

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 <b>purpose for reading</b>            What do you predict to learn?            What is the subject of the reading?</p> <p><b>Preview</b> the text with the student</p> <p>Pre-teach any <b>essential vocabulary</b></p> <p>Build background knowledge by showing a video or reading aloud to the students</p>	<ul style="list-style-type: none"> <li>• Anticipation Guide</li> <li>• Pre-reading Notes</li> <li>• Vocabulary Concept Map</li> <li>• Vocabulary Four Square Grid</li> </ul>	<ul style="list-style-type: none"> <li>• Determine what they already know and need to learn</li> <li>• Read the directions</li> <li>• Establish a purpose for the reading and know what they are supposed to understand or do after they finish reading.</li> <li>• Gather any tools or materials they might need (pencil, paper, highlighter) and best determine how to use them.</li> <li>• Have a quiet environment in which to read.</li> <li>• Identify the type of text or genre.</li> <li>• Make predictions about the content and its meaning.</li> </ul>
<i>During</i>	Reading actively, read with a purpose, connect	<p>Have the student read with a pencil in hand so that they can <b>code text or take notes</b>. 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 <b>clarifying strategy</b>:</p> <p style="padding-left: 40px;">Reread Read on</p>	<ul style="list-style-type: none"> <li>• Text Coding</li> <li>• Clarifying Strategies</li> <li>• B/D/A Questioning Strategy</li> <li>• Power Notes</li> <li>• Two-Column Notes</li> </ul>	<ul style="list-style-type: none"> <li>• Continually check what they read against the predictions they made, revising their understanding as necessary.</li> <li>• Use all their senses to help them see, hear and imagine what they are reading.</li> <li>• Check their understanding as they read.</li> <li>• Make connections between what they are reading and their own experiences.</li> <li>• Pace themselves, recognizing the importance of stamina in reading longer texts.</li> <li>• Make inferences or read “between the lines.”</li> <li>• Know which questions to ask and which strategies to use while reading. They are active readers.</li> </ul>

		<p>Use the glossary or other vocabulary strategy Look at visuals/ text features for clues</p> <p><b>Pause and paraphrase.</b> 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 <b>generate questions</b> as he/she reads.</p> <p>If the student will be required to answer questions, have them <b>read the questions before doing the reading and highlight information</b> 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"> <li>• Use subject-area knowledge and vocabulary to read.</li> </ul>
<i>After</i>	Pause and reflect, reread, remember, understand, comprehend	<p>Have the student <b>summarize</b> 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"> <li>• Summarizing Strategy</li> <li>• Quick Write Exit Slips</li> </ul>	<ul style="list-style-type: none"> <li>• Check for understanding, asking such questions as, “Do I understand what I read?” and “Did I achieve my reading goal?”</li> <li>• Return to the text or consult others who can help them better understand and remember what they read.</li> </ul>