

Reading Intervention for Students in 4th-9th Grades

Evidence-based instructional practices to improve word reading and comprehension

Instructional recommendations included in this document are based on a review of empirical research synthesized in a practice guide published by the Institute of Education Sciences. Link to the full practice guide: ***Providing Reading Interventions for Students in Grades 4-9***

Teach students to accurately read multisyllable words

Assess basic and multisyllable word reading skills. Explicitly reteach letter-sounds as needed and apply to reading complex words.

Explicitly teach a routine to break down and decode long words. Use one flexible strategy with simple steps to segment long words then blend the parts together again for reading.

Teach students to spell the patterns and words they are learning to read. Provide lots of practice with feedback for reading and spelling words with targeted patterns and affixes.

Help students build word reading fluency. Engage students in reading word lists, phrases, sentences, and short paragraphs that contain multisyllable words. Integrate meaning for unknown words.

Guide students in purposeful repeated readings. Choose short passages that reflect academic content knowledge. Engage students by re-reading a passage 3-4 times, setting a different purpose for each reading. Provide clear feedback to reinforce strategies and support mistakes.

Model and teach how to read with prosody. Demonstrate how reading with expression and emphasis supports understanding of the text. Offer activities for group, partner, and individual reading practice.

Provide many opportunities to read from a wide range of texts. Choose texts with a variety of sentence structures, vocabulary, and topics.

Build students' text reading fluency

Routinely use comprehension-building practices

Develop background knowledge and essential vocabulary for the text. Provide a brief introduction and explicitly teach the meaning of a few words. Model and teach how to use context, affixes, and roots to help determine a word's meaning.

Consistently provide opportunities to ask and answer questions about the text. Teach students how to use the text to justify their answers. Provide collaborative group practice, and also teach students how to ask their own questions while reading independently.

Teach a routine for determining the main idea of a short section of text. Model, teach, and practice a consistent routine as a group, with partners, and then independently. Teach students how text organization can help determine the main idea of a passage.

Teach students to monitor their understanding while reading. Practice at the sentence level first, building up to the paragraph then passage level. Teach students to ask themselves questions as they read. Ask students to reflect on their learning and answer short comprehension questions.

Practice reading and understanding complex texts with teacher and technology supports. Carefully plan stopping points for discussion, clarification, and vocabulary instruction. Provide substantial modeling and group practice.