

READING COMPREHENSION INTERVENTIONS



Tier 2 – Tier 3 Summarization Strategy for Reading Comprehension

Comprehension of written passages often demands that the child see how different parts of the story are connected. Making and understanding the connections between parts of a story and seeing the big picture requires that the child understand how all of the facts are related to one another. A reading strategy that teaches children to see how the parts of a story are connected will help them better understand the text. The technique called summarization is such a method. Because not all students learn how to summarize a story on their own, it is necessary to specifically teach some children how to do this.

Summarization is an effective strategy to help students enhance understanding of what is read. The method requires that a student re-write or outline only the important parts of a passage. Summarization encourages a student to look for the most important parts and determine what parts of a story are less important and what should be ignored. This also helps students to see how different parts of a story relate to each other, including how parts of the text fit with the main topic.

Steps for Implementing the Intervention

When a student needs help, the teacher should encourage him or her to use modified or elaborated methods of summarization that best fit the student and the situation. The first step is to show the students how to summarize a story (i.e., model the strategy).

- Ask the students for the overall idea of the selected reading.
- Have the students help write a general statement about the story.
- Ask them to list the main ideas with two or three supporting ideas for each main idea.
- Give each part of the story a heading and record important details that the students help to identify.
- Ask the students what information is and is not important.
- Ask the students to describe the parts of the passage.
- Relate the important parts of the passage to the main topic and/or the title.
- Have the students write a summary that includes each of these parts.
- Have the students check the summary against what was read to see if anything important was left out.

The second step is to allow the students to practice summarization with help.

- Guide the students to underline or circle the most important parts.
- Encourage the students to look back in the text and scan (but not re-read everything).
- Encourage the use of overall or general labels for information (e.g., ducks, cows, sheep, and chickens are barnyard animals).
- Instruct the students to write down important ideas, order the ideas by importance, and ignore unimportant information.

The final step is to encourage the independent use of the summarization strategy.

- Students should independently perform the activities in Step 2.
- Have students check each other's summaries.
- Each student should check his or her own summary for key components.

After the strategy has been taught and monitored, the steps can be given to students or posted in the room as a reminder of how to use the summarization strategy. It is also important that students practice the summarization strategy and get feedback from the teacher about the quality of their summaries. Some other guidelines for teachers follow.

- Use direct explanation. Teach why, when, and where to apply summarization strategies.
- Model skills. Talk through examples and show how the skill is applied.
- Break down complicated parts into small steps.
- Summarize short paragraphs before proceeding to longer passages.
- Phase out teacher direction and phase in student use throughout instruction.

Who Should Learn Summarization?

Summarization is likely to benefit students who score low in reading comprehension. Because this intervention helps children see how the parts are connected, it involves simultaneous processing. Students who have simultaneous processing weakness may have a particularly difficult time reading for understanding or comprehending all the parts of a story and how they relate to each other. This technique may also be used with children who have a planning weakness. It helps them approach reading in a more strategic (i.e., planful) way that prompts them in a step-by-step manner to look for important and related parts of a story.

Progress Monitoring Tool

Use DIBELS "DAZE" to monitor the student's progress on this intervention. Additionally, in Tier 3 the Intervention Documentation Worksheet located in the SST/Tier 3 Procedural Manual must be used to document when the intervention is implemented.

Source:

From *Helping Children Learn: Intervention Handouts for Use in School and at Home* by Jack A. Naglieri, Ph.D., and Eric B. Pickering, Ph.D. © 2003 Paul H. Brookes Publishing Co.: 1-800-638-3775; www.brookespublishing.com

Resources:

Two excellent resources can be found at www.tld.jcu.edu.au/netshare/learn/mindmap/ and www.iss.stthomas.edu/studyguides/mapping.htm/c.

References:

Kirby, J., & Williams, N. (1991). *Learning problems: A cognitive approach*. Toronto: Kagen & Woo Limited.

McCormic, S. (1987). Instructing students who have literacy problems. Englewood Cliffs, NJ: Prentice Hall.

Naglieri, J.A. (1999). Essentials of CAS assessment. New York: John Wiley & Sons.

Pressley, M., & Woloshyn, V. (1995). Cognitive strategy instruction that really improves children's academic performance. Cambridge, MA: Brookline Books.

Tier 2 – Tier 3 Plans for Understanding Text

Good reading comprehension requires understanding the meaning of what is written even when it is not specifically stated. This level of reading comprehension includes relating the information the reader already knows and information from reading earlier parts of the text to information being read (Klein, 1988). Extending questioning and self-questioning are two techniques that help students make the connections among facts known, information from earlier text, and what they are currently reading so that they are better at comprehending what they read.

Extended Questioning and Self-Questioning

Extended questioning and self-questioning helps students think more deeply about what they are reading and encourage them to make the necessary connections between what they know, have read, and are reading. Extended questioning is an approach to improving understanding that teaches children to analyze the text through questioning (by another person or the child him- or herself). The questions are intended to produce elaborations on the to-be-learned facts and connections to what is known.

This can be done by individual students (through self-questioning) or students in interactive small groups (through extended questioning). This intervention can be accomplished by teaching students to ask questions about the text they have read.

Steps in Implementing the Intervention

1. Assign students to groups.
2. Have the students read the text.
3. Have students ask each other questions, such as:
 - Why are you studying this passage?
 - What are the main idea or ideas in each paragraph? Underline them.
 - Can you think of some questions about the main idea you have underlined?
 - What do you already know about this topic?
 - What do you want to learn about this topic?
 - How does this relate to what you have already learned?

Tell students how to learn the answers to their questions by always looking back at the questions and answers to see how each question and answer provides them with more information.

4. Ask the class these questions as a group, list answers to the questions, and note elaborations.

Who Should Learn Extended Questioning and Self-Questioning?

This instruction is likely to benefit students who score low in reading comprehension. To comprehend text, students must understand all the parts of a text as well as other information and how it relates to the text, which requires simultaneous processing. This intervention may be helpful for students with weakness in simultaneous processing because it helps children think more deeply about the text and how it relates to other information. This technique may also be used for children with a planning weakness. It helps them approach reading in a more strategic (i.e., planful) way that prompts them in a step-by-step manner to more deeply think about and understand what they read.

Progress Monitoring Tool

Use DIBELS "DAZE" to monitor the student's progress on this intervention. Additionally, in Tier 3 the Intervention Documentation Worksheet must be used to document when the intervention is implemented.

Source:

From Helping Children Learn: Intervention Handouts for Use in School and at Home by Jack A. Naglieri, Ph.D., and Eric B. Pickering, Ph.D. © 2003 Paul H. Brookes Publishing Co.: 1-800-638-3775; www.brookespublishing.com

Resources:

Two excellent resources can be found at www.mindtools.com/memory.html/ and www.curbet.com/speedlearn/shap2.html/.

References:

Klein, M. (1998). Teaching reading comprehension and vocabulary: A guide for teachers. Upper Saddle River, NJ: Prentice Hall.

Naglieri, J.A. (1999). Essentials of CAS assessment. New York: John Wiley & Sons.

Pressley, M., & Woloshyn, V. (1995). Cognitive strategy instruction that really improves children's academic performance. Cambridge, MA: Brookline Books.

Tier 2 – Tier 3

Keywords: A Memorization Strategy

In this mnemonic (memorization) technique, students select the central idea of a passage and summarize it as a "keyword." Next, they recode the keyword as a mental picture and use additional mental imagery to relate other important facts to the keyword. They can then recall the keyword when needed, retrieving the related information.

Materials

Samples of passages taken from expository texts

Student copy of keyword strategy (see list in step 2)

Steps in Implementing the Intervention

Step 1. Tell the students that a good way to remember a lot of facts is to use keywords. With the keyword approach, students:

- * Highlight important facts or ideas in a passage.
- * Write a "gist" sentence that summarizes the highlighted ideas or facts.
- * Select a "keyword" that will help them recall a central idea about the passage.
- * Create a mental picture to remember the keyword
- * Add details to the mental picture or create a story about the keyword to memorized additional facts or ideas.

If you have younger students (e.g., 5th grade and below), read through several sample passages with the group. Then display a drawing or collage that represents your own representation of the passage's main ideas as mental imagery. Using a "think-aloud" approach, explain the mental imagery of the picture and show how it encapsulates the main facts of the original passage. Show students how they can more easily recall facts using this approach. If you have older students (e.g., 6th grade or above), read through several sample passages with the group. Write a description of the mental imagery that you used to memorize the keyword and related facts. Using a "think-aloud" approach

Step 2. Pair students and give them a sample passage. Assign each pair of students to:

- * Identify the main idea of the passage.
- * Write a "gist" sentence to summarize the passage's main idea and related important facts.
- * Select a "keyword" based on the main idea.
- * Write out a description (or draw a picture) of the mental imagery that they will use to recall the main idea and important facts of the passage.

Step 3. When students are about to use the keyword strategy independently, have them use the technique when reading through expository passages. Monitor students' used of the method and their accuracy in recalling key facts. Conference individually with those students needing additional guidance and support.

Progress Monitoring Tool

Use DIBELS "DAZE" to monitor the student's progress on this intervention. Additionally, in Tier 3, the Intervention Documentation Worksheet must be used to document when the intervention is implemented.

References:

- Levin, J. R., Levin, M. E., Glasman, L. D., & Nordwall, M. B. (1992). Mnemonic vocabulary instruction: Additional effectiveness evidence. *Contemporary Educational Psychology*, 17, 156-174
- Levin, J. R., Shriberg, L. K., & Berry, J. K. (1983). A concrete strategy for remembering abstract prose. *American Educational Research Journal*, 20, 277-290.
- Peters, E. E., Levin, J. R. (1986). Effects of a mnemonic imagery on good and poor readers' prose recall. *Reading Research Quarterly*, 21, 179-192.

Tier 2 – Tier 3 Phrase Cued Text Lessons

Phrase-cued texts are a means to train students to recognize the natural pauses that occur between phrases in their reading. Because phrases are units that often encapsulate key ideas, the student's ability to identify them can enhance comprehension of the text (Rasinski, 1990, 1994). Phrase-cued text lessons should be carried out in 10 minute sessions 3-4 times per week.

Materials

Two copies of a student passage: One annotated with phrase-cue marks and the other left without annotation.

Preparation: Here are guidelines for preparing phrase-cued passages:

1. Select a passage. Select a short (100-250 word) passage that is within the student's instructional or independent reading level.
2. Mark sentence boundaries. Mark the sentence boundaries of the passage with double slashes (/).
3. Mark within-sentence phrase-breaks. Read through the passage to locate 'phrase breaks', naturally occurring pause points that are found within sentences. Mark each of these phrase breaks with a single slash mark (/).

NOTE: You can use the free application Phrase-Cued Text Generator at www.interventioncentral.org to speed the creation of these passages in pdf format.

Steps in Implementing the Intervention

1. [When first using this strategy] **Introduce phrase-cued texts to the student.** Say to the student: "Passages are made up of key ideas, and these key ideas are often contained in units of words called 'phrases'. Several phrases can make up a sentence. When we read, it helps to read phrase by phrase to get the full meaning of the text." Show the student a prepared passage with phrase-cue marks inserted. Point out how double-slash marks signal visually to the reader the longer pauses at sentence boundaries and single slash marks signal the shorter phrase pauses within sentences.
2. **Follow the phrase-cued text reading sequence:** The tutor prepares a new phrase-cued passage for each session and follows this sequence:

The tutor reads the phrase-cued passage aloud once as a model, while the student follows along silently.

The student reads the phrase-cued passage aloud 2-3 times. The tutor provides ongoing feedback about the student reading, noting the student's observance of phrase breaks.

Tutor and student can also briefly discuss the content of the passage during intervals between

The session concludes with the student reading aloud a copy of the passage without phrase-cue marks. The tutor provides feedback about the student's success in recognizing the natural breaks in the student's final read-aloud.

Additional Ideas for Using Phrase-Cued Texts. Educators might consider these additional ideas for using this strategy (Rasinski, 1994):

1. Use phrase-cued texts in a group-lesson format. The teacher can modify the intervention sequence (described above) to accommodate a group or class. The teacher models reading of the phrase-cued passage; the teacher and students next read through the passage chorally; then students (in pairs or individually) practice reading the phrase-cued text aloud while the instructor circulates around the room to observe. Finally, students individually read aloud the original passage without phrase-cue marks.
2. Encourage parents to use the phrase-cued text strategy. Parents can extend the impact of this strategy by using it at home. The teacher meets with the parent (e.g., at a parent-teacher conference) to demonstrate the phrase-cued text instructional sequence (described above). The teacher then gives the parent a collection of prepared passages (with one copy of each passage marked for phrase cues and the other left unmarked). The parent is instructed to use one passage per session with their child at home.

Progress Monitoring Tool

Use DIBELS "DAZE" to monitor the student's progress on this intervention. In addition, in Tier 3 the Intervention Documentation Worksheet located in the SST/Tier 3 Procedural Manual must be used to document when the intervention is implemented.

References:

- Rasinski, T. V. (1990). The effects of cued phrase boundaries on reading performance: A review. Kent, Ohio: Kent State University. (ERIC Document Reproduction Service No. ED313689).
- Rasinski, T. V. (1994). Developing syntactic sensitivity in reading through phrase-cued texts. *Intervention in School and Clinic*, 29, 165-168,

**Tier 2 – Tier 3
Interventions for Reading Comprehension
Reconciled Reading**

Purpose: Improve Reading Comprehension

Description :

This intervention, which is based on Schema Theory, engages students in enrichment activities prior to reading the passage. In this way, students have the opportunity to activate and enhance existing knowledge before reading. Pre-teaching vocabulary words will enhance comprehension.

Materials:

Stickers (optional)

Sheets of paper or copies of the reading passages for marking errors (optional)

Procedure/Steps

1. Start by the last section in the reading lesson, often called "Enrichment Activities". Conduct several of these activities to build background information and vocabulary.
2. Teach the skill lessons in the teacher's manual in the context of the story rather than with isolated sentences or paragraphs.
3. Ask the students questions about the reading in order to help them make predictions about the content or outcome of the story.
4. Have the students read the story silently to apply background knowledge and skills on their own.
5. After the reading, conduct a brief discussion to evaluate the lesson's four instructional goals:
 - ✓ Building story background to enhance comprehension;
 - ✓ Teaching specific vocabulary;
 - ✓ Teaching reading sub-skills, such as predicting outcomes;
 - ✓ Focusing attention on relevant story information.

Progress Monitoring Tool

Use DIBELS "DAZE" to monitor the student's progress on this intervention. Additionally, in Tier 3 the Intervention Documentation Worksheet located in the SST/Tier 3 Procedural Manual must be used to document when the intervention is implemented.

Reference:

Rathvon, N. (1999). *Effective School Interventions*. New York: Guilford Press.

Tier 2 – Tier 3 Interventions for Reading Comprehension Paraphrasing Strategy

Purpose: Improve understanding of expository materials by getting the main ideas through paraphrasing.

Description:

The paraphrasing strategy helps students recall the main ideas and specific facts of materials they read. There are three steps for teaching this strategy (described below).

Materials:

A scripted lesson

Cue cards for learning and generalizing the strategy

Worksheets

Steps:

1. *Read a paragraph.*
Read the paragraph silently. As you read, be sure to think what the words mean.
2. *Ask yourself, "What were the main ideas and details of this paragraph?"*
After reading the paragraph, ask yourself, "What were the main ideas and details?" This question helps you to think about what you just read. You can also look quickly back over the paragraph to help you find the main idea and the details related to the main idea.
3. *Put the main idea and details in your own words.*
Now put the main idea and details into your own words. This will help you remember the information. Try to give at least two details related to the main idea.

The acronym for these steps is RAP. (Paraphrasing is like rapping or talking to yourself.)

Some rules that help find the main idea are:

- Look for it in the first sentence of the paragraph.
- Look for repetitions of the same word or words in the whole paragraph.

Progress Monitoring Tool

Use DIBELS "DAZE" to monitor the student's progress on this intervention. Additionally, in Tier 3 the Intervention Documentation Worksheet located in the SST/Tier 3 Procedural Manual must be used to document when the intervention is implemented.

Reference:

Bos, C.S. & Vaughn, S. (2002). Strategies for teaching students with learning and behavior problems. Boston: Allyn and Bacon.

Tier 2 – Tier 3
Interventions for Reading Comprehension
Story Retelling

Purpose: Improve Reading Comprehension by retelling a story to partners, using outlines.

Description:

This intervention emphasizes the importance of verbal rehearsal of a story. By retelling students relate information from the story to their own experiences. In this way, they improve their reading comprehension and memory of story information.

Materials:

Overhead Projector

Transparency and individual student paper copies of the story outline, one per student.

Procedure/Steps:

1. Tell the students that they are going to learn a new and exciting way to understand and remember more about what they read.
2. Assign students to pairs with similar reading levels for four training sessions.
3. Tell them that they will be reading a passage and paying attention to the most important ideas of the story.
4. Have the students read the passage silently.
5. Introduce the outline by using an overhead.
6. Call on students to complete the outline and write the answers on the transparency.
7. Have them write the answers on their copies, too.
8. Have them work in pairs to retell all the important ideas in the story.
9. Provide guidance for completing the outline in the first two sessions and in the third if necessary. Have the students complete the outline independently in the fourth session. Then, have the students retell the story to each other in pairs as above.
10. Reverse the order of retelling for the partners over the four sessions.

Progress Monitoring Tool

Use DIBELS "DAZE" to monitor the student's progress on this intervention. Additionally, in Tier 3 the Intervention Documentation Worksheet located in the SST/Tier 3 Procedural Manual must be used to document when the intervention is implemented.

Reference:

Rathvon, N. (1999). *Effective School Interventions*. New York: Guilford Press.

MY STORY RETELLING OUTLINE

Directions: Write down what you think are the most important ideas and supporting details in the story you have just read. Be prepared to retell all the important ideas from the story to your partner as if you partner has never heard the story.

First Important Idea: _____

Supporting Detail: _____

Supporting Detail: _____

Second Important Idea: _____

Supporting Detail: _____

Supporting Detail: _____

Third Important Idea: _____

Supporting Detail: _____

Supporting Detail: _____

Fourth Important Idea: _____

Supporting Detail: _____

Supporting Detail: _____

Tier 2 – Tier 3
Interventions for Reading Comprehension
Summarization Strategy

Purpose: Improve understanding of expository materials by summarizing the main ideas.

Description :

The summarization strategy helps students recall the main ideas and specific facts of materials they read. There are five rules for writing summaries (described below).

Rules for writing summaries :

1. Delete irrelevant or trivial information.
2. Delete redundant information.
3. Select topic sentences.
4. Make a list of actions.
5. Invent topic sentences when none are provided by the author.

Steps for teaching the strategy

1. Use sets of short paragraphs.
2. Each set should highlight one rule.
3. Explain the rules and have the students practice individually with your materials.
4. Present a *checklist* that the students can use to judge the quality of their summary.
5. You can also use the same checklist to monitor their progress and give them corrective feedback.

Progress Monitoring Tool

Use DIBELS "DAZE" to monitor the student's progress on this intervention. Also, in Tier 3 the Intervention Documentation Worksheet located in the SST/Tier 3 Procedural Manual must be used to document when the intervention is implemented.

Reference:

Bos, C.S. & Vaughn, S. (2002). Strategies for teaching students with learning and behavior problems. Boston: Allyn and Bacon.

Check List Summary

How Good Is That Summary?

Student: _____ Date: _____

Title: _____

Pages: _____

Summary:

Rating: 3 = Clear, Concise Summary

2 = Somewhat Clear, Concise Summary

1 = Several Sentences That Do Not Accurately Summarize Information

0 = Not Completed

_____ Does the summary state the **main idea**?

_____ Is the **main idea** stated first?

_____ Does the summary give **only the most important information**?

_____ Is the summary brief with **unimportant and redundant information** deleted?

_____ Is the summary written well and clear?

Source: Student Checklist for Monitoring Summaries: From Bos & Vaughn (2002, p. 208)
www.msu.edu/course/cep/888/Reading%20Comprehension/checklist

Tier 2 – Tier 3 Question-Generation

Description: Students are taught to boost their comprehension of expository passages by (1) locating the main idea or key ideas in the passage and (2) generating questions based on that information. Reserve at least a full instructional session to introduce this comprehension strategy.

Materials:

Overhead transparencies of practice reading passages, transparency markers
Student copies of practice reading passages (optional) or reading/text books

Preparation:

Prepare overheads of sample passages.

Intervention Script:

1. Introduce this strategy to the class:

- A. Locating Explicit Main Idea: Tell students that some passages have summary sentences that state the main idea or “gist” of the paragraph or passage. Using examples of passages with explicit main ideas, train students to identify and underline main-idea sentences.
- B. Finding Key Facts. In some passages, the main idea is implied rather than explicitly stated. Readers must first identify the key facts or ideas of the passage before they can summarize the passage’s main idea.

Using examples of passages with implied main ideas, locate and circle key facts or ideas. Describe to students how you distinguished this central information from less important details. Have students practice this skill on additional practice passages.

- C. Writing a “Gist” Sentence. Show students a passage with an implied main idea. Circle all key ideas or facts. Demonstrate how to write a “gist” sentence (one that is built from the identified key ideas and summarizes the paragraph’s main idea). Emphasize that the reader may have link information from different sections of the passage to build a gist sentence. Have students practice this skill on additional practice passages.
- D. Generating Questions. Tell students that careful readers often construct questions about what they are reading to help them learn. Put up a list of ‘signal words’ that can be used as question-starters: e.g., who, what, where, when, why, how. Using sample passages, show students how to convert explicit main-idea sentences or reader-created “gist” sentences into questions. Point out that these questions can be a good study tool because they are linked to answers that the student has already located in the passage.

2. Give students selected practice passages and instruct them to apply the full question-generation strategy. Provide feedback and encouragement as needed.

Tips:

↪ **Use “Gist” Sentences to Organize Student Research Notes.** When students are writing research papers, they often find it challenging to synthesize their scattered research notes into an orderly outline with sequentially presented main ideas. Students who have mastered the skill of assembling key ideas into “gist” sentences can identify their most important research notes, copy these notes individually onto index cards, and group cards with related notes. The student can then write a single “gist” sentence for each pile of note cards and use these sentences as the starting point for a paper outline.

↪ **Collect Exemplary Examples of Student-Generated Questions as Study Aids.** If your class is using an assigned textbook, you may want to collect well-written student-generated questions and share them with other students. Or assign students different sections of an article or book chapter and require that they ‘teach’ the content by presenting their text-generated questions and sharing the correct answers.

↪ **Select Student Questions As Quiz or Test Items.** You can build classroom interest (and competition!) in using this question-generation strategy by occasionally using one or more student text-questions as quiz or test items.

Progress Monitoring Tool

Use DIBELS “DAZE” to monitor the student’s progress on this intervention. Also, in Tier 3 the Intervention Documentation Worksheet located in the SST/Tier 3 Procedural Manual must be used to document when the intervention is implemented.

Source:

The Savvy Teacher’s Guide: Reading Interventions That Work Jim Wright
(www.interventioncentral.org)

References:

Davey, B., & McBride, S. (1986). Effects of question-generation training on reading comprehension. *Journal of Educational Psychology*, 78, 256-262.

Rosenshine, B., Meister, C., & Chapman, S. (1996). Teaching students to generate questions: A review of the intervention studies. *Review of Educational Research*, 66, 181-221.

Tier 2 – Tier 3
Interventions for Reading Comprehension
Group Story Mapping

Purpose: Improve Reading Comprehension by developing a greater correspondence between prior knowledge and present reading material.

Description:

This intervention, which is based on Schema Theory, emphasizes linking previous knowledge structures (schemata) with reading materials. A pre-reading technique (see "My Story Map") provides a framework that directs students' attention to important interrelated information, such as setting, characters, problem, goal, action, and outcome.

Materials :

- Overhead Projector
- "My Story Map" transparency and individual student paper copies one per student.
- List of 10 comprehension questions for each student, one list per story.

Procedure/Steps:

Four phases of implementation:

Phase 1: *Modeling the use of Story Mapping*

1. Display the overhead transparency of the story map. Have the students complete their own copies as you call on students for responses.
2. Have the students hand in their story maps, put away their reading materials, and answer the comprehension questions individually.

Phase 2: *Checking students use of Story Mapping*

1. Have the students fill in their story maps individually. Tell them that they can fill in the maps as they read their story or after they read or both.
2. After silent reading and map completion, call on students to identify story map elements. Record the answers on the transparency and provide corrective feedback.
3. Again, have the students hand in their story maps, put away their reading materials, and answer the comprehension questions.

Phase 3: *Independent Use of Story Mapping*

1. Have the students silently read the story and complete their story maps. Do not call on students to identify story map elements.
2. Test comprehension by having again the students hand in their story maps, put away their reading materials, and answer the comprehension questions.

Phase 4: *Maintenance*

1. Have the students silently read the story and answer comprehension questions without the story maps. If scores falls below 80% accuracy for 2 consecutive days, use the maps again.

Progress Monitoring Tool

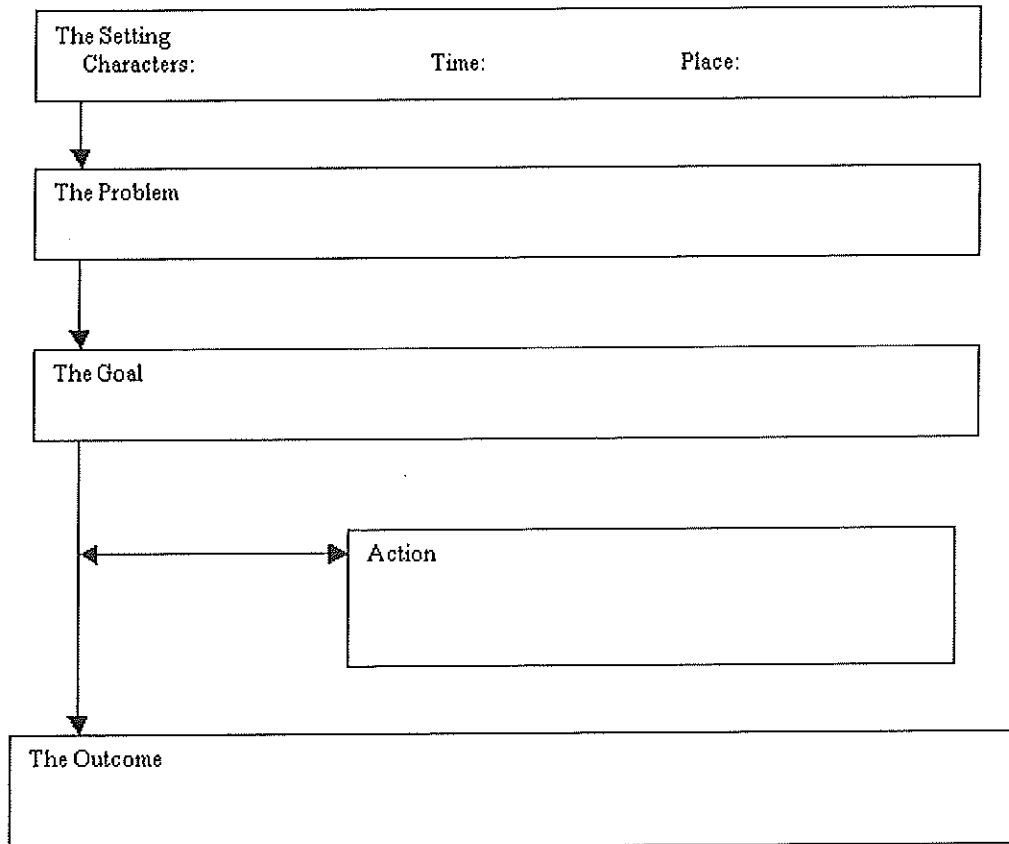
Use DIBELS "DAZE" to monitor the student's progress on this intervention. Additionally, in Tier 3 the Intervention Documentation Worksheet located in the SST/Tier 3 Procedural Manual must be used to document when the intervention is implemented.

Reference:

Rathvon, N. (1999). Effective School Interventions. New York: Guilford Press.

MY STORY MAP

NAME..... DATE.....



Story map components for Group Story Mapping. From Idol (1987, p.199).

My Story Map

List

Name: _____

Date: _____

1. Where did this story take place?
2. When did this story take place?
3. Who were the main characters in the story?
4. Were there any other important characters in the story? Who?
5. What was the problem in the story?
6. How did.....try to solve the problem?
7. Was it hard to solve the problem? Explain.
8. Was the problem solved? Explain.
9. What did you learn from reading this story? Explain.
10. Can you think of a different ending?

Source: Comprehension questions for Group Story Mapping. From Idol (1987, p.197)
[www.msu.edu/course/cep/886/Reading %20Comprehension/list](http://www.msu.edu/course/cep/886/Reading%20Comprehension/list)

Tier 2 – Tier 3

Mental Imagery: Improving Text Recall

Description: By constructing “mental pictures” of what they are reading and closely studying text illustrations, students increase their reading comprehension. Reserve at least a full instructional session to introduce this comprehension strategy.

Materials:

Overhead transparencies of sample passages taken from expository or narrative texts,
transparency
markers

Student copies of practice expository or narrative passages (optional) or reading/text books

Preparation:

Prepare overheads of sample expository or narrative passages.

Intervention Script:

1. Tell students that they can remember more of what they read by:
 - making pictures in their mind of what they are reading
 - carefully studying pictures or illustrations that appear in their reading or books
2. Using a “think-aloud” approach, read through a short sample narrative or expository passage. Pause at several points to tell the class what “mental pictures” come to your mind as you read; ask students to describe their own mental imagery as they react to the same passage. As you come across pictures or illustrations in the passage, study them and reflect aloud on what clues they give you about the passage’s meaning.
3. Read aloud from additional passages. Stop at key points in the passage and call on students to relate their mental imagery evoked by the passage or to give their interpretation of the significance of illustrations or pictures.
4. When students are able to use mental imagery independently, use a prompt at the start of reading assignments to cue them to use the strategy. You might say, for example, “Now we are going to read about what life is like in a country village in Zimbabwe. Remember to make pictures in your head about what you are reading and study the pictures carefully.”

Tips:

→ **Have Your Students Become More Active Reading Participants.** As your students become more adept at using mental imagery and text illustrations to comprehend their reading, enlist them in critical discussions about the strengths or drawbacks of a particular book, chapter, or article. How clearly does the author write? Is it easy or difficult to form mental pictures of the passage’s content, and why? How would they grade the author on the quality and clarity of his or her illustrations?

Progress Monitoring Tool

Use DIBELS “DAZE” to monitor the student’s progress on this intervention. Additionally, in Tier 3 the Intervention Documentation Worksheet located in the SST/Tier 3 Procedural

Manual must be used to document when the intervention is implemented.

Source:

The Savvy Teacher's Guide: Reading Interventions That Work Jim Wright
(www.interventioncentral.org)

References:

Gambrell, L.B. & Bales, R.B. (1986). Mental imagery and the comprehension monitoring performance of fourth- and fifth-grade poor readers. *Reading Research Quarterly*, 21, 454-464.

Gambrell, L.B. & Jawitz, P.B. (1993). Mental imagery, text illustrations, and children's story comprehension and recall. *Reading Research Quarterly*, 23, 265-273.

Tier 2 – Tier 3 Reciprocal Teaching: A Reading Comprehension Package

Description: The intervention package teaches students to use reading comprehension strategies independently, including text prediction, summarization, question generation, and clarification of unknown or unclear content.

Materials:

Overhead transparencies of practice reading passages, transparency markers
Student copies of *Be a Careful Reader!: Four Strategies to Better Understand What You Are Reading*, *Reciprocal Teaching Strategies Worksheet*, and practice reading passages (optional) or reading/text books

Preparation:

Prepare overheads of sample passages.

Intervention Script:

1. Set aside at least four successive instructional days to introduce each of the following comprehension strategies: Day 1: prediction, Day 2: summarization (“list main ideas”), Day 3: question generation, Day 4: clarifying. As you introduce each strategy, “think aloud” as you apply the technique to a sample passage, write down responses on the *Reciprocal Teaching Strategies Worksheet*, and check for student understanding of key concepts.
2. After students have been introduced to the key strategies, the group is now ready to apply all four strategies from the *Reciprocal Teaching* package to a sample reading passage. For each strategy (prediction, summarization, question generation, clarifying), briefly review the technique. Then randomly select a student “instructor” to guide the group to apply the strategy and complete the relevant section of the *Reciprocal Teaching Strategies Worksheet*. (Be prepared to offer assistance to the student “instructor” as needed.) Give specific praise to students for appropriately using comprehension strategies.
3. As the group shows an increased mastery of the strategies, assign students to read text segments silently. Then take the students as a group through the four strategies, calling on different students to discuss how they applied the strategies to the passage.
4. Give students copies of the *Reciprocal Teaching Strategies Worksheet* and instruct them to read a passage silently without interruption. Prior to their starting, remind students to take time occasionally during reading to make predictions about the text, note main ideas, formulate key questions, and clarify unclear material.

Tips:

- ➡ Let students select *Reciprocal Teaching* passages. Allow the group to vote for a

preferred passage from among several possible choices. Choice often increases student motivation and investment.

- **Start a 'Reciprocal Teaching' Tutoring Program.** Once students become proficient in using the Reciprocal Teaching package, consider assigning them as peer tutors to train other students to use Reciprocal Teaching Strategies.

Troubleshooting:

- **While they participate in the large-group instruction, some students do not appear to use the comprehension strategies in their independent reading.** After independent reading assignments, pair students off to compare their completed Reciprocal Teaching worksheets. Have individuals in each student pair alternate in discussing how they applied the strategies. Walk around the room observing discussion. If you notice that a student has failed to complete his or her worksheet, pull him or her aside later for a private conference to discover what problems might be preventing the student from using these strategies.
- **Students do not use the Reciprocal Teaching strategies across instructional settings.** Let other teachers know that you have taught your students to use this package of comprehension strategies. Share copies of the Reciprocal Teaching Strategies Worksheet with your fellow instructors and invite them to use it. Share a copy of the worksheet with students' parents and encourage them to see that their child uses it for all reading assignments.

Progress Monitoring Tool

Use DIBELS "DAZE" to monitor the student's progress on this intervention. Additionally, in Tier 3 the Intervention Documentation Worksheet located in the SST/Tier 3 Procedural Manual must be used to document when the intervention is implemented.

Source:

The Savvy Teacher's Guide: Reading Interventions That Work Jim Wright
(www.interventioncentral.org)

References:

Lysynchuk, L.M., Pressley, M., & Vye, N.J. (1990). Reciprocal teaching improves standardized reading comprehension performance in poor comprehenders. *The Elementary School Journal*, 90, 469-484.

Tier 2 – Tier 3
Interventions for Reading Comprehension
Repeated Readings

Purpose: Improve Reading Comprehension

Description:

This intervention is useful for slow readers. Students read repeatedly short passages until they achieve a satisfactory level of fluency. In this way, they spend less time on reading the words and they can focus on understanding the content. Students are told that they are going to be asked comprehension questions. The optimal number of repetitions appears to be four.

Materials :

Stopwatch/Watch with second hand

Stickers (optional)

Sheets of paper or copies of the reading passages for marking errors (optional)

Procedure/Steps:

1. Explain to students that they will be learning a way of improving their reading comprehension similar to the type of practice that helps athletes develop skill at their sports.
2. Give the first student the assigned reading passage and tell the following directions:
"I want you to read this story out loud. I want you to remember as much about the story as you can. The important thing is to find out as much about the story as you can. When you are done, I am going to ask you to retell the story to me [or answer some questions about the story]."
3. Record the time needed for each reading.
4. If desired, record the number of errors on your copy of passage or on a sheet of paper.
5. When the student finishes reading the passage, ask him/her to read it again. Repeat a shortened version of the directions.
6. Have the student retell the story or answer different comprehension questions after each reading. After the final reading, praise the student for understanding the story.

Follow the same procedure with the other students in the reading group.

Progress Monitoring Tool

Use DIBELS "DAZE" to monitor the student's progress on this intervention. Additionally, In Tier 3 the Intervention Documentation Worksheet located in the SST/Tier 3 Procedural Manual must be used to document when the intervention is implemented.

Reference:

Rathvon, N. (1999). *Effective School Interventions*. New York: Guilford Press.

Tier 2 – Tier 3

Prior Knowledge: Activating the Known

Description: Through a series of guided questions, the instructor helps students activate their prior knowledge of a specific topic to help them comprehend the content of a story or article on the same topic. Linking new facts to prior knowledge increases a student's *inferential* comprehension (ability to place novel information in a meaningful context by comparing it to already-learned information). Reserve at least a full instructional session to introduce this comprehension strategy.

Materials:

Overhead transparencies of practice reading passages and sample Text Prediction questions,
transparency markers
Student copies of practice reading passages (optional) or reading/text books,
blank paper and pencil or pen

Preparation:

Prepare overheads of sample passages.
Locate 3 main ideas per passage and—for each idea—develop a prior knowledge question and a prediction question (see below).

Intervention Script:

1. Introduce this strategy to the class:
 - a. Explain the Benefit of Using Prior Knowledge to Understand a Reading Passage: Tell students that recalling their prior experiences (“their own life”) can help them to understand the content of their reading. New facts make sense only when we connect them to what we already know.
 - b. Demonstrate the Text Prediction Strategy. Select a sample passage and use a “think-aloud” approach to show students how to use the text-prediction strategy. (Note: To illustrate how the strategy is used, this intervention script uses the attached example, *Attending Public School in Japan*.)

Step 1: Think About What and Why: Describe what strategy you are about to apply and the reason for doing so. You might say, for example, *“I am about to read a short article on public schools in Japan. Before I read the article, though, I should think about my life experiences and what they might tell me about the topic that I am about to read about. By thinking about my own life, I will better understand the article.”*

Step 2: Preview Main Ideas from the Reading and Pose Prior Knowledge and Prediction Questions. One at a time, pose three main ideas that appear in the article or story. For each key idea, present one question requiring that readers tap their own *prior knowledge* of the topic and another that prompts them to predict how *the article or story* might deal with the topic.

Here is a typical question cycle, composed of a main idea statement, prior knowledge question, prediction question, and student opportunity to write a response.

“The article that we are going to read describes how different the writing system used in Japanese schools is from our own writing system ” [A main idea from the passage].

“What are your own attitudes and experiences about writing?” [prior knowledge question] Answer this question aloud, and then encourage students to respond.

“What do you think that the article will say about the Japanese writing system?” [prediction question] Answer this question aloud, and then seek student responses.

“Now, write down your own ideas about what you think the article will say about the Japanese writing system.” [student written response] As students write their own responses, model for them by writing out your answer to the question on the overhead transparency.

Step 3: Students Read the Story or Article Independently. Once you have presented three main ideas and students have responded to all questions, have them read the selection independently.

2. When students have learned the Text Prediction strategy, use it regularly to introduce new reading assignments.

Tips:

- ↪ **Use Text Prediction to Prepare Students for Homework Reading.** You can apply the Text Prediction strategy to boost student comprehension of homework reading assignments. When assigning the homework passages, take students through the steps in the strategy. Then require that students take their own written predictions home to compare to their actual reading.
- ↪ **Transition from Group to Individual Application of the Strategy.** As your students become proficient in applying the strategy, you can gradually train them to use the strategy independently. As the instructor, you might hand out the three main ideas for a story and then direct students to take each idea and write out (1) a short account of their own experiences with the topic, and (2) a prediction of what the article or story will say about the main idea. You can collect these written assignments to monitor student understanding and follow-through in using the technique.

Progress Monitoring Tool

Use DIBELS "DAZE" to monitor the student's progress on this intervention. Also, in Tier 3 the Intervention Documentation Worksheet located in the SST/Tier 3 Procedural Manual

must be used to document when the intervention is implemented.

Source:

The Savvy Teacher's Guide: Reading Interventions That Work Jim Wright
(www.interventioncentral.org)

References:

Hansen, J. & Pearson, P.D. (1983). An instructional study: Improving the inferential comprehension of good and poor fourth-grade readers. *Journal of Educational Psychology*, 75, 821-829.

Attending Public School in Japan

Japan is a country of 125 million inhabitants, with a rich and ancient cultural tradition. The geography is varied, with many mountains and valleys.

The Japanese language is quite different from English. In fact, linguists (researchers who study the form and structure of languages) disagree on how Japanese evolved as a language and how closely it is related to other world languages. Because Japan is an archipelago (a series of islands), sections of the country were once quite isolated from one another. Even now, throughout Japan there are a number of different dialects (variant spoken versions of the language) that can make it difficult at times for a speaker of one dialect to understand a speaker of another dialect.

The food in Japanese public schools is generally very healthy but quite different than students are used to eating in America. Dishes may contain combinations of raw or cooked seafood, vegetables, noodles, rice, or seaweed. While meat is commonly served, the portions are smaller than are typical in American meals. Fast food has become popular in Japan, but diners must also be able to handle chopsticks.

In Japan, all children attend primary (elementary) school and middle school. Although high school is not mandatory in Japan, virtually all high-school-age students attend them. Unlike most American school systems, high schools in Japan are selective. Students must take competitive exams to be admitted to these schools, which are largely designed to prepare students for college. Many students choose to attend vocational schools, rather than academic high schools.

In public school, students must learn four separate writing systems: Kanji, hiragana, katakana, and romaji. The most challenging of these systems, kanji, is based on Chinese ideograms (words written as a pictorial series of brush- or pen-strokes) and takes years to learn to read and write properly.

Most high school students in Japan will tell you that they have no assigned homework. However, Japanese students regularly spend several hours per night reviewing their lessons and reading ahead on the material that will be covered in school the following day. Japanese

students, like their American counterparts, love television shows, movies, computer games, and other forms of popular entertainment.

Source

The Savvy Teacher's Guide: Reading Interventions That Work Jim Wright
(www.interventioncentral.org) 43.

Tier 2 – Tier 3
Interventions for Reading Comprehension
Story Grammar Training

Purpose: Improve Reading Comprehension by providing a framework for learning and remembering information.

Description:

This intervention emphasizes the importance of metacognitive or active reading strategies to improve comprehension. It directs students' attention on story structure by teaching them to ask five "wh" questions about the settings and episodes of the story

Materials:

Overhead Projector

Transparency and individual student paper copies of **the five "wh" questions or the Detective Reader**, one per student

Three or four narrative passages

Poster board chart listing the 5 "wh" questions (optional)

Procedure/Steps:

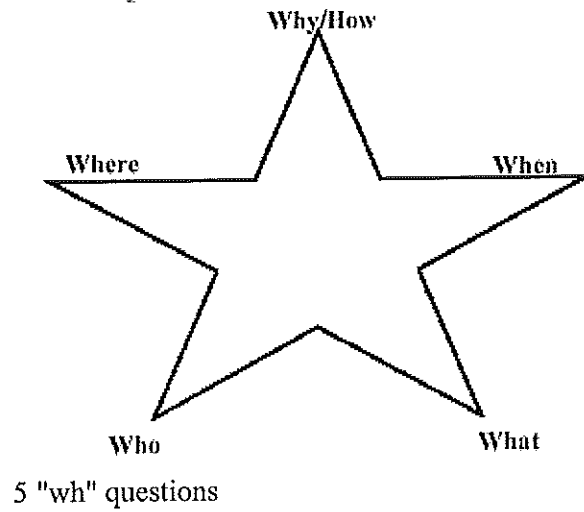
1. Tell the students that they are going to play a game to help them become better readers. The game is called "Reading Mysteries" and "Storyteller" and "Detective Reader" are the main characters.
2. Tell them that the job of the Storyteller is to provide specific clues to enable readers to make predictions about the story based on past experiences.
3. Tell them that their job as Detective Reader is to search for clues in the story, ask questions, and make predictions based on background knowledge.
4. Read them a story.
5. Introduce the five "wh" story grammar questions by using an overhead or poster board chart.
6. Call on students to answer these questions and write the answers on the transparency and have them write the answers on their copies, too.
7. Tell the students that to be good Detective Readers, they need to think of these questions during silent reading.
8. Practice using the questions at least two more times as a classwide activity or in reading groups.
9. Gradually eliminate the use of paper copies for the five "wh" questions.

Progress Monitoring Tool

Use DIBELS "DAZE" to monitor the student's progress on this intervention. Additionally, in Tier 3 the Intervention Documentation Worksheet located in the SST/Tier 3 Procedural Manual must be used to document when the intervention is implemented.

Reference:

Rathvon, N. (1999). *Effective School Interventions*. New York: Guilford Press.

Example of an Advanced Organizer

Detective Reader**BE A DETECTIVE READER AND SOLVE THE READING MYSTERY**

NAME: _____

DATE: _____

1. Who is the main character?

2. Where and when did the story take place?

3. What did the main character do?

4. How did the story end?

5. How did the main character feel?

Tier 2 - Tier 3 Text Lookback

Description: Text lookback is a simple strategy that students can use to boost their recall of expository prose by looking back in the text for important information. Reserve at least a full instructional session to introduce this comprehension strategy.

Materials:

Overhead transparencies of short (100-200 word) passages from expository text and teacher-prepared text and lookback/think questions, transparency markers
Student copies of expository text passages and text-lookback /think questions

Preparation:

Create at least 3 lookback questions and one think question for each expository text passage selected

Intervention Script:

1. Introduce the text-lookback strategy by telling students that people cannot always remember everything that they read. If we read an article or book chapter, though, and are asked a 'fact' question about it that we cannot answer, we can always look back in the article to find the information that we need.
2. Describe for the class the difference between lookback and think questions. An example of an explanation that you might use is:

"When we are asked questions about an article, sometimes the answer can be found directly in the article and sometimes it cannot be found directly."

"Lookback questions are those that tell us that the answer can be found right in the article. For example, if a question uses phrases such as in the article or in the author's words, these phrases would be clues that the question is a lookup question and that we can find the answer in the article. "

"Think questions are those that ask you to give your own opinion, beliefs, or ideas. Our answers to these questions are based on our own ideas or thoughts about the topic. For example, if a question uses phrases such as in your opinion or what do you think, these phrases would be clues that the question is a think question and that the answer cannot be found in the article. "

3. Read aloud through the sample expository passage. Then read the series of 4 text-lookback/think questions to the class. As you read each question, highlight students the word clues that indicate whether the question is a think or text-lookback question.

4. Tell students that they must reread carefully to find the answer to a text-lookback question. However, they can save time by first *skimming* the article to get to the general section where the answer to the question is probably located. To skim, the student should:

- read the text-lookback question carefully and underline the section that tells the reader what to look for (e.g., “What does the article say are the five most endangered species of whales today?”).
- look for titles, headings, or illustrations in the article that might tell the reader where the information that he or she is looking for is probably located
- look at the beginning and end sentences in individual paragraphs to see if that paragraph might contain the desired information.

5. “Thinking aloud”, demonstrate for students how to skim the example article to locate efficiently the answer to each text-lookback question.

6. Present additional example articles with text-lookback questions and monitor student mastery of the technique. Assign students to use the strategy independently when, under your supervision, they can distinguish reliably between think and text-lookback questions and are able to find the answers to text-lookback questions in the text.

Tips:

- ➡ **Have Students Write Text-Lookback Questions for Assigned Reading.** For homework, encourage students to compose several challenging text-lookback questions based on their assigned reading. Use these questions later for class review.

Progress Monitoring Tool

Use DIBELS “DAZE” to monitor the student’s progress on this intervention. Additionally, in Tier 3 the Intervention Documentation Worksheet located in the SST/Tier 3 Procedural Manual must be used to document when the intervention is implemented.

Source:

The Savvy Teacher’s Guide: Reading Interventions That Work Jim Wright
(www.interventioncentral.org)

References:

Garner, R., Hare, V.C., Alexander, P., Haynes, J., & Vinograd, P. (1984). Inducing use of a text lookback strategy among unsuccessful readers. *American Educational Research Journal*, 21, 789-798.

Tier 2 – Tier 3
“Click or Clunk?” A Student
Comprehension Self-Check

Description: Students periodically check their understanding of sentences, paragraphs, and pages of text as they read. When students encounter problems with vocabulary or comprehension, they use a checklist to apply simple strategies to solve those reading difficulties.

Reserve at least a full instructional session to introduce this comprehension strategy.

Materials:

Overhead transparencies of practice reading passages and “*My Reading Check Sheet*”,
 transparency markers
 Student copies of practice reading passages (optional) or reading/text books, “*My Reading Check Sheet*”

Preparation:

Prepare overheads of sample passages.

Intervention Script:

1. Tell students that they will be learning ways to read more carefully. Hand out student copies of “*My Reading Check Sheet*”.

Review all of the reading strategies on the student handout.

Instruct students that, during any reading assignment, when they come to:

- ❖ the end of each sentence, they should ask the question, “*Did I understand this sentence?*” If students understand the sentence, they say “Click!” and continue reading. If they do not understand, they say “Clunk!” and refer to the strategy sheet “*My Reading Check Sheet*” to correct the problem.
- ❖ the end of each paragraph, they should ask the question, “*What did the paragraph say?*” If they do not know the main idea(s) of the paragraph, students refer to the strategy sheet “*My Reading Check Sheet*” to correct the problem.
- ❖ the end of each page, they should ask the question, “*What do I remember?*” If they do not remember sufficient information, students refer to the strategy sheet “*My Reading Check Sheet*” to correct the problem.

Read through a sample passage with the class. At the end of each sentence, paragraph, and page, “think aloud” as you model use of the comprehension checks. (As you read each sentence, be sure to call out “Click!” when you and the class understand a sentence and “Clunk!” when you do not.)

2. When students have learned to use the “Click or Clunk?” strategy, have them use it in independent reading assignments.

Tips:

- ➔ **Create Silent “Click/Clunk” Signals.** Although it may seem rather silly to have students call out “Click” and “Clunk” as an aid to monitor their own reading, the technique is actually quite valuable. When students must make regular summary judgments about how well they comprehend at the sentence level, they are more likely to recognize—and to resolve—comprehension errors as these mistakes arise.
- ➔ You might find, however, that students start to distract each other as they call out these comprehension signals. Once you see that students consistently use the technique, you can train them to softly whisper the signal. Or confer with your students to come up with an unobtrusive non-verbal signal (e.g., lightly tapping the desk once for “Click” and twice for “Clunk”) that is obvious enough to allow you to monitor readers’ use of the technique without distracting other students.

Progress Monitoring Tool

Use DIBELS “DAZE” to monitor the student’s progress on this intervention. Additionally, in Tier 3 the Intervention Documentation Worksheet located in the SST/Tier 3 Procedural Manual must be used to document when the intervention is implemented.

Source:

The Savvy Teacher’s Guide: Reading Interventions That Work Jim Wright
(www.interventioncentral.org)

References:

- Anderson, T. (1980). Study strategies and adjunct aids. In R. J. Spiro, B. C. Bruce, & W. F. Brewer (Eds.) *Theoretical Issues in Reading Comprehension*, Hillsdale, NJ: Lawrence Erlbaum Associates.
- Babbs, P. J. (1984). Monitoring cards help improve comprehension. *The Reading Teacher*, 38(2), 200-204.

MY READING CHECK SHEET*

Name: _____ Class: _____



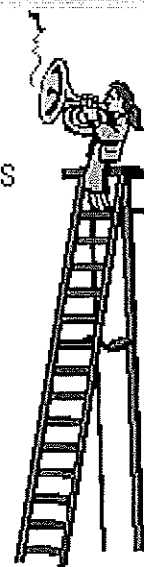
Sentence Check... "Did I understand this sentence?"

If you had trouble understanding a word in the sentence, try...

- ☐ Reading the sentence over.
- ☐ Reading the next sentence.
- ☐ Looking up the word in the glossary (if the book or article has one).
- ☐ Asking someone.

If you had trouble understanding the meaning of the sentence, try...

- ☐ Reading the sentence over.
- ☐ Reading the whole paragraph again.
- ☐ Reading on.
- ☐ Asking someone.



Paragraph Check... "What did the paragraph say?"

If you had trouble understanding what the paragraph said, try...

- ☐ Reading the paragraph over.



Page Check... "What do I remember?"

If you had trouble remembering what was said on this page, try...

- ☐ Re-reading each paragraph on the page, and asking yourself, "What did it say?"

Tier 2 – Tier 3

Interventions Reading Comprehension

Question-Answer Relationships Strategy

Purpose: Increase correct answers to reading comprehension questions by considering both the text and the background knowledge. The question-answer relationships strategy helps students label the type of questions that are asked and to use this information to develop their answers.

Procedure:

A. "Right There" Label:

Words used to create the question and words used for the answer are *Right There* in the same sentence.

(e.g. Text: "...So, Jack rode a horse to school today!"

Question: What did Jack ride to school today?

Answer: a horse)

B. "Think and Search" Label:

The answer is in the text, but words used to create the question and those used for an appropriate answer would not be in the same sentence. They come from different parts of the text.

(e.g. Text: "First, you get some bread. ... Second, you get a knife. Third, you get the peanut butter."

Question: How do you make a peanut butter sandwich?)

C. "On My Own" Label:

The answer is not found in the text. You can even answer the question without reading the text by using your own experience.

Steps:

1. Introduce the students to the concept of question-answer relationships strategy.
2. Use several short passages to demonstrate the relationships.
3. Provide practice by asking students to identify the QARs, the answer to the question, and the strategy they used for finding the answer:
 - ✚ Provide the text, questions, answers, and QAR label for each question and reason for why the label was appropriate.
 - ✚ Provide the text, questions, answers, and QAR label for each question. Have the students supply the reason for the label.
 - ✚ Provide the text, questions, and answers. Have the students provide the QAR labels for each question and reason for the selection of the labels.
 - ✚ Provide the text and questions. Have the students provide the answers, QAR labels, and the reasons for the labels.
4. Gradually increase the length of passages and the variety of reading materials.

Progress Monitoring Tool

Use DIBELS "DAZE" to monitor the student's progress on this intervention. Additionally, in Tier 3 the Intervention Documentation Worksheet located in the SST/Tier 3 Procedural Manual must be used to document when the intervention is implemented.

Reference:

Bos, C.S. & Vaughn, S. (2002). Strategies for teaching students with learning and behavior problems. Boston: Allyn and Bacon.

Tier 2 – Tier 3
Interventions for Reading Comprehension
Peer Tutoring in Sight Words

Purpose: Improve Sight Word Vocabulary and consequently, Reading Comprehension

Description:

This intervention provides training for both tutors and tutees in the increase of sight word vocabulary. It takes approximately 30 minutes, including tutor training, tutor-tutee practice and testing, and graphing test results.

Materials:

- Tutor Folders: one for each tutor-tutee pair. The folders have 3 paper pockets: a) the "GO" pocket contains 10 cards at a time, b) the "STOP" pocket receives the cards when the tutee has met the criterion, and c) the "STAR CARD" pocket contains the names of the pair and a grid with space for up to 10 stickers/stamps. It also has: a) a bar graph on the left hand side of the folder and b) a picture of a "smiley face" and a large "X" on the back of the folder.
- Word Cards for each session: one set per pair. Cards can be individualized based on the students' individual needs.
- Stickers
- Timer/Watch

Procedure/Steps:

1. Divide the students into tutors and tutees. Half of the tutors will be students of high reading level. Pair the highest performing tutor with the highest performing tutee, the next highest performing tutor with the second highest performing tutee, and so on.
2. Divide the tutors into groups of 3-4 students and call them "Tutor Huddles".
3. Conduct a 30-minute class-wide orientation session about the procedures described below. Follow-up with two 30-minute sessions for each Tutor Huddle and then conduct reviews periodically as needed.
4. Give a signal so that each tutor gets his or her tutee's folder from a designated area in the classroom. Have the tutees do seatwork.
5. Each tutor in each Tutor Huddle reads orally the words and the other members give him/her feedback. This Tutor Huddle session lasts 5 minutes.
6. If the tutor identifies the word correctly, the other members say "yes". If the tutor is incorrect, they try to say the correct word. If they can't, they ask for the teacher's help.
7. After 5 minutes, signal the end of the Tutor Huddle and the beginning of the peer tutoring.
8. Each pair practices the GO pocket words. The tutors present the cards as many times as possible for 5 minutes. If the tutee makes an error for the first time, the tutor should say, "Try again". If the tutee makes an error again, the tutor provides the correct word (e.g., "Say 'cat' ").

9. Signal the end of the practice period and the beginning of the test period. Tutors present again the GO words but only once and they give no feedback. If the tutee says the word correctly, the tutor places it on the "smiley face". If the tutee makes an error, the tutor places the card on the "X".
10. Have the tutors mark the back of the card with a smile or with an X depending on the tutee's answer.
11. When the tutee identifies the word correctly on three testing sessions, the tutor moves it to the STOP pocket and colors a square on the bar graph with a different color for each session. Have them draw a line on the graph if no cards were moved.
12. Have tutors return the folders to their proper place.

Progress Monitoring Tool

Use DIBELS "DAZE" to monitor the student's progress on this intervention. Additionally, in Tier 3, the Intervention Documentation Worksheet located in the SST/Tier 3 Procedural Manual must be used to document when the intervention is implemented.

Reference:

Rathvon, N. (1999). Effective School Interventions. New York: Guilford Press.