

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.