

Considering Interventions for Struggling Readers

Before you Consider Tier II Interventions...

√	Tier I Provisions
	Increase the time struggling students spend reading.
	Be sure that you are not using whole-class texts outside of the 15 minute focus lesson during RW.
	Allow struggling readers the opportunity to respond verbally to reading before responding in writing.
	Explicitly model strategies multiple times for struggling readers.
	Repeat directions frequently and always model directions and outcomes explicitly with struggling readers.
	Encourage active learning by clearly explaining the purpose of each task for struggling readers.
	Encourage investment in difficult work by inviting struggling students to make choices in their learning.
	Provide predictability and routine in intervention practices (e.g., daily small-group schedule that is posted).
	Set short term goals for each student, even when working with a small group, and provide frequent feedback to students.
	Seat struggling readers near proficient readers who display positive models and behaviors in relation to reading. (Do not allow struggling readers to sit together during independent reading, particularly if they tend to distract one another.)
	Carefully monitor and collaborate extensively with any paraprofessionals that provide intervention support. (Be sure paraprofessionals are not engaging in round robin reading with struggling readers.)
	Provide “book talks” that cater to students reading on easier levels. (Showcase lower level texts as well as grade level and advanced level texts.)
	Help struggling readers prepare and practice for book talks with you or another adult.
	Check in with struggling readers at the beginning of every independent reading session to be sure they have the right texts and materials and know the expectations.
	Confer with struggling readers more frequently than other readers.
	Involve struggling readers in small-group instruction every day, if possible.
	Guide struggling readers in small-group lessons through independent strategies for confirming predictions and finding information in a text about characters, plot, or setting.
	Provide time to talk before, during, and after reading for struggling readers in small-group experiences.
	Have struggling students read silently most of the time.
	Provide a few minutes of word work at the end of a small-group lesson for struggling readers.
	Reduce the amount of time struggling readers spend with extraneous activities (e.g., filling out worksheets).
	Introduce series books in small-group instruction with struggling readers.
	Take every opportunity to involve struggling readers in literature circles with higher-achieving students.
	Provide 1:1 pre-lit circle conferences with struggling readers to discuss the literature and “rehearse” some of the comments they want to make.
	Guide from the side as a “coach” during literature circles to prompt and engage struggling readers in lit circle conversation.
	Consider partner reading (either with another student or another adult) to allow struggling readers to access lit circle texts that might be challenging.
	Use graphic organizers to help struggling readers analyze texts.

Examples of Tier I Interventions

Guided Reading

Create a small group that includes students that share a common reading level. All students will read the same text in a guided reading group. Provide a brief focus lesson to the small group that matches the specific needs of students in the group. Release the students to read and apply the focus of the lesson while you circulate through the group. Listen and guide from the side (confer quietly) with each student. Students should read the text in entirety during the session.

Strategy Groups

Create a small group that includes students sharing a common strategy need. These students may or may not share a common reading level. Provide a brief focus lesson (5-10 minutes) to the small group around the strategy or skill. The lesson may or may not include a text. Release the students to read and apply the strategy independently in the group setting. Guide from the side while listening and conferring with each student during the session. The text may or may not be read in entirety during the session. Regularly monitor the progress of the group to determine whether regrouping is appropriate.

Literature Circles

Allow students to select the text the small-group will read. The focus of a literature circle is development of comprehension strategies, verbalizing understandings in a conversation, acquiring the language to talk about texts, recognizing themes, or building excitement around reading.

Develop cloze passages from read aloud or independent texts.

Photocopy a substantial passage from the text and white-out every 5th word in a section or on the whole page (depending on the amount of print). Draw a line in the whited-out spaces to indicate a missing word. Model the way *you* predict the deleted words. Next, have students predict deleted words. After, discuss the strategies or kinds of information they used to make their predictions. Reveal the words you actually deleted and discuss what additional strategies or information they might need to reinsert the deleted words accurately.

Develop modified cloze passages from authentic text.

Photocopy a passage from a text read by a small group. White-out words in the passage leaving only the initial letter in the word or a cluster of letters. In this way, students become more conscious of how they attend to visual clues in relation to meaning and structure. Model the way *you* predict the deleted words. Next, have students predict deleted words based on text or visual clues. Discuss the strategies or kinds of information they use to make their predictions. Reveal the words and discuss what additional strategies or information would be helpful in predicting the words.

Develop modified cloze passages from big books.

Use sticky notes to cover words in the passage. Cover either whole words or parts of words (leaving the initial letter or cluster of letters). Model the way *you* predict the covered words. Next, have students predict covered words based on text or visual clues. Discuss the strategies or kinds of information they use to make their predictions. Reveal the words by removing the sticky notes. Discuss what additional strategies or information would be helpful in predicting the words.

Paired Reading

The student chooses a text and sits next to an adult (parent volunteer, paraprofessional, or teacher). Together, they read the text aloud at a comfortable rate. The reader signals the adult when ready to continue on independently. The adult joins in again immediately when needed. If the reader comes to an unknown word, the adult provides it right away. Continue this procedure daily for ten minutes each day.

4P *Paired/Choral Reading*

Begin a conferring session with a brief **preview** of the text. Both teacher and student begin reading aloud together. When ready, the student signals for the teacher to stop reading and proceeds to read aloud independently. When the student miscues, **pause** and wait until he/she reaches the end of the sentence. If the student does not self-correct the error, **prompt** to help the student successfully read the particular word or phrase in question. If this does not work, provide the word for the student and begin reading along with them again. When the student does self-correct a miscue, provide **praise** for use of a particular strategy and begin to read aloud again until signaled.

Variations of Echo Reading and Repeated Reading

- The adult reads a select section of text and the reader echoes in the same manner.
- The adult reads an entire selection of text and then the student reads it again out loud.

- The student reads a section of text silently, then, reads it out loud to the adult.
- The student reads a section of text multiple times in a row, each time improving on fluency.
- Recast stories as scripts and have students “rehearse” their lines for a “performance” of the reading.