use of word families.

*Teach the student new words in word families. Select common word patterns, such as *at* or */am/* and then identify and practice common words in the family. Help the student learn to identify the patterns rapidly and automatically.

4. The student will generalize previously learned patterns to new words.

*Use the words in the student's sight vocabulary as a basis for building phonic skills. For example, start with a word that he automatically recognizes, such as *run*, and then show him how that pattern can help him identify a new word, such as *fun*. Help promote generalization of common patterns by frequently pointing out similarities in words.

EMBEDDED PHONICS:

1. The student will practice word attack skill while reading high interest materials.

*Provide the student with practice in word attack skills using high interest reading materials. When the student comes to a word that he does not know, provide phonic clues (such as the initial sound) to help him identify the word.

2. The teacher will teach specific phonetic principles while the student reads passages.

*Teach phonics instruction within meaningful text reading. Highlight specific phonic elements when they appear in text.

PROGRAMS

- *Stevenson Language Program*, a language skills program that teaches students language rules by connecting them to images that can be readily visualized. This sequential system provides lessons in reading, vocabulary building, spelling, penmanship, grammar, comprehension work, and typing. At the beginning level, decoding and spelling are emphasized.
- *Slingerland* method (Slingerland, 1971),
- *Orton-Gillingham* approach (Gillingham & Stillman, 1973),
- *Lindamood* ® *Phoneme Sequencing Program for Reading, Spelling, and Speech*
- *Wilson Reading System*: designed originally for older students
- *Visual Phonics*, a system of 46 hand signs and written symbols that suggest how a sound is made. This program can be used in conjunction with any reading, literacy, speech, or ESL program
- *Words* (Henry, 1990) which presents 50 lessons based on word structure
- *Phonic Remedial Reading Drills* (Kirk, Kirk, & Minskoff, 1985),
- *Spalding* method (Spalding & Spalding, 1986),
- *Angling for Words* (Bowen, 1972)
- *Reading Mastery* (Engelmann et al., 1983-1984)
- *Corrective Reading* (Engelmann et al., 1988).
- *Patterns for Success in Reading and Spelling: A Multisensory Approach to Teaching Phonics and Word Analysis* (Henry & Redding, 1996) which includes 40 lessons in each of three books

MULTISYLLABIC WORDS

1. The student will increase reading skills through instruction of the six most common syllable structures.

*Teach the student the six most common syllable structures. Show him how recognizing the syllable structure will aid with word pronunciation and help him know how to pronounce the vowel sound.

2. The student will increase reading skill through instruction of structural analysis.

*Teach the student how to use structural analysis to decode multisyllabic words. Ensure that he “over learns” these skills so that he begins to see unfamiliar words as a sequence of recognizable word parts. Teach him to identify both meaning parts (prefixes, suffixes, and root words) and pronunciation parts (common clusters and syllables).

3. The student will increase reading skill through use of affixes and root words.

*Reinforce the student’s pronunciation and knowledge of the meaning of affixes and root words by providing the student with the most common prefixes, suffixes, and root words printed on index cards, one to a card. Have the student build and then pronounce both real and nonsense words by rearranging the cards (e.g., subductable – able to be taken under; transportation – the act of carrying across).

4. The student will use structural analysis to cut words into common clusters.

*Teach structural analysis by cutting apart words into common clusters. Keep the letters of the words you are working with large. Combine the word parts in a variety of ways to make pseudowords or real words to pronounce. Let the student then scramble the letters to make new words for you to pronounce.

5. The student will demonstrate an understanding of root words and affixes.

*Make a chart with several suffixes listed down the side, such as *ing*, *er*, and *ed*. Write root words across the top. Have the student determine which endings can be added to form new real words. When he has completed the chart, have him pronounce all the words.

6. The student will scan high interest materials for multisyllabic words to learn prior to reading.

*Use high-interest materials, such as magazines or newspaper articles to reinforce pronunciation of multisyllabic words. Before reading, have the student scan the passage, underline, and attempt to pronounce words containing three or more syllables.

7. The student will demonstrate automatic recognition of multisyllabic patterns.

*Have the student engage in activities that will develop his automatic recognition of any affixes, specific letter patterns, and morphemes on which the student is working, such as *ing* or *cious*.

8. The student will use visual cues to assist in developing automaticity in recognition of word patterns.

*To develop automatic recognition of the word part on which the student is working, prior to reading a passage aloud, have him color code or highlight it each time it appears in the text.

9. The student will learn meanings of affixes.

*To familiarize the student visually with affixes, introduce him to a short list of prefixes and suffixes with their most common meanings. Provide practice pronouncing these affixes with a variety of root words.

10. The teacher will target multisyllabic words and review with student prior to reading a passage.

*Prior to having the student read a passage, underline any multisyllabic words that he may have difficulty pronouncing. Review pronunciation of the words. Have the student then practice reading the words fluently in context.

PROGRAMS:

- *Glass-Analysis Method for Decoding Only* (Glass, 1973, 1976): Teach syllabication and structural analysis through a highly structured and sequential program that highlights the visual aspect of the word parts and reinforces a strong association with their corresponding sounds.
- *DISSECT* (Lenz, Schumaker, Deshler, & Beals, 1984): Teach the student a learning strategy to use when she encounters unknown words
- *Syllable Plus: A Game to Teach Syllable Types* (Stoner, 1985): A good supplementary activity for practicing recognition of the syllable structures and their most common pronunciations.
- *Intermediate Syllable Plus* (Anderson, Cross, & Stoner, 1992) and *Advanced Syllable Plus* (Anderson, Cross, & Stoner, 1994): Reinforce the student's recognition and pronunciation of affixes and root words by using activities in game format. In these activities, students categorize a wide variety of the most common prefixes, suffixes, and roots by syllable type and pronunciation.
- *WORDS: Integrated Decoding and Spelling Instruction Based on Word Origin and Word Structure* (Henry, 1990): Focus the student's decoding and spelling instruction on content area words while teaching syllabication and structural analysis. This program, intended for grades 3-8 and older students, includes activities such as organizing letter-sound correspondences, studying syllable patterns, learning about word origins, and practicing decoding and spelling multisyllabic words taken from math, social studies, and science textbooks

VOCABULARY:

Keep in mind that vocabulary development and word knowledge play a key role in the understanding of what has been read. Emphasize learning new vocabulary in the classroom.

1. The student will increase vocabulary skills by participating in prereading activities.

* Before assigning reading on new topics, use prereading activities that are appropriate to the student's age and abilities to familiarize the student with the meanings of the critical vocabulary.

2. The student will use familiar words to increase understanding of unfamiliar vocabulary.

*Attempt to teach vocabulary that is appropriate to the reader's abilities. When discussing difficult words, relate them to easier words to enhance vocabulary development and understanding.

3. The student will build vocabulary through an integrated approach.

*Do not teach vocabulary from lists unrelated to classroom context. Select new vocabulary directly from the student's reading, your lecture, or classroom projects. Ensure her ability to understand and use these words in context before presenting new words.

4. The student will increase understanding of unknown vocabulary words by defining and using synonyms.

*Teach new vocabulary in the student's reading selections by using synonyms or short phrases. Simplify dictionary definitions.

5. The student will use Semantic Feature Analysis to increase vocabulary knowledge.

*Help the student relate new vocabulary words and their meanings to her own experiences. Elicit from the student any associated words that she knows. This will aid in retention and alert you to misinterpretations of word meaning. Use Semantic Feature Analysis (Johnson & Pearson, 1984) to help the student relate new concepts or vocabulary to her prior knowledge

6. The student will increase vocabulary knowledge through the use of the Directed Vocabulary Thinking Activity.

*Use the Directed Vocabulary Thinking Activity (Cunningham, 1979) to engage the student's interest and to help her learn how to use context clues to infer the meaning of unknown words. When creating sentences to use in the activity, incorporate the context clue that you intend to teach, for example, "explanation through example." Then, after the students has guessed at the meanings, ask her how she tried to figure it out. Point out the context clue and guide her to understanding how it points to the actual meaning of the word. Then provide guided and independent practice in using that type of context clue.

7. The student will increase vocabulary through the use of differentiated instruction in structure of words.

*Provide systematic instruction in the meaning and pronunciation of root words, prefixes, and suffixes as this will help the student understand new words independently as well as helping her recall the meanings of newly acquired vocabulary that contain previously learned word parts.

8. The student will utilize affixes and root word knowledge to increase vocabulary skills.

*For an activity that stimulates both study and retention of these word parts, give the student a root word, attach affixes to create real or nonsense words, and have the student determine a possible meaning. For example, the nonsense word *circumcessable* could mean "able to go around." Similarly, the student can make up nonsense words in this manner for you or other students to decipher.

9. The student will use technology to increase vocabulary knowledge.

*To encourage learning of new vocabulary, use a computer program that provides hypertext definitions and synonyms (highlighted text which, when clicked, "jumps to" further information).

10. The student will build vocabulary skills by identifying and utilizing key words.

*Teach the student to recognize sentences that signal a transition from one subtopic to the next and the meanings of key words that signal the transitions (e.g., *then, but, however, yet, meanwhile, consequently.*)

11. The student will build vocabulary through increased awareness of linguistic relationship terms.

*Help the student increase her awareness of terms denoting linguistic relationships (such as *temporal, spatial, cause/effect, analogous, exceptions, comparison/contrast*) in text to help clarify relationships among events, objects, and people. Use specific illustrations of these words and phrases from social studies, history, science, and literature textbooks.

12. The student will build vocabulary skills through recognition and understanding of signal words.

*Teach the student how to recognize and understand "signal words" (e.g., *although, but, however, therefore, nevertheless*) or words that imply that the author is going to qualify, extend, or provide exception to the information presented. Encourage the student to stop when she encounters such a word and to think what has gone on before and then to form a hypothesis about what the author will say next.

13. The student will utilize context clues to increase vocabulary skills.

*Teach the student additional ways to use her good reasoning and language skills to identify unfamiliar words. One suggestion is to have her look at the first few letters or any part of the word that she recognizes, read to the end of the sentence for clues about what word would make sense, and then go back and try to identify the word. Keep in mind that the use of context clues for decoding (rather than meaning) is a “back up” skill and indicates that the student requires additional instruction in decoding.

14. The student will monitor reading of unfamiliar words with use of context clues.

*Teach the student how to use context to monitor her decoding. As she reads, she should activity work on understanding the concepts. If she comes to a word that does not make sense or sounds strange, that’s a signal to stop, and take a closer look.

15. The student will apply a variety of context clues when reading unfamiliar words.

*Teach the student how to recognize and use a variety of context clues within the text. Examples include: direct explanation (within an appositive, signaled by "that is," or explained later in the paragraph); explanation through example; synonym or restatement; summary; comparison or contrast; words in a series; and inference (Thomas & Robinson, 1972).

12. The student will increase comprehension and vocabulary with use of the Maze procedure.

*As a prerequisite for using the Cloze procedure to aid in reading comprehension, teach the student how to respond to this procedure. Begin by using an adaptation of Cloze called the Maze procedure. Provide a passage of text and delete some of the words that you would expect the student to be able to guess from the context. Providing a list of the deleted words at the bottom of the page from which the student chooses the word that fits in the blank space. As the student’s skill increases, add several distracters to the list. As a final step, do not provide words from which to choose.

13. The student will increase vocabulary with the use of a Modified Cloze Procedure.

*When teaching sentence structure or parts of speech, provide practice using a modified Cloze Procedure. For example, if you are teaching the student to use transition words to build complex sentences, you could provide two clauses and direct the student to add the transition word that would make sense in the context (e.g., Mary wanted to go to sleep; ____ John continued to play his music). If focusing on state of being verbs, you could provide a written passage in which all of the state of being verbs and auxiliary verbs have been omitted and direct the student to fill them in.

14. The student will increase ability to use semantic clues through the use of a modified cloze procedure.

*Use a modified cloze procedure to help the student increase her ability to use semantic clues. Provide a passage with blank lines in the place of some of the content words. Direct the student to read the passage and write in a word that makes sense in the context. Initially, delete words at the end of the sentence and then, as her skill increases, delete words randomly.

15. The student will use prior knowledge and prereading activities to build vocabulary skills.

*Before assigning reading selections, make sure that the student has the necessary vocabulary and background knowledge to understand the content. If she does, guide her to relate any new information to her own experiences; if she does not, provide activities and instruction that give her the foundation necessary to understand the material.

16. The student will increase build prior knowledge in order to increase vocabulary skills.

*Follow these guidelines to help the student develop prior knowledge: (a) build upon what the student already knows, (b) provide much of the background information through discussion, (c) provide real-life experiences, (d) explain parts of the passage before the student reads it, (e) help the student develop expand her knowledge, and (f) encourage wide reading (Devine, 1986).

17. The student will utilize strategies of linking new information to background knowledge to increase vocabulary.

*Teach strategies to help the student link new information with background knowledge. Help the student learn to summarize and paraphrase materials, generate questions, and predict what will happen based upon her knowledge and experiences

SIGHT WORD IDENTIFICATION

- *Dolch Basic Sight Word List* (Dolch, 1939) : 220 words of the most frequently used words in reading materials.
- *1,000 Instant Words* (Fry, 1994): These words make up approximately 65 percent of written material

1. The student will build sight word vocabulary.

*Have the student develop a word box, such as a recipe box with letter tabs or a shoe box with envelopes as dividers. Print sight words on index cards, one to a card, and in uniform color and print style (or typeface) so that he will use the letter patterns to identify the word rather than incidental characteristics such as color, cursive versus print, or a smudge on the card. Have the student place known words into the box and arrange them alphabetically or create categories by level of mastery, such as Known Words (words mastered), New Words (words to study next), Review Words (studied but not quite

mastered), and Problem Words. Provide the student with many and varied opportunities for review of the sight words in his word box

2. The teacher will introduce and provide guided practice of unknown sight words for the student prior to reading.

*Prior to reading, introduce and practice any unknown words with the student.

3. The student will develop automaticity of sight words.

*To promote automatic recognition of sight words, practice with rapid exposure. This may be done with brief exposures of words on index cards, a simple tachistoscope, or a computer. Expose the word for progressively decreasing periods of time.

4. The student will generalize sight word recognition to text.

*To help the student generalize sight word recognition to text, have him scan printed material and name and cross out target sight words he recognizes. *Word Tracking: High Frequency Words* (Kratoville, 1989), a book of tracking worksheets using the Francis-Kucera list of the 1,092 most frequently used words in English, is appropriate for this type of activity (Kucera & Francis, 1967).

5. The student will use the Look-Spell-See-Write strategy to increase sight word vocabulary.

*Use the spelling study strategy, Look-Spell-See-Write, to teach the student sight words

6. The student will use the SWAT technique to build sight word vocabulary.

*Use the Sight Word Association Procedure (SWAP) (Bos & Vaughn, 1991) as an activity for reinforcing sight words

7. The student will use the Fernald Method to increase sight word vocabulary.

*If the student has difficulty with memory, teach sight words using the Fernald method (Fernald, 1943) or the modified Fernald method. Important elements of these methods are repeatedly tracing the word while saying it, then writing it from memory. Provide the word printed neatly in large bold letters (1½ to 2 inches high) on a strip of rough paper, such as a grocery bag. Have the student repeatedly trace the letters of the word as he says each sound (not the letter name). When the student is positive that he can write the word from memory with no mistakes, he writes it 5 times, checking his spelling against the model each time, and covering up his previous attempts. If he makes a mistake at any point, he goes back to tracing

8. The student will use common letter patterns to develop automaticity of sight word recognition.

*When teaching sight words, directly teach the student to recognize common letter patterns within the word (e.g., ight in sight, oo in look). Reinforce automatic recognition of the letter pattern by giving practice finding it in other words and in discriminating it from similar patterns. For example, given a page of words containing oo, have him track across each line, circling oo. Later, have him circle oo on a similar worksheet comprised of words that incorporate oo as well as vowel combinations similar to oo such as ou.

9. The student will build sight word vocabulary with use of modifies letter cloze procedure.

*Use a modified letter cloze procedure to help the student with word identification. Write the whole word on the front of an index card and then rewrite the word on the back of card, deleting all the vowels. After showing the student both sides twice, have him identify the word and the missing vowels.

10. The student will use backward sequencing of word patterns to build sight word vocabulary.

*To increase the student's word recognition, use patterned language books that repeat words and phrases. If the student does not retain the words introduced in these books, provide additional practice with flash cards. If he continues to have difficulty with retention, incorporate a tracing component.

11. The student will utilize a modified language experience approach to increase sight word vocabulary.

*Use a modified language experience approach (Bos & Vaughn, 1991) to help the student establish a positive attitude toward reading, reinforce his understanding that printed words represent spoken language, and increase sight vocabulary.

12. The student will utilize technology to increase sight word vocabulary.

*Have the student develop electronic flash cards for sight word practice.

READING PRACTICE IN DECODABLE TEXT:

1. The student will utilize decodable text to build reading skills.

*Provide daily reading practice in decodable text (text based on a controlled vocabulary with many presentations of the sight words and reading/spelling patterns taught and in the same sequence). The student must read decodable text to integrate new and previously learned subskills into meaningful and connected text as well as to develop automaticity in word attack and sight word identification in multiple contexts. Regular basal texts or trade books are not effective for this purpose, as they do not provide a controlled vocabulary with sufficient presentations of specific reading and spelling patterns in a specific sequence.

2. The student will utilize controlled vocabulary to increase reading skills.

*Use direct instruction for teaching phonics and then have the student apply the skills in decodable text formats. The use of controlled vocabulary will help the student practice the skills that he is learning

PROGRAMS:

- *Steck-Vaughn Phonics Readers* (Steck-Vaughn),
- *SRA Reading Series* (SRA/McGraw-Hill),
- *Decodable Books* (The Wright Group),

- *J & J Language Readers* (Sopris West),
- *Phonics-Based Chapter Books* (High Noon), and
- *Scholastic Phonics Readers* (Scholastic).

READING FLUENCY

ASSESSMENTS:

1. Obtain a baseline measure of the student's reading fluency. Tape-record the student reading several graded passages at his instructional reading level. Record the number of words in the passage, the amount of time that it took the student to read it, and the number of errors. Divide the number of words read correctly by the total amount of reading time to find the number of correct words read per minute. Keep the taped readings and the record to document progress in reading fluency.
2. Calculate the student's reading rate by dividing the number of words read correctly by the total amount of reading time. Count out 100 words in a passage and then time the student as he reads the passage.
3. Use a series of graded textbooks or an informal reading inventory to establish the reading level at which the student is able to read fluently. Note both rate and expression.

Use a speed drill and a one-minute timing to assess reading accuracy and rate. Use the following general guidelines: 30 correct words per minute (wpm) for first- and second-grade children; 40 correct wpm for third-grade children; 60 correct wpm for mid-third-grade; and 80 wpm in for students in fourth grade and above (Fischer, 1999). To conduct a speed drill, have the student read a list or words for one minute and record the number of errors.

INTERVENTIONS

- Effective fluency methods include repeated readings, choral reading, speed drills, practicing with taped books, and reading decodable text. Provide short, frequent period of practice and concrete, visible measures of progress (e.g., charts, bar graphs).
- Help the student develop proper phrasing in his oral reading by modeling appropriate expression and prosody, and supervising the student's practice. Prosody is comprised pitch or intonation, stress or emphasis, tempo or rate, and the rhythmic patterns of language.

1. The student's fluency will improve through the use of speed drills.

*To help automatize decoding skills and sight word recognition, as well as to increase reading fluency, create reading speed drills using sight words, syllable structures, word patterns, and phonic elements on which the student needs practice. The same six items (e.g., six sight words, six words representing the silent e syllable pattern) are printed in random order over ten rows. The goal for each page is for the student to read 60 items within 60 seconds. Identify the student's current needs [phonics, sight word, etc) and work on specific problem areas [VC and CVC word patterns, CV-silent e, a combination of both, and sight words.]

2. The student's fluency will increase with the use of repeated readings and choral reading.

*Use guided repeated oral reading to improve word recognition and fluency. Have the student read the same passage several times orally. Provide him with systematic and explicit feedback and guidance.

3. The student's fluency will increase with the use of the Presenting Technique.

*Use the Presenting Technique (Heckelman, 1986) as a pre-reading method to familiarize the student with the language and content of the reading passage, enabling a more fluent reading of the text or better participation when choral reading with the teacher

4. The student's fluency rate will increase with the use of Repeated Readings Procedure.

*Use the Repeated Readings Procedure (Samuels, 1979) to help the student improve reading speed. Tape the student's first and final reading of the passage to document progress and so that he can hear himself reading in a fluent manner. Chart his performance.

5. The student will use taped books/passages to increase reading fluency.

Have the student listen to a taped passage or a short book several times as he reads along with the tape. When he has mastered the passage or book, have him read it to someone else.

6. The student will learn to alter the rate of reading for purpose.

*Teach the student how to alter reading rate depending upon the purpose for reading. For example, he may want to scan for specific information, skim to see if an article is appropriate for a report, read a technical manual or history text slowly, or read at a fast pace for pleasure.

7. The student will skim the passage to assist in selection of reading material.

*Teach the student how to skim a passage to obtain the general idea. This skill is necessary in selecting appropriate reading materials for reports and for pleasure reading.

8. The student will learn to scan reading material for specific information.

*Teach the student how to scan a passage for specific information, such as answering questions in a text, taking an open-book test, or looking for information on a specific topic for a report.

9. The student will increase comprehension and fluency through choral reading.

*Combine a fluency method with a method for increasing comprehension. For example, read aloud several paragraphs with the student and then stop to discuss the story. Before resuming choral reading, have the student predict what he thinks will happen next.

*Use choral repeated reading with the student to increase both fluency and comprehension. Select a high-interest book that is one or two levels above the student's instructional level. Establish a purpose for reading by skimming the book. Encourage the student to make predictions about the content. Read the book using this three-step process: (a) read a short passage from the book as the student watches, running your finger smoothly under the text; (b) read the same section together with the student as many times as needed so that he feels comfortable reading independently; and (c) have the student read the passage independently. After each section, discuss how the content related to your predictions and set new purposes for reading (Bos & Vaughn, 1998).

10. The student will utilize a study guide or cloze passage to increase comprehension and fluency.

*Give the student a study guide or a cloze passage to complete as he listens to the text. Have him hit the pause button or turn off the tape recorder whenever he needs to write in information. Encourage him to rewind the tape and listen to the passage several times.

PROGRAMS:

- *Concept Phonics*: high frequency word list or sample speed drills
- *Great Leaps Reading* (Campbell, 1996) is used to increase reading speed and fluency while reinforcing phonics skills. One-minute timings are done that employ three stimuli: phonics, sight phrases, and short stories. Chart performance on graphs so that the student can see his progress. A K-2 version of this program provides a phonological awareness instruction component (Mercer & Campbell, 1998)
- *Read Naturally*: Use taped books to help build reading skill. Instruction is individualized and involves three main steps: (a) reading along with an audio tape of a story that provides a model of fluent reading, (b) intensive, repeated practice to build speed and accuracy, and (c) monitoring and evaluating performance through graphing. To use the program, students are placed into an appropriate level based on their oral reading fluency. The sequenced reading levels range from beginning reading to 6th grade level with 24 stories available for each level. In addition, the lower-level materials have been rewritten into Spanish
- *Rapid Word Recognition Chart* to improve speed and accuracy for pronouncing irregular words (Carreker, 1999). The chart is similar to a rapid serial naming task. It is a matrix that contains five rows of six exception words (such as “who” and “said”) with each row containing the same six words in a different order. After a warm up or brief review of the words, students are timed for 1 minute as they read aloud the words in the squares. Students can then count and record the number of words read correctly. Once the student can read all words easily and quickly, new words can be written in the chart.
- *Timed Readings in Literature* series by Jamestown Publishers (Spargo, 1989): increase reading speed and comprehension. Each book contains short passages followed by questions. The student practices reading at a slightly faster-than-normal speed and then answers questions about the passages. Charts are provided to record performance.

COMPREHENSION

ASSESSMENTS

1. Further evaluate the student's reading comprehension using classroom texts. Have her read several passages silently and then retell the major points. See if the number of major concepts and those that she chooses are sufficient for adequate comprehension based on current standards.
2. Use an informal reading inventory to further assess basic reading skills, reading fluency, reading comprehension, and listening comprehension. For both reading comprehension and listening comprehension, request that the student retell the passage before asking questions. Note key points and organization of ideas and details. Compare the student's retellings and response to comprehension questions in relation to having read the material and having the material read to her to determine if her oral language level is higher than or the same as her reading level.
3. Administer an informal assessment to ascertain whether the student's difficulty with retelling expository reading material is related to an initial lack of understanding or to weak recall. Prepare a passage at the student's word recognition instructional level, noting the most important ideas, events, and details. Have the student read and retell the passage. Record the key elements she included. Then test her comprehension of the material using a multiple-choice, true-false, or other test format that does not require free recall. Repeat with two other passages. Compare the results.
4. Determine if the student is able to monitor her own comprehension and recognize when a breakdown in understanding occurs. Provide her with a short text that contains some type of inconsistency. Ask her to retell that passage and see if she notes or detects the contradiction.

INTERVENTION IDEAS:

1. The student will utilize visual cues to identify important information.

*Before the student reads a textbook, color-code with a yellow highlighter the sections that are most important to read.

2. The student will utilize a system of visual cues to organize information.

*Using different color markers, highlight specific types of information in the text that the student should know. For example, highlight important vocabulary words in pink, important concepts in yellow, and important names and dates in green. The use of color will draw the student's attention to the most important information.

3. The student will use a color code to organize information within text.

*When the student is reading, teach her how to use highlighters to color code specific types of information for easy review. For example, she can color vocabulary words as pink, definitions in yellow, and important concepts in green.

4. The student will use taped version of text to improve reading comprehension.

*Make tape recordings of the student's textbooks in a way that will help her learn to think strategically about the material that she is reading. Use the following procedure: (a) preread the chapter and mark the portions of the text that should be read verbatim, those that can be paraphrased, and those that can be skipped; (b) prepare questions or a study guide to accompany the text; (c) determine actions for the student to complete while working through the text (e.g., "Stop and answer question 1 on the study guide." "Stop the tape and write a paraphrase of the title in your own words."), (d) provide the student with a marked text that shows what paragraphs are read verbatim, what material is paraphrased, what material is omitted, and where specific learning activities will occur, and (e) summarize the key information on the tape (Schumaker, Denton, & Deshler, 1984).

5. To increase comprehension, the student will read and present information to peers.

*Present meaningful reading assignments to motivate the student's intent to understand the reading material. For example, within text have the student locate and take notes on information that she will provide to her cooperative learning group or use to lead a discussion.

6. The student will demonstrate an increase in comprehension by completing pre and post reading assignments.

*After the student has read the assignment, repeat the prereading activity as a post-reading assessment. Compare the type and number of correct responses the student can produce after the reading to the level of knowledge she demonstrated in the prereading activity.

7. The student will utilize the KWLS strategy to organize knowledge and increase comprehension.

*Teach the student to use the **KWLS (Know-Want to Know-Learned-Still Need to Learn)** strategy (Ogle, 1986) to help her organize her knowledge of a topic both before and after reading a passage

8. The student will utilize an Anticipation Guide to increase comprehension.

*To activate prior knowledge and engage the students' interest in a discussion related to a new topic, use the **Anticipation Guide** activity before assigning the reading material. Create a set of statements regarding key concepts in the material to be read. The content of the statements must include information that is sufficiently familiar that the students will have an opinion about it. Guide the students in a discussion regarding their agreement or disagreement on each statement. Then direct the to read the assignment to find out more about the topic and to continue the discussion following the reading.

9. The student will increase comprehension skills with the use of semantic maps.

*When eliciting background knowledge from the student, try to organize the information in a **semantic map** (Pearson & Johnson, 1978). The final diagram should visually present the information in such a way that the relationships are evident. Seeing her own information organized in this way will help her create a framework to accommodate new information.

10. The student will utilize Semantic Feature Analysis: Concept to increase comprehension.

*As a prereading activity to activate prior knowledge and set a purpose for content area reading, use **Semantic Feature Analysis: Concepts** (Anders & Bos, 1986; Bos, Anders, Filip, & Jaffe, 1989). Based on the upcoming reading assignment, the teacher creates a chart listing the key concepts across the top and most important vocabulary down the side. The student considers the whether or not particular words and concepts are related and fills out a chart (+ for *yes*, - for *no*, and ? for *don't know*). She is then directed to read the assignment with the intention of correcting or confirming her predictions. This procedure is particularly effective in a group setting as students discuss their reasons for choices both before and after reading

11. To increase comprehension, the student will recognize how punctuation affects meaning in passages.

*Teach the student the importance of punctuation for understanding the meaning of a passage. Add impact to the lesson by presenting examples of sentences and sentence combinations that have very different meanings depending on where the punctuation is and what punctuation is used.

12. The student will utilize critical reading skills to increase comprehension of text.

*Teach the student critical reading skills such as recognition of fact vs. opinion, objective vs. persuasive language, supported vs. unsupported generalizations, and valid vs. invalid arguments.

13. The student will demonstrate knowledge of topic sentences and main idea.

*Teach the student the difference between the topic of a reading selection (what it's about) and the main idea (what the author says about the topic), while increasing her active involvement in the reading process (Longo, 2001). The topic can usually be summed up in a word or phrase while the main idea is usually a sentence. To find the topic, the student asks herself, "What is the selection mostly about," responds in one or two words, and rereads the introductory paragraph and bold subtitles to confirm. To find the main idea, the student asks herself, "What is the writer saying about this topic," reads the first paragraph to find the main idea statement, skims the rest of the selection to see how each relates to the topic, and writes a sentence stating the writer's most important idea.

14. To increase comprehension, the student will demonstrate the ability to paraphrase text.

*The ability to paraphrase requires active, conscious processing of information in order to extract and restate the meaning without changing it. Teach the student how to paraphrase that she reads for note-taking, summarizing, and oral and written reports. When teaching the student how to paraphrase begin with short sentences. Gradually progress to more complex sentences, paragraphs and then longer passages.

15. The student will increase comprehension through visualization of reading material.

*Teach the student how to make mental images of any material she is reading. Visualization improves comprehension by helping the student to retain the information read (as images) in memory as she assimilates the meaning, associate the new information with information she knows already, and recognize when she does not understand.

*Develop sequential lessons to teach the student how to visualize what she is reading. Begin by stating short phrases that represent easily visualized, familiar images, and gradually increase the verbal information in length, complexity, and concept level. For some students, it helps to “set the stage” for each lesson by having them visualize themselves walking into an empty theater, choosing the best seat, seeing the lights dim, and seeing the screen light up with images as you begin presenting the oral information. Following each visualization, have the student describe exactly what she pictured. Ask her questions to elicit more specific details. As soon as the student appears comfortable with visualizing sentences, alternate between oral and written presentation.

16. The student will increase reading comprehension through the integration of written expression.

*Integrate instruction in reading comprehension with instruction in written expression. Many reading comprehension strategies can be used for enhancing the organization and quality of a student’s writing. For example, teach the student how to recognize compare-and-contrast formats when reading and then teach the student a strategy for planning and executing compare-and-contrast paragraph writing (Deshler, Ellis, & Lenz, 1996).

17. The student will increase comprehension through explicit instruction in paraphrasing, summarizing, and formulation of questions.

*To enhance the student’s reading comprehension, provide explicit instruction in several types of comprehension strategies such as paraphrasing, summarizing, and formulating questions from subtitles and answering them after reading the passage.

18. The student will increase reading comprehension through use of Model of Strategy Acquisition.

*Teach the student reading comprehension strategies using a research-validated model of strategy acquisition (Schumaker & Deshler, 1992). (a) Administer a pretest to assess the student's current level of performance, (b) obtain a commitment from the student to learn the strategy, (c) describe the strategy—the steps, the purpose, and the situations in which to use it, (d) model the steps of the strategy, thinking aloud as you apply it to the material to be learned, (e) have the student practice it verbally, using a mnemonic to help memorize the steps. Provide a cue card if necessary, (f) provide controlled practice in materials at the student's independent performance level, gradually applying it to more challenging material, (g) administer a post-test to evaluate the student's ability to apply the strategy and his improvement in the target skill, as well as to validate, for the student, his success, and (h) plan for and facilitate the generalization of the strategy into other academic and nonacademic settings.

19. The student will demonstrate self-monitoring strategies of reading comprehension.

*Teach the student how to monitor her reading for meaning and a few specific strategies to use when she realizes that she did not understand what she just read. For example, she should reread that sentence or passage more carefully and, perhaps, aloud, read parts of the previous passage to see if she missed something, try to use context clues if the problem is a word she does not know, or ask someone.

20. The student will self-monitor comprehension through paraphrasing and identification of relationship of ideas.

*Teach the student to check/reinforce her own comprehension at the paragraph level by paraphrasing the main idea and at least two supporting details orally or in writing. Teach the student to include a clear statement of the relationship among ideas.

21. The student will self-monitor comprehension at end of each sentence.

*Teach the student to monitor her comprehension. Direct her to stop at the end of each sentence and ask herself, "What did I just read?" If she can picture it or paraphrase it, she continues to read. If not, she rereads with a stronger focus on understanding the information. As skill improves, increase the number of sentences between self-checks.

22. The student will increase comprehension through by using the Directed Reading-Thinking Lesson strategy.

*To develop critical and active reading, either involve the student in an individualized or group Directed Reading-Thinking Lesson (DRTA). The DRTA has students predict what a selection will be about based on the title, then make other predictions about what will happen in the story or text at other stopping points. Students discuss their predictions and support them with reasons based on text-based information and/or prior knowledge. (Stauffer, 1969; Tierney & Readence, 1999).

23. The student will develop comprehension skills through prediction and explanation at specific stop points.

*When reading a story to the student, stop at specific points and ask her questions about the story events. Ask her to predict what she thinks will happen next and give a reason for her prediction that is based on her own knowledge and what has been read to that point.

24. The student will use prediction as a strategy to improve comprehension.

*Prior to reading, assign the students to groups of two or three, and provide them with a list of prediction questions or possible outcomes. Have the students discuss these questions within their group and then read to find the answers. Alternatively, before reading, designate specific stopping points in the text and provide questions for each. The questions should refer to the next section rather than the section that has been read. At each point, the students will discuss whether their answers to the previous questions were correct and discuss possible answers to the question for the next section. Predictions must be supported by reasons based on prior knowledge and information in the text.

25. The student will utilize a prediction map to increase comprehension of text.

*When reading with the student, make a prediction map on the board or paper. Stop at appropriate points and have the student predict what she thinks will happen next. Record the prediction on the map and then read to find out if it is correct. If the answer is incorrect, revise the map.

26. The student will utilize Retelling/Paraphrasing/Summarizing to increase comprehension of text.

*Help the student improve her reading comprehension and ability to recall and retell textual information in three ways. (1) Provide frequent opportunities to practice. When students expect to be asked to retell what they have read, they begin to prepare for it while reading; (2) Provide explicit instruction in recognizing expository text structures and ample practice in analyzing text to ascertain the structures (e.g., comparison, contrast, sequence, cause-effect); and (3) Have the student reread before retelling. To facilitate the retelling, you can supply prompts that cue the student as to the text structure (e.g., Retell the passage and include the differences between...). Additionally, you can teach the student other memory and comprehension strategies to aid him in acquiring, storing, and retrieving the information (Carlisle, 2001).

27. The student will use the Paraphrasing Strategy to increase comprehension.

*Use a strategy such as the Paraphrasing Strategy (Schumaker, Denton, & Deshler, 1984) developed at the University of Kansas. The strategy uses the acronym, RAP, to remind students to Read the paragraph (or a limited section of text), Ask: "What was the main idea and the details (at least 2), and Put the information into their own words. This strategy is designed to improve comprehension by focusing attention on the important information of a passage and by stimulating active involvement with the passage.

When teaching the student how to paraphrase, ensure that the materials are at the independent reading level so that the student can fully attend to understanding the text, rather than shifting energy to word identification.

28. The student will increase comprehension by using Longo's Four-Step Strategy.

*Encourage the student to be a more active reader by teaching her to summarize what she has read using a four-step strategy described by A. M. Longo (2001).

- *Get information:* (1) Write the topic in one or two words; (2) List the main ideas (3) List some important details that go with the main idea.
- *Reread and check information:* Cross out information that is not important or redundant.
- *Write sentences:* Write a sentence stating the topic, one stating the main idea, and a sentence for each detail. Put them in order.
- *Write a summary using the sentences:* (1) Include words that indicate the organization of the information; (2) Combine sentences into more complex sentences.

29. The student will increase comprehension by using the Malone & Mastropieri Two Question Strategy.

*Teach the student to ask two questions after reading a paragraph: (a) Who or what was the paragraph about, and (b) What was happening to them (Malone & Mastropieri, 1992). Place a blank line after each paragraph and have the student write a summary sentence for each paragraph. Write the steps on a self-monitoring card so that the student can check her application of the strategy.

30. The student will increase comprehension by summarizing and making notes in the margins.

*Teach the student how to take notes in the margin to summarize information while she is reading to enhance her comprehension. Have her place question marks by any sections in the text that she does not understand and ask a parent, teacher, or friend to explain it.

31. The student will increase comprehension by answering questions as the text is read.

*Provide the student with questions to answer while she is reading. Have her read the questions before she reads the selection to establish a purpose for reading. After she has read the passage and answered the questions, have her write a brief summary that includes the main ideas and important details.

32. The student will increase comprehension and set a purpose for reading by creating questions from a picture, title or text segment.

*Help the student set a purpose for reading by presenting her with a picture, title, segment of text, or a combination of these. Have her generate as many different questions as possible, then read to find the answers.

33. The student will write the chapter questions on a card and locate the answers as the text is read.

*When introducing a new chapter, have the student write the questions from the chapter on an index card and refer to the card while she is reading the chapter. Have her check off each question when she locates the answer.

34. The student will create questions from the chapter subheadings then find the answers as the text is read.

*Teach the student how to set a purpose for reading by turning chapter subheadings into questions and then reading to find the answer.

35. The student will utilize the SQ3R strategy to increase comprehension.

Teach the student how to apply SQ3R (Survey, Question, Read, Recite, Review; Robinson, 1970). This technique is used to help the student create a framework for the context to be read, set a purpose for reading, and learn to monitor comprehension

36. The student will use the ReQuest procedure to increase comprehension.

*Use the ReQuest procedure (Manzo, 1969; 1985) to increase the student's ability to ask questions actively when reading. Read a story together with the student. Take turns asking questions of each other. When first learning the procedure, ask questions about factual material. As soon as possible, ask questions that will promote higher-level comprehension skills.

37. The student will use the Collaborative Strategic Reading strategy to increase comprehension.

*Use Collaborative Strategic Reading (CRS), an intensive classroom or group-based reading comprehension strategy that is designed to be used with expository text (Vaughn & Klingner, 1999).

38. The student will use the Reciprocal Teaching strategy to increase comprehension skills.

*To improve her reading comprehension, the student needs to learn how to read actively. An effective activity to teach self-questioning, comprehension monitoring, and to promote active involvement with the reading process, is the Reciprocal Teaching procedure (Palinscar & Brown, 1986). This procedure is taught in small groups and includes the following four skills: questioning, summarizing, clarifying, and predicting. The first two skills, questioning and summarizing, help students learn to identify and paraphrase the most important information in the text. To begin, students may read a paragraph or passage together. After the passage is completed, they generate questions together about what has been read and then summarize the content in a sentence or two. For clarifying, students discuss any difficult or hard to understand sections and review the meaning of any new vocabulary. For the final skill, students predict what will happen in the next passage. The process of making predictions helps student's link background knowledge with the new information. As students practice these procedures, they can take more responsibility for developing questions, summarizing the content, and making predictions about the next section.

39. To increase comprehension skills, the student will use a self-questioning strategy.

Teach the student a self-questioning strategy to use while reading content area information. Teach the student to: (a) Ask yourself: Why am I studying this passage? (b) Locate the main idea in the paragraph and underline it. (c) Think of a question about the main idea. (d) Read to learn the answer. (e) Look back at the question and answer for each paragraph to determine a relationship (Wong & Jones, 1982).

40. The student will utilize Study Guides to increase comprehension.

*To encourage interaction with the text, provide the student with study guides in a variety of formats for her reading assignments.

41. The student will increase comprehension by developing an understanding of text structures.

*Make sure that the student is able to understand both narrative and expository text. Provide many opportunities for reading stories and factual accounts.

NARRATIVE TEXT:

1. The student will recognize the sequence of the story.

*Teach the student how to recognize the sequence of events, ideas, steps, times, and places in stories and literature selections.

2. The student will demonstrate an understanding of story grammar.

*Teach the student a simple story grammar to use when reading and discussing stories, such as that all stories have a beginning, middle, and end. As proficiency develops, introduce a more complex story grammar.

3. The student will demonstrate knowledge of story grammar by answering Carnine & Kinder's Four Questions.

*Teach the student a simple story grammar that includes these four questions: (a) Who is the story about? (b) What is she trying to do? (c) What happens when she tries to do it? (d) What happens in the end? (Carnine & Kinder, 1985)

4. The student will identify the elements of a story grammar.

*Teach the student a story grammar, the underlying structure of stories, so that she has a framework for understanding new stories that she reads. Elements of a story grammar include: setting (time, place, situation), major characters, problem (and problems within the problem), resolution of the problem, and an ending (Thomas, Englert, & Morsink, 1984).

5. The student will use the STORE the Story strategy to increase comprehension.

Teach the student a strategy that will familiarize her with the common elements of stories, help her to comprehend, recall, and retell stories, facilitate her writing of stories. STORE the Story uses a mnemonic that represents setting, trouble, order of events, resolution, and ending (Schlegel & Bos, 1986).

6. The student will demonstrate comprehension of story read by identifying conflict, drawing inferences, identifying solution, and determining theme.

*When reading short stories, teach the student to: (a) identify the main problem or conflict, (b) draw inferences from the text about the personalities and motivations of the main characters, (c) identify how the main problem is solved, and (d) determine the theme or what the author was trying to say (Gurney, Gersten, Dimino, & Carnine, 1990).

7. The student will identify the seven categories of story elements.

*Teach the student the following seven categories of story elements (Montague & Graves, 1993):

- a. Major setting: the main character is introduced.
- b. Minor setting: the time and place of the story are described.
- c. Initiating event: the atmosphere is changed and the main character responds.
- d. Internal response: the characters' thoughts, ideas, emotions, and intentions are noted.
- e. Attempt: the main character's goal-related actions are represented.
- f. Direct consequence: the attainment of the goal is noted; if the goal is not attained, the changes resulting from the attempt are noted.
- g. Reaction: the main character's thoughts and feelings in regard to the outcome are specified, along with the effect of the outcome on the character.

EXPOSITORY TEXT

1. The student will demonstrate comprehension of the text read by through sequencing

*To help the student increase her understanding of how ideas are organized, separate the paragraphs in a report or article. Have her read the paragraphs, and then reassemble them into a logical sequence.

2. The student will identify the main idea sentence.

*Teach the student that the main idea is the sentence that holds the paragraph together. When the main idea sentence is deleted or covered, the paragraph loses its meaning. The student can check her choice of a main idea by reading the paragraph without that sentence to see if it does, in fact, diminish the paragraph's meaning (Wong, 1985).

3. The student will differentiate main ideas, supporting details and tangential information.

*Teach the student how to tell the difference among main ideas, supporting details, and tangential information in both fiction and nonfiction material.

4. The student will identify different patterns to organize information.

*Teach the student to recognize different patterns for the organization of information within a paragraph or within a longer selection. Examples include: sequential, comparison/contrast, or cause/effect.

5. The student will evaluate textbooks to identify methods information is organized.

*Directly teach the student different ways that information in textbooks can be organized (e.g., listing, sequential, comparison/contrast, hierarchical, main idea and details, description, cause/effect).

6. The student will categorize information from reading selection.

*Teach the student to categorize information from a reading selection to aid recall. Examples include: Major battles fought in Europe during World War II, or the effects of the lack of light on cave-dwelling animals.

7. The student will use semantic mapping strategies to aid in comprehension of expository text.

*Teach the student to use semantic mapping to clarify the key ideas and supporting details in a selection and the structure by which they are interrelated. After the student reads the selection, she might: (a) brainstorm everything that she can remember, categorize this information, and depict the organization of this information on a semantic map, or (b) use the headings and subheadings in the chapter to create a preliminary map and fill in the critical details from the text.

8. The student will use graphic organizers to assist in comprehension of expository text.

*Directly teach the student to recognize and understand the different structures of expository material. Use graphic organizers to illustrate them. Examples of expository structures include: sequence (main idea and details which must be given in a specific order), enumerative (topic sentence and supportive examples), cause/effect (topic sentence and details telling why), descriptive (topic sentence and description of attributes), problem-solving (statement of problem followed by description, causes, solutions), comparison/contrast (statements of differences and similarities), and position/opinion (statement of opinion on a specific topic and argument for that position).

9. The student will develop a time line to increase comprehension.

*When working with text ordered chronologically/sequentially, such as history or literature, teach the student to place events on a time line. This visual depiction will help her visualize the temporal relationships, as well as any cause/effect relationships.

10. The student will increase comprehension by identifying the structure of expository text.

*Help the student increase her understanding of how expository text is structured. The title often describes the subject. The subject is organized into a series of paragraphs. The first paragraph usually explains the subject. Each paragraph has a main idea with supporting details that provides important information about the subject. Sometimes the main idea must be inferred. The last paragraph summarizes or explains the author's viewpoints (Greene & Enfield, 1994; Smith, 1999).

PROGRAMS

- *Reading Strategies and Practices: A Compendium* (Tierney & Readence, 1999).
Help the student improve her reading comprehension