Intervention Strategies for Your Reluctant Readers

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Reading Skills and Strategies

Phase 1
- Alphabet
- Phonemic Awareness
- Phonics
- Decoding/Word Recognition
- Use of Contextual Clues
- Word Analysis
- Sentence Structure
- Story Structure

Phase 2
- Experience
- Forming Inferences
- Questioning
- Developing Meaning
- Assessing Reading (Self-Check)
- Creating of Sensory Images
- Synthesizing Information
- Evaluating Key Concepts
- Forming Opinions
Trace the letter 3 times (highlighter - marker - crayon)

I spy the letter M m

Mm is for macaroni

Circle the Mms

Glue macaroni here

makes mushed mango.
Steps of Phonemic Awareness Skills

- Phoneme Manipulation
- Phoneme Segmentation
- Phoneme Blending
- Sound Isolation
  First~Last
- Onset~Rime Blending
  /Segmenting
- Blending/Segmenting
  Compound Words
- Words within a Sentence
- Rhyme
Small Steps ~ Big Difference

• Attendance
• B,M,E Sounds
• Rhymes
• Chants
• Magic Spoon
• “Stretchy” Strap
Fluency

- Reread
- Echo Read
- Choral Read
- Partner Read
- Reader’s Theater
- Language Development
Words

- Say the Word (Verbal & Auditory)
- See the Word (Visual)
- Stretch the Letters/Sounds (Visual & Auditory)
- Clap the Word (Kinesthetic/Auditory)
- Compare the Word (Visual & Auditory)
- Draw the Word (Visual & Spatial)
- Sing the Word (Auditory)
- Make the Word (Kinesthetic)
- Write the Word (Kinesthetic & Visual)
- What does the Word Mean to YOU!
Struggling Readers and Writers Need:

- Belief
- Modeling
- Time
- Organization
- Tools
- Instruction

- Continuous Monitoring/Evaluations
- Frequent Observation/Feedback
- Individual Success Tracking
- Home & School Connections
Reading

Shared Reading
• Teacher Models Strategies
• Teacher Teaches New Strategies
• Teacher/Children Expand Meaning of Text
• Children Make Predictions
• Children Respond to Pictures and Ideas from Text

Guided Reading
• Children Practice Strategies
• Children Expand Ideas/Comprehension
• Teacher Introduces /Reinforces Skills
• Teacher Encourages Independence
• Children and Teacher Listen/Response
• Children Problem-Solve

Read Aloud
• Teacher Reads
• Teacher Creates Opportunities for Exploration of Genres
• Children Respond to Story/Language
• Teacher Models Reading Strategies/Skills

Independent Reading
• Children Employ Strategies
• Children Navigate Text Autonomously
• Children Choose Text
Reading

Before:
- Author/Illustrator
- Building Background
- Picture Walk
- Prediction
- Building Connections
- Vocabulary

During:
- Share
- Choral/Echo
- Print Concepts
- Language Concepts
- Words
- Partner Read
- “Hide the Words”

After:
- Act-it-Out
- Make Books
- Compare/Contrast
- Check Story Elements
- Discuss
- “Change the Story”
- Sequence
- REREAD
List of Related Citations
“Helping Struggling Readers”
Presented by Staff Development for Educators (SDE)
Donna J. Whyte


