

Figure 2. Guidelines for Secondary Interventions in Reading Instruction

Phonemic Awareness	<p>Teach phonemic awareness early to students who need it. Students can be exposed to beginning phonemic awareness activities as early as preschool and are likely to benefit from phonemic awareness through initial reading.</p> <p>Ensure that phonemic awareness instruction is fun and involves interesting and engaging activities.</p> <ul style="list-style-type: none"> • Phonemic awareness activities can be made easier by using larger chunks (like syllables) and then more difficult by asking students to blend and segment phonemes. • Teach phonemic awareness with letter sounds and showing students letters. <p>Assess students frequently to assure progress. Encourage the connection between sounds and markers (initially) and then later sounds and letters. (Jenkins & O'Connor, 2002)</p>
Phonics	<p>From the very beginning,</p> <ul style="list-style-type: none"> • Teach students to link phonemes (sounds) to graphemes (letters) explicitly from the very beginning (Jenkins & O'Connor, 2002). • Ask students to write letters that represent sounds. • Encourage students to write and spell words. <p>Teach students to say the words quickly if they can but when needed, encourage them to “sound out” the words.</p> <p>Provide students with many opportunities to read words and sentences that correspond with the phonics elements they are learning.</p> <p>Teach students explicitly how to chunk and read multisyllable words.</p> <p>Help students understand affixes and root words so that they can both read the words and know what they mean.</p>
Spelling and Writing	<p>Provide students with ample opportunity to see and write the letters, letter combinations, and words that are associated with the sounds they are learning from the beginning of secondary intervention.</p> <p>Give students opportunities to practice writing and reading words with common word patterns (e.g., sat, man, mit, bed, up, lot) as well as irregular words (e.g., was, from, the).</p> <p>Provide students with tasks that allow them to write as many words as they can that conform to the rule patterns learned.</p> <p>Allow students to write sentences and responses related to what they read.</p>
Fluency	<p>Support fluency through repeated reading, including choral reading, paired reading, audiotapes, and computer reading.</p> <p>Allow students to take turns reading so that they are given a break after every paragraph or two; many students who require secondary interventions are often challenged by reading large amounts of text.</p> <p>Assess students’ text reading regularly to ensure that their speed is sufficient for understanding text.</p> <p>Prepare students for text reading by reviewing high-frequency words.</p>
Vocabulary	<p>Identify and preteach key vocabulary words related to what students are reading.</p> <p>Review word meaning throughout instruction.</p> <p>Encourage students to be word detectives who are interested in new words, their meanings, and how they relate to existing words.</p>

Figure 2. Continued

Comprehension	<p>Before reading, activate the students' background knowledge for the selected passage, assisting students in thinking about how this text may be related to other texts in terms of content, storyline, and text structure. Prereading activities (Graves, Juel, & Graves, 2001):</p> <ul style="list-style-type: none"> • motivate and set purposes for reading • activate and build background knowledge • build text-specific knowledge • relate reading to students' lives • provide opportunities for questioning, predicting, and direction setting. <p>During reading, encourage students to self-question and monitor their comprehension as they read, and model/think-aloud comprehension strategies that you want students to use, including</p> <ul style="list-style-type: none"> • asking simple and increasingly more complex questions, including those that have the answers in the text and those that require students to link previous information with what they are reading • asking relevant questions that promote understanding, such as who, what, when, where, why, and how questions • checking for understanding and using "fix-up" strategies while reading to facilitate comprehension. <p>After reading, give students opportunities to respond orally and in writing to what they've read, including</p> <ul style="list-style-type: none"> • teaching for generalization (i.e., when and where strategies apply) and maintenance • clarifying unclear concepts or vocabulary • summarizing by determining the main ideas and important concepts related to the main idea • discussing the content of the reading as well as evaluating the writing style • assisting students in summarizing and organizing what they have read. <p>(Mastropieri & Scruggs, 1997; Pressley, 2006; Swanson, 1999; Vaughn & Linan-Thompson, 2004)</p>
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- *Vocabulary instruction*, teaching students to recognize the meaning of words they are reading and to build an appreciation of new words and their meaning so that learning the meaning of new words is an ongoing process supported by the teacher and through independent activities.
- *Comprehension instruction*, teaching students to monitor their understanding while reading, linking what they read to previous learning, asking questions about what they read, and responding to what they read in increasingly more sophisticated ways.

Remember, not all elements may be appropriate for all students and all levels of development. Students who are already reading words will not require phonemic awareness and students who do not know letters, sounds, and word reading would not require reading comprehension.