Suggested Reading Strategies for RTI²

Multi-sensory is BEST! Student needs to see it, hear it, say it, and feel it!!!

If a student…	Then…
struggles with **phonemic awareness** in these areas: *blending sounds *isolating sounds *distinguish long from short vowel sounds * rhyming words **PA can be taught in the dark! None of these activities require letter/word visuals, just sounds.** Phoneme= a single speech sound (i.e. /e/, /t/, /ck/, /tch/, /eigh/)	☐ **Head-Waist-Toes** (3 phonemes)– student will touch head, waist, toes for each phoneme (CVC words only) ☐ **Tap and Say** (4 phonemes)– student will tap each finger to thumb to represent each phoneme in a word ☐ **Finger Stretch** (5 phonemes)– student will put up finger to represent each phoneme in the word ☐ **Rhythm Clap and Count** – student will clap the number of sounds in words, names, and clap words in a sentence. Clap the rhythm of poetry too. ☐ **Odd Man Out** – students identifies word that doesn't belong (ex. cat, map, cake) ☐ **Touch and Say** (Sound boxes) – student will push/pull colored squares/chips to represent each phoneme (one square tile equals one *sound*, not one letter) into a box for single syllable words ☐ **Dot and Say** (Sound boxes) – level up from using manipulatives – student will simply put a dot in each box for each phoneme in a spoken word. This will lead toward preparing student for the phonics activity of writing the letters that correspond with the sound. (see phoneme-grapheme mapping in phonics) ☐ **Blending** - Teacher segments sounds, student says word (ex. Teacher says /m/ /a/ /p/, student says map) ☐ **Segmenting** - Teacher says word, student segments sounds (ex. Teacher says lock, student says /l/ /o/ /k/) ☐ **Substitution** – Teacher pronounces word and asks student to change beginning, middle, or ending sound and say new word ☐ **Addition** – Teacher says "up" then says "add the /k/ sound to the beginning, what's the new word?" ☐ **Deletion** – Teacher says "head, now take away the /h/ sound, what's the new word?" ☐ **Isolation** – Teacher pronounces word and ask what sound do you hear at the (beginning, middle, end) of the word, students says sound ☐ **Sound Chain** – (using 6-8 small colored squares of paper, chips, etc.) Each colored square represent an individual sound (phoneme) in a word. The student will use squares to show which phoneme in the word has been substituted, added, deleted, or changed in order as the spoken word is changed. ☐ **See it/Say it** - Use picture cards or objects to show student and instruct them to provide initial, middle, or final sound isolation without teacher pronouncing word. ☐ **Nursery Rhymes/Poetry** – student identifies rhyming words ☐ **Slinky!** – student uses slinky to "pull apart" each sound of the word (can also do this with the syllables in a multisyllable word) ☐ **Duck Lips** – Students will hold lips closed and shout word to hear syllables (every push of breath is a syllable) ☐ **95% Group** *Blueprint for Intervention: Phonological Awareness* Skills 1-5 ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____

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If a student…	Then…
struggles with **phonics** in these areas: * decoding * blending *segmenting * letter reversal * syllable patterns * reading multisyllable words * vowel team conventions Grapheme= a visual that represents one phoneme or sound (i.e. d, a, eigh, ay)	☐ **One-to-One** (letter names)– student will use magnetic letters, letter tiles/flashcards, white boards, wikki stiks, sand tray, Magnadoodle, etc. to name individual letters and student will write the letter as they pronounce letter names (may start with letters in student's name) ☐ **Phoneme-Grapheme Mapping** (Sound-spelling boxes) student will first determine how many sounds in spoken word using Dot and Say method. TTW point to first box and say "What do you hear?" then "What do you write?" for each phoneme in the word, student will map the letters into each box then write the word as a whole word. ☐ **Magnetic Letters** – student spells out word, push sounds up or pull down, pronounce word ☐ **JCS** (Johnny Can Spell) – student will practice phonogram flashcards until fluent with all sounds (student should be writing phonemes as they articulate the sounds) ☐ **Word Ladders** – student starts with a word and changes a letter each time to create a new word. ☐ **Making Words** – using letter tiles/magnets, student will manipulate letters to create new words. ☐ **Word Sorts –** student sorts words based on patterns (all words have same initial, middle, final sounds, word families, rhyming words, vowel teams, same number of syllables, common syllable types, etc.) ☐ **Whole Word Blending Technique** – the teacher will point to each letter(s) in the word and say "Sound?", then slide fingers under the whole word to have student blend all sounds together; once student get used to this routine remind them to use it when they are reading independently. **Multisyllable Word Work (advanced phonics 2 grade and up):** ☐ **Touch and Say** (with visuals) – student writes each syllable of a word on a card, pulls down each syllable as he/she sounds out word, then push together to pronounce word, repeat (may mix up cards then rearrange to correctly spell the word) ☐ **Spelling with Syllables** (chart) **–** students will say the word, write the # of syllables, write each syllable in a box, then write and say word ☐ **Slash and Read** – student will slash multisyllable word into syllables to chunk and sound out word (i.e. ham/bur/ger) ☐ **Big Word Reading** – student will underline each *sounded* vowel (including teams), circle familiar prefixes, box familiar suffixes, use syllable knowledge to guess at vowel pronunciation, scoop pencil eraser under the syllables while blending right to left, say the whole word and see if it makes sense, flex pronunciation if it does not ☐ 95% Group *Phonics Lesson Library* Skills 2-9 ☐ 95% Group *Phonics Lesson Library* Skills 10-15 (Multisyllable Skills) ☐ **West Virginia Phonics** (website)-has detailed phonics lessons with word lists and decodable passages: https://sites.google.com/a/wvde.k12.wv.us/reading-first-information/phonics-lessons ☐ _____ ☐ _____ ☐ _____ ☐ _____ ☐ _____

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If a student…	Then…
struggles with **fluency** in these areas: *comprehension * expression *phrasing *speed *accuracy *intonation Accuracy trumps fluency! Don't practice fluency drills if the student is not consistently accurate with the sounds/words.	☐ **Phrase-Cued Oral Reading** – the teacher will create phrase cards or a list of phrases and model smooth, expressive reading that conveys the meaning of connected text, students can scoop under each phrase will reading with expression ☐ **Simultaneous Oral Reading** – using a single text at student's instructional level, sit side-by-side, ask student to match his/her voice with yours to read with you; track the text and stay slightly ahead of the student's reading and lead him/her to read a bit faster ☐ **Alternate Oral Reading** – same as Simultaneous reading instead you take turns reading one page (or paragraph) at a time, teacher modeling fluent reading; the student should track your reading with his/her finger and you track their reading with yours; if the student misreads a word wait until s/he finish and have him/her read the sentence again ☐ **Repeated Timed Readings** (graph) – student will read an instructional level passage and graph his/her words correct per minute (wcpm) to see growth. (Texts for repeated readings should be reread no more than 3-4 times; if student makes too many errors, choose an easier text) ☐ **Read the punctuation** – teach punctuation as road signs (speed bumps, stop signs), student will read sentences and stress intonation based on punctuation. ☐ **Eliminate Punctuation** - Reproduce a piece of text and eliminate punctuation; show how punctuation placement affects reading ☐ **Finger Push** – teacher guides student through text holding a finger (or popsicle stick) to the left of the words and push along the line of text to encourage faster eye movement across page ☐ **Highlighting Word Mask cards** ☐ **Speed Drills** – once students accurately know the sounds/words, the teacher can create a sound-symbol association speed drill or a sight word speed drill, the student will be timed and encouraged to read as fast as he/she can, continue to practice to improve time (can be a deck of letter-sound cards or a visual array on a page) ☐ **Irregular Word Method 1 –** irregular, high-frequency words should be taught a few at a time, then practiced over extended periods until student is correctly reading and spelling; when words cannot be taught by pattern, their visual images can be reinforced with these five steps: 1.Spell with word with letter tiles or index cards with letters written on them. 2. Ask student to say letters and form image of the word with his/her "mental" camera. 3. Turn over cards. Ask student to identify letters in random order. Turn each card face up as student names letters. 4. Turn cards over again. Ask student to identify the letters in reverse order. Turn each card face up as student names letters. 5. Ask student to spell the word correctly and write it from memory. ☐ **Irregular Word Method 2 –** Trace, Say, Cover, Write: 1. TRACE - Student writes with their fingers on a rough surface such as a rough board or a carpet square, saying each letter name in the word. 2. SAY - Student reads the word. 3. COVER – Cover the word so that it is not visible. 4. Write – Student writes the word from memory. ☐ **Arm Tapping Routine** – (use with irregular/non-phonetic words) 1. Trace word with finger while saying letter names. (Repeat 3x's) 2. Student extends non-writing arm out in front of him/her while holding the word in "writing hand". 3. Student places writing hand on his/her shoulder and taps, saying each letter from his/her shoulder to wrist as s/he reads the word. (Wrist to shoulder if child is left handed). (Repeat 3x's) Example: tap shoulder, say b-u; tap elbow region, say i-l; tap wrist, say d, then slide hand, shoulder to wrist, saying "build".

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	4. Instruct student to write the word (saying the letters aloud as they write) and underline the word as he/she read it.
	☐ **Fast Words –** (high frequency words/sight words) teacher will flash words and student has to say or write it quickly; depending on the sensory needs of the student may build the word with magnetic letters/tiles
	☐ **Listen to Books on CD/Computer**
	☐ _____
If a student…	**Then…**
struggles with **vocabulary** Vocabulary is a great place to incorporate **oral language skills**.	☐ **Pre-teach challenging vocabulary** – 1. Say the word 2. Read the word 3. Talk about the word (define it in kid-friendly terms) 4. Use the word often ☐ **Explicit Vocabulary Instruction** – Step 1. Provide a clear and elaborated kid-friendly definition Step 2. Provide multiple examples of the word's use in varied contexts (example sentences) Step 3. Provide structured practice recognizing appropriate word use (ex. Yes/No/Why Game) Step 4. Point out relevant aspects of the form, meaning, and use (ex. How many sounds/syllables?, adjective or noun?, prefixes or suffixes?) Step 5. Set up or elicit expressive use of the word (students finish your sentence using the word or Turn and Talk to discuss how the word relates to their life) (i.e. Turn and Talk to your partner about a *sufficient* amount of something in your life; use a whole sentence with the word *sufficient*) Step 6. Teach word in relation to other words and compare (i.e. antonyms, synonyms, related terms) ☐ **Show Me** – have student act out word (e.i. "What does frustrated look like?") ☐ **Photo Finish** – Take a picture of the student acting out the word, place the word on board with the picture beside it, refer to it regularly. ☐ **Yes/No/Why Game** – teacher creates questions for students to consider and discuss; "Would one textbook be *sufficient* for our whole class? Yes or No. Why?; Do you think an airplane carries *sufficient* fuel to fly to its destination? Yes or No. Why? ☐ **Would you rather**? – Teacher questions student "Would you rather <u>nibble</u> a candy bar or <u>devour</u> a candy bar?", then student must explain reasoning. "Would you rather have a <u>shabby</u> dress or an <u>exquisite</u> one?" One word – "Would you rather <u>gnaw</u> on a shoe or a hot dog?". ☐ **Pump it Up**! – start with Tier 1 word (generic) and pump it up to a more sophisticated word while keeping to the original meaning (i.e.run, sprint) ☐ **Order It** – (builds off of Pump it Up) teacher will provide a set of synonyms, student will order words based on intensity (i.e. jump, leap, bound; sip, drink, slurp, gulp) ☐ **Possible Sentences** (pre-teaching vocabulary) – student creates sentences using vocabulary words from a text, they predict how the text may use the word. ☐ **Hot and Cold** – Teacher will create sentences ahead of time using vocabulary. Some sentences will use word correctly, others will not (i.e. The bird flew over the <u>meadow</u>. – HOT / We packed up the <u>meadow</u> in the car. – COLD), student may act out hot/cold or show a symbol ☐ **Word Knowledge Rating (Chart)** – teacher will introduce words from a text, provide contextual examples, and definitions; students will fill in the chart and rate their knowledge of the word, write the definition, and illustrate the meaning; students will come back to the chart after reading the text and having multiple exposures to the word and rate their knowledge again. ☐ **Word Splash** (pre-reading strategy) – teacher displays several terms from a text and student identifies how all the words go together and discusses what the topic or main idea may be. ☐ **Personal Dictionary** – student will keep and record new words as they are introduced, refer to them regularly ☐ **Multiple Meaning Map** – student will use a graphic organizer to brainstorm and take notes on a multiple meaning word, provide definitions for each different meaning, and write different forms of the word (i.e. conduct, conductor, misconduct)

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	☐ **Visuals** – You Tube videos or pictures to illustrate the meaning or to show examples
	☐ **Select and Connect** (small group)- each student has a card with word on it, two come together and create a sentence using their two words; "How are they connected?"
	☐ **Semantic Feature Analysis (Chart)** – student will compare a set of words whose characteristics partially overlap but that must be distinguished from one another; student will determine whether an item at the head of a column does or does not fit into the categories on the left (i.e. gram, liter, meter, gallon, yard; teepee, wigwam, igloo)
	☐ **Frayer Model** – students will use a graphic organizer with 4 components: definition, characteristics, example, non-example (this 4 square organizer is particularly helpful *after* an initial reading when all the nuances of a key concept are being explored-very important to talk about what it is not)
	☐ **Two-Part Definitions** – students can use this "formula" to create a complete definition of a word; word = category/synonym (part A) + attributes (part B); may use this sentence frame to help student create a complete sentence – A _____ is (a) ___Part A___ that (is, does) ___Part B___ .
	☐ **Prefixes/Suffixes (Morphemes)** – student will circle any prefixes or suffixes the word contains, underline the vowel sound in the base word, read each part, then say the word. Student will discuss the meanings of individual parts to determine meaning of whole word. (See Vocabulary Through Morphemes)
	☐ **Thinking Maps** – student sorts/organizes sets of words that share a common topic based on connections (Tree Map, Bubble Map, Circle Map, Double Bubble Map, and Brace Map)
	☐ **Analogies** – student completes analogies (i.e. whisper is to quiet as shout is to ____) or create analogies (may use a Bridge Map)
	☐ **Read aloud complex texts** that are a grade level above student's level (or on grade level) to expose them to more challenging vocabulary
	☐ _____
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If a student…	**Then…**
struggles with **comprehension** in these areas: *oral retelling/ sequencing *main idea *inference/drawing conclusions *non-fiction text features * making connections * identifying text structure	☐ **Build Background Knowledge** – provide information before reading about the topic if the student does not have any prior knowledge/experience; he/she have to know something to learn something. 1. Ask students what they know and then tell them directly what you want them to know 2. Illustrate with visuals: pictures, maps, charts, timelines, and/or objects relevant to the topic. 3. Create a concept map before reading and complete it during and after reading. 4. Show a short (2-3 minute) informational video on the topic. 5. Read aloud from an alternate text about the same topic. ☐ **Anticipation Guide** – student will determine if a preselected set of statements are true/false; revisit the statements after reading to discuss if student wants to change any answers and why ☐ **Thinking Maps** – student will select appropriate concept map to organize information gleamed from the text; ☐ **Sentence-by-Sentence** – student will stop after each sentence read (or small group of sentences) and discuss meaning of sentence, build on what has been read up to that point ☐ **Reread** – 1st read: determine content of passage, 2nd read: craft and structure of text, 3rd read: reveal the big idea or theme, 4th read: make connection to reader's life ☐ **Sentence Frames** – student fills in response (ex. The character ____, so I predict he/she will____) ☐ **Text Structure (narrative)** – narrative structure has a very consistent text structure – characters, setting, plot, resolution; provide student with a "living" graphic organizer (story map) before, during, and after reading to add information to as they read the text; make sure to allow student to orally

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rehearse the information on the graphic organizer before asking them to retell or write a summary.

- ☐ **SPARE (narrative text structure)** – use a 5-letter acronym for the story elements and ask student to raise one finger as they summarize each story element:
  S is for setting and characters; P is for problem; A is for action or events in the story; R is for resolution; E is for the end or the conclusion
- ☐ **Text Structure (informational/expository)** – provide characteristics of the text structure the student is reading, provide examples of different texts using that same structure; the student will fill out a graphic organizer that lends itself to that text structure as he/she reads the text (i.e. descriptive, sequential, cause/effect, compare/contrast)
- ☐ **Text Features** – provide a list of common features of non-fiction to check off as student finds them in context, discuss why the author chose to use that visual, provide evidence from the text
- ☐ **Two Column Notes** – text features/pictures (Left side-What I See/Right side-What I Read) students will write the type of text feature on the left and evidence from the text to support the visual on the right
- ☐ **Two Column Notes** – main idea/details; teacher may provide the main idea on the left and student writes the details on the right <u>or</u> teacher provides details on the left and the student writes the main idea on the left
- ☐ **GIST** (Generating Interactions between Schema and Text) – student will read text, write out the 5 Ws, then create a 20 word gist.
- ☐ **Story Elements (visuals)** – prompting and support will be needed with younger students to retell; use generic visuals to represent the elements of narrative text. The student will use the visuals as prompting to retell the story.
- ☐ **Somebody, Wanted, But , So** (chart) - student will read text, write out the who and the what, determine the problem and solution
- ☐ **QAR** – Question /Answer Relationships – Right There, Think & Search, Author & Me, On My Own (may use a stoplight as a visual)
- ☐ **Question Stem Cards** – *who, what, when, where, why, how* – teach student to create the question using these starter words before, during and after reading
- ☐ **Post-its** to note predictions, questions, and important vocabulary
- ☐ **Picture It** (main idea) – Show student a picture with a lot of detail and a theme, ask "What is this a picture of?". Guide student to provide details and produce a main topic about the picture.
- ☐ **Step by Step Close Reading** (chart) – Teacher reads text aloud, instruct student to make pictures in his/her mind, reread the text in chunks stopping after each paragraph and ask one to two questions and discussing answers with evidence. Student will fill in chart after each paragraph drawing their visual and supporting it with evidence from the text
- ☐ **Guided Highlighting** – the teacher will tell the student what to look for and highlight (use different colors):
  1. Find words that substitute for one another or that refer to the same idea or set of ideas (e.g. group, members, pack). Highlight related words in one color or draw arrows linking them.
  2. Highlight the pronouns and draw arrows from the pronouns to their referents (or what the pronouns are referring to).
  3. Highlight any conjunctions or connecting words that signal a logical relationship between ideas, such as reversal or cause and effect.
  ** Practice one at a time at first, then gradually move towards doing all three.
- ☐ **Connection**! – Choose an informational text and prepare by looking ahead for connections the student can make. While reading with student, stop at those places and say "Connection!, I am thinking about a connection between…" Help student to make connection, if he/she can't, model your thinking. (may place a colored chip on the place in the text where connection was made)

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☐ **Visualizing** – instruct student to draw a picture based on the text (combining verbal + pictures or mental images = better comprehension)

☐ **Conjunctions –** Teacher pulls compound sentences that use conjunctions out of the text and remove conjunction making it two sentences, student has to determine correct conjunction to put sentences back together. (Sentence-by-sentence level comprehension)

☐ **Pronouns –** teacher will ask student to stop at pronouns and discuss who/what the pronoun is referring to, student will circle the pronoun and draw an arrow to what the pronoun is referring to

☐ 95% Group *Blueprint for Intervention: Comprehension*

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Additional considerations

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☐ **Oral Language** – student must have multiple opportunities to speak and listen. Always make them speak in complete sentences when necessary. Hold them accountable to listening and responding.

☐ The **30 Second Conversation** – talk for 30 seconds with student everyday in an authentic conversational manner, speak in complete sentences and expect complete answers.

☐ Teacher Think Aloud

☐ Teacher should avoid over-monitoring for the student. Allow student to notice when HE/SHE needs to correct.

☐ Don't jump in so quickly to bail students out, give them time to figure out a strategy.

☐ Set an expectation that students must initiate some problem-solving before being helped.

☐ **EXPLICITLY** teach what you expect the student to do. Model! Model! Model!

☐ **SYSTEMATICALLY** teach routines for consistency and repeated practice

☐ Instruct at the student's independent level for a period of time to build confidence.

☐ Set a goal with the student. Let them know you are interested in what he/she is interested in.

☐ Arrange for the student to read independent level books to a younger student.

☐ Celebrate successes; be explicit with your complements and praise reading strategies used (be specific).

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