Possible Classroom Interventions

**Language Interventions**
- Pre-teaching
- Simplifying directions
- Rephrasing directions
- Repetition
- Chunking
- Visual/verbal cues

**Word Recognition Interventions**
- Manipulate letters and words; word sorts
- Time letter recognition
- Find letters in print and circle
- Introduce letters and sounds in spelling pattern groups
- Practice decodable text with patterned language
- Tap out and blend beginning, middle, and ending sounds
- Use onset and rime cards to build words
- Use familiar word families as basis for reading complex, multisyllabic words
- Roots and affixes

**Fluency Interventions**
- Repeated Readings
- Reader's Theatre
- Choral reading with reading buddy
- Sight word practice
- Letter/sound association
- Explicit instruction and practice on targeted phonic patterns
- Pattern books with word families
- Audio books
- Wilson "scooping" technique
- Shared reading/Echo reading
- Read songs without music to experience rhythm of language
- Timed repeated readings
- Practice reading poetry
- Reproduce text so reading is divided into phrases
- Color code appropriate phrases on reproduced text to practice phrasing

**Comprehension Interventions**
- Previewing
- Rephrasing
- Pre-teaching of vocabulary
- Use of graphic organizers
- Making connections: text-to-self, text-to-text, text-to-world
- Visualizing
- Summarizing text
- Think Alouds
- Explicit instruction in using context clues to figure out unknown vocabulary
- Texts/books on cd/MP3/iPod
- Explicit instruction in expository text features
- Text referencing strategies
- Chunking passages
- Higher order questions in class discussions
- Model interpretation of information in graphs, charts, diagrams
Daily read aloud with discussion about text meaning
Encourage sub-vocalization
Limit amount of print on each page
Before reading: Set purpose for reading
During reading: Encourage use of one sentence summaries
Use puppets, props, etc. to retell story
Storyboards

**Vocabulary Interventions**

- Pre-teach new words
- Flash cards for each unit
- Word walls
- Categorizing new words
- Use content vocabulary in discussions so students can practice words in context
- Help students generate definitions to take ownership of new words
- Graphic organizers/Word maps
- Reading of non-fiction at an independent level
- Read alouds above student's reading level
- Keep a concept and vocabulary notebook organized by categories
- Use synonyms and antonyms to stretch student's conceptual framework
- Pictionary using vocabulary words/concepts
- Charades using vocabulary words/concepts

**Writing Interventions**

- Provide a pre-writing graphic organizer
- Use a graphic organizer for each section of the story or writing piece. Ex: 4-Square Organizer
- Verbalize writing ideas to a partner before writing
- Tape recorder - dictation to organize ideas
- Word processor
- Teach students to restate the question
- Teach students to use all parts of the prompts/bullets
- Teach use of key phrases such as "the author states, the text says, etc..." to encourage text referencing
- Encourage oral rehearsal
- Provide pattern books as story starters
- Engage student in conversation and talk through pre-writing process
- Provide pictures/photos to stimulate ideas
- Provide mentor texts
- Encourage letter writing, note writing, Email, and/or written conversations with teacher/peers to develop fluency
- Encourage student to develop a word bank by categories (descriptive adjectives, etc.)

**Spelling Interventions**

- Practice words by sorting them according to patterns
- Identify 5 "no-excuse" words and tape on student desks
- Flashcards
- Use word shape activities to help visual learners
- Use word families and changes onsets to form new words
- Use onset and rime activities to build new words and practice spelling patterns
- Tap out sounds or syllables to support spelling
- Peer-conference for editing