

# Reading Interventions

## **Increasing Reading Rate of Vocabulary Words Using Tape Recordings**

- Technique:** Many students are able to read words accurately but too slowly to comprehend the information presented in a passage. Reading rates increase the more the student is able to practice reading. However, the teacher may not be free to provide extra individual time for students who need extra practice to increase their reading rates. This intervention is designed to increase a student's reading rate while decreasing teacher attention time with the student.
- Most Likely to Benefit:** Students who are able to read vocabulary sight words at a rate less than 40 words per minute often need additional practice sessions to increase the number of words they can read per minute.
- Materials:** A list of vocabulary sight words, a timer, and a tape recording of the vocabulary words. A student or an adult can be taped reading the sight words at a fluent rate.
- Baseline:** Assess the student's reading rate on vocabulary words. Tell the students that they will be reading as many words as they can within one minute. Set and start a timer for one minute. Tell the child to begin reading each of the words. If the student gets stuck on a word, tell the student the word after a 3-second delay. Mark any letter omitted or substituted as an error. Calculate the number of words the student read correctly.

Figure 36. Examples of Reading Errors

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- **Word Substitution:**

“dog” for “cat.”

- **Mispronunciation:**

“dig” for “dog.”

- **Omits a word or a line of words.**

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**Treatment  
Procedure:**

1. Copy a skill sheet or develop a list of 80 vocabulary words on paper.
2. Read the words in the order that they are written into a tape recorder at approximately 80 words per minute.
3. Instruct the student to practice reading the words along with the tape during a designated time each day. Some convenient times may be during center time, first thing in the morning, or during the last 10 minutes of the day.
4. Tell the student to read the words out loud without skipping any words. When the student is uncertain of the word, encourage the student to try to do their best.
5. Ask the student to read the words for one minute after the student has practiced reading with the tape recording.
6. Each word that is read correctly within three seconds will be marked as correct. If the student reads a word incorrectly, correct the student. If the student is stuck on a word, wait three seconds and then tell the student the word.

7. Record the number of words read correctly on the student's chart. Students often have fun trying to beat their best score.

**Optional:**

1. Many reading books used in the classroom are supplemented with tape recordings of each of the stories. These tapes may also be used to help increase a student's fluency in the same manner that was presented with vocabulary words.
2. Groups of two to three students may also read aloud with the tape together.
3. A peer can also be taught to mark words that are read incorrectly with the tape. After the tape session, the teacher can correct the student who missed words and have the student repeat the word(s) correctly.

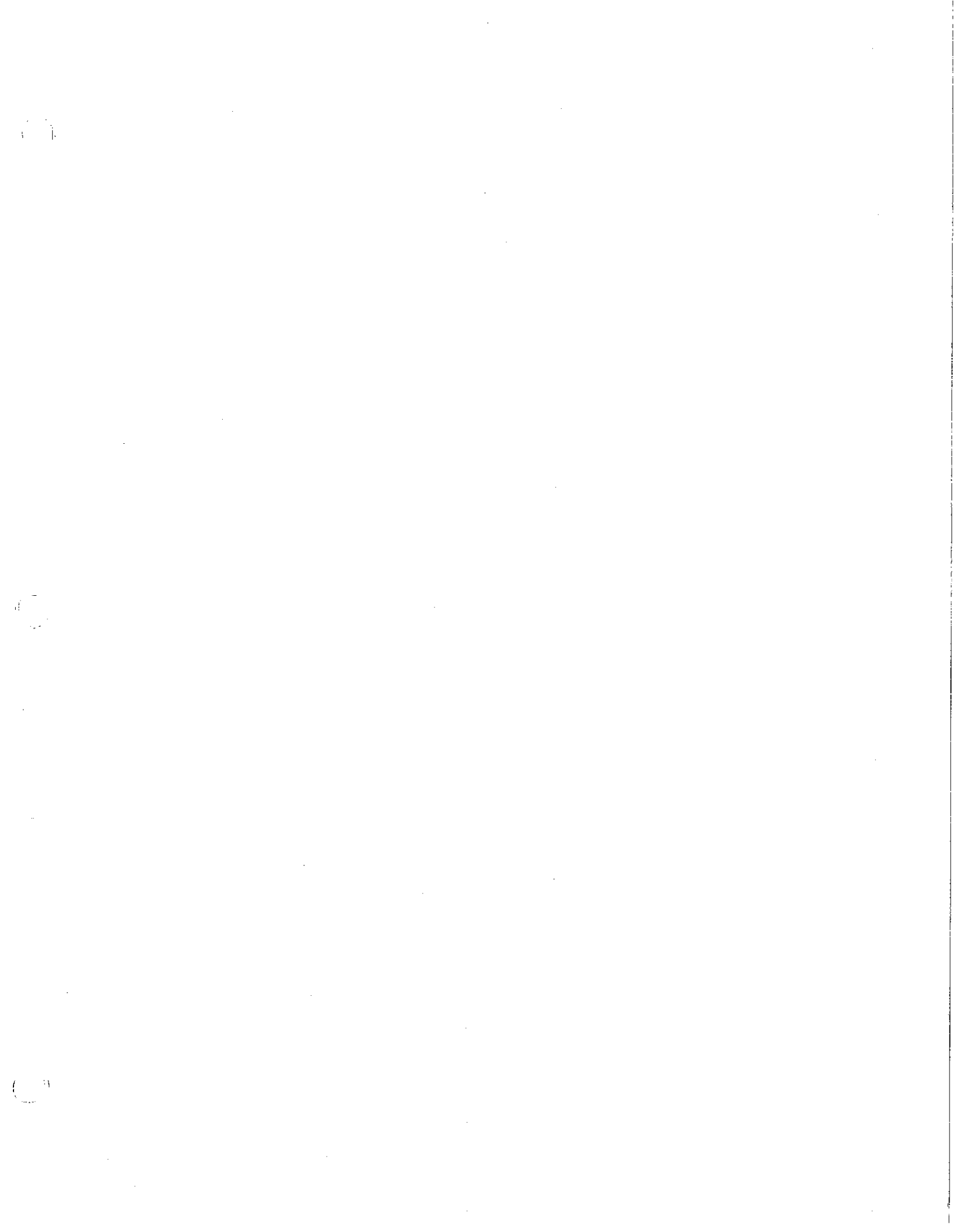
**Progress  
Monitoring:**

By filling out a daily chart or graph, the teacher or student can keep track of the student progress and observe the student's daily improvement. The teacher can expect the student to increase the number of words read correctly to 70+ words per minute with a maximum of two errors before practicing another list of 80 vocabulary words.

**Source:**

Freeman, T.J. & McLaughlin, T.F. (1984). Effects of a taped-words treatment procedure on Learning Disabled Students' sight-word oral reading. *Learning Disability Quarterly*, 7, 49-53.





# Mystery Motivator to Increase Reading Performance

**Technique:** This procedure is designed to provide the student with the opportunity to earn activity or free time for increasing the number of questions correct during a reading class.

**Most Likely to Benefit:** This procedure will help motivate students who are unwilling to do work in reading class although they are able to read fluently. These students often do not complete reading work given in class, but when given the opportunity to earn activity time, their reading performance increases within acceptable teacher-set goals.

**Materials:** A Mystery Motivator worksheet, a clear-colored felt-tip marking pen (this comes with markers called Erasables), a colored marker, and a reading assignment.

**Baseline:** Baseline for interventions that are to increase rate of reading:

Ask the student to read three reading passages for one minute from reading material at the student's grade level. As the student reads, mark any words omitted, substituted, or mispronounced as an error. It is important to tell the student the word quickly so that they do not struggle with one word for most of the minute timing. This assessment procedure is estimating how many words the child *can read* accurately at a certain rate. Hence, if a student hesitates for more than *three seconds* with a word, tell the student the word.

Your baseline score will be the middle score from the three probes. For example, if the student read 50 words, 60 words, and 55 words, the baseline score would be 55.

or

For interventions that are to increase comprehension:

Collect and review reading worksheets that the student was required to do in class.

After collecting the student's work, determine the percent correct on the worksheets. These scores will be used as baseline scores. Students who are performing 70% or lower on most worksheets may need a motivating strategy to increase their performance. Test this possibility by asking the student to do one of the worksheets again. However, this time the student will be provided with some activity or reward if he is able to increase his score within acceptable teacher-set range or 25% higher.

If the student is able to increase his score within acceptable ranges, use the following procedure in the classroom.

**Treatment  
Procedure:**

1. Ask the student to pick out three or four activities that she would like to earn for good work during reading class. However, you should have the opportunity to preapprove each of the activities that the student selects.
2. At the beginning of the week, construct a Mystery Motivator using the clear-colored marking pen.
3. Discuss with the student a goal that is challenging yet attainable. If the student sets his goal too low, then you will need to determine a goal.
4. On the Mystery Motivator worksheet, write 0, 3, or 5 minutes in the stars. Write more 3s and 5s when first starting this procedure. This ensures that the student will earn activities quickly.



5. Place the Mystery Motivator worksheet on the student's desk during reading class.
6. When the student is given independent seat work, remind the student that she is given the chance to earn activity time for accurate work.
7. After the student completes her goal, the student will raise a hand to signal that her work is ready to be graded.
8. Correct the student's work. If the student was able to get all the problems correct, the student can color in a star on the activity time chart. If the student did not get all of the problems correct, then the missed problems can be included into the next goal. Reteach any needed steps at this time.
9. The student will write his reading score and activity time earned on a chart. The work will be kept in a student folder.
10. To further enhance reading performance, give the earned activity time as soon as possible.

**Progress  
Monitoring:**

The student's progress in the number of correct answers will be evaluated. You can expect that the student will be working toward completing all questions at 85% or above. When the student is consistently performing at about 85% correct, the student's goals may be increased. Furthermore, fill in more 0s and 3s than 5s in the stars to fade out the amount of activity time. However, provide a lot of social praise for good work to replace the activity time.

During the reading class, the student may be requiring a lot of your assistance. The student should be told that he is allowed only one or two questions during the reading time. However, if the student continues to miss many

questions, an intervention, such as peer tutoring, may be needed to increase the student's reading skills.

**Source:**

Moore, L.A., Waguespack, A.M., Wickstrom, K.F., Witt, J.C., & Gaydos, G.G. (1994).  
Mystery motivator: An effective and time efficient intervention. *School Psychology, 23*, 106-118.





Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

Date: \_\_\_\_\_ Grade: \_\_\_\_\_

### Peer Tutoring Intervention for Reading



This intervention is designed to build reading fluency and increase accuracy. Requires approximately 7 minutes each day.

**Materials Needed:** Reading passage worksheet, timer, and pencil.

**Peer Coach and Student Coach Card** (complete these steps every day):

\_\_\_\_\_ Get Materials.

\_\_\_\_\_ Go to assigned reading place.

\_\_\_\_\_ Find the day's reading sheet.

\_\_\_\_\_ **MODEL:** Peer coach read passage out loud to \_\_\_\_\_.

\_\_\_\_\_ **PRACTICE:** \_\_\_\_\_ read passage out loud.  
Peer coach help \_\_\_\_\_ to read without missing any words.

\_\_\_\_\_ Set timer for one minute.

\_\_\_\_\_ **READ FOR TIME:** \_\_\_\_\_ read passage aloud for one minute.

\_\_\_\_\_ **Peer coach:** Listen and circle mistakes as \_\_\_\_\_ reads. If \_\_\_\_\_ gets stuck on a word for three seconds, tell him the word. Mark the last word read with a slash mark (/) when timer rings.

\_\_\_\_\_ Count number of words read correctly. Write this number at the top of the page.

**What is a missed word?** skipped words, mispronounced words, and words peer coach tells \_\_\_\_\_.

## Sample Chart for Monitoring Student Progress

CHART FOR \_\_\_\_\_ IN \_\_\_\_\_  
Student's Name Subject (Math, Reading, or Writing)

### MONDAY

My best score is: \_\_\_\_\_  
My score on the timed test is: \_\_\_\_\_  
Did I beat my score? \_\_\_\_\_

### TUESDAY

My best score is: \_\_\_\_\_  
My score on the timed test is: \_\_\_\_\_  
Did I beat my score? \_\_\_\_\_

### WEDNESDAY

My best score is: \_\_\_\_\_  
My score on the timed test is: \_\_\_\_\_  
Did I beat my score? \_\_\_\_\_

### THURSDAY

My best score is: \_\_\_\_\_  
My score on the timed test is: \_\_\_\_\_  
Did I beat my score? \_\_\_\_\_

### FRIDAY

My best score is: \_\_\_\_\_  
My score on the timed test is: \_\_\_\_\_  
Did I beat my score? \_\_\_\_\_



Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

Date: \_\_\_\_\_ Grade: \_\_\_\_\_

## The Nuclear Reading Intervention for 1<sup>st</sup> and 2<sup>nd</sup> Grade Students



This intervention is designed to build fluency in reading and increase accuracy. Requires approximately 7 minutes each day.

**Materials Needed:** 2 copies of a reading passage that are controlled to reflect instructional level words, digital timer, and pencil.

**Teacher Coach Card** (complete these steps every day):

\_\_\_\_\_ **Take out the student's copy of the reading passage.**

\_\_\_\_\_ **MODEL: Read the 60 words of the passage aloud to the student. Read slower than you normally would and point to the words as you read.**

\_\_\_\_\_ **GUIDE PRACTICE: Have the student read the first 60 words of the passage aloud to you.** Instruct the student to use his/her pointer finger to follow the words as he or she reads. If the student gets stuck on a word for 3 seconds, tell the student the word. Prompt the student to pronounce words correctly and immediately correct mistakes.

\_\_\_\_\_ **INDEPENDENT PRACTICE: Take out your copy of the reading passage for scoring.**

\_\_\_\_\_ **Set the timer for 1 minute.**

\_\_\_\_\_ **Have the student read aloud independently for 1 minute, while you follow along on a separate copy of the same passage.**

\_\_\_\_\_ **Mark errors (see below) as the student reads.** When the timer rings, **draw a vertical line after the last word read ( | ).**

\_\_\_\_\_ **Count number of words read correctly.** Write this number at the top of the page.

**What is a missed word?** skipped words, mispronounced words, and words told to the student after the 3-second hesitation.



## Sample Chart for Monitoring Student Progress

CHART FOR \_\_\_\_\_ IN \_\_\_\_\_  
Student's Name Subject (Math, Reading, or Writing)

### MONDAY

My best score is: \_\_\_\_\_  
My score on the timed test is: \_\_\_\_\_  
Did I beat my score? \_\_\_\_\_

### TUESDAY

My best score is: \_\_\_\_\_  
My score on the timed test is: \_\_\_\_\_  
Did I beat my score? \_\_\_\_\_

### WEDNESDAY

My best score is: \_\_\_\_\_  
My score on the timed test is: \_\_\_\_\_  
Did I beat my score? \_\_\_\_\_

### THURSDAY

My best score is: \_\_\_\_\_  
My score on the timed test is: \_\_\_\_\_  
Did I beat my score? \_\_\_\_\_

### FRIDAY

My best score is: \_\_\_\_\_  
My score on the timed test is: \_\_\_\_\_  
Did I beat my score? \_\_\_\_\_



Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

Date: \_\_\_\_\_ Grade: \_\_\_\_\_

## The Nuclear Reading Intervention for 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> Grade Students



This intervention is designed to build fluency in reading and increase accuracy. Requires approximately 7 minutes each day.

**Materials Needed:** 2 copies of a reading passage that are controlled to reflect instructional level words, digital timer, and pencil.

**Teacher Coach Card** (complete these steps every day):

\_\_\_\_\_ **Take out the student's copy of the reading passage.**

\_\_\_\_\_ **MODEL: Read the 100 words of the passage aloud to the student. Read slower than you normally would and point to the words as you read.**

\_\_\_\_\_ **GUIDE PRACTICE: Have the student read the first 100 words of the passage aloud to you.** Instruct the student to use his/her pointer finger to follow the words as he or she reads. If the student gets stuck on a word for 3 seconds, tell the student the word. Prompt the student to pronounce words correctly and immediately correct mistakes.

\_\_\_\_\_ **INDEPENDENT PRACTICE: Take out your copy of the reading passage for scoring.**

\_\_\_\_\_ **Set the timer for 1 minute.**

\_\_\_\_\_ **Have the student read aloud independently for 1 minute,** while you follow along on a separate copy of the same passage.

\_\_\_\_\_ **Mark errors (see below) as the student reads.** When the timer rings, **draw a vertical line after the last word read ( | ).**

\_\_\_\_\_ **Count number of words read correctly.** Write this number at the top of the page.

**What is a missed word?** skipped words, mispronounced words, and words told to the student after the 3-second hesitation.

## Sample Chart for Monitoring Student Progress

CHART FOR \_\_\_\_\_ IN \_\_\_\_\_  
Student's Name Subject (Math, Reading, or Writing)

MONDAY

My best score is: \_\_\_\_\_  
My score on the timed test is: \_\_\_\_\_  
Did I beat my score? \_\_\_\_\_

TUESDAY

My best score is: \_\_\_\_\_  
My score on the timed test is: \_\_\_\_\_  
Did I beat my score? \_\_\_\_\_

WEDNESDAY

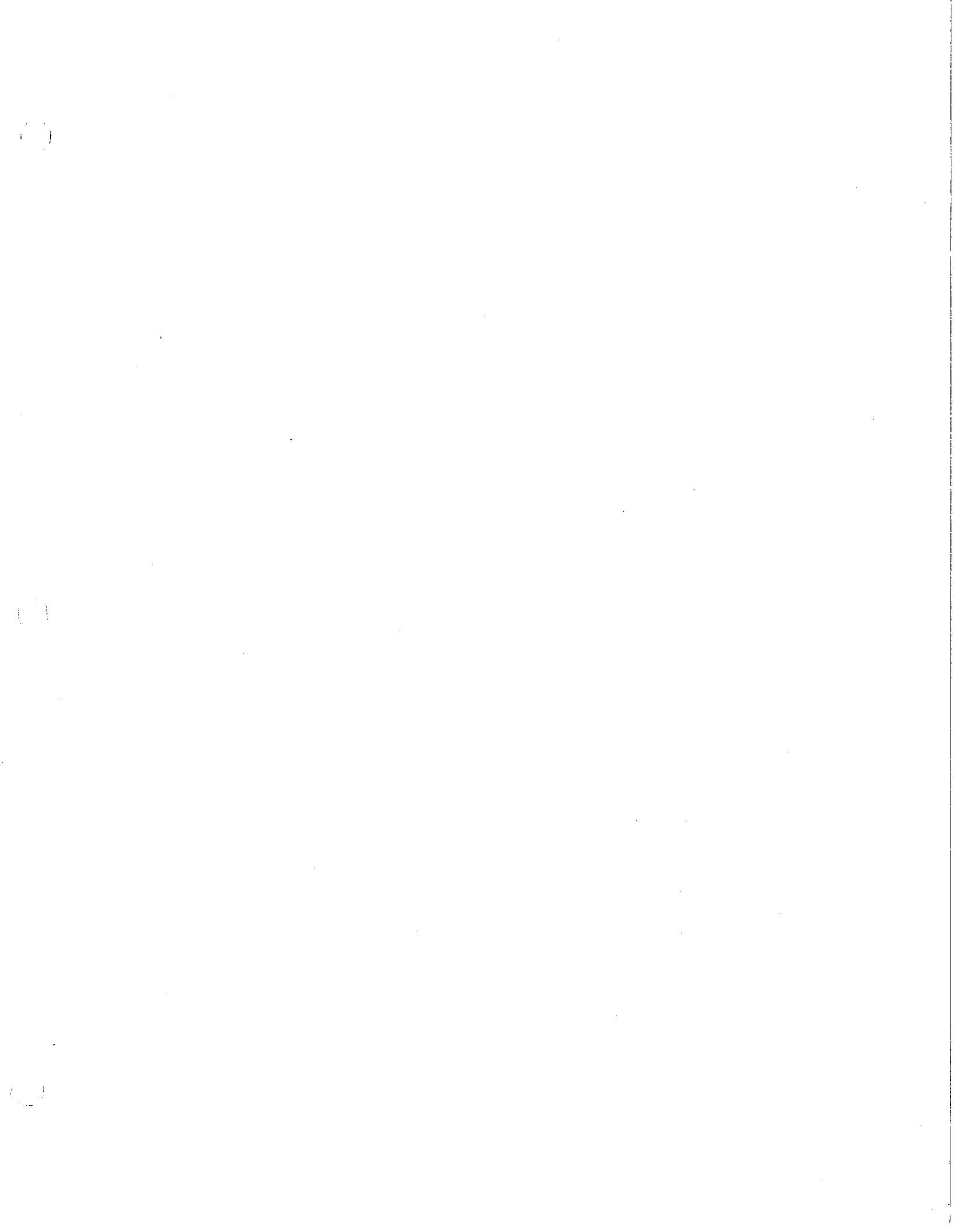
My best score is: \_\_\_\_\_  
My score on the timed test is: \_\_\_\_\_  
Did I beat my score? \_\_\_\_\_

THURSDAY

My best score is: \_\_\_\_\_  
My score on the timed test is: \_\_\_\_\_  
Did I beat my score? \_\_\_\_\_

FRIDAY

My best score is: \_\_\_\_\_  
My score on the timed test is: \_\_\_\_\_  
Did I beat my score? \_\_\_\_\_



Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

Date: \_\_\_\_\_ Grade: \_\_\_\_\_

## High-Frequency Word Intervention



This intervention is designed to build fluency in reading high frequency words and monitor progress using reading passages. Requires approximately 5 minutes each day.

**Materials Needed:** high-frequency word list, 2 copies of the reading probe (i.e., reading passage controlled to reflect only instructional level words) timer, and pencil.

**Teacher Coach Card** (complete these steps every day):

\_\_\_\_\_ **Take out the high-frequency word list.**

\_\_\_\_\_ **Read all the words aloud to the student.**

\_\_\_\_\_ Now have the student read the words aloud **with** you.

\_\_\_\_\_ **Have the student read the words independently while you provide help** (i.e., immediately correct mistakes, prompt correct answers, and give the student the word after a 3-second hesitation).

\_\_\_\_\_ **Mark the words that you have to help the student to read correctly.**

\_\_\_\_\_ **Take out the reading passage.**

\_\_\_\_\_ **Set the timer for 1 minute.**

\_\_\_\_\_ **Have the student read aloud independently for 1 minute**, while you follow along on a separate copy of the same passage.

\_\_\_\_\_ **Mark errors** (see below) **as the student reads**. When the timer rings, **draw a vertical line after the last word read** (|).

\_\_\_\_\_ **Count number of words read correctly**. Write this number at the top of the page.

**What is a missed word?** skipped words, mispronounced words, and words told to the student after the 3-second hesitation.

## Sample Chart for Monitoring Student Progress

CHART FOR \_\_\_\_\_ IN \_\_\_\_\_  
Student's Name Subject (Math, Reading, or Writing)

MONDAY

My best score is: \_\_\_\_\_  
My score on the timed test is: \_\_\_\_\_  
Did I beat my score? \_\_\_\_\_

TUESDAY

My best score is: \_\_\_\_\_  
My score on the timed test is: \_\_\_\_\_  
Did I beat my score? \_\_\_\_\_

WEDNESDAY

My best score is: \_\_\_\_\_  
My score on the timed test is: \_\_\_\_\_  
Did I beat my score? \_\_\_\_\_

THURSDAY

My best score is: \_\_\_\_\_  
My score on the timed test is: \_\_\_\_\_  
Did I beat my score? \_\_\_\_\_

FRIDAY

My best score is: \_\_\_\_\_  
My score on the timed test is: \_\_\_\_\_  
Did I beat my score? \_\_\_\_\_

## FRY'S 300 INSTANT SIGHT WORDS

### First Hundred

a	can	her	many	see	us
about	come	here	me	she	very
after	day	him	much	so	was
again	did	his	my	some	we
all	do	how	new	take	were
an	down	I	no	that	what
and	eat	if	not	the	when
any	for	in	of	their	which
are	from	is	old	them	who
as	get	it	on	then	will
at	give	just	one	there	with
be	go	know	or	they	work
been	good	like	other	this	would
before	had	little	our	three	you
boy	has	long	out	to	your
but	have	make	put	two	
by	he	man	said	up	

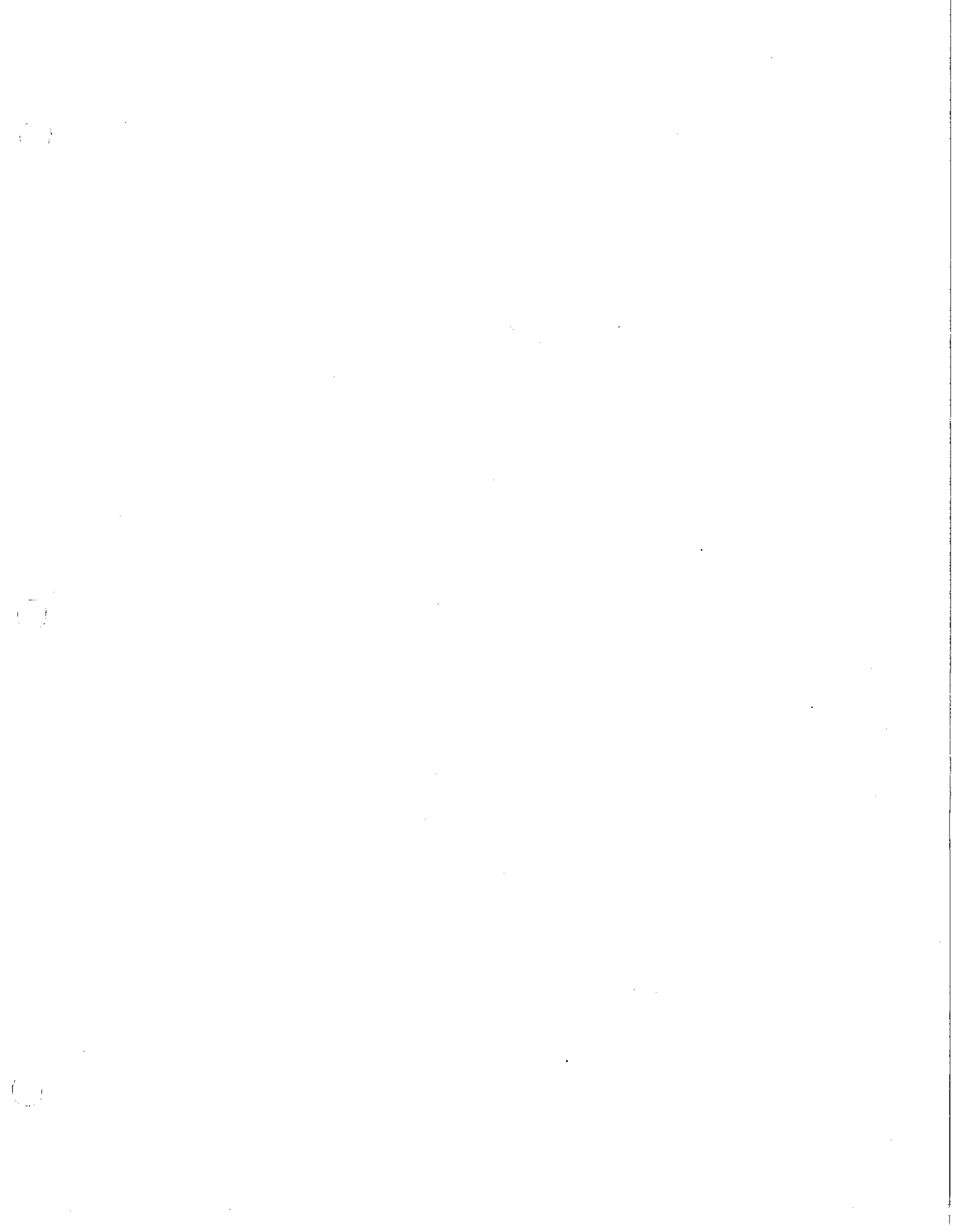
### Second Hundred

also	color	home	must	red	think
am	could	house	name	right	too
another	dear	into	near	run	tree
away	each	kind	never	saw	under
back	ear	last	next	say	until
ball	end	leave	night	school	upon
because	far	left	only	seem	use
best	find	let	open	shall	want
better	first	live	over	should	way
big	five	look	own	soon	where
black	found	made	people	stand	while
book	four	may	play	such	white
both	friend	men	please	sure	wish
box	girl	more	present	tell	why
bring	got	morning	pretty	than	year
call	hand	most	ran	these	
came	high	mother	read	thing	

### Third Hundred

along	didn't	food	keep	sat	though
always	does	full	letter	second	today
anything	dog	funny	longer	set	took
around	don't	gave	love	seven	town
ask	door	goes	might	show	try
ate	dress	green	money	sing	turn
bed	early	grow	myself	sister	walk
brown	eight	hat	now	sit	warm
buy	every	happy	o'clock	six	wash
car	eyes	hard	off	sleep	water
carry	face	head	once	small	woman
clean	fall	hear	order	start	write
close	fast	help	pair	stop	yellow
clothes	fat	hold	part	ten	yes
coat	fine	hope	ride	thank	yesterday
cold	fire	hot	round	third	
cut	fly	jump	same	those	





Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

Date: \_\_\_\_\_ Grade: \_\_\_\_\_

## Reading Intervention



This intervention is designed to build fluency in letter-sound associations, blending sounds, and oral reading. Requires approximately 10 minutes each day.

**Materials Needed:** blending consonant and short vowels probe, 2 copies of the reading probe (i.e., reading passage controlled to reflect only instructional level words) timer, and pencil.

**Teacher Coach Card** (complete these steps every day):

\_\_\_\_\_ **Take out the blending probe.**

\_\_\_\_\_ **Read all the words aloud to the student.**

\_\_\_\_\_ Now have the student read the words aloud **with** you.

\_\_\_\_\_ **Have the student read the words independently while you provide help** (i.e., immediately correct mistakes, prompt correct answers, and give the student the word after a 3-second hesitation).

\_\_\_\_\_ **Mark the words that you have to help the student to read correctly.**

\_\_\_\_\_ **Take out the reading passage.**

\_\_\_\_\_ **MODEL:** Read the first 60 words aloud to the student at a slightly slower than normal pace.

\_\_\_\_\_ **GUIDE PRACTICE:** Have the student read the first 60 words aloud. Help the student to pronounce all the words correctly. Prompt strategies.

\_\_\_\_\_ **Set the timer for 1 minute.**

\_\_\_\_\_ **INDEPENDENT PRACTICE:** Have the student read aloud independently for 1 minute, while you follow along on a separate copy of the same passage. If the student hesitates on a word for 3 seconds, tell the student the word.

\_\_\_\_\_ **Mark errors** (see below) **as the student reads.** When the timer rings, **draw a vertical line after the last word read ( | ).**

\_\_\_\_\_ **Count number of words read correctly.** Write this number at the top of the page.

**What is a missed word?** skipped words, mispronounced words, and words told to the student after the 3-second hesitation.

## Sample Chart for Monitoring Student Progress

CHART FOR \_\_\_\_\_ IN \_\_\_\_\_  
Student's Name Subject (Math, Reading, or Writing)

MONDAY

My best score is: \_\_\_\_\_  
My score on the timed test is: \_\_\_\_\_  
Did I beat my score? \_\_\_\_\_

TUESDAY

My best score is: \_\_\_\_\_  
My score on the timed test is: \_\_\_\_\_  
Did I beat my score? \_\_\_\_\_

WEDNESDAY

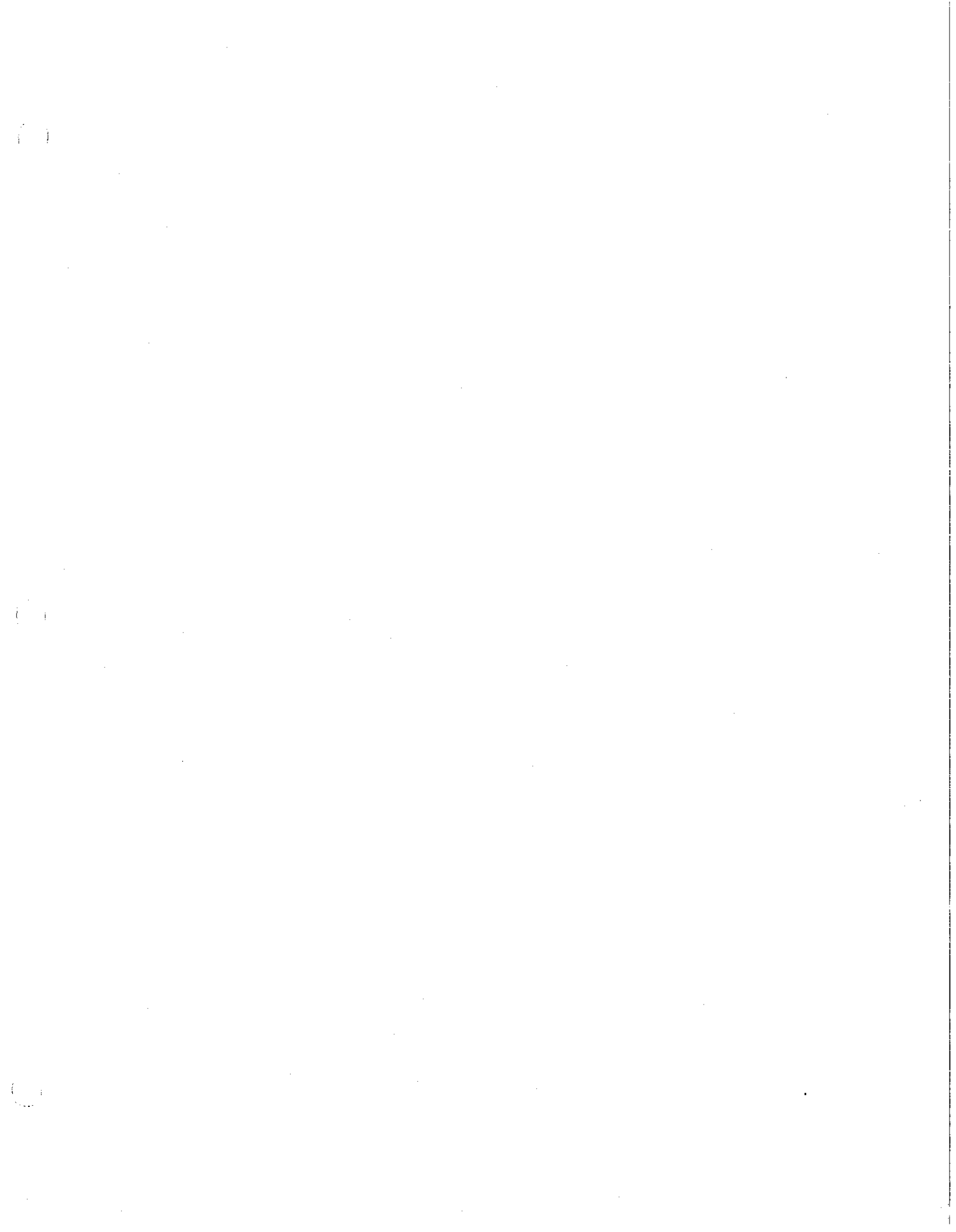
My best score is: \_\_\_\_\_  
My score on the timed test is: \_\_\_\_\_  
Did I beat my score? \_\_\_\_\_

THURSDAY

My best score is: \_\_\_\_\_  
My score on the timed test is: \_\_\_\_\_  
Did I beat my score? \_\_\_\_\_

FRIDAY

My best score is: \_\_\_\_\_  
My score on the timed test is: \_\_\_\_\_  
Did I beat my score? \_\_\_\_\_



Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

Date: \_\_\_\_\_ Grade: \_\_\_\_\_

### Reading Comprehension (for fluent readers)



This intervention is designed to **improve reading comprehension**. This intervention requires approximately 5-10 minutes each day.

**Materials needed:** 5 instructional level reading passages, coach cards, timer, and monitoring chart. Review progress and change materials weekly. Ask student to select 3 items/activities from the “Things I Would Like to Earn” worksheet. Prior to beginning, read the passages and make notes on the coach’s or teacher’s copy of the questions.

**Coach Card** (conduct these steps every day):

\_\_\_\_\_ **Get out materials.**

\_\_\_\_\_ **Write name and date on reading sheet.**

\_\_\_\_\_ **Read the list of questions. Teacher or coach: brainstorm ideas for answering the questions (see notes next to questions on the coach copy).**

\_\_\_\_\_ **Read the entire passage aloud with your teacher’s or coach’s help.**

\_\_\_\_\_ **Turn the reading passage over.**

\_\_\_\_\_ **Without looking at the reading passage, answer the questions about the story.**

\_\_\_\_\_ **Check your answers with your teacher’s or coach’s help.**

\_\_\_\_\_ **Count the number of questions you got right.**

\_\_\_\_\_ **Write score on your monitoring chart.**

\_\_\_\_\_ **Did you beat your score or make 100%? Circle yes or no on the monitoring chart.**

\_\_\_\_\_ **If you beat your score, choose a reward from your reward menu.**

## STUDENT'S COPY

Answer these questions:

1. Who is the main character in the story? Who is the story about?
2. Describe the main character.
3. What is the main idea of the story? What happened in the story?
4. Where did the story take place?
5. When did the story take place?
6. What kind of story was the story you just read?

## COACH'S OR TEACHER'S COPY

1. Who is the main character in the story? Who is the story about?

What was the person's name? Was that person known for something (e.g., scientist, teacher, mother, friend)? Were other characters important to the story?

2. Describe the main character.

What did he or she look like? Was that person old or young? Name any characteristics that might be associated with the main character.

3. What is the main idea of the story? What happened in the story?

Was there a moral to the story or a lesson to be learned from the story? Describe what happened in the beginning, middle, and end. Describe the problem in the story and how it was resolved or fixed.

4. Where did the story take place?

Name the town or city where the story took place. Did the story happen on a farm, in a city, in the woods, at school?

5. When did the story take place?

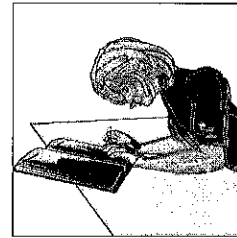
Did the story happen recently or in the past? What time of day did the events in the story take place?

6. What kind of story was the story you just read?

Was the story a biography? Fiction? Non-fiction? Other historical?

## *Error Correction and Word Drill Techniques*

**Description:** Students who are just learning to read or have delayed reading skills often benefit from having a more accomplished reader listen to their reading and correct any reading mistakes immediately. Below are several error-correction techniques and one procedure for vocabulary drill-and-practice that teachers, tutors, or parents can use with developing readers.



### **Word Supply**

Before the student begins to read, tell the student, *"If you come to a word that you do not know, I will help you with it. I will tell you the correct word while you listen and point to the word in the book. After that, I want you to repeat the word and continue reading. Try your best not to make mistakes."* When the student commits a reading error (e.g., substitution, omission, 5-second hesitation), immediately pronounce the correct word for the student, have the student repeat the word correctly, and then direct the student to continue reading. **NOTE:** To avoid too many reading interruptions, do not correct minor student errors (e.g., misreading or omitting *the* or *a*, dropping suffixes such as *-s*, *-ed*, or *-ing*)

Word supply is the simplest error-correction to use, so it can be ideal for student tutors or parents to use. On the other hand, the approach is less powerful than others described here for building student reading vocabulary (Singh, 1990).

### **Sentence Repeat**

At the start of the reading session, say to the student, *"If you come to a word that you do not know, I will help you with it. I will tell you the correct word while you listen and point to the word in the book. After that, I want you to repeat the word and then read the rest of the sentence. Then I want you to read the sentence again. Try your best not to make mistakes."* When the student commits a reading error (e.g., substitution, omission, 5-second hesitation), immediately pronounce the correct word for the student and have the student repeat the word correctly. Then direct the student to reread the entire sentence in which the error occurred. The student then continues reading the passage. (If the student repeats the original reading error when rereading the sentence, you should again pronounce the word correctly and have the student repeat the word. Then continue on.) **NOTE:** To avoid too many reading interruptions, do not correct minor student errors (e.g., misreading or omitting *the* or *a*, dropping suffixes such as *-s*, *-ed*, or *-ing*) (Singh, 1990).



### 'Word Attack' Hierarchy

In this approach, the instructor prompts the student to apply a hierarchy of word-attack skills whenever the student misreads a word. The instructor gives these cues in descending order. If the student correctly identifies the word after any cue, the instructor stops delivering cues at that point and directs the student to continue reading. NOTE: To avoid too many reading interruptions, do not correct minor student errors (e.g., misreading or omitting *the* or *a*, dropping suffixes such as *-s*, *-ed*, or *-ing*).

Here are the 'Word Attack' Hierarchy instructor cues:

1. *"Try another way."* This cue is given directly after a reading error and alerts the student to the fact that she or she has misread the word.
2. *"Finish the sentence and guess the word."* The student is encouraged to make use of the sentence context to discover the correct word pronunciation.
3. *"Break the word into parts and pronounce each one."* The student is directed to sound out the segments of a word independently.
4. Using an index card, the tutor covers over parts of the word and each the student to sound out only the part of the word that is visible. This approach teaches the student a method for reducing the amount of visual information in each word.
5. *"What sound does '\_\_\_' make?"* As the tutor covers selected parts of the word with an index card, the student is directed to use phonics information to sound out the word.
6. *"The word is \_\_\_."* If the student cannot decode the word despite instructor support, the instructor supplies the word. The student is directed to repeat the word and to continue reading.

(Haring, et al., 1978).

### Error Word Drill

The Error Word Drill is an effective way to build reading vocabulary. The procedure consists of 4 steps:

1. When the student misreads a word during a reading session, write down the error word and date in a separate "Error Word Log".
2. At the end of the reading session, write out all error words from the reading session onto index cards. (If the student has misread *more* than 20 different words during the session, use just the first 20 words from your error-word list. If the student has misread *fewer* than 20 words, consult your "Error Word Log" and select enough additional error words from past sessions to build the review list to 20 words.)

3. Review the index cards with the student. Whenever the student pronounces a word correctly, remove that card from the deck and set it aside. (A word is considered correct if it is read correctly within 5 seconds. Self-corrected words are counted as correct if they are made within the 5-second period. Words read correctly after the 5-second period expires are counted as incorrect.)
4. When the student misses a word, pronounce the word for the student and have the student repeat the word. Then say, "What word?" and direct the student to repeat the word once more. Place the card with the missed word at the bottom of the deck.
5. Error words in deck are presented until all have been read correctly. All word cards are then gathered together, reshuffled, and presented again to the student. The drill continues until either time runs out or the student has progressed through the deck without an error on two consecutive cards.

(Jenkins & Larson, 1979)

**References:**

Haring, N.G., Lovitt, T.C., Eaton, M.D., & Hansen, C.L. (1978). *The fourth R: Research in the classroom*. Columbus, OH: Charles E. Merrill Publishing.

Jenkins, J. & Larsen, D. (1979). Evaluation of error-correction procedures for oral reading. *Journal of Special Education, 13*, 145-156.

Singh, N.N. (1990). Effects of two error-correction procedures on oral reading errors: Word supply versus sentence repeat. *Behavior Modification, 14*, 188-199.



## *Listening Passage Preview*

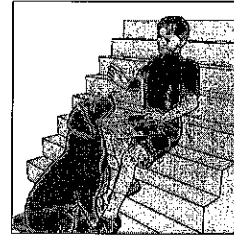
**Description:** The student follows along silently as an accomplished reader reads a passage aloud. Then the student reads the passage aloud, receiving corrective feedback as needed.

**Materials:**

- Reading book

**Preparation:**

- The teacher, parent, adult tutor, or peer tutor working with the student should be trained in advance to use the listening passage preview approach.



**Intervention Script:**

1. Sit with the student in a quiet location without too many distractions. Position the book selected for the reading session so that both you and the student can easily follow the text. (Or get two copies of the book so that you each have your own copy.)
2. Say to the student, *"Now we are going to read together. Each time, I will read first, while you follow along silently in the book. Then you read the same part out loud."*
3. Read aloud from the book for about 2 minutes while the student reads silently. If you are working with a younger or less-skilled reader, you may want to track your progress across the page with your index finger to help the student to keep up with you.
4. Stop reading and say to the student, *"Now it is your turn to read. If you come to a word that you do not know, I will help you with it."* Have the student read aloud. If the student commits a reading error or hesitates for longer than 3-5 seconds, tell the student the correct word and have the student continue reading.
5. Repeat steps 3 and 4 until you have finished the selected passage or story.

**Tips:**

**Ask Occasional Comprehension Questions.** You can promote reading comprehension by pausing periodically to ask the student comprehension questions about the story (e.g., who, what, when, where, how) and to encourage the student to react to what you both have read (e.g., "Who is your favorite character so far? Why?").

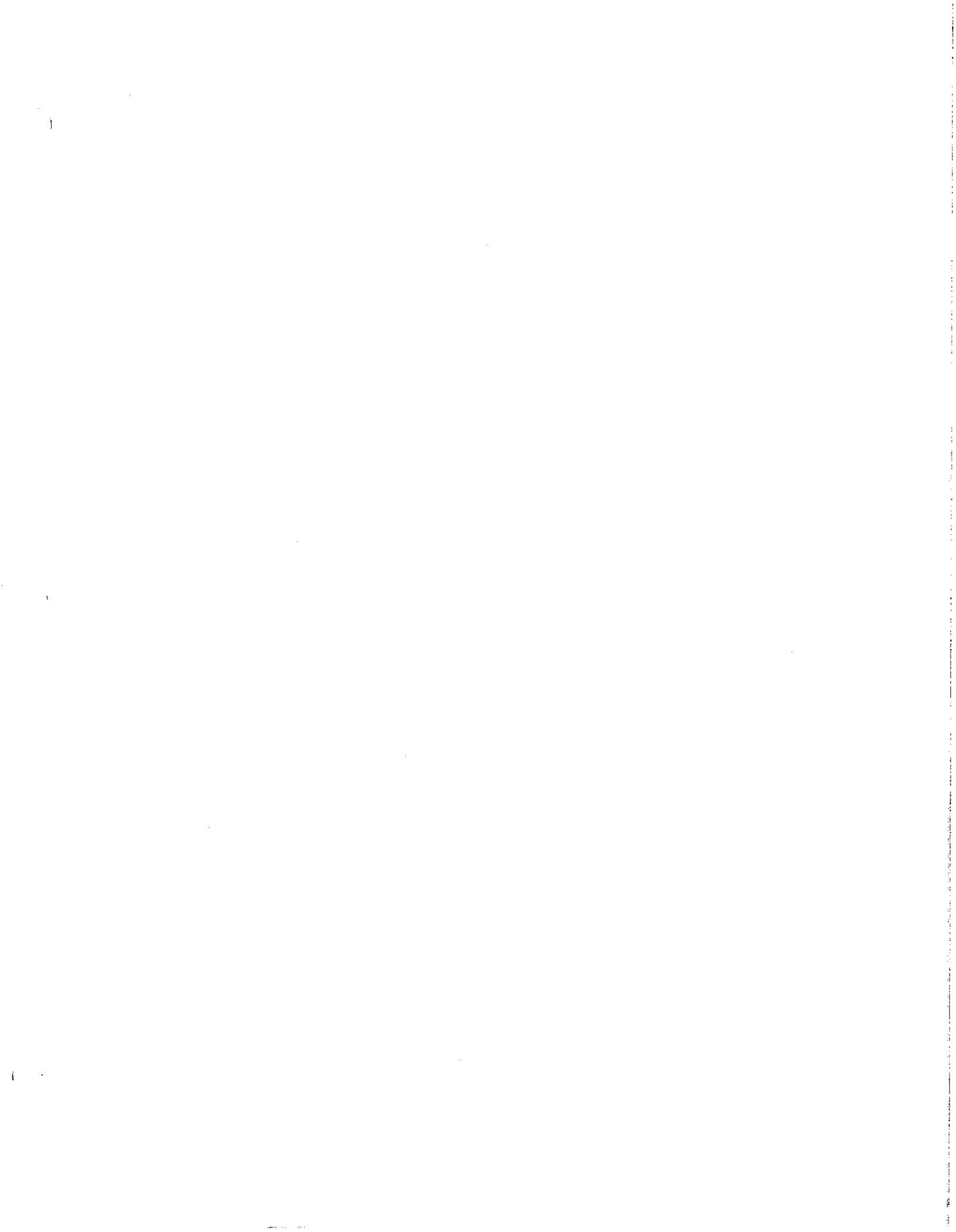
**Preview a Text Multiple Times as a Rehearsal Technique.** In certain situations, you may wish to practice a particular text selection repeatedly with the student, using the listening passage preview approach. For example, if the student is placed in a reading book that is quite difficult for him or her to read independently, you might rehearse the

next assigned story with the student several times so that he or she can read the story more fluently during reading group.

**References:**

Rose, T.L., & Sherry, L. (1984). Relative effects of two previewing procedures on LD adolescents' oral reading performance. *Learning Disabilities Quarterly*, 7, 39-44.

Van Bon, W.H.J., Bokseveld, L.M., Font Freide, T.A.M., & Van den Hurk, J.M. (1991). A comparison of three methods of reading-while-listening. *Journal of Learning Disabilities*, 24, 471-476.

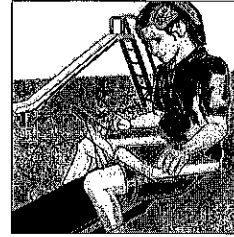


## Repeated Reading

**Description:** The student reads through a passage repeatedly, silently or aloud, and receives help with reading errors.

**Materials:**

- Reading book
- Stop watch (if readings are to be timed)



**Preparation:**

- The teacher, parent, adult tutor, or peer tutor working with the student should be trained in advance to use the listening passage preview approach.

**Intervention Script:**

1. Sit with the student in a quiet location without too many distractions. Position the book selected for the reading session so that both you and the student can easily follow the text.
2. Select a passage in the book of about 100 to 200 words in length.
3. Have the student read the passage through. (Unless you have a preference, the student should be offered the choice of reading the passage aloud or silently.)
4. If the student is reading aloud and misreads a word or hesitates for longer than 5 seconds, read the word aloud and have the student repeat the word correctly before continuing through the passage. If the student asks for help with any word, read the word aloud. If the student requests a word definition, give the definition.
5. When the student has completed the passage, have him or her read the passage again. You can choose to have the student read the passage repeatedly until *either* the student has read the passage a total of 4 times (Rashotte & Torgesen, 1985) *or* the student reads the passage at the rate of at least 85 to 100 words per minute (Dowhower, 1987; Herman, 1985).

**Tips:**

**Take Steps to Keep the Student Invested in the Activity.** Repeated reading is effective as an intervention to build student reading fluency because it gives the student lots of reading practice. However, this activity *could* become dull and uninteresting for the student over time. If you find that the student is beginning to lose interest in repeated reading, consider:

- Provide praise to the student in specific terms for good reading.

- Allow the student to pick out high-interest books or articles to use for repeated reading.
- Using a stop-watch, monitor the student's reading rate during each repeated reading and chart the results on a graph.

**References:**

Dowhower, S.L. (1987). Effects of repeated reading on second-grade transitional readers' fluency and comprehension. *Reading Research Quarterly*, 22, 389-406.

Herman, P.A. (1985). The effects of repeated readings on reading rate, speech pauses, and word recognition accuracy. *Reading Research Quarterly*, 20, 553-565.

Rashotte, C.A. & Torgesen, J.K. (1985). Repeated reading and reading fluency in learning disabled children. *Reading Research Quarterly*, 20, 180-188.

Rasinski, T.V. (1990). Effects of repeated reading and listening-while-reading on reading fluency. *Journal of Educational Research*, 83(3), 147-150.





## *Assisted Reading Practice*

**Description:** In this very simple but effective intervention, the student reads aloud while an accomplished reader follows along silently. If the student commits a reading error, the helping reader corrects the student error.

**Materials:**

- Reading book

**Preparation:**

- The teacher, parent, adult tutor, or peer tutor working with the student should be trained in advance to use assisted reading approach.



**Intervention Script:**

1. Sit with the student in a quiet location without too many distractions. Position the book selected for the reading session so that both you and the student can easily follow the text. (Or get two copies of the book so that you each have your own copy.)
2. Instruct the student to begin reading out loud. Encourage him or her to “do your best reading.”
3. Follow along silently in the text as the student reads.
4. If the student mispronounces a word or hesitates for longer than 5 seconds, tell the student the word. Have the student repeat the word correctly. Direct the student to continue reading aloud through the passage.
5. Occasionally, praise the student in specific terms for good reading (e.g., “You are doing a really great job of sounding out the words that you don’t know. Good work!”).

**Tips:**

**Train Parents to Use This Strategy.** Assisted reading is an easy method to learn and gives students valuable practice that can really boost their reading fluency. You can train parents to read with their children on a regular basis using assisted reading practice.

**References:**

Shany, M.T. & Biemiller, A. (1995). Assisted reading practice: Effects on performance for poor readers in grades 3 and 4. *Reading Research Quarterly*, 30, 382-395.



## Paired Reading

**Description:** The student reads aloud in tandem with an accomplished reader. At a student signal, the helping reader stops reading, while the student continues on. When the student commits a reading error, the helping reader resumes reading in tandem.

**Materials:**

- Reading book

**Preparation:**

- The teacher, parent, adult tutor, or peer tutor working with the student should be trained in advance to use the paired-reading approach.



**Intervention Script:**

1. Sit with the student in a quiet location without too many distractions. Position the book selected for the reading session so that both you and the student can easily follow the text.
2. Say to the student, *“Now we are going to read aloud together for a little while. Whenever you want to read alone, just tap the back of my hand like this [demonstrate] and I will stop reading. If you come to a word you don't know, I will tell you the word and begin reading with you again.”*
3. Begin reading aloud with the student. If the student misreads a word, point to the word and pronounce it. Then have the student repeat the word. When the student reads the word correctly, resume reading through the passage.
4. When the child delivers the appropriate signal (a hand tap), stop reading aloud and instead follow along silently as the student continues with oral reading. Be sure occasionally to praise the student in specific terms for good reading (e.g., “That was a hard word. You did a nice job sounding it out!”).
5. If, while reading alone, the child either commits a reading error or hesitates for longer than 5 seconds, point to the error-word and pronounce it. Then tell the student to say the word. When the student pronounces the error-word correctly, begin reading aloud again in unison with the student.
6. Continue reading aloud with the student until he or she again signals to read alone.

**Tips:**

**Consider Using Paired Reading for Peer Tutoring or as a Parent Strategy.** Paired reading is a highly structured but simple strategy that can easily be taught to others—including to school-age children and youth. If you have a pool of responsible older

students available you may want to create a cross-age peer tutoring program that uses paired reading as its central intervention. Or train parents to use this simple reading strategy when they read with their children at home.

**References:**

Topping, K. (1987). Paired reading: A powerful technique for parent use. *Reading Teacher, 40*, 608-614.