Payne EDUCATION CENTER

No Child Should Struggle to Read.

Professional Development

SCAN FOR PDF

READING INTERVENTION 101

Empowering Teachers, Paraprofessionals, Parents, and Volunteers to Tutor Children and Adults in Reading

Reading Intervention 101 (RI 101) is a four-hour Structured Literacy class, offered in person or online. RI 101 is a beneficial tool for reading stakeholders who are interested in supplemental reading practice for struggling readers. Training encompasses basic reading needs of struggling readers, including those with dyslexia, and provides exposure to vocabulary acquisition exercises as well as age-appropriate stories and techniques. This class is appropriate for use as a tutoring intervention program or a summer school reading intervention curriculum, with the intent of remediating struggling readers.

Reading Strategies:

- Summarize each paragraph and each story.
- Make connections between the story and experiences the student has had in his life, another story the student has read, or something the student has experienced in school or has seen on TV.
- Visualize and talk about pictures the story brings to mind; you may wish to have the student draw a picture of the story.
- Predict before the story begins as to what the student thinks the story might be about. If you have pre-read the story, stop at any point and ask the student to predict what will happen next.
- Clarify any unfamiliar words that the student encounters during the reading of the story.
- Ask questions: You will want the *student* to ask you questions about the story.

	Hook
	Phonemic Awareness
ABC	Alphabet
a (ă)	Reading Deck
	Sight Word Deck
pans pats tips naps	Reading Words
Sam ran home.	Reading Sentences
	Reading Story
	Conclusion

Lesson 14

Materials: Alphabet mat, blue alphabetizing cards, Reading Deck card #29, Sight Word Deck cards brother, people, water, been, *Student Book*

1. **Hook: Today, we're going to read a story about a boy who goes to the local community swimming pool. Have you ever been to the swimming pool in the summer? What do you like about it?** Discuss with the student.

2. **Phonemic Awareness:** These activities are entirely oral. You will be asking the student to listen, repeat (echo), and give answers to what he hears. Activity 1 is lower level and Activity 2 is more advanced.

Activity 1: Compound Words

Volunteer: **I will say a word. Listen for the two words that are inside.** Say each word part slowly. **When I put my hands together, say the two parts together.**

1. bluebird
2. mailbox
3. gunpowder
4. headmaster
5. downgrade
6. birthday
7. backbone
8. paycheck
9. pitchfork
10. lawbreaker

Activity 2: Deleting Sounds

Volunteer: **I will say a compound word. You echo the word. Then, I'll ask you to say the word again, leaving off a part of the compound word.**

Example: Volunteer: **"baseball"**
Student: **"baseball"**
Volunteer: **"Say it without the *ball.*"**
Student: **"base"**

1. lamplight (without the light)
2. footstep (without the foot)
3. fireplace (without the place)
4. fingernail (without the nail)
5. headrest (without the head)
6. doorstop (without the stop)
7. chalkboard (without the chalk)
8. pigpen (without the pig)

hide hīde

Copyright © 2019, Payne Education Center. All rights reserved. Third-party trademarks referenced herein are property of those respective parties.

REV090823