

## Recommended Intervention(s) Guide:

- **Multisensory Phonics Activities** (using the senses of hearing, seeing, and feeling to learn letters and sounds.)  
\*\*\* Use lessons and techniques for teaching/practicing letters and letter sounds.
- **Sound Manipulation Activities** (segmenting and blending sounds)  
\*\*\* Use lessons and techniques, as well as sound boxes (see below) for teaching/practicing segmenting and blending.
- **Picture Sorts** (sorting pictures by beginning, middle or ending sounds)  
\*\*\* Sorting pictures requires students to rely on sounds to group pictures by rhyme or by common beginning, middle or ending sounds. See [Words Their Way](#) for pictures that show specific sounds.
- **Sound Boxes** (manipulating markers or tokens to represent sounds in words)  
\*\*\* (Also known as Elkonin Boxes or “Say it – Move it”) This activity helps students segment sounds, and become more aware of the positions of sounds in spoken words. Demonstrate how to stretch sounds in a word, then move a marker/token into a square on paper for each sound.  
See [http://www.readingrockets.org/strategies/elkonin\\_boxes/](http://www.readingrockets.org/strategies/elkonin_boxes/)
- **Repeated Reading** (reading the same text several times to improve accuracy, rate, and expression)  
\*\*\* One suggested approach: Select a passage that is at the student’s instructional or independent level. Have the student read the passage through, either silent or out loud. Discuss any tricky words. Have the student read the passage again out loud. If the student misreads a word or hesitates for longer than 5 seconds, provide some prompts that may help the student decode the word. If the student is not able to read the word, read the word aloud and have the student repeat the word correctly before continuing through the passage. If the student asks for help with any word, read the word aloud. If the student asks about a word’s meaning, give a definition. When the student has completed the passage, have him/her read it again. Provide feedback after each reading. You can choose to have the student read the passage repeatedly until either: the student has read it a total of four times, or, the student reads the passage at a rate of words correct per minute (WCPM) that is improved, or reaches a target WCPM rate.
- **Assisted Reading** (reading text aloud and hearing it read orally at the same time by another reader or technology.)  
\*\*\* The less fluent reader reads out loud simultaneously with the teacher or more capable reader (or readers.) Ways to consider implementing this activity: choral reading in small groups, students reading in pairs, or students reading along with audio (tape, CD, or digital text).
- **Echo Reading** (listening to text read aloud and reading it back orally to repeat text)  
\*\*\* The teacher or more capable reader reads a section of text, modeling appropriate accuracy, pace, and expression. This also provides a model of how to chunk the text into meaningful phrases or thought units. The student then reads the same text, using the same accuracy, pace, expression, and phrasing.
- **Interactive Read Alouds with Explicit Comprehension Instruction** (teacher reading a text, modeling reading strategies and interacting with students through discussion, then student practice)  
\*\*\* Research on comprehension instruction shows the importance of following the gradual release of responsibility when teaching comprehension.

- **Using Graphic Organizers** (writing the important ideas from the text and showing relationships between them)  
\*\*\* Graphic organizers help students to identify the important ideas or events in text and see how they are connected. They also improve students' memory of content. Suggested graphic organizers to use are: **story maps** (for narrative text), **semantic maps/webs** (for teaching key words or concepts in narrative or expository text), and **expository maps** (for expository text – these show problem/solution, main idea/details, cause/effect, compare/contrast, or sequence – use the type that is most appropriate for the text).
  
- **Reciprocal Teaching** (using the strategies of predicting, asking questions, summarizing, and clarifying while reading)  
\*\*\* Model how good readers use the four strategies of predicting, asking questions, summarizing, and clarifying confusing parts or words when they are read, and provide time to teach/practice each of these four strategies. Reading material can be “chunked” so that students can read a page or a few pages at a time and practice the four strategies within those pages. After practicing and using the strategies, students then assume more responsibility and use all four strategies while they read in small groups or independently. Go to: [http://www.readingrockets.org/strategies/reciprocal\\_teaching](http://www.readingrockets.org/strategies/reciprocal_teaching) for more info, videos, and a helpful article called “Reciprocal Teaching for the Primary Grades: We Can Do It Too!” (this article provides a week-by-week guide for how to teach this).