Effective Reading Interventions: Characteristics, Resources, and Implications for Educators

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Agenda

• Introduction
• Effective Interventions: What do we know from research?
• Intervention practices from successful schools
• Sources of information about additional intervention programs
• What does this all mean for educators?
The Reading First Plan for Success

• Increase the quality, consistency, and reach of classroom instruction

• Administer timely and valid assessments to identify students lagging behind and monitor progress

• Provide intensive interventions for students who are lagging behind in development of critical reading skills
Why must we work at the school level to provide effective interventions?

- Children enter school with very diverse instructional needs
- Some children may require instruction that is 4 or 5 times more powerful than the rest of the students
- The classroom teacher, alone, may not be able to provide sufficiently powerful instruction to meet the needs of all students
What do we know about the characteristics of effective interventions?

• They always increase the intensity of instruction - they accelerate learning

• They always provide many more opportunities for re-teaching, review, and practice

• They are focused carefully on the most essential learning needs of the students.
Ways that instruction must be made more powerful for students “at-risk” for reading difficulties.

More powerful instruction involves:

More instructional time
Smaller instructional groups
More precisely targeted at right level
Clearer and more detailed explanations
More systematic instructional sequences
More extensive opportunities for guided practice
More opportunities for error correction and feedback

resources

skill
How were effective schools identified?

• We identified schools from 2004-2005 RF schools that had the highest index of effectiveness of intervention (EI)

• Once the schools with the highest EI percentiles were identified, four criteria were used to identify 10 schools for visits
  - an ECI index score above the 60th percentile
  - at least 50 students per grade level
  - percentage of minority students above the Florida state Reading First average of 66%
  - percentage of students qualifying for free and reduced lunch above the Florida state Reading First average of 74%
How was the information from schools collected?

• We visited and interviewed principals, teachers, and coaches at schools that were having the most success in providing effective interventions.

• We also visited schools that were having less success – in order to help identify more specifically some practices that were unique to the successful schools.
7 Common Traits Observed in Successful Schools

• Strong Leadership
• Positive Belief and Teacher Dedication
• Data Utilization and Analysis
• Effective Scheduling
• Professional Development
• Scientifically Based Intervention Programs
• Parent Involvement
Strong Leadership

- Characterized by extensive knowledge of:
  - Children
  - Reading programs
  - Data
  - Schedules
  - Teachers’ needs
- Involved in every aspect of their school’s reading program
- “Our leader not only has a mission for our school which is what we want to do, but she has a vision of how we are going to do it.”
Positive Belief and Teacher Dedication

• Despite... teachers at successful schools believed ALL their students could read
  - language barriers
  - limited support at home
  - low socioeconomic status

• Teachers raised the bar, not lowered it
  - “We speak success to them, we expect success from them and they rise to that.”

• Teachers committed to extra hours (planning, workshops, after school programs, etc.) to meet the needs of ALL of their students
Data Utilization and Analysis

Key characteristics of Data meetings:

- Held on a regular basis (bi-weekly or monthly)
  - Either during teacher planning periods or during the day with substitutes hired
- Attendees were able to make school level decisions and could make changes - usually principal
- Systems/worksheets used for structure
- Intervention discussed
- Follow-up
- Data compiled from multiple sources
Effective Scheduling

• Teachers wanted, “More Time!”

An efficient schedule allows for:
• An uninterrupted period of time for reading instruction (90 minutes or more)
• **Specific times** when intensive reading interventions will be provided
• The most efficient use of support staff to help provide intensive interventions
• A common planning time to facilitate grade-level meetings
Examples of Effective Schedules

Reading Blocks

- All grades have reading at the same time
  - Interventions offered mostly outside the block
  - The principal uses “special area” teachers to assist during reading instruction.
- The reading blocks are staggered
  - The principal rotates his intervention teachers to provide interventions both in and outside the reading block
  - The reading coach is able to observe and model lessons in more classrooms during the reading block
Examples of Effective Schedules

Intensive Interventions

The 2 most popular ways of scheduling intensive interventions at the successful schools were:

1. A 90 minute reading block and then 30-45 minutes of time scheduled outside of that block to deliver the interventions. In almost all these cases, the interventions were provided by support personnel other than the regular classroom teacher.

2. An extended reading block of 105-120 minutes in which intensive intervention was included in the block of time designated for reading instruction. In these schedules, the interventions were sometimes provided by the regular classroom teacher, and sometimes by instructional support personnel.
Example of Staggered Reading Blocks with “Walk and Read”

<table>
<thead>
<tr>
<th>Team</th>
<th>Reading</th>
<th>Writing</th>
<th>Math</th>
<th>Science/SS</th>
<th>Special Area</th>
<th>Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>8:45-10:30</td>
<td>10:30-11:30</td>
<td>1:35-2:35</td>
<td>12:15-12:50</td>
<td>12:50-1:35</td>
<td>11:30-12:15</td>
</tr>
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<td>1</td>
<td>8:45-10:30</td>
<td>12-1</td>
<td>1-2</td>
<td>2-2:30</td>
<td>11:15-12</td>
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<td>10:30-12:15</td>
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<td>8:45-9:45</td>
<td>1:15-1:40</td>
<td>1:40-2:25</td>
<td>12:30-1:15</td>
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<td>3</td>
<td>10:30-12:15</td>
<td>9:30-10:30</td>
<td>1-2</td>
<td>2-2:30</td>
<td>8:45-9:30</td>
<td>12:15-1</td>
</tr>
</tbody>
</table>
Professional Development

• It takes more knowledge and skill to teach students who struggle in learning to read than it does to for students who find it easier to learn.

• Considerations when developing a professional development plan:
  - A combination of personnel to deliver trainings
  - High teacher turn-over rate
  - Time consumption from Coaches
  - Training for 'Special Area' teachers
  - Differentiated Professional Development for teachers
  - Utilizing teachers observing each other
  - Follow up training
Scientifically Based Intervention Programs

- Published Intervention Programs
- Materials drawn from several sources
- Computer-based programs
Examples of Intervention Programs

Using published intervention programs

• **Pros**
  - having ready made materials
  - professional development in the implementation of the program
  - a predetermined scope and sequence
  - research to support the use of the program (in some cases)

• **Cons**
  - the cost
  - a single program may not meet every child’s needs - several different programs may be required
Examples of Intervention Programs

Using a variety of sources for intervention materials

• Pros
  • the ability to match the materials to the child

• Cons
  • takes a great deal of time to gather materials
  • teachers need to have a very solid understanding of what the data means at the student level
  • not one set scope and sequence
  • children may be taught the same skill in several different, conflicting ways
Examples of Computer Based Intervention Programs

• Programs used in schools targeted:
  - One reading component (i.e. fluency)
  - Multiple reading components (i.e. phonemic awareness and phonics)
  - ESOL population

• Were used during center rotation or throughout the day on a rotating basis

• Some programs generated reports daily or weekly
Parent Involvement

• Make the parents feel “welcome” at the school and feel that they are a vital part of their child’s education
  - Can be challenging when parents speak limited English
• Need to think “outside of the box” to plan a parent night
  - provide food and babysitting services
  - offer two meeting times – one during the day and one in the evening
  - bring the meeting to the communities
• “The first call you make to a parent should be regarding a positive behavior or action rather than a negative one.”
• “It is important to establish a relationship early in the school year.”
The Reading Block

Whole Group Instruction

Teacher-Led Instruction
- Homogeneous
- Flexible
- Differentiated

Independent Student Centers
- Differentiated
  (Cooperative, Independent, Pairs)
But where do I get the materials to do this?

Look no further!
FCRR Resources

- FCRR Reports
- The Science of Reading
  - Articles
  - Presentations
- Assessment
- Instruction
- Intervention
- Student Center Activities
The Florida Center for Reading Research

New

- Newsletter: Intervention News Information and Ideas for the Support of Struggling Readers
- 2007 Florida Reading Research Conference
- Keeping Watch on Reading First. Center on Education Policy Report (PDF)
- NIH Turns to FSU for Top Research On Learning Disabilities
- FCRR Welcomes Internationally Renowned Literacy Researcher - Barbara Foorman (PDF)

About
- Mission
- Center Research
- The Science of Reading
- Curriculum and Instruction
- Assessment Programs
- Progress Monitoring and Reporting Network
- Training/Technical Assistance Projects
- Professional Development
- Interventions for Struggling Readers
- PIRT Doctoral Training
- Resources/Partners/Links
- FCRR Media/Podcasts
- Employment Opportunities
Interventions for Struggling Readers

The Intervention Department provides intervention leadership and assistance to Reading First schools through the Director of Interventions. Support is provided in three main areas:

- Providing information and current research on effective intervention
- Developing materials and tools to help schools implement more effective intervention
- Preparing and making presentations to various groups about effective intervention

Newsletter: Intervention News Information and Ideas for the Support of Struggling Readers

Teaching All Students to Read: Practices from Reading First Schools With Strong Intervention Outcomes, Summary Document (PDF)

A Principal’s Guide to Intensive Reading Interventions for Struggling Readers in Reading First Schools (PDF)

Teaching All Students to Read: Practices from Reading First Schools With Strong Intervention Outcomes, Complete Document (PDF)

Webcast by Dr. Torgeson about Interventions for Struggling Readers

Windows Media Player | Real Player
Resources available free to everyone

• Three documents related to this presentation are available at
  http://www.fcrr.org/Interventions/index.htm
    1. Complete report
    2. Executive summary for complete report
    3. “Principal’s guide to intensive interventions for struggling
       readers in Reading First schools”

• To download a guidance document on differentiated reading instruction:
  small group alternative lesson structures, go to http://www.fcrr.org

• To download a guidance document on Academic Literacy Instruction for
  Adolescents, go to
  http://www.fcrr.org/science/pdf/Academic_Literacy-COI.pdf

• To download answers to frequently asked questions regarding reading
  instruction, go to
  http://www.fcrr.org/Curriculum/curriculumInstructionFaq1.htm
Resources available free to everyone

• FCRR Reports
Purpose of FCRR Reports

- To be a reliable resource for school districts as they make decisions about instructional materials

- To report the alignment of instructional materials to current reading research
**Scientifically Based Reading Programs**

<table>
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<tr>
<th>Instructional Content</th>
<th>Instructional Design</th>
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<td>- Phonemic Awareness</td>
<td>- Explicit Instructional Strategies</td>
</tr>
<tr>
<td>- Phonics</td>
<td>- Coordinated Instructional Sequences</td>
</tr>
<tr>
<td>- Fluency</td>
<td>- Ample Practice Opportunities</td>
</tr>
<tr>
<td>- Vocabulary</td>
<td>- Aligned Student Materials</td>
</tr>
<tr>
<td>- Comprehension</td>
<td></td>
</tr>
</tbody>
</table>
Types of FCRR Reports

- Reading Programs
  - Core
  - Supplemental/Intervention
  - Middle and High School
  - Professional Development
Content of FCRR Reports

1. Description
2. Alignment with Current Research
3. Review of Empirical Research
4. Strengths and Weaknesses
5. Florida districts that implement the program
6. Program’s website link
7. References
Content of FCRR Reports

1. Description
   - Type of program: who, what, where, why
   - Materials
   - Instructional Design
   - Lesson Format
   - Assessment
Content of FCRR Reports

2. Alignment with Current Research
   - How each component is addressed
   - Explicit and Systematic
   - Ample practice opportunities
   - Professional development
   - Use this as a “teaching tool” for our readers
   - Describe specific weaknesses or concerns
Content of FCRR Reports

3. Review of Research
   - Empirical Research Summaries

4. Strengths and Weaknesses

5. Florida districts that implement the program

6. Program’s website link

7. References
Content of FCRR Reports

- Is
  - Informational

- Should **NOT** be construed as an
  - Advertisement
  - Endorsement
  - “Approved” product
Process for FCRR Reports

• Florida School districts request a review.
• A comprehensive review of teacher and student materials is conducted.
• A thorough literature review is conducted and all available research is gathered. This research is analyzed and succinctly summarized.
Process for FCRR Reports

- More information is gathered through observations of the program in classrooms.
- Conference calls with principals and teachers who use the program.
- Meetings with the author/publisher.
- The program’s website.
Process for FCRR Reports

• Collaborative effort by a review team with one team member taking the lead for each program.
  • Report is written
  • Team feedback
  • Dr. Torgesen’s feedback
  • Author/Publisher feedback
  • Revisions
  • Posted
FCRR Reports
The Florida Center for Reading Research (FCRR) has established a review process for analyzing reading curricula and materials available for use in Florida. Please read the reports carefully. We have organized them such that a single report may be located under more than one category. You may also view an Alphabetized Summary Table of FCRR Reports.

New Reports
- Critical Reading Series
- Reading Fluency
- Kindergarten Peer-Assisted Literacy Strategies (K-PALS)
- PDA-ESE Differentiating Reading Instruction for Students: Making It Explicit
- Phonics for Reading

Frequently Asked Questions About FCRR Reports
This section contains a list of frequently asked questions and answers concerning FCRR Reports.

Guidelines for Reviewing Reading and Professional Development Programs
This section contains important information for school districts to consider when making decisions about instructional and professional development programs. School districts are encouraged to conduct their own reviews to determine whether or not reading programs are aligned with current reading research. Here you will find FCRR Guidelines for reviewing Core Reading Programs, Intervention Programs, Grades 4-12 Programs, and Professional Development Programs.

Tier 3 Intervention Programs
Florida students who have been retained two times in third grade (Tier 3) are in need of instruction that is more intensive, more explicit, more systematic, and more motivating than instruction they have previously received. This section provides lists of programs that have been reviewed by FCRR and may be appropriate to be implemented with these students. There are other programs that may be appropriate for these students but not yet reviewed by FCRR.
FCRR Reports

**Important Note**

FCRR Reports are prepared in response to requests from Florida school districts for review of specific reading programs. The reports are intended to be a source of information about programs that will help teachers, principals, and district personnel in their choice of materials that can be used by skilled teachers to provide effective instruction. In addition to describing programs and their use, these reports provide information on the extent to which their content, organization, and instructional strategies are consistent with scientifically based research in reading. Whether or not a program has been reviewed does **not** constitute endorsement or lack of endorsement by FCRR. The programs for which reports are available do not constitute an “approved” or “required” list, since many potentially useful programs have not yet been reviewed.

**Core Reading Programs**

A Comprehensive Reading Program is intended to be the initial instructional tool used to guide high quality instruction in K-3 classrooms.

**Supplemental and Intervention Programs**

These materials are intended for flexible use as part of differentiated instruction or as interventions that meet student learning needs in specific areas (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Most students can benefit from the extra practice provided by Supplemental Programs. Other students will need an Intervention Program that guides more intensive instruction.

**Technology-Based Programs**

These core, supplemental, or intervention programs include the use of technology to support instruction.

**Programs that may be Implemented by Tutors or Mentors**

These materials may be appropriate for Volunteers (Tutors or Mentors) to implement. It is important to note that training and supervision are critical components for successful student outcomes.

**Intervention and Remedial Programs for Students Above Third Grade**

These materials can be used to guide instruction for students who are lagging behind in reading.

**Pre-Kindergarten Programs**

These materials are intended to support literacy instruction for children in Pre-K.
## Summary Table for FCRR Reports
### Supplemental and Intervention Programs

**Important Note:** FCRR Reports are prepared in response to requests from Florida school districts for review of specific reading programs. The reports are intended to be a source of information about programs that will help teachers, principals, and district personnel in their choice of materials that can be used by skilled teachers to provide effective instruction. In addition to describing programs and their use, these reports provide information on the extent to which their content, organization, and instructional strategies are consistent with scientifically based research in reading. Whether or not a program has been reviewed does **not** constitute endorsement or lack of endorsement by the FCRR. The programs for which reports are available do not constitute an “approved” or “required” list, since many potentially useful programs have not yet been reviewed.

Specific information can be found at the bottom of the table or by rolling the mouse over each category within the table.

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<th>Reading Component</th>
<th>Notes</th>
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<td>Academy of Reading</td>
<td>2, 3, 5</td>
<td>3-12</td>
<td>++</td>
<td>a, b, d</td>
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<tr>
<td>Accelerated Literacy Learning (A.L.L.)</td>
<td>2, 3</td>
<td>K-12</td>
<td>+</td>
<td>d, e</td>
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<td>Accelerated Reader</td>
<td>2, 3</td>
<td>K-8</td>
<td>n/a</td>
<td>m</td>
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<td>Compass Learning Odyssey Reading</td>
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<td>K-2</td>
<td>n/a</td>
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<td>Comprehension Plus</td>
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<td>1-6</td>
<td>n/a</td>
<td>a, b, c, d, k</td>
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<td>Corrective Reading</td>
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<td>4-12</td>
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<td>a, b, c, d</td>
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<tr>
<td>Critical Reading Series</td>
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<td>6-12</td>
<td>n/a</td>
<td>e</td>
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<tr>
<td>Destination Reading</td>
<td>2, 3</td>
<td>K-3</td>
<td>+++</td>
<td>a, b, c, d</td>
</tr>
<tr>
<td>Discover Intensive Phonics for Yourself</td>
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<td>+</td>
<td>a, b, c, d, h</td>
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<tr>
<td>Early Success</td>
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<td>K-3</td>
<td>++</td>
<td>m</td>
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<tr>
<td>Earobics</td>
<td>2, 3</td>
<td>K-3</td>
<td>+++</td>
<td>a, b, c, d</td>
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<tr>
<td>Elements of Reading, Comprehension</td>
<td>2, 3</td>
<td>K-3</td>
<td>n/a</td>
<td>c, k</td>
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<td>Elements of Reading, Fluency</td>
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<td>K-3</td>
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<td>Essential Learning Systems</td>
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<td>e</td>
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<td>Failure Free Reading</td>
<td>2, 3, 4, 5</td>
<td>1-12</td>
<td>n/a</td>
<td>c, d</td>
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<td>Fast Forward Language</td>
<td>2, 3, 5</td>
<td>K-12</td>
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### Key

- **Type of Program**
  1 = Core Reading Program
  2 = Supplemental or Intervention Program
Key to Summary Table of FCRR Reports

Type of Program
1 = Core Reading Program
2 = Supplemental or Intervention Program
3 = Technology-Based Program
4 = Program that may be implemented by a tutor or mentor
5 = Intervention or Remedial Program for students above third grade
6 = Professional Development Program
7 = Pre-Kindergarten Program

+ = few aspects of this component taught and/or practiced
++ = most aspects of this component taught and/or practiced
+++ = all aspects of this component taught and/or practiced
n/a = Not Addressed in this program and/or not a goal of this program.
Notes on Summary Table of FCRR Reports

Notes

a. explicit  
b. systematic  
c. student materials aligned  
d. ample practice opportunities provided  
e. practice only  
f. oral language only  
g. phonemic awareness and phonics program  
h. phonics program  
i. fluency program  
j. vocabulary program  
k. comprehension program  
l. extensive professional development required  
m. expertise required to make informed curriculum decisions  
n. extensive organization of materials required  
o. school-wide implementation required
Resources available free to everyone

• Independent Student Center Activities K-3
Student Center Activities, Grades K-1

Introduction
During the Spring 2004 Florida Reading First school site visits, staff from the Florida Center for Reading Research (FCRR) determined that teachers may benefit from classroom materials that would be immediately useful in implementing independent student center activities.

During 2004-2005, a team of teachers at FCRR collected ideas and created materials for use in kindergarten and first grade classrooms.

There are three books:
1. Phonological Awareness and Phonics Student Center Activities
2. Fluency, Vocabulary, and Comprehension Student Center Activities
3. Teacher Resource Guide

The first two books contain Activity Plans and Activity Masters that are ready for immediate use in classrooms. The third book is an informative guide offering important insight on differentiated instruction and how to use the student center materials. The Teacher Resource Guide and the two activity books have been distributed to all Reading First kindergarten and first grade teachers in Florida. In 2005-2006, similar materials for second and third grade classrooms will be developed.

In addition, there is an accompanying Professional Development DVD. The DVD explains how to prepare and implement student centers and provides specific details about the activities. Click here to access the Professional Development DVD.

When considering Florida’s formula, $5 + 3 + i + iii = No Child Left Behind$, please note that each instructional component is covered in the student center activities books. In addition, the activities will directly support your efforts to provide effective initial instruction, because they will help you to provide differentiated instruction to meet the needs of every child.

Accessing Activities
The K-1 activities are posted below as PDF files. Some of the activity files have been divided into parts (i.e., Part 1 and Part 2) to make them easier to access. The individual Activity Plans, Masters, and Student Sheets can be printed by choosing the pages or page range desired. Activities can also be printed by reading component in their entirety. Please be aware that some of these files are quite large; for example, Phonics has 485 pages.

Activities will pop-up in a new browser window. Be aware that sometimes the activities will open behind your current browser or that some pop-up blockers will not allow access.

For a list of books and links, click: [link](#)
Student Center Activities

- Activity Plans and Activity Masters
  - Phonological Awareness & Phonics (Book 1)
  - Fluency, Vocabulary, and Comprehension (Book 2)
- Teacher Resource Guide (Book 3)
- Professional Development on a DVD
**Phonological Awareness**

**PA.032**

**Phoneme Matching**

**One Card Out**

**Objective**

The student will match initial sounds in words.

**Materials**

- Set of matching initial sound picture cards (Activity Master PA.032.AM1a - PA.032.AM1e)
  - Cut all cards apart.
- $S$ card (Activity Master PA.032.AM2)
  - Make two copies.
- Pocket chart
- Paper
- Crayons

**Activity**

Students place the $S$ card over the picture that does not share the same initial sound.

1. Display the set of picture cards on the pocket chart in groups of three. (Each row will have two pictures with matching initial sounds and one odd.)
2. The student states the names of the pictures in a given row and determines each initial sound.
3. Places the $S$ card over the picture that does not have the same initial sound as the other two cards.
4. Illustrates five pairs of the matching initial sound pictures.
5. Teacher evaluation

**Extensions and Adaptations**

- Use medial or final sounds (Activity Masters PLSC.M.1 - PLSC.M.13 and PLSC.R1 - PLSC.R16).
Phonological Awareness

house, zebra, helicopter, lion, lizard, goat
Objective
The student will produce the meaning of words.

Materials
- Four Square Vocabulary Map student sheet (Activity Master V.015.5S)
- Index cards
- Large sign letters
- Pencils
- Science or Social Studies text
- Child-friendly dictionaries

Activity
Students use a “Four square map” to describe a target word.
1. Place picture dictionaries and target word at the center. Provide the student with a student sheet.
2. Student writes the target word (and draws an illustration) in the upper left-hand section of their maps.
3. Fill out a map by answering the questions in each box. Uses text or dictionary if necessary.
4. Teacher evaluation

![Four Square Vocabulary Map]

Word: Turtle
What are some examples?
Snapping Turtle, Gopher Turtle

What is it?
A freshwater reptile.

What is it like?
It is like a lizard but it has a hard shell on its back.

Extensions and Adaptations
- Use other word maps (Activity Master V.015.AM1)
Name

Four Square Vocabulary Map

Word

What is it?

What is it like?

What are some examples?
Book One

Second and Third Grade
Student Center Activities

Phonemic Awareness and Phonics
Phonemic Awareness

Phoneme Manipulating

Phoneme Position Sort

**Objective**
The student will manipulate phonemes in words.

**Materials**
- Header picture cards (Activity Master PA.022.AM1)
  - Note: The head of the shark denotes the beginning sound, the body of the shark with fin denotes the middle sound, and the tail denotes the final sound.
- Set of picture cards (Activity Master PA.022.AM2a - PA.022.AM2d)

**Activity**
Students will sort pictures by location of phoneme substitution.
1. Place header picture cards face up on flat surface. Shuffle the picture cards and place face down in a stack.
2. Taking turns, students select a card from the stack, name the two pictures ("cap" and "cup").
3. Determine the phoneme that has changed between the two pictures (e.g., "... the middle sound has changed from /a/ to /u/.")
4. Place picture card under the header that matches the position of the changed phoneme (e.g., under the body of the shark to indicate the medial phoneme).
5. Continue until all cards have been sorted.
6. Peer evaluation

**Extensions and Adaptations**
- Make more phoneme substitution picture cards.

"Cap, cup. The middle sound has changed from /a/ to /u/."
<table>
<thead>
<tr>
<th>Phoneme Position Sort</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><img src="image1" alt="Image of a man sitting" /></td>
<td><img src="image2" alt="Image of a cap" /></td>
</tr>
<tr>
<td><img src="image5" alt="Image of a blanket" /></td>
<td><img src="image6" alt="Image of a bug" /></td>
</tr>
<tr>
<td><img src="image9" alt="Image of a pen" /></td>
<td><img src="image10" alt="Image of a bell" /></td>
</tr>
<tr>
<td><img src="image12" alt="Image of a safety pin" /></td>
<td><img src="image13" alt="Image of a shark" /></td>
</tr>
</tbody>
</table>

**INITIAL:** lap, cap, pan, fan, rug, bug, bed, head, pen, ten, bell, shell, pin, fin, hat, cat
**Objective**

The student will segment syllables in words.

**Materials**
- Syllable Snake game board (Activity Master R031.AM1a - R031.AM1b)
- Word cards (Activity Master R031.AM2a - R031.AM2c)
  - Write the number of syllables on the back of the word cards.
- Game pieces (e.g., counters)

**Activity**

Students count syllables in words by playing a game.

1. Place game board and stack of word cards face up on a flat surface.
2. Students place game pieces at START on the game board.
3. Taking turns, students pick the top card and read the word.
4. Say the word again segmenting it by syllables. Count and state the number of syllables.
5. Check the back of the card for the number of syllables. If correct, move game piece the same number of spaces on game board as the number of syllables in the word. If incorrect, leave game piece where it is and next student takes turn.
   - Word cards are placed at the bottom of the stack to be used again.
6. Game continues until all students reach the end of the game board.
7. Peer evaluation

---

"Microwave, mi-cro-wave. That's three syllables."

---

**Extensions and Adaptations**
- Make other word cards to use in game.
<table>
<thead>
<tr>
<th>straight</th>
<th>watch</th>
</tr>
</thead>
<tbody>
<tr>
<td>game</td>
<td>plus</td>
</tr>
<tr>
<td>pave</td>
<td>thought</td>
</tr>
<tr>
<td>extend</td>
<td>mistake</td>
</tr>
</tbody>
</table>
Book Two

Second and Third Grade
Student Center
Activities

Fluency
Vocabulary
Comprehension

FCRR
Florida Center for Reading Research

Just Read, Florida!
**Objective**
The student will read with proper phrasing, intonation, and expression in chunked text.

**Materials**
- Chunked passage (Activity Master F.017.AM1)
  Make two copies and laminate.
- Original passage (Activity Master F.017.AM2)
  Make two copies and laminate.

**Activity**
Students read text which has been divided into meaningful chunks, then reread it fluently without the slash marks.
1. Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked low-performing student with the top ranked high-performing student. Continue pairing in that order.
2. Provide each student with a copy of the passage.
3. Working together, student one (higher performing student) reads the entire passage with intonation and expression while pausing briefly between chunks (or phrases) as denoted by slash marks.
4. Student two (lower performing student) then reads the passage with intonation and expression while pausing briefly between chunks (or phrases) as denoted by slash marks.
5. Student one reads the passage without the slash marks using proper phrasing, intonation, and expression.
6. Student two reads the passage without the slash marks using proper phrasing, intonation, and expression.
7. Peer evaluation

**Extensions and Adaptations**
- Chunk and read other passages according to instructional-independent reading level range.
- Repeat using a timer.
A Day at the Zoo

One day at the zoo, / Pam and her mother / bought a red balloon. //

Pam held onto the balloon / by its string. // She enjoyed watching / it bounce /
in the wind. // As Pam's mom paid / for their hotdogs, / Pam's balloon slipped /
out of her hand. //

Pam ran after the balloon. // The balloon kept floating / higher and
higher. // Finally, / Pam looked around / and her mother / was no where to be
found. // She yelled, / "Mom, Mom!" // But there was no answer. //

Pam saw a police officer / and told him / what had happened. // The
police officer / took Pam / to the hotdog stand. // She ran up / and hugged
her mom. // Her mom told her / never to run off / like that again. // Pam told her
mother / that she would tie / the string of the balloon / to her wrist next time. //
**Objective**
The student will identify words to complete analogies.

**Materials**
- Analogy Basketball hoops (Activity Master V.028.AM1)
  
  Make two copies and laminate.
- Analogy Basketball cards (Activity Master V.028.AM2a - V.028.AM2b)
  
  Answers are provided on the card with word underlined.

**Activity**
Students complete analogies by playing a basketball game.
1. Place two basketball hoops at the center. Place analogy basketball cards face down in a stack.
2. Taking turns, student one draws the top card from the stack and reads the phrase and answer choices to student two (e.g., dog is to mammal as eagle is to ______, bird or book).
3. Student two chooses one of the words to fill in the blank and repeats the phrase with the answer (i.e., dog is to mammal as eagle is to bird).
4. If correct, student one gives the card to student two who places it on his hoop. If incorrect, the card is placed at the bottom of the stack.
5. Reverse roles.
6. Continue until all basketball analogies are completed.
7. Peer evaluation

**Extensions and Adaptations**
- Make other analogy basketball cards (Activity Master V.028.AM3).
<table>
<thead>
<tr>
<th>Night is to day as on is to _____ ride or off</th>
<th>Minute is to hour as penny is to _____ dollar or month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dog is to mammal as eagle is to _____ bird or book</td>
<td>Mat is to mate as rat is to _____ mouse or rate</td>
</tr>
<tr>
<td>Refrigerator is to cold as stove is to _____ hot or white</td>
<td>Tail is to cat as fin is to _____ fish or dog</td>
</tr>
<tr>
<td>Milk is to cow as eggs are to _____ horses or chicken</td>
<td>December is to winter as July is to _____ summer or rain</td>
</tr>
</tbody>
</table>
Objective
The student will answer questions to comprehend text.

Materials
- Narrative or expository text
  Choose text within students' instructional-independent reading level range.
- Question cube (Activity Master C.027.AM1)

Activity
Students discuss text by using a question cube.
1. Place text and question cube at the center. Provide each student with a student sheet.
2. Taking turns, the students read entire text aloud.
3. Roll the question cube, read the question, and answer it based on the text.
4. Discuss answer with partner.
5. Continue the activity until all the questions are answered at least once.
6. Peer evaluation

Extensions and Adaptations
- Record answers (Activity Master C.027.SS).
- Make other cubes with different questions (Activity Master C.027.AM2).
**Comprehension**

Read and Ask

- Just read. What did you summarize?
- How does what you just read relate to your own life?
- Discuss any words that you may not have known.
- What do you think is going to happen next?
- Based on what you read, what are you curious or interested in knowing more about?
- Did you understand what you just read? Why or why not?

*glue*
Implications for the Educator

• Roles in reading instruction/RTI?
  - General Education
  - Special Education

• Characteristics of effective intervention?
  - How can I increase the intensity/focus of instruction if I am the only special education teacher for K-2?

• Traits of successful schools?
  - Which areas are strengths for your school? Which areas need improvement?
Thank You

Questions/discussion

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