

Student: _____

Date: _____

Individual Classroom Reading Interventions

Tier 1

Category (B/D/A)	Purpose	Intervention	Examples/Templates	Effective Readers...
<i>Before</i>	Build background knowledge, set a purpose, preview, plan	<p>Help the student set and understand his/her purpose for reading</p> <p style="padding-left: 40px;">What do you predict to learn? What is the subject of the reading?</p> <p>Preview the text with the student</p> <p>Pre-teach any essential vocabulary</p> <p>Build background knowledge by showing a video or reading aloud to the students</p>	<ul style="list-style-type: none"> • Anticipation Guide • Pre-reading Notes • Vocabulary Concept Map • Vocabulary Four Square Grid 	<ul style="list-style-type: none"> • Determine what they already know and need to learn • Read the directions • Establish a purpose for the reading and know what they are supposed to understand or do after they finish reading. • Gather any tools or materials they might need (pencil, paper, highlighter) and best determine how to use them. • Have a quiet environment in which to read. • Identify the type of text or genre. • Make predictions about the content and its meaning.
<i>During</i>	Reading actively, read with a purpose, connect	<p>Have the student read with a pencil in hand so that they can code text or take notes. Have students put a “√” next to paragraphs that they understand and a “?” mark next to text that they do not understand. (This can be done using post-it notes)</p> <p>Encourage the student to look at the text they marked with a “?” and attempt to identify why they are not understanding. Is it a difficult word or unfamiliar vocabulary? Is it a confusing sentence? Is it an idea that is confusing or unfamiliar?</p> <p>Encourage the student to use a clarifying strategy:</p> <p style="padding-left: 40px;">Reread Read on</p>	<ul style="list-style-type: none"> • Text Coding • Clarifying Strategies • B/D/A Questioning Strategy • Power Notes • Two-Column Notes 	<ul style="list-style-type: none"> • Continually check what they read against the predictions they made, revising their understanding as necessary. • Use all their senses to help them see, hear and imagine what they are reading. • Check their understanding as they read. • Make connections between what they are reading and their own experiences. • Pace themselves, recognizing the importance of stamina in reading longer texts. • Make inferences or read “between the lines.” • Know which questions to ask and which strategies to use while reading. They are active readers.

		<p>Use the glossary or other vocabulary strategy Look at visuals/ text features for clues</p> <p>Pause and paraphrase. Break the text in to smaller sections, have the student stop at the end of each section and explain to him/herself what they have read, in their own words.</p> <p>Encourage the student to generate questions as he/she reads.</p> <p>If the student will be required to answer questions, have them read the questions before doing the reading and highlight information as they read that will help them to answer the questions.</p> <p>Allow students to work through the text in small groups.</p> <p>Have the student use a note-taking strategy as they read such as; power notes, two-column notes, or double entry diaries.</p> <p>Provide a graphic organizer for the student to complete as they read.</p>		<ul style="list-style-type: none"> • Use subject-area knowledge and vocabulary to read.
<i>After</i>	Pause and reflect, reread, remember, understand, comprehend	<p>Have the student summarize the text. The most important ideas are... This part was mostly about...</p> <p>Have the student complete a quick-write to check for understanding of the text.</p>	<ul style="list-style-type: none"> • Summarizing Strategy • Quick Write Exit Slips 	<ul style="list-style-type: none"> • Check for understanding, asking such questions as, “Do I understand what I read?” and “Did I achieve my reading goal?” • Return to the text or consult others who can help them better understand and remember what they read.