

Early Reading Intervention

Intervention for PALS identified students is funded by the Early Intervention Reading Initiative (EIRI) grant. Early Reading Intervention Assistants (ERIA) provide lessons for our kindergarten and first grade students who did not meet the PALS benchmark in the fall. ERIA collaborate with teachers to review data and develop an instructional plan for each group. Differentiated lessons addressing fundamental literacy skills are provided daily.



Instructional Focus

Emergent Readers:

- ❖ Alphabet Knowledge
 - Alphabet Recognition
 - Letter Sounds
 - Alphabet Production
- ❖ Phonological Awareness
 - Rhyme
 - Alliteration
 - Sentence Segmentation
 - Syllables
 - Onsets and Rimes
 - Phonemes
- ❖ Concept of Word
 - Memorizing nursery rhymes and poems
 - Finger-point reading
 - Recognizing select words in the rhyme
 - Recognizing select words in a list

Beginning Readers:

- ❖ Sight Word Development
 - Recognizing sight words automatically
 - Reading sight words in stories
 - Using sight words in writing
- ❖ Word Study (Phonics/Spelling/Vocabulary)
 - Explicit, systematic instruction
 - Comparing and contrasting spelling features
 - Sorting by sound and spelling
- ❖ Decoding Strategies
 - Explicit instruction
 - Applying decoding strategies during reading

Transitional Readers:

- ❖ Fluency
 - Reading poetry and familiar text
 - Reading in phrases
 - Timed, repeated readings
 - Precision drills - high frequency words and phrases
- ❖ Word Study (Phonics/Spelling/Vocabulary)
 - Explicit, systematic instruction
 - Comparing and contrasting spelling features
 - Sorting by spelling pattern
- ❖ Comprehension
 - Before-During-After framework
 - Explicit strategy instruction
 - Reading instructional level text



Research:

Successful Approaches to RtI by Marjorie Lipson & Karen Wixson
Words Their Way by Bear et al
Word Journeys by Kathy Ganske
Book Buddies by Johnston et al