

Instructional Interventions Grid for Responsive Instruction

Resource Book	Resource Book
<i>Improving Reading</i> (5th ed.):	<i>Improving Reading</i> (5th ed.):
General Area Specific Interventions	General Area Specific Interventions
<p>1. Motivation, Engagement, Interests, and Attitudes</p> <p>Lack of Motivation and Engagement 1.1</p> <p>Negative Attitude Toward Reading 1.2</p> <p>Limited Reading Interests 1.3</p> <p>Low Confidence in Reading Ability 1.4</p> <p>Reluctant to Set Goals 1.5</p> <p>2. Oral Language, Phonemic Awareness, and Beginning Reading</p> <p>Oral Language 2.1</p> <p>Concepts About the Nature and Purpose of Reading 2.2</p> <p>Alphabet Knowledge 2.3</p> <p>Auditory Discrimination 2.4</p> <p>Concept of a Word 2.5</p> <p>Rhyming 2.6</p> <p>Syllabic Awareness 2.7</p> <p>Alphabetic Principle 2.8</p> <p>Onsets and Rimes 2.9</p> <p>Phonemic Awareness 2.10</p> <p>Visual Discrimination 2.11</p> <p>Letter and Word Reversals 2.12</p> <p>Sense of Story 2.13</p> <p>3. Phonics, Decoding, and Word Identification</p> <p>Phonics: Consonants 3.1</p> <p>Phonics: Vowels 3.2</p> <p>Word Patterns and Word Building 3.3</p> <p>Structural Analysis 3.4</p> <p>Basic Sight (High-Frequency) Words 3.5</p> <p>Sight Vocabulary 3.6</p> <p>Using Context to Predict Known Words 3.7</p> <p>Dictionary: Word Pronunciation 3.8</p> <p>Lack of Flexible Word-Identification Strategies 3.9</p> <p>Ineffective Use of Word-Identification Strategies 3.10</p> <p>4. Fluency and Effective Oral Reading</p> <p>General Lack of Fluency 4.1</p> <p>Lack of Fluency: Poor Phrasing 4.2</p> <p>Lack of Fluency: Ignoring Punctuation 4.3</p> <p>Lack of Fluency: Repetitions of Words or Phrases 4.4</p>	<p>4. Fluency and Effective Oral Reading <i>(continued)</i></p> <p>Lack of Expression 4.5</p> <p>Overemphasis on Speed and Accuracy 4.6</p> <p>Failure to Attempt Unknown Words 4.7</p> <p>Meaning-Changing Substitutions 4.8</p> <p>Nonmeaning-Changing Substitutions 4.9</p> <p>Nonword Substitutions 4.10</p> <p>Meaning-Changing Omissions 4.11</p> <p>Nonmeaning-Changing Omissions 4.12</p> <p>Excessive Use of Phonics 4.13</p> <p>Excessive Use of Experience 4.14</p> <p>5. Vocabulary Development and Extension</p> <p>Extending Meaning Vocabulary 5.1</p> <p>Differentiating Between Word Meanings 5.2</p> <p>Speaking and Writing Vocabulary 5.3</p> <p>Using Context Clues to Predict Meanings of Unknown Words 5.4</p> <p>Compound Words and Affixes 5.5</p> <p>Dictionary: Word Meanings 5.6</p> <p>Interest in Words 5.7</p> <p>6. Comprehension Skills</p> <p>Previewing Text 6.1</p> <p>Activating Prior Knowledge 6.2</p> <p>Lack of Clear Purpose(s) for Reading 6.3</p> <p>Main Point or Idea 6.4</p> <p>Facts or Details 6.5</p> <p>Sequence 6.6</p> <p>Making Predictions 6.7</p> <p>Making Inferences 6.8</p> <p>Visualizing 6.9</p> <p>Drawing Conclusions 6.10</p> <p>7. Comprehension Strategies</p> <p>Understanding Fictional Text Structure 7.1</p> <p>Understanding Informational Text Structure 7.2</p> <p>Charts and Graphs 7.3</p> <p>Inflexible Rate of Reading 7.4</p> <p>Monitoring Reading 7.5</p> <p>Summarizing Ideas 7.6</p> <p>Making Connections 7.7</p> <p>Processing Text 7.8</p> <p>Evaluating Written Materials 7.9</p> <p>Remembering 7.10</p>

From Jerry L. Johns, *Basic Reading Inventory* (10th ed.). Copyright © 2008 by Kendall Hunt Publishing Company (1-800-247-3458, ext. 4). May be reproduced for noncommercial educational purposes. Website: www.kendallhunt.com

CLUSTER 1 AUTOMATIC WORD CALLERS (18%)

Word Identification (Isolation & Context)	Meaning (Comprehension & Vocabulary)	Fluency (Rate & Expression)
STRONG	WEAK	STRONG

The dominant characteristic of students in this cluster is their ability to recognize words quickly and accurately. Unfortunately, these students do not comprehend; hence, they may be characterized as word callers. Their rate of reading in words per minute (WPM) could be quite high compared to the rates of average students. The majority of students in this cluster qualify for free or reduced lunch, and they are English-language learners who no longer receive special services.

In terms of performance on a reading inventory, a typical student in this cluster may score far above grade level in the graded word lists and passages and below grade level in comprehension. Comprehension difficulties are more complex than individual word meanings.

Instructional Interventions

Students in this cluster should first be helped to understand text. They may also be asked to adjust rate (slow down), focus on meaning, and think about the ideas while reading. Because many of these students are English-language learners, opportunities for language and conceptual development (Antunez, 2002), listening to and discussing classroom read-alouds, and lots of independent reading would help build language and attention to understanding. Other ideas for explicit instruction can be found in *Improving Reading: Interventions, Strategies, and Resources* (Johns and Lenski, 2010) and are listed in the chart below.

Possible Area of Instructional Need	Where to Look in <i>Improving Reading</i> (5th ed.)
Understanding the purpose of reading	Section 2.2, Strategy 6
Creating purposes for reading	Section 6.3, Strategies 1 and 2
Self-monitoring and think-alouds	Section 7.5, Strategies 1, 2, 3, 4, and 5
Adjusting rate	Section 7.4, Strategies 1, 2, and 3
Various areas of comprehension	Chapters 6 and 7, Choose appropriate interventions
Building background	Section 5.1, Strategies 1, 3, 5, and 10
Activate prior knowledge	Section 6.2, Strategies 1, 2, 3, and 4
Understanding fictional text structure	Section 7.1, Strategies 1, 2, 3, and 4
Understanding informational text structure	Section 7.2, Strategies 1, 2, 3, and 4
Learning new words and concepts	Section 5.1, Strategies 4, 5, 6, 7, and 8

From Jerry L. Johns, *Basic Reading Inventory* (10th ed.). Copyright © 2008 by Kendall Hunt Publishing Company (1-800-247-3458, ext. 4). May be reproduced for noncommercial educational purposes. Website: www.kendallhunt.com

CLUSTER 2 STRUGGLING WORD CALLERS (15%)

Word Identification
(Isolation & Context)

WEAK

Meaning
(Comprehension & Vocabulary)

WEAK

Fluency
(Rate & Expression)

FAIR

The students in this cluster struggle with both decoding and meaning. The rather high rate of reading may be deceiving for these students, because they say words quickly whether or not they are correct. Furthermore, these students seldom self-correct or monitor their reading. Expression and phrasing are uneven.

In terms of performance on a reading inventory, students in this cluster may score near grade level on the graded word lists. Word identification difficulties on the graded passages are much more pronounced and contribute to difficulties in comprehension. In addition, these students are often in the lower percentiles of oral assessment of vocabulary knowledge. Because 56 percent of students in this cluster are English-language learners, a lack of oral vocabulary and language may contribute to students' struggles with reading.

Instructional Interventions

Students in this cluster require specific, focused instruction in word identification that is determined through an analysis of reading miscues (see pages 69–78). Instruction should take place at students' instructional levels, which will typically be below grade placement. Exposure to the content and vocabulary of grade-level texts can be achieved through teacher read-alouds, audio tapes, CDs, and partner reading so that students' conceptual understandings continue to grow. Lots of reading should be done at the independent level or with texts that take students' background knowledge and interests into account. A good deal of background building by the teacher may be required.

Possible Area of Instructional Need	Where to Look in <i>Improving Reading</i> (5th ed.)
Expanding oral language	Section 2.1, Strategies 1, 4, 5, 6, 8, 9, 12, 15, and 18
Strengthening word identification	Chapters 2 and 3, Choose appropriate interventions
Building vocabulary	Sections 5.1, 5.2, and 5.3
Self-correcting miscues	Chapter 4, Choose appropriate interventions
Self-monitoring	Section 7.5, Strategies 1, 2, 3, 4, and 5
Unifying word identification strategies	Sections 3.9 and 3.10
Strengthening sight vocabulary	Section 3.5, Strategies 1, 2, 3, and 4 Section 3.6, Strategies 1, 2, and 3

From Jerry L. Johns, *Basic Reading Inventory* (10th ed.). Copyright © 2008 by Kendall Hunt Publishing Company (1-800-247-3458, ext. 4). May be reproduced for noncommercial educational purposes. Website: www.kendallhunt.com

CLUSTER 3 WORD STUMBLERS (17%)

Word Identification
(Isolation & Context)

WEAK

Meaning
(Comprehension & Vocabulary)

FAIR

Fluency
(Rate & Expression)

WEAK

The students in this cluster have substantial difficulty with word identification, but they still have surprisingly strong comprehension. Teachers may wonder how students can initially stumble on many words and repeat text, but still be able to comprehend so well.

In terms of performance on an informal reading inventory, word recognition in context may be a couple of years below grade level. When the impact of the students' miscues is taken into account, many of them are self-corrected. In addition, words substituted for those in the passage tend to preserve the meaning. Because of weak word identification strategies, students may over-rely on context. Self-corrections and rereading slow the students' reading, and rate and expression suffer. When the comprehension questions are asked, the students' comprehension scores may be independent at grade level, even though the word recognition in context score is at the frustration level. Such students generally understand that reading should make sense, self-monitoring strategies are important, and background knowledge is actively used in constructing meaning.

Instructional Interventions

Students in this cluster know that reading should make sense, and they use numerous strategies to compensate for difficulties in word identification. Specific systematic instruction in word identification should be coupled with wide reading at the students' independent and instructional levels to help build fluency and automaticity with words. Meaningful reading to younger students, repeated readings, and reader's theater will help strengthen word identification and fluency.

Possible Area of Instructional Need	Where to Look in <i>Improving Reading</i> (5th ed.)
Strengthening word identification	Chapters 2 and 3, Choose appropriate interventions
Building sight vocabulary	Sections 3.5 and 3.6
Effective oral reading behaviors	Chapter 4, Choose appropriate interventions
Developing automaticity	Oral Reading as Performance, page 320 Structured Repeated Reading, page 326

From Jerry L. Johns, *Basic Reading Inventory* (10th ed.). Copyright © 2008 by Kendall Hunt Publishing Company (1-800-247-3458, ext. 4). May be reproduced for noncommercial educational purposes. Website: www.kendallhunt.com

CLUSTER 4 SLOW COMPREHENDERS (24%)

Word Identification
(Isolation & Context)

FAIR

Meaning
(Comprehension & Vocabulary)

STRONG

Fluency
(Rate & Expression)

WEAK

Students in this cluster have adequate to good word identification and strong comprehension but an extremely slow rate of reading. The student may experience some difficulty in decoding multisyllabic words efficiently.

In terms of performance on an informal reading inventory, these students may score above grade level on the graded word lists and have generally good word identification on the graded passages. What is readily apparent, however, is a rate of reading that is far below average students.

Instructional Interventions

These students can identify words and construct meaning; however, their slow rate of reading makes it quite unlikely that they will spend much time reading. As the amount of reading increases in the upper grades and middle school, such students are likely to encounter frustration in the amount of time it takes them to complete assigned readings. Instruction should focus on building fluency (see Johns and Berglund, 2006) and helping develop effective strategies for how to attack multisyllabic words. Supply materials of interest that can be completed in a relatively short period of time. Gradually increase the length of the materials. Through such activities, students may begin to choose reading as a leisure-time activity.

Possible Area of Instructional Need	Where to Look in <i>Improving Reading</i> (5th ed.)
Strengthening fluency	Section 4.1, Strategies 2, 4, and 10 for emergent readers Section 4.1, Strategies 3, 4, and 5 for older readers Oral Reading as Performance, page 320 Structured Repeated Reading, page 326
Facility with longer words	Section 3.4, Strategies 2, 3, 4, 5, 6, 7, 8, and 9 Section 1.1, Strategy 2
Increasing motivation	Section 1.2, Strategy 3 Section 1.3, Strategies 2 and 3

From Jerry L. Johns, *Basic Reading Inventory* (10th ed.). Copyright © 2008 by Kendall Hunt Publishing Company (1-800-247-3458, ext. 4). May be reproduced for noncommercial educational purposes. Website: www.kendallhunt.com

CLUSTER 5 SLOW WORD CALLERS (17%)

Word Identification (Isolation & Context)	Meaning (Comprehension & Vocabulary)	Fluency (Rate & Expression)
FAIR	WEAK	WEAK

The students in this cluster are a fairly even mix of English-language learners and native English speakers who have difficulty in comprehension and fluency.

In terms of performance on an informal reading inventory, these students generally score above grade level on the word lists and when reading the passages. Comprehension, however, is often significantly below grade level. These students may be experiencing significant difficulties with word meanings and a slow rate of reading in which phrasing and meaningful expression are lacking. To further understand the student's needs, the teacher could try materials where the student has strong background knowledge so that word meanings and comprehension are unlikely to be a problem. If rate and expression improve with such materials, instruction should probably focus on meaning and building vocabulary. On the other hand, if rate and expression are still low under these conditions, instruction should focus on both meaning and fluency. This cluster of readers can have a wide range of needs, so prioritize student needs and select the most appropriate strategies for initial instruction and intervention.

Instructional Interventions

The specific instruction needed for these students will result from a careful appraisal of their reading. Extensive reading at the independent level and listening to teacher read-alouds (with discussion) are critical. Some typical areas for instruction are provided below. Choose specific strategies and interventions from the chapters and sections that are related to students' needs.

Possible Area of Instructional Need	Where to Look in <i>Improving Reading</i> (5th ed.)
Strengthening vocabulary	Chapter 5, Choose appropriate interventions
Elements of basic comprehension	Chapter 6, Choose appropriate interventions
Expanding comprehension	Chapter 7, Choose appropriate interventions
Improving fluency	Chapter 4, Choose appropriate interventions Oral Reading as Performance, page 320 Structured Repeated Reading, page 326
Activating prior knowledge	Section 6.2

From Jerry L. Johns, *Basic Reading Inventory* (10th ed.). Copyright © 2008 by Kendall Hunt Publishing Company (1-800-247-3458, ext. 4). May be reproduced for noncommercial educational purposes. Website: www.kendallhunt.com

CLUSTER 6 DISABLED READERS (9%)

Word Identification
(Isolation & Context)

VERY WEAK

Meaning
(Comprehension & Vocabulary)

VERY WEAK

Fluency
(Rate & Expression)

VERY WEAK

The students in this cluster experience significant difficulties with all areas of reading. The dominant characteristic of students in this cluster is an extremely limited ability in word identification.

In terms of performance on an informal reading inventory, these students typically score far below grade level on all measures. Even basic sight (high-frequency) word knowledge is minimal. These students possess average receptive language, so there is an adequate knowledge base for reading. What is missing is a sufficient level of decoding ability and sight words, so fluency and comprehension are significantly impacted.

Instructional Interventions

These students are really at the early stages of reading instruction. A primary need is intensive, systematic instruction in word identification that includes needed elements of phonics along with building sight vocabulary. Reading materials should be easy and provide successful experiences with print. These students are likely to benefit from additional instruction with a reading specialist or coach. A concerted effort with the combined talents of the classroom teacher and a reading specialist, along with support at home, will provide a solid foundation for growth in reading. Major areas for instruction are listed below. Begin interventions in decoding and word identification by selecting strategies most needed by students.

Possible Area of Instructional Need	Where to Look in <i>Improving Reading</i> (5th ed.)
Decoding and word identification	Chapters 2 and 3, Choose appropriate interventions
Building sight vocabulary	Sections 3.5 and 3.6
Motivating reading	Sections 1.2 and 1.4
Comprehension skills	Chapter 6, Choose appropriate interventions

From Jerry L. Johns, *Basic Reading Inventory* (10th ed.). Copyright © 2008 by Kendall Hunt Publishing Company (1-800-247-3458, ext. 4). May be reproduced for noncommercial educational purposes. Website: www.kendallhunt.com