

Reading Intervention Matrix ~ *Phonemic Awareness & Concepts About Print (Early Reading Strategies K-1)*

	<p><i>Phonemic Awareness</i></p> <ul style="list-style-type: none"> -ability to hear and manipulate individual sounds in spoken words -words are made up of speech sounds, or phonemes -combining or blending the separate sounds in a word to say the word -breaking or segmenting a word into its separate sounds/syllables -isolating and saying the first or last sound in a word -ability to rhyme <p>For more information see: http://www.nifl.gov/partnershipforreading/explore/phonemic.html</p>	<p><i>Concepts About Print</i></p> <ul style="list-style-type: none"> -print carries message -one to one correspondence between words and printed text -directionality(left to right, top to bottom) -differences between letters and words, upper/lowercase -punctuation usage -book characteristics –front/back, author, title
<p><u>Tier 1</u> <i>Universal Interventions (Core Curriculum)</i></p>	<ul style="list-style-type: none"> -Use predictable books with rhyme patterns, singing songs, & nursery rhymes -Clapping parts of names and familiar words -Giving 3 sounds slowly and asking students to blend -Saying a word without the beginning sound -Taking a beginning or ending sound and adding another sound in its place 	<ul style="list-style-type: none"> -Guided reading, read-alouds, shared reading -Sharing parts of book and directionality of print while reading -Modeling 1:1 match while reading a big book/overhead -Explaining punctuation marks and usage (. ! ? “ “,) -Identifying between letters and words -Search and locate upper/lowercase letters in a variety of text -Use think-alouds while reading and writing about text features
<p><u>Tier 2</u> <i>Targeted Group Interventions</i></p>	<p>See Reading Specialist for 3 sources below:</p> <ul style="list-style-type: none"> -<i>Road to the Code</i>* Brookes Publishing (416 pages) 2000 / \$54.95 -<i>Phonics Lessons, Kindergarten</i>* -Fountas & Pinnell -Elkonin Boxes –pushing markers for sounds/words <ul style="list-style-type: none"> -Extended-day Kindergarten -Additional small group instruction to reinforce Tier 1 	<p>See Reading Specialist for resource below:</p> <ul style="list-style-type: none"> - <i>Phonics Lessons, Kindergarten</i>* Fountas & Pinnell <ul style="list-style-type: none"> -Sorting letters using features (uppercase/lowercase, shape and match) -Extended-day Kindergarten -Additional small group instruction to reinforce Tier 1
<p><u>Tier 3</u> <i>Intensive Individual Interventions</i></p>	<ul style="list-style-type: none"> -Reading Recovery* (Grade 1) <p>See Speech Pathologist for resource below:</p> <ul style="list-style-type: none"> -Lindamood Phonemic Sequencing (LiPS) Program* 	<ul style="list-style-type: none"> -Reading Recovery* (Grade 1)
<p><i>Assessments/ Other</i></p>	<ul style="list-style-type: none"> -Comprehensive Test of Phonological Processing (CTOPP) -Informal Phonemic Awareness Assessment -Assessments from <i>Phonics Lessons</i> Fountas & Pinnell -DRA2 Word Analysis Assessment 	<ul style="list-style-type: none"> -Concepts About Print (CAP) –Marie M. Clay from Observation Survey

* See Description of Programs Appendix

Reading Intervention Matrix ~ Phonics & Fluency

	<i>Phonics</i>	<i>Fluency</i>
	<p>-systematic and predictable relationships between written letters and spoken sounds</p> <p>-relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language</p> <p>-ability to recognize familiar words accurately and automatically and "decode" new words</p> <p>For more information see: http://www.nifl.gov/partnershipforreading/explore/phonics.html</p>	<p>-ability to orally read a text accurately and quickly</p> <p>-utilizing intonation and expression</p> <p>-recognize words automatically</p> <p>-phrase and group words quickly</p> <p>-focus their attention on what the text means rather than on decoding</p> <p>For more information see: http://www.nifl.gov/partnershipforreading/explore/fluency.html</p>
<u>Tier 1</u> <i>Universal Interventions (Core Curriculum)</i>	<p>-Guided reading, read/think-alouds, shared reading</p> <p>-<i>Foundations</i>* (Grades K-2 some grade 3)</p> <p>-<i>Words Their Way</i>* (Grades 3+ per building choice)</p> <p>-<i>Sitton Spelling</i>* (Grades 3+ per building choice)</p>	<p>-Guided reading, read/think-alouds, shared reading</p> <p>-Poetry recitation & independent repeated readings of text</p> <p>-Choral reading (reading at the same time as a fluent reader)</p> <p>-Echo/partner reading (repeat phrases of a fluent reader)</p> <p>- Model phrasing and scooping of text</p> <p>-Choosing appropriate independent text for fluency work</p> <p>-Model difference between fluent reading and choppy reading</p> <p>-Intonation of voice with punctuation marks</p>
<u>Tier 2</u> <i>Targeted Group Interventions</i>	<p>-<i>Phonics Lessons, Kindergarten - Grade 2</i>* -Fountas & Pinnell</p> <p>-<i>Words Study, Grade 3</i>* -Fountas & Pinnell</p> <p>-<i>Foundations</i>* “double dose”/ Fluency Pack</p> <p>-Additional small group instruction to reinforce Tier 1</p>	<p>-<i>Foundations</i> * Fluency Pack</p> <p>-Readers Theater Group</p> <p>-<i>Read Outloud</i>* (Grades 3+ -computer program)</p> <p>-<i>Read Naturally</i> *</p> <p>-Recording of a students reading, they listen and adjust for repeated readings</p> <p>-Repeated readings of Dolch phrases and Frye phrases -</p> <p>-Additional small group instruction to reinforce Tier 1</p>
<u>Tier 3</u> <i>Intensive Individual Interventions</i>	<p>-Reading Recovery* (Grade 1)</p> <p>-Scholastic Read 180* (Computer Program - Grades 6+)</p> <p>-SRA Reading Mastery*</p> <p>-Wilson Reading System* (Grades 3+)</p> <p>-Orton-Gillingham*</p> <p>-Stevenson Program*</p>	<p>-Reading Recovery* (Grade 1)</p> <p>-Scholastic Read 180* (Grades 6+)</p>
<i>Assessments/ Other</i>	<p>-Wilson Assessment of Decoding and Encoding (WADE)</p> <p>-Letter Identification Assessment (Reading Recovery)</p> <p>-DRA2 Word Analysis Assessment</p>	<p>-NAEP’s Integrated Reading Performance Record Oral Reading</p> <p>-Reading Fluency Rates (Appendix C of Reading GLEs)</p> <p>-Developmental Reading Assessment (DRA2)</p>

* See Description of Programs Appendix

Reading Intervention Matrix ~ Vocabulary & Comprehension

	Vocabulary Reading, & Writing Vocabulary -Sight word vocabulary -Understanding word meaning through context clues, base words, prefix and suffix meanings, synonyms, antonyms, homonyms/homophones Oral Vocabulary -words used in speaking and recognized when listening	Comprehension -understanding what they read, remembering what they read, and communicate with others about what they read. (<i>Locating Details, Sequencing, Compare/Contrast, Retell/Summarize, Character Development, Inference, Predicting, Cause/Effect, Thematic Connections</i>)
Tier 1 <i>Universal Interventions (Core Curriculum)</i>	<ul style="list-style-type: none"> -Guided reading, read/think-alouds, shared reading -Sight word work -Incorporating word walls -Using dictionaries, glossaries, thesauruses -Content vocabulary instruction -Daily conversation & discussions with peers/adults -Direct instruction with repetition & review -Reading extensively (independent reading) -Text Talks -Reading and discussing meaning of poetry 	<ul style="list-style-type: none"> -Guided Reading/Literature Circles -Read-alouds, think-alouds, “accountable talk” -Conferencing during silent reading -Activating prior/background knowledge before reading text -Utilizing Metacognition Strategies for Understanding Text: <i>Before, During, After Reading</i> (Appendix D of Reading GLEs) -Incorporating graphic organizers to support comprehension -KWL charts -Reading response journals -Text Talk (book talks) -Difference between retells and summaries
Tier 2 <i>Targeted Group Interventions</i>	<ul style="list-style-type: none"> -See Speech Pathologist for additional interventions (use visuals, games and categorizing activities) -<i>Read Outloud</i>* (Grades 3+ -computer program –content vocabulary) -Additional small group instruction to reinforce Tier 1 	<ul style="list-style-type: none"> -Reciprocal Teaching Group (predict, question, clarify, summarize) -<i>Read Outloud</i>* (Grades 3+ -computer program) -SQ3R Method (Survey! Question! Read! Recite! Review!) -Additional small group instruction to reinforce Tier 1
Tier 3 <i>Intensive Individual Interventions</i>	<ul style="list-style-type: none"> -Edmark Reading Program* -Boardmaker Software* -Writing With Symbols* 	<ul style="list-style-type: none"> -Scholastic Read 180* (Grades 6+) -Boardmaker Software* -Writing With Symbols*
<i>Assessments/ Other</i>	<ul style="list-style-type: none"> -Ohio Word Reading Assessment (Reading Recovery) -Dolch List of Basic Sight Words -Slosson Oral Reading Test (SORT) 	<ul style="list-style-type: none"> -Developmental Reading Assessment (DRA2) -Slosson Oral Reading Test (SORT)

* See Description of Programs Appendix

Description of Reading Programs:

- ***Boardmaker***- Boardmaker allows you to create printed materials using Picture Communication Symbols (PCS) and other pictures and graphics. (<http://www.mayer-johnson.com/>)
- ***Edmark Reading Program***- The Edmark Reading computer program teaches basic reading skills to the most struggling readers and non-readers. Through short instructional steps, students are taught recognition and comprehension of words. (<http://www.donjohnston.com/products/edmark/index.html>)
- ***Foundations***- Wilson Foundations for K-3 is a phonological/phonemic awareness, phonics and spelling program for the general education classroom. Teachers incorporate a 30-minute daily Foundations lesson into their language arts classroom instruction. Foundations lessons focus on carefully sequenced skills that include print knowledge, alphabet awareness, phonological awareness, phonemic awareness, decoding, vocabulary, fluency, and spelling. Additional fluency drills are included in the Foundations program. (<http://www.foundations.com/>)
- ***Lindamood Phonemic Sequencing (LiPS) Program***- The LiPS program successfully develops phoneme awareness--the ability to identify individual sounds and their order within words--for competence in reading, spelling, and speech. To aid you, LiPS provides: Manipulatives, step-by-step proven procedures that promote self-correction, and scripted examples of the Socratic method, to help students “discover” phonemic concepts. (<http://ags.pearsonassessments.com/group.asp?nGroupInfoID=a11420>)
- ***Orton-Gillingham***- Orton-Gillingham method of reading instruction offers a revised and expanded multi-sensory approach that provides students the opportunity for success and benefits every learner. (<http://www.orton-gillingham.com/>)
- ***Phonics Lessons (Kindergarten, Gr. 1, Gr. 2 Word Study (Gr. 3))***- A complete Phonics and Word Study Curriculum for each of the primary grades with 100 minilessons for K-3. (<http://www.phonicsminilessons.com/>)
- ***Read Naturally***- Read Naturally is a computer program that guides students through the steps of the program with on-screen prompts, synchronizes professional audio recordings of the stories with on-screen text, provides vocabulary-building features, pictures, animations, and sound, and automatically calculates reading and quiz answer scores. (<http://www.readnaturally.com/products/se2info.htm>)
- ***Read Outloud***- Read:OutLoud is an accessible text computer-based reader that provides below-grade level readers access to the general curriculum. (http://www.donjohnston.com/products/read_outloud/)
- ***Reading Recovery***- Reading Recovery[®] is a short-term intervention for children who have the lowest achievement in literacy learning in the first grade. Children meet individually with a specially trained teacher for 30 minutes each day for an average of 12-20 weeks. The goal is for children to develop effective reading and writing strategies in order to work within an average range of classroom performance. (<http://www.ndec.us>)
- ***Road to the Code***- Road to the Code is a successful, 11-week program for teaching phonemic awareness and letter sound correspondence. Developmentally sequenced, there are 44 15-20-minute lessons which feature different activities (<http://brookespublishing.com/store/books/blachman-4382/index.htm>)
- ***Scholastic Read 180***- READ 180 is an intensive computer-based reading intervention program that helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development. (<http://teacher.scholastic.com/products/read180/>)
- ***Sitton Spelling***- Sitton Spelling is a unit-by-unit organization program which focuses on three strong practice elements that target the program's objective. It develops general skills and concepts of word study, specific word study, and spelling in writing. (<http://www.sittonspelling.com/philosophy/index.html>)

- *SRA Reading Mastery*- Reading Mastery focuses on teaching beginning readers how to read and comprehend in Pre-K-2. (<https://www.sraonline.com/>)
- *Stevenson Reading Program*- The Stevenson Program is an alternative approach for teaching reading, spelling and other basic language skills. It uses mnemonics, a term for memory aids. The Stevenson Program integrates this methodology with other strategies in imaginative ways to teach reading, spelling and more. (<http://www.stevensonlearning.com>)
- *Wilson Reading Program*- The **Wilson Reading System** is a research-based reading and writing program designed for students (grades 2-12 and adults) who have difficulty with decoding (reading) and encoding (spelling). It is a complete curriculum that has 12 steps, beginning with phoneme segmentation. Its main goal is to teach students language and word structure. (www.wilsonlanguage.com/)
- *Words Their Way*- *A Word Study for Phonics, Vocabulary, and Spelling Instruction* organized by developmental spelling stages. (http://wps.prenhall.com/chet_bear_words_3/)
- *Writing with Symbols*- Writing with Symbols is a word/picture computer processing program, which allows you to type words with the option of having picture symbols appear with each word. (<http://www.mayer-johnson.com>)

Resourceful Websites:

<http://www.languagearts.pppst.com/printconcepts.html>

<http://www.specialeducation.ilstu.edu/csss/index.html>