

Elementary Reading Intervention Priorities

Hillsborough County Public Schools

Reading Intervention Priorities				
<p>Reading intervention should provide students: 1) systematic and explicit reading instruction based on assessment results, 2) 30 minutes of daily intervention beyond the 90 minute reading block, 3) small group instruction (3-6 students) with ample opportunities for guided practice, 4) increased instructional intensity as assessment results indicate.</p>				
Area of Concern	Grade Level	Objective	Research-Based Instructional Strategies/Activities	Resources Available
Phonological Awareness	K	<ul style="list-style-type: none"> • Students are able to manipulate onset and rimes (first semester) and phonemes (second semester) accurately and automatically 	<ul style="list-style-type: none"> • Identify, blend, segment, and substitute words in sentences, syllables in words, onset/rimes, and phonemes • Lesson Components: a) focus on one or two types of manipulation, b) start first with oral activities, then link to print, c) provide opportunities for students to respond individually and as a group, d) use manipulatives 	Treasures Core Reading Program Triumphs Intervention Program istation/ Resource lessons Phonics and Poetry Lessons Nursery Rhymes, Songs and Chants Instructional Routines- Empowering Teachers (FCRR) SRA Professional Books: <i>Comprehensive Literacy</i> <i>Resource for Kindergarten</i> <i>Teachers, Creating Strategic Readers</i>

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Phonics and Word Study	K	<ul style="list-style-type: none"> • Students apply rules about how sounds are represented by letters • Students apply sound-symbol correspondences to read words accurately and fluently 	<ul style="list-style-type: none"> • Identification of letter names and sounds, consonants in initial and final positions, also short vowels • Blending of sounds to read words • Dictation of letters and words • Lesson Components: a) introduce letters and sounds systematically, b) show how sounds are combined to form words, c) give students opportunities to practice writing the letters and words learned 	<p>Treasures Core Reading Program Triumphs Intervention Program istation Phonics and Poetry Lessons Instructional Routines- Empowering Teachers (FCRR) SRA Professional Books: <i>Comprehensive Literacy Resource for Kindergarten Teachers, Phonics They Use, Phonics from A-Z, Words their Way, Making Sense of Phonics, Creating Strategic Readers</i></p>
Listening Comprehension	K	<ul style="list-style-type: none"> • Students use comprehension strategies to interpret meaning from stories that have been read to them 	<ul style="list-style-type: none"> • Narrative, expository read-alouds • Before reading: predicting and activating background knowledge • During reading: summarize periodically • After reading: questioning and retelling activities • Lesson Components: a) introduce strategies systematically, b) model strategies explicitly, c) provide students ample guided practice 	<p>Treasures Core Reading Program Triumphs Intervention Program istation Making Meaning Primary Comprehension Toolkit Instructional Routines- Empowering Teachers (FCRR) SRA Professional Books: <i>Comprehensive Literacy Resource for Kindergarten Teachers, Reading with Meaning, Comprehension Connections</i></p>

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Phonological Awareness	1	<ul style="list-style-type: none"> Students are able to manipulate phonemes 	<ul style="list-style-type: none"> Blending, segmenting of words at the phoneme level with or without support Lesson Components: a) focus on one or two types of manipulation, b) use print and manipulatives, c) provide opportunities to respond individually and as a group 	<p>Treasures Core Reading Program Triumphs Intervention Program istation Phonics and Poetry Lessons Instructional Routines- Empowering Teachers (FCRR) SRA Professional Books: <i>Comprehensive Literacy Resource for Kindergarten Teachers, Creating Strategic Readers</i></p>
Phonics and Word Study	1	<ul style="list-style-type: none"> Students apply sound-symbol correspondences to read words accurately and fluently Students can use decoding strategies to read unknown words 	<ul style="list-style-type: none"> Blending of sounds to read words Reading of decodable text Word and sentence dictation Lesson Components: a) practice reading using books that contain words learned, b) provide students ample opportunity to apply decoding strategies in text, c) introduce patterns and rules systematically 	<p>Treasures Core Reading Program Triumphs Intervention Program istation Phonics and Poetry Lessons Instructional Routines- Empowering Teachers (FCRR) Professional Books: <i>Phonics They Use, Phonics from A-Z, Words their Way, Making Sense of Phonics, Making Words, Creating Strategic Readers</i></p>
Comprehension	1	<ul style="list-style-type: none"> Students use comprehension strategies before, during, and after reading text to construct meaning 	<ul style="list-style-type: none"> Engaging in comprehension strategies before, during, and after either having a text read to students or after reading a text Predicting, activating background knowledge Self-questioning, self-monitoring, 	<p>Treasures Core Reading Program Triumphs Intervention Program istation Making Meaning Primary Comprehension Toolkit Leveled Text</p>

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			<ul style="list-style-type: none"> answering and generating questions Lesson Components: a) model use of self-monitoring and comprehension strategies, b) provide multiple opportunities for student use of self- monitoring and comprehension strategies 	Early Success Instructional Routines- Empowering Teachers (FCRR) Professional Books: <i>Reading with Meaning, Comprehension Connections, Continuum of Literacy Learning, Creating Strategic Readers</i>
Fluency	1	<ul style="list-style-type: none"> Students automatically recognize words in isolation and in connected text 	<ul style="list-style-type: none"> Partner reading Choral reading Repeated reading Tape-assisted reading Lesson Components: a) provide a good, explicit model, b) provide multiple opportunities to reread text, c) establish performance criteria 	Treasures Core Reading Program Triumphs Intervention Program Fluency First Reader's Theater scripts Leveled Text Instructional Routines- Empowering Teachers (FCRR) Professional Books: <i>The Fluent Reader, What Really Matters in Fluency, Creating Strategic Readers</i>
Comprehension	2-5	<ul style="list-style-type: none"> Students use comprehension strategies before, during, and after reading text to construct meaning Students use self-monitoring strategies 	<ul style="list-style-type: none"> Before reading: prediction and activation of background knowledge During reading: provide support in decoding, monitor comprehension After reading: answering and generating questions, summarization Lesson Components: a) use books at students' instructional level, b) model use of comprehension strategies, c) provide opportunities for students to use and apply 	Treasures Core Reading Program Triumphs Intervention Program istation Making Meaning Comprehension Toolkit Soar to Success Leveled Text Instructional Routines- Empowering Teachers (FCRR) Professional Books: <i>Reading</i>

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			strategies during reading	<i>with Meaning, Comprehension Connections, Guiding Readers and Writers 3-6, Comprehensive Literacy Resource, Teaching for Comprehending and Fluency, Strategies that Work</i>
Fluency	2-5	<ul style="list-style-type: none"> Students recognize words automatically in connected text 	<ul style="list-style-type: none"> Partner reading Choral reading Repeated reading Reader's Theater Tape-assisted reading Fluency building at the word and phrase level Lesson Components: a) provide a good, explicit model, b) provide opportunities to reread text, c) establish performance criteria 	Treasures Core Reading Program Triumphs Intervention Program Fluency First Reader's Theater scripts Leveled Text Instructional Routines- Empowering Teachers (FCRR) Professional Books: <i>The Fluent Reader, Teaching for Comprehending and Fluency, What Really Matters in Fluency, Creating Strategic Readers</i>
Vocabulary	2-5	<ul style="list-style-type: none"> Students use advanced word-recognition strategies when encountering unknown words 	<ul style="list-style-type: none"> Teach words and their extended meaning systematically and continuously Lesson Components: a) model and teach the use of both explicit and implicit vocabulary instruction activities, b) provide opportunities for students to practice and use key vocabulary 	Treasures Core Reading Program Triumphs Intervention Program Elements of Reading-Vocabulary Leveled Text Instructional Routines- Empowering Teachers (FCRR) Professional Books: <i>Bringing Words to Life, Words, Words,</i>

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				<i>Words: Teaching Vocabulary in Grades 4-12, Word Saavy</i>
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