

# CURRICULUM GUIDE

## Reading Intervention

### Reading Intervention Program

#### First and Second Grades

##### Program Description:

Intensive Early Intervention  
Small Group Instruction with 3 - 4 Students  
Daily Lessons for 35 Minutes, 3 - 5 days per week

##### Theoretical Framework:

Marie Clay - Reading Recovery Program Books  
Reading Recovery: A Guidebook For Teachers in Training  
An Observation Survey of Early Literacy Achievement

##### Becoming Literate: The Construction of Inner Control

- Samuel Orton, Anna Gillingham, Besse Stillman – Multisensory Approach
- Patricia Cunningham – Systematic Sequential Phonics They Use
- Patricia Cunningham & Dorothy Hall – Making Words, Making More Words
- Irene Fountas & Gay Su Pinnell – Guided Reading: Good First Teaching for All
- Barbara Wilson – Wilson Foundations Program
- Sue Lloyd – Jolly Phonics - Developed in England (1987)
- Hallie Kay Yopp & Ruth Helen Yopp – Phonemic Awareness Activities
- Michael Heggerty – Phonemic Awareness: The Skills They Need to Help Them Succeed

##### Goal To accelerate reading skills at a faster rate than the regular classroom.

Assessments: Illinois Snapshots of Early Literacy (ISEL )

Administered in September and May

Subtests:

- Alphabet Recognition
- Phonemic Awareness
- One-To-One Matching and Word Naming
- Letter Sounds
- Developmental Spelling
- Word Recognition

Results are normed within the state of Illinois for the Beginning and End of Kindergarten and Beginning and End of First Grade.



# Reading Intervention

Assessments: Developmental Reading Assessments (DRA ) or Rigby Benchmark Kit  
Administered at Each Trimester:  
Assigns a Reading Level based on Reading Recovery Levels

Decoding and Comprehension Skills are evaluated according to

- Independent Reading Level – 95% to 100%
- Instructional Reading Level – 90% to 94%
- Frustration Reading Level – 89% and Below

Assessment: Running Records:

Daily Assessment of One Child in Group

- Record Accuracy and Miscues
- Analyze Miscues for Instructional Needs
- Look for Strengths
- Check Independent & Instructional Levels
- Move to Next Level if All Students Read with 95% or Higher Accuracy



## Levels of Books

Numbers refer to Reading Recovery Levels.

Letters refer to Guided Reading Levels as outlined by Fountas & Pinnell.

1	A	Kindergarten	Readiness	Emergent
2	B	Kindergarten	Readiness	Emergent
3-4	C	First Grade	Preprimer 1	Early
5-6	D	First Grade	Preprimer 2	Early
7-8	E	First Grade	Preprimer 3	Early
9-10	F	First Grade	Primer	Early
11-12	G	First Grade	Primer	Transitional
13-14	H	First Grade	First Reader	Transitional
15-16	I	First Grade	First Reader	Transitional
17-18	J	Second Grade		Transitional
19-20	K	Second Grade		Transitional
24	L	Second Grade		Extending
28	M	Second Grade		Extending

# Reading Intervention

**Read with understanding and fluency. (State Goal 1).**

**Apply word analysis and vocabulary skills to comprehend selections.**

**Apply word analysis skills to recognize new words.**

## **Skill Development: Phonemic Awareness**

- In these activities, we play with sounds. We learn that words are comprised of a sequence of spoken sounds.
- Picture Sorts for Beginning Sounds
- Match Rhyming Pictures
- Segmenting – Breaking a word into its separate sounds
- Use Elkonin Blocks or Finger Tapping
- Blending – Putting sounds together to make a word
- Deleting Sounds
- Changing Sounds
- Music: Oo-pples and Boo-noo-noos by Hallie Kay Yopp & Ruth Helen Yopp



## **Skill Development: Phonics**

- In these activities, we attach graphemes to the phonemes. We develop the letter - sound relationship.
- Jolly Phonics
- Attaches an action to the sound
- Music: Jolly Jingles
- Sing, Read, Write, Spell – Pearson – Music
- ABC Song, Alphabet Lane Song, A to Z Phonics Song, Short Vowel Song
- Sing Yourself Smart - Donna Whyte - Music
- Old McVowel
- Wilson Foundations Program
- Systematic Sequential Phonics by Pat Cunningham
- Magnetic Letters – blue consonants and red vowels to see patterns
- Phonics Phones to hear individual sounds in words

## **Skill Development: WordStudy**

- Word Wall Words
- Words that follow the rules go on our Word Wall.
- cv vc cvc cvce vv vr
- Our Word Wall grows as we learn to read more words.
- Jail Words
- Words that do not follow the rules, go to Jail!
- We practice these words by arm tapping, tracing the letters, and saying or cheering the letters..
- Fast Words
- Children are given a list of words that we have read frequently in our books.
- The list grows as we learn new words.
- Students practice saying these words at home.
- Students are tested on words every week. We color in a bar graph for words identified correctly. We try to beat our individual scores.

# Reading Intervention

**Read with understanding and fluency. (State Goal 1).**

**Apply reading strategies to improve understanding and fluency. Establish purposes for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge. Read age-appropriate material aloud with fluency and accuracy.**

## **Skill Development: Guided Oral Reading**

- Activate Prior Knowledge
- Make Connections
- Build Background Knowledge
- Develop Vocabulary
- Make Predictions by Taking a Picture Walk
- Read the Story Aloud
- Keep Eyes and Fingers on Words - Use Peepers Puppets and Funny Fingers
- Stop to Ask Questions



## **Skill Development: Decoding Strategies**

- Look at the pictures for clues.
- Say the beginning sound of the word and read the rest of the sentence.
- Look for little words in big words.
- Look for other "friends" in the word.
- Try reading the word.
- Ask: Does it make sense?
- Ask: Does it sound right?
- Go back and read it again.

**Read with understanding and fluency. (State Goal 1).**

**Apply word analysis and vocabulary skills to comprehend selections. Summarize content of reading material using text organization.**

## **Skill Development: Comprehension**

- Story Maps
- Five Finger Retelling
- Characters
- Setting
- Beginning
- Middle
- End

# Reading Intervention

## **Read age-appropriate material aloud with fluency and accuracy.**

- Skill Development: Fluency
- Reading orally with automaticity and prosody
- Repeated Readings of Story
- Echo Reading
- Model and Practice Phrasing
- Model and Practice Expression
- Choral Reading
- Listen to Good Reading on Tape
- Readers Theater
- Check Rate with Timed Readings



## **Write to communicate for a variety of purposes. (State Goal 3).**

**Use correct grammar, spelling, punctuation, capitalization and structure. Construct complete sentences which demonstrate subject/verb agreement; appropriate capitalization and punctuation; correct spelling of appropriate, high-frequency words; and appropriate use of the eight parts of speech.**

### **Skill Development: Sentence Writing**

- Journals
- Students say the sentence and pound the sentence.
- Students write the sentence independently.
- Use the Word Wall.
- Stretch out words. Say the sounds and fingertap the sounds.
- Students use the spaceman for spaces between words.
- If working individually, the teacher writes the sentence on a strip of tag board.
- The student cuts apart the sentence word by word.
- The student mixes up the words and reconstructs the sentence.
- The student puts the words into a Ziploc bag to write again at home.