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40 Reading Intervention Strategies for K–6 Students: Research-Based

Support for RTI

By Elaine K. McEwan-Adkins

Study Guide

This study guide is a companion to the book *40 Reading Intervention Strategies for K–6 Students: Research-Based Support for RTI*, by Elaine K. McEwan-Adkins. The interventions in *40 Reading Intervention Strategies for K–6 Students* are designed for general educators to use with individuals or small groups of students who simply cannot keep up with the pace of instruction.

The 40 intervention strategies are grouped into seven sections: instruction, phonemic awareness, word identification, fluency, vocabulary, comprehension, and reading a lot. Highly effective teachers often use these “intervention strategies” during whole-group instruction, since many of them will not only scaffold struggling readers but will also motivate and accelerate average and above-average students. Many of the interventions gain exponential power when implemented across a grade-level team or throughout the school.

40 Reading Intervention Strategies for K–6 Students—Study Guide

This guide is arranged by intervention, enabling readers to either work their way through the entire book or to focus on the specific topics addressed in a particular intervention. It can be used by teachers and administrators to identify key points or raise questions for consideration.

We thank you for your interest in this book and hope this guide is a useful tool in your efforts to facilitate the reading process.

Intervention 1

Implementing Research-Based Instruction for Intervention Groups (Grades K–6)

1. Describe the teaching move *scaffolding*.
2. List the four attributes of effective instruction. Have you used any of them in your instruction? Describe the ways in which you used them.

Intervention 2

Reducing Cognitive Load and Increasing Cognitive Processing

(Grades K–6)

1. What is *activity-dependent neuroplasticity*, and how can teachers take advantage of it?
2. Describe the Think-Pair-Share routine. What are the benefits to using it?

Intervention 3

Practicing Beyond Perfection (Grades K–6)

1. According to Willingham, we typically underestimate the amount of practice that many students at risk need to become skilled readers. What assumption do teachers tend to make about practice, and how can this assumption be detrimental to students at risk?
2. From Darling, Judware, and Carino’s description, choose one of their activity centers and list its benefits. Have you used a similar activity center in your classroom? Was it effective?

Intervention 4

Teaching Task Engagement, Time Management, and Self-Control

(Grades K–2)

1. Why is it important to teach students a routine for moving from one area of the classroom to another?
2. Describe the term *quiet hands*.

Intervention 5

Blending Sounds to Make Words (Grades K–1)

1. What is the stretching and connecting approach to blending?
2. What is the difference between the stretching and connecting approach and the pausing approach to blending?

Intervention 6

Segmenting Words Into Sounds (Grades K–1)

1. Define *segmentation* and provide an example of using it.
2. How does the author recommend you respond if a student makes errors during whole-word segmentation?

Intervention 7

Mastering Letter-Sound Correspondences (Grades K–1)

1. What does *letter-sound correspondence* mean? How is it different from *sound-letter correspondence*?
2. With regard to teaching vowels, what do most experts recommend you teach first, and why?

Intervention 8

Reading Regular Words (Grades K–2)

1. Briefly describe the three steps to automatically recognizing regular words.
2. What are the differences between and advantages of sounding words out orally versus subvocally?

Intervention 9

Reading Irregular (Exception) Words (Grades K–3)

1. What are the two different definitions of the term *sight words*? Which way is the term used in your core program?
2. What does MOI stand for, and what does it mean?

Intervention 10

Facilitating Advanced Word Reading (Grades 2–6)

1. There are five different kinds of linguistic knowledge students need to acquire in order to transition from “learning to read” to “reading to learn.” Choose one of the five, and elaborate on its role and importance in the process.
2. Compare and contrast the Big Word Strategy and the Six Steps to Reading Big Words. Is there one you prefer over another? Why?

Intervention 11

Reading Decodable Books (Grades K–1)

1. What are a few of Cooper's guidelines for choosing your students' first decodable books?
Why are they important?
2. When is it helpful to read the story aloud to your students, and when is it better to have the students read it themselves?

Intervention 12

Building Mental Orthographic Images for Keywords or Frequently Misread

Words (Grades 2–6)

1. What signs do students exhibit when they likely do not have accurate mental orthographic images for words stored in their long-term memories?
2. What did Linnea Ehri and educators at the Benchmark School discover about their word identification program, and how did they respond?

Intervention 13

Crossing the Fluency Bridge (Grades 1–3)

1. What is the definition of *prosody* in linguistics?
2. What are the advantages of the DIBELS assessment? What are its disadvantages, especially concerning oral reading fluency (ORF) norms? What has been your experience with the assessment?

Intervention 14

Facilitating Fluency in Your Reading Groups (Grades 1–2)

1. Describe the three distinct approaches presented for facilitating fluency with the whole class or with intervention groups.
2. Describe the “cold reading” approach and when it could be used.

Intervention 15

Structuring Repeated Oral Reading Activities Using Prosody as a Motivator or Indicator of Text Comprehension (Grades 3–6)

1. What two kinds of readers show a lack of prosody in oral reading?
2. How does the author recommend a teacher assist a robotic reader?

Intervention 16

Choosing Books for Independent Reading (Grades 3–6)

1. Describe the three levels of text that students encounter in school.
2. How can students be taught to differentiate among the three levels? Have you used any of these strategies?

Intervention 17

Teaching the Fastest Way to Read Words (Grades 3–6)

1. What is *contextual guessing*, and what does it result in?
2. What are the symptoms of what the author calls “guessing syndrome” in upper-grade students?

Intervention 18

Using Context to Infer Word Meanings (Grades 2–6)

1. What do Beck et al. recommend to teachers who would like to become more skilled at supporting their students' abilities to infer meaning from context?
2. How can teachers show primary students how to use context to determine a word's meaning?

Intervention 19

Teaching More Vocabulary Every Day (Grades 2–6)

1. The author states that “Students do not learn a word after hearing the word and a definition only once.” About how many experiences do students require, according to research?
2. Describe the importance of background knowledge for student comprehension during reading.

Intervention 20

Using Read-Alouds to Teach New Words (Grades K–2)

1. What are the characteristics of Beck et al.'s Tier 2 words?
2. How have real-life teachers used daily read-alouds and nonfiction read-alouds to teach new words and word and world knowledge?

Intervention 21

Organizing Vocabulary for Understanding and Retention (Grades 4–6)

1. What is the cognitive strategy of *visualizing-organizing*?
2. How can the three graphic organizers presented in the chapter—the semantic word map, the Frayer Model, and the word structure map—help students investigate and learn about important words?

Intervention 22

Writing Sentences to Show You Know (Grades 4–6)

1. How do students, especially learners at risk, create sentences that tell very little about a new word?
2. How does the Show You Know intervention extend students' linguistic knowledge?

Intervention 23

Teaching Contextual Information About Words (Grades 4–6)

1. Why is it necessary to recursively teach words to students?
2. What are the elements in a nine-square concept map?

Intervention 24

Facilitating Content Vocabulary Instruction (Grades 4–6)

1. What multiple learning approaches are required for content-specific words from science, social studies, and mathematics?
2. What are the characteristics of systematic vocabulary instruction?

Intervention 25

Playing the Word Power Game (Grades 4–6)

1. What five specific kinds of linguistic information make up word knowledge?
2. What is a *word schema* per Nagy and Scott?

Intervention 26

Scaffolding Grade-Level Reading Texts for Struggling Students (Grades 3–6)

1. What are the conflicting schools of thought regarding how best to differentiate instruction for struggling students? What is your opinion?
2. Describe the results from the reading intervention developed by McCormack and colleagues.

Intervention 27

Teaching the Seven Cognitive Strategies of Highly Effective Readers

(Grades 3–6)

1. What is “mindless reading”?
2. What are the seven cognitive strategies of highly effective readers, and what are the steps to most effectively teach them?

Intervention 28

Teaching Students About Inferences (Grades 3–6)

1. What are the four different kinds of evidence in text described?
2. What are some of the different ways you could define *inference* for students? How would you define it?

Intervention 29

Teaching Pronouns to Improve Inferential Comprehension (Grades 2–6)

1. What are *anaphora* and *anaphoric relationships*? Why is it important to explicitly teach anaphora to readers?
2. How can students be taught to identify and practice identifying pronouns?

Intervention 30

Thinking Aloud to Teach Inference (Grades 3–6)

1. What three simultaneous acts does thinking aloud require?
2. What are some nonexamples of thinking aloud?

Intervention 31

Facilitating Cooperative Comprehension (Grades 3–6)

1. How does cooperative learning differ from group work? In your experience, what are its benefits?
2. What are the roles of *recaller* and *listener* in reading?

Intervention 32

Mastering the Five Cs of Summarizing (Grades 4–6)

1. In what ways do high-stakes assessments demand that students know how to summarize as appropriate to their grade levels?
2. Describe the five Cs of summarizing.

Intervention 33

Using Graphic Organizers to Summarize Stories (Grades K–2)

1. Why does the author think that visualizing-organizing is the most misused and underappreciated strategy among the seven strategies of highly effective readers?
2. What student tasks or abilities are involved with graphic organizers or graphic representations?

Intervention 34

Teaching Students How to Monitor Their Silent Reading Comprehension

(Grades 4–6)

1. Why do struggling readers need total privacy in which to read and talk about their mix-ups? How could you provide this in your classroom or school?
2. What are six signals for students that indicate a need for reading comprehension repair?

Intervention 35

Coding Text to Improve Comprehension (Grades 4–6)

1. What did Keene and Zimmermann suggest about student reading comprehension? Why is this important?
2. What are four ways to code text during reading?

Intervention 36

Asking and Answering Questions (Grades 3–6)

1. What four different types of questions does this intervention teach students how to ask?
2. Why is questioning often ineffective in promoting meaningful learning? How can this be remedied?

Intervention 37

Previewing Text to Improve Comprehension (Grades 3–6)

1. How do text previews benefit struggling readers?
2. What are the steps recommended for preparing a text preview? How can other school staff members assist in text preview preparation?

Intervention 38

Teaching Reading a Lot (Grades K–2)

1. Why do few schools seem to teach all of their students to read a lot? Why is this so unfortunate for struggling students?
2. How can a system be developed to start teaching students to read a lot in preschool or kindergarten?

Intervention 39

Facilitating REAL Reading in the Classroom (Grades 1–3)

1. What is REAL reading, and what does it involve?
2. What kinds of literacy activities do *not* qualify as REAL reading, and what activities do?

Intervention 40

Teaching Reading a Lot (Grades 4–6)

1. What does research show about reading volume for readers at risk?
2. Describe reading on a *comfort level* and “comfort zone” books. What are the benefits of this strategy for students?