



Intervention Strategies for Your Reluctant Readers

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Reading Skills and Strategies

Phase 1

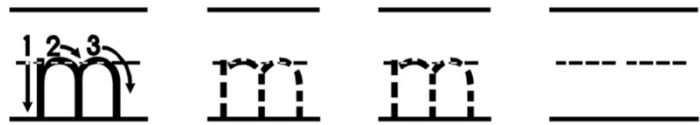
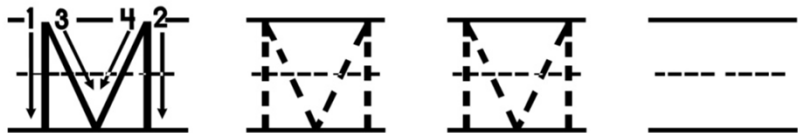
- Alphabet
- Phonemic Awareness
- Phonics
- Decoding/Word Recognition
- Use of Contextual Clues
- Word Analysis
- Sentence Structure
- Story Structure

Phase 2

- Experience
- Forming Inferences
- Questioning
- Developing Meaning
- Assessing Reading (Self-Check)
- Creating of Sensory Images
- Synthesizing Information
- Evaluating Key Concepts
- Forming Opinions

M m

Trace the letter 3 times (highlighter - marker - crayon)



M W m w
n m N M

Circle the Mms

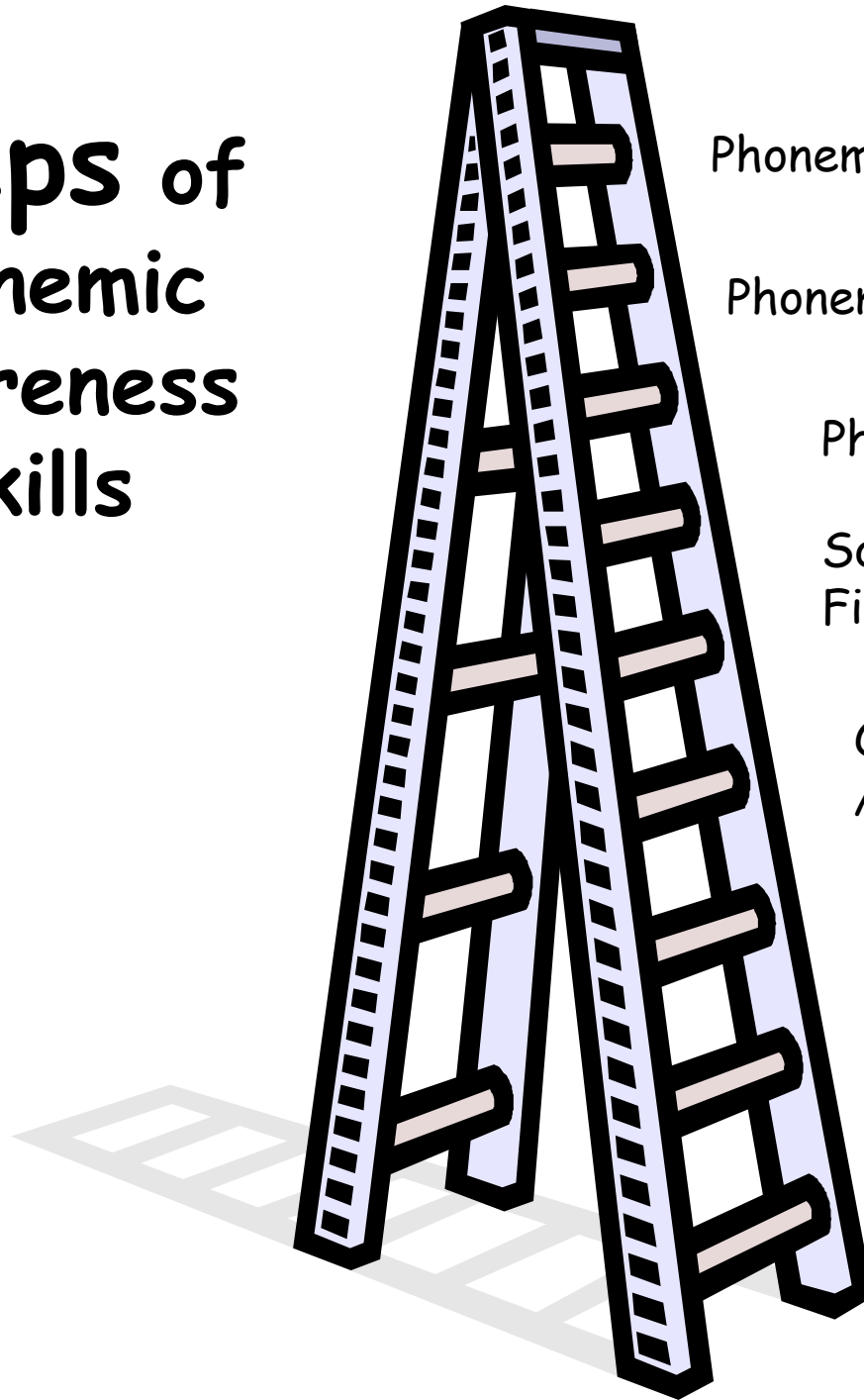
I spy the letter M m

Mm is for macaroni

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”

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Donna J. Whyte

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