

# Reading Intervention Framework

## Basic Reading Skills:

- **Comprehension**
- **Vocabulary**
- **Fluency/Accuracy**
- **Phonemics**
- **Writing**

## Comprehension is the goal of reading!

There are six main types of comprehension strategies (Harvey and Goudvis; 2000):

1. **Make Connections**—Readers connect the topic or information to what they already know about themselves, about other texts, and about the world.
2. **Ask Questions**—Readers ask themselves questions about the text, their reactions to it, and the author's purpose for writing it.
3. **Visualize**—Readers make the printed word real and concrete by creating a “movie” of the text in their minds.
4. **Determine Text Importance**—Readers (a) distinguish between what's essential versus what's interesting, (b) distinguish between fact and opinion, (c) determine cause-and-effect relationships, (d) compare and contrast ideas or information, (e) discern themes, opinions, or perspectives, (f) pinpoint problems and solutions, (g) name steps in a process, (h) locate information that answers specific questions, or (i) summarize.
5. **Make Inferences**—Readers merge text clues with their prior knowledge and determine answers to questions that lead to conclusions about underlying themes or ideas.
6. **Synthesize**—Readers combine new information with existing knowledge to form original ideas, new lines of thinking, or new creations.

When you introduce a new comprehension strategy, model during read-aloud and shared reading:

1. *Decide on a strategy to model.*
2. *Choose a short text or section of text.*
3. *Read the text ahead of time. Mark locations where you will stop and model the strategy.*
4. *State your purpose—name the strategy and explain the focus of your think-alouds.*
5. *Read the text aloud to students and think aloud at the designated points.*
6. *If you conduct a shared reading experience, have students highlight words and phrases that show evidence of your thinking by placing self-stick notes in the book.*
7. *Reinforce the think-alouds with follow-up lessons in the same text or with others.*

(Wilhelm, 2001)

Readers who achieve a deep comprehension of text apply a variety of strategies as they construct meaning. (Prior knowledge-use text structures-monitor their comprehension by consciously thinking about whether or not they are making sense of the text-process text after reading) \* See handouts

## Vocabulary is a foundation of the reading process.

Words don't know- phonological decoding, spelling patterns, context clues

Words are symbols for concepts. Students need well-developed concepts for words.

- Phonics
- Patterns
- Roots, Suffixes, Prefixes
- Extending vocabulary and meaning
- Words, Words, Words by Janet Allen

\*See handouts

### **Fluency/Accuracy**

Reading fluently means students have developed automaticity and do not have to devote their attention to the task of decoding but can focus on constructing meaning.

Oral reading serves two primary purposes: assessment and performance.

Modeling, rereading, phrasing

\*See handouts

### **Writing**

Because there are many connections between reading and writing, writers can learn much from reading. Students need time for exploration and opportunities to choose what they read and write.

Sharing and interaction are essential because reading and writing are social processes which focus on the communication of ideas.

Important across the curriculum, not just as separate subjects.