

THE FAITHFUL READER

Reading Interventions

More and more, students come to us needing extra support with their reading. Generally we assume that students in fourth grade, maybe even third grade, have learned to read and are ready to read to learn. For those students who are not successful, an intervention is needed.

When do I know when an intervention is needed and not a 'boost' or extra support?

Most every student needs reteaching every once in a while. We teach a skill or strategy, give students time to practice and apply, but someone in our class needs us to show or tell it in a different way. Sometimes we can pull a student aside for a few minutes while the rest of the class is working to investigate. "Tell me what you know about decoding long words?" We ask the student to show us how to do this skill. If we are satisfied that the student is developmentally appropriate in the ability to decode, we keep a close eye. When that doesn't work or the ability is not developmentally appropriate, the student needs more AND different. The student needs an intervention.

Analyze, Look for Patterns and Trends

Take a look at the running record on the right. This student, "Pat," is a fourth grader and missed the words *train*, *station*, *high*, and *they're*. What pattern or trend do I notice about these four words? They are all sight words: words the student should know within three seconds without sounding them out. The last three words are "heart" words because you must learn them by heart.

Now What?

So now I know the student needs an intervention. By fourth grade, students should have their sight words mastered so they can focus all of the mental energy on comprehension, not decoding. So Pat needs an intervention. I would begin by starting a Word doc, Google doc or sheet, or just notebook paper in a folder to document what the results of the assessment was and what we will work on, remembering to date everything. Then I will try one or more of the following depending on how much time I have -

1. Write each of the four miscued words from the running record on their own index card. I will go to Pat during silent reading/Read to Self and ask to have the words recited. Sometimes we will just practice, over and over in the time allowed. For formative assessment, each day Pat reads the word correctly in three seconds without sounding out, I will write a + on the bottom of the card. After Pat says the word correctly five times consecutively, that word is graduated. Then I pick another sight word for Pat to work on. Pat should have no more than five words at a time to practice.
2. After Pat's guided reading group finishes, I keep Pat at the back table to read the five sight words. This can be reading flash cards, reading the five words on a 'worksheet,' reading the words I write on a dry erase board, or reading the words off of Google slides (one sight word per slide).

DOCUMENT

For all of these ideas, I will document each time Pat works on these words to show what progress is made as well as how much time I spend working on sight words with Pat. Interventions don't need to be long: I can work for five minutes every day - that's 25 minutes in a week. Interventions also don't need to be fancy - a ziplock baggie of index cards or cut construction paper and my document sheet is all I need.

Student Text R

Zeely by Virginia Hamilton

"Aren't train stations just grand?" she said. "Look at those pillars - I bet they're all of three feet around. And the windows! Did you ever see anything so very high up?"

The windows were enormously wide and high. John Perry forgot his fear and lifted his head. He smiled up at the windows. Sunlight streaming down exposed sparkles of dust in a shaft to where they stood. Mr. and Mrs. Perry looked up, too. They all stood there, separated from the busy waiting room by the peaceful light and shadow.

It was Mrs. Perry who remembered there was a train to catch. "Oh, my! Hurry, you two!" she said to John and Elizabeth.

Elizabeth fell in step beside her father, who had started toward the train platform. Mr. Perry carried both John's and Elizabeth's suitcases. He urged them along more quickly, for the gate to the train had opened. Most of the people had gotten aboard.

"Elizabeth, I want you to sit and act like a lady," said Elizabeth's mother.

Elizabeth did not look back to where Mrs. Perry walked with John. "Goodness," she said to herself, "do you think I don't know what's what? Leave me alone and I'll do what I'm supposed to do!"

Elizabeth heard her mother talking to John. "Remember to comb your hair," she was saying, "and don't bother people with questions."

"You can tell him not to open his mouth for the whole trip."

"Elizabeth," her father said, "calm down."

"Just tell him not to bother me!"

"Elizabeth!" her father said.

"Mind that you do whatever Elizabeth says..." It was Mrs. Perry talking to John. Elizabeth had heard her. She smiled and held her head up like a proper lady.

August, 2013 TCRWP

running record from

<http://readingandwritingproject.org/resources/assessments/running-records>



How Do I Share Student Progress with Parents?

On Twitter, @PrincipalFrench posts a picture each day with a student using the hashtag #GoodNewsCalloftheDay. It is hard to figure out whose smile is bigger: the principal's or the student's! Students love to be caught doing well, and parents love to hear about it. The first rule of sharing progress is to start with the positive. If a student is really struggling, maybe you can say that the student has a great smile or is helpful during recess, but find something positive.

Another important thing to remember is that being honest is not being mean. When you have spend 6 weeks with a student and day after day she struggles with long vowel patterns, then tell the parents that you two have been working on that.

Avoid absolutes and judgments. "He always shouts out" or "she never sits still" are not helpful. Having notes to state that you have noticed that "Joseph" seems to shout out mostly on Monday mornings can encourage a conversation and problem solving. The "he always shouts out" can sound like an attack.

Most importantly, remember that each student in your class is somebody's "baby." Parents care about their children, LOVE their children more than anything. So always speak with kindness. Don't say to a student something you would not say to your own child or a loved one.



Book Recommendations

Ada Twist, Scientist written by Andrea Beaty, illustrated by David Roberts

Ada is curious - really curious. She loves to ask questions, and her favorite question is, "why?" Ada knows she has all that it takes to be a great scientist, and does experiments that Mom and Dad don't always approve of! This cute, funny, inspiring book is written in ABAB rhyme scheme.

Read Aloud for ages Kinder and up

Independent Reading Level: grade 2-3

Genre realistic fiction

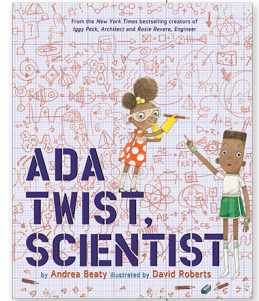
House Arrest by K. A. Holt

Timothy knows stealing is bad, obviously. But when his baby brother Levi is so sick, the only way to pay for his medication was to steal. Now Timothy is on probation. Mom's jobs don't always make ends meet, leaving the family choosing Levi's medication over food for Timothy and Mom. Timothy keeps a journal, which gets you into his head but also adds lovely, heartbreaking poetry to this bittersweet story.

Reading Level grade 5

Appropriate for grades 5 and up

Genre realistic fiction



Greeley Center Mission

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