

# Effective Intervention Strategies for Reading

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4/19/2012

**The following strategies were taken from several excellent resources and have been adapted for use in this workshop. The resource for each strategy has been cited. No claim of copyright or ownership is made by the presenter.**

## Why strategy instruction?

Students with Learning Disabilities and learning difficulties develop fewer strategies when learning to read and do not effectively use the strategies they have (Stone & Conca, 1993). These students show significant gains in academic performance when provided explicit, direct instruction in the use of metacognitive strategies (Reid & Ortiz-Lienemann, 2006). Torgesen (1984) found that instruction in memory strategies erased the performance gap between children with and without learning disabilities on tasks involving recall of information. Students with learning disabilities can successfully be taught learning strategies and can use them in gaining academic skills (Swanson, 1990).

In a meta-analysis of 163 studies, Swanson & colleagues (Swanson, 1999; Swanson & Sachs-Lee, 2000) found the following commonalities in the most effective strategies available. Those commonalities are:

- Explicit explanations, elaborations, and/or plans to direct task performance.
- Verbal modeling, questioning, and demonstration by teachers.
- Students cued, reminded, and/or taught to use strategies, or procedures.
- Step-by-step prompts or multiprocess instructions.
- Teacher-student dialogue.
- Questioning by the teacher.
- Assistance provided only when necessary.

The following steps should be carefully followed when teaching strategies to struggling learners:

1. Develop and activate background knowledge – This step is often skipped or passed over quickly. In order for the instruction to be effective, a great deal of time and effort must be spent assessing and teaching background knowledge. There are two tasks that must be performed. They are:
  - a. Define the skills a child needs to perform a strategy
    - i. Task analyze – do the task yourself, writing down every required step
  - b. Assess the child's knowledge and/or ability to perform the skills.
    - i. Observations, CBM, asking students what they are doing are all ways to assess knowledge
    - ii. Skill deficits must be addressed before teaching the new strategy
2. Discuss the strategy – Students need to take ownership of the strategy.
  - a. Convince the student it will work and have him buy into it. Show the student that he performs better with the strategy than without it (using data).
  - b. Introduce the steps of the strategy. Explain what each step is for, how it is used, and where/when it is useful.
  - c. Closely monitor student understanding
3. Model the strategy – One of the most crucial steps.
  - a. Use think alouds – these are critical to success of the strategy. Struggling learners do not use metacognitive strategies automatically. The teacher must “go overboard” to help the student understand the thought processes required to use the strategy successfully.
  - b. For each step in the task, ask “why”, “how”, and “what for” questions
    - i. Why am I doing this step in the task?
    - ii. How did I know to do it?
    - iii. What are the important actions, cues, or questions?
    - iv. What knowledge do I need?
4. Memorize the strategy – students should quickly and easily remember the steps and use them fluently

- a. Can use round robin, ball toss, or other games to name the steps of the strategy
- 5. Support the strategy – teacher and student work together to use the strategy until the student is able to perform it independently. Students must become proficient at an independent level during this stage. Otherwise, they will never master the strategy. The teacher should provide scaffolding in:
  - a. Content –
    - i. Initially use material that is easy for the student
    - ii. Use content that the student is interested in or familiar with
    - iii. Teach the easy steps first, then the more difficult steps. When performing the strategy, the student would begin by performing the easy steps while the teacher performed the hard steps.
    - iv. Gradually move to more difficult material.
  - b. Task –
    - i. Have the student complete more of the task independently
  - c. Material –
    - i. Use prompts and cues to assist the student in using the strategy.
      - 1. Posters, lists, help sheets,
      - 2. Fade prompts over time
    - ii. Use peer partners or cooperative groups to learn the strategy
- 6. Independent performance – student should have practice using the strategy independently. The teacher should carefully monitor the student's performance and address any deficiencies as they come up.

# **Phonemic Awareness**

## **Phonics**

## **Word Study**

# Word Building

## Reading Focus: Phonics

**Purpose and Rationale:** This strategy is primarily for “partial decoders”, those that decode initial graphemes only. It is designed to systematically direct attention to each grapheme position within a word. Students use letter cards to form a list of words that differ by a single grapheme at the beginning, middle, or end of the word.

With adaptations, this strategy effectively works on blending, segmenting, substitutions, and deletions.

### Materials:

- 5-16 letter card sets per student
- Smiley face and Question mark cards
- 8-10 sentences consisting of words formed in the lesson or previously learned words
- Flashcard sets consisting of each word formed during the lesson for each small group

### Procedures:

Teacher guided instruction:

- Prior to the lesson, divide students into pairs based on skill level
- Conduct a brief review of letter card sounds
- Pronounce a word that contains a combination of the letter cards and have students use their own cards to make the word.
- Write the word on the board and have students self-check their word with the written word on the board
- Chorally read the word aloud
- Students transform the original word by inserting, deleting, or exchanging a specific letter card
- Chorally read each new word
- If students struggle to say the new words, encourage them to read letter sounds and to progressively blend sounds
- If students mistake the word for a similar word, write the correct and incorrect word on the board and have students analyze the difference

Peer Tutoring:

- The tutor shows a flashcard to the tutee. If the word is pronounced correctly, the word card is placed on the smiley face card. If it is pronounced incorrectly, the tutor reads the word aloud and places it on the question mark card for additional practice.
- Students reverse roles and repeat after 5 minute intervals
- Students should read at least 80% of the words correctly to move on to the next lesson of words.

Sentence Reading

- Display a set of silly sentences that contain the words students have just decoded and previously learned words

- Hot Spot does not sit on a pot.
- Call on students to read the sentences aloud.

**Research/Resource:**

- [www.justreadnow.com](http://www.justreadnow.com)
- Rasinski, T. & Oswald, R. (2005). Making and writing words: Constructivist word learning in a second-grade classroom. *Reading & Writing Quarterly*, 21, 151-163.
- Cunningham, P.M., & Cunningham, J.W. (1992). Making words: Enhancing the invented spelling-decoding connection. *The Reading Teacher*, 46, 106-115.

# Fluency

# Repeated Readings

## Reading Focus: Fluency

**Purpose and Rationale:** Definition: Repeated readings of the same passage increase reading fluency. The optimal number of repetitions for improving both rate and comprehension appears to be four.

Purpose: To improve reading rate and comprehension by providing additional opportunities to practice.

## Materials:

- Stopwatch or timer
- Stickers (optional)
- Sheets of paper or copies of students' reading passages for marking errors (optional)

## Procedures:

- During reading circle time, explain to students that they will be learning a way of improving their reading skills similar to the type of practice that helps athletes develop skill at their sports.
- Give the first student the assigned reading passage.
- To enhance reading fluency, ask the student to read the story aloud as quickly and as accurately as they can.
- To enhance comprehension, tell the student to read the story aloud and remember as much of it as they can.
- Use a stopwatch to record the amount of time for each reading.
- Record the number of errors (mispronunciations, substitutions, and omissions).
- When the student finishes reading the passage, tell him or her to read it again.
- Time the reading again. Have the student read the passage three or four times. If comprehension is being targeted, have the student retell the story or answer a few different questions about the story after each reading.

## Best Practices in Using Repeated Readings

1. Pretest- *measure skills*
  - a. *Administer CBM Oral Reading Probes using fluency and comprehension options*
2. Describe- *explain steps and how to use*
  - a. *Read the passage out loud as quickly and correctly as you can*
  - b. *Remember as much about the story as you can*
  - c. *Answer questions following each reading (optional)*
  - d. *Reread passage again (3-4 times total)*
3. Model- *demonstrate with think aloud*
  - a. *Select short, interesting pieces with descriptive passages, interesting or mysterious settings, humorous anecdotes, bizarre facts, etc. (Schumm, 2006)*
4. Verbal Practice- *memorize steps*
  - a. *Read, Remember, Answer, Reread*
5. Controlled Practice- *ensure mastery with simplified materials & controlled setting*
  - a. *Consider interest, reading level, and background knowledge*

6. Grade-Appropriate Practice- *ensure mastery with grade appropriate material*
7. Post test- *measure skill obtainment...Same type CBM as used for pretest*
8. Generalization- *apply repeated reading in other settings as appropriate*

**Research/Resources:**

- Rathvon, N. (1999). *Effective school interventions: Strategies for enhancing academic achievement and social competence*. New York, NY: Guilford Press.

# Partner Reading

**Reading Focus:** Fluency

## **Purpose and Rationale:**

Partner reading incorporates two proven strategies: repeated reading and listening previewing. Repeated reading has been one of the most widely investigated and successful strategies for increasing fluency for elementary (Levy, Nicholls, & Kohen, 1993), middle (Homan, Klesius, & Hite, 1993), and high school students (Valleley & Shriver, 2003).

## **Materials:**

- Stopwatch or timer per student pair
- Individual student graph paper
- Poster with error correction procedures
- Score cards: index cards with list of consecutive numbers
- Optional: Display or worksheet with comprehension questions (Who? What? When? Where? Why?)

## **Procedures:**

- Model Partner Reading
  - Partner 1 (more skilled reader) reads for 5 minutes while Partner 2 (less skilled reader) follows along and times the reading
  - Roles reverse after 5 minutes
- During the session, student pairs earn points for every correct sentence read regardless of the number of trials. Students slash a number on the score card as each sentence is read correctly. Each team reports total number of points at the end of each week. The team with the highest number of points is rewarded.
- After each tutoring session, each reader takes a turn reading a 1 minute timed reading passage.
  - Partner 1 reads first while partner 2 is keeping time. Words correct per minute are recorded and graphed. Roles are then reversed
  - Optional: Students take turns asking 5 comprehension questions: Who? What? When? Where? Why?

## **Error Correction:**

- If reader misreads a word, skips a word or pauses for more than 4 seconds, the tutor responds:
  - “Stop. You missed this word. Can you figure it out?”
  - If the reader corrects the word within 4 seconds, reader goes back to reread the sentence.
  - If the reader cannot correct the word within 4 seconds, the tutor says: “That word is \_\_\_\_\_. What word?”
  - The reader repeats the word just read by the tutor and then rereads the sentence.
- If the reader adds a word, the tutor responds:
  - “Stop. You added a word. Can you figure out what word you added?”
  - If the reader does not know, the tutor says, “You added \_\_\_\_\_. Read the sentence again.”

**Types of reading materials:**

- Non-fiction student magazines
- Newspapers
- Basal texts
- Trade books
- Leveled readers

**Frequency**

- Three times per week
- Thirty-five minutes per session

**Research/Resources:**

- Topping, K. (1987). Paired reading: A powerful technique for parent use. *Reading Teacher*, 40, 608-614.
- [www.interventioncentral.org](http://www.interventioncentral.org)

# Class wide Peer Tutoring (CWPT)

**Reading Focus:** Fluency

## **Purpose and Rationale:**

Definition: Scientifically research-based strategy proven to be effective with K-12 Reading, K-6 Math, and with English Language Learners.

Purpose: To increase academic achievement and reduce “down time” by providing additional opportunities for students to practice tasks in various subjects.

## **Materials:**

- Worksheets or reading materials for tutoring pairs
- Timer
- Location for posting team totals and daily and weekly winning teams

## **Procedures:**

- Students must be trained in the CWPT procedure. The teacher should model the procedure for students, then provide several opportunities for guided practice. Students should be monitored throughout the procedure. Teachers should review the rules for CWPT before each session.
- Each student will tutor for 10 minutes and act as tutee for 10 minutes. Another 5 to 10 minutes is available for the teacher to wrap up the activity.
- Students are assigned to partners as tutoring pairs, working with a different student each week. Random pairings are suggested for spelling and math. Ability placement is suggested for oral reading and vocabulary.
- Designate one partner in each pair as the first tutor and give the tutor a set of academic materials relevant to current instruction. Only one subject area is covered in each tutoring session. The tutor dictates the items one at a time, and the tutor responds orally, as in oral reading, or, for other subjects, writes the responses. For oral reading, give the tutor and tutee copies of the same reading selection. Use a timer or write the time on the chalkboard to signal the beginning of the first 10-minute period.
- Tutors award points to tutees for each correct first-time response and 1 point for practicing the correct response three times after an error. For oral reading, tutors award 2 points for every line read correctly and 1 point for practicing the correct response three times after an error. Tutors present the set of problems, word list, or reading passage as many times as possible during the 10-minute period.
- After 10 minutes, have student switch roles for another 10 minutes.
- During CWPT time, the teacher should move around the classroom monitoring tutoring, giving corrective feedback, and awarding bonus points to tutoring pairs who are displaying correct and positive tutoring behaviors.
- At the end of the CWPT session, have each pair of students report total points earned. Sum the individual points for each team, and determine the winning team. Post the total score for each team on a chart displayed at the front of the room.
- Lead the class in applauding the winning team for the day. The weekly winner is recognized with a “Team of the Week” star on the chart. The losing team is also praised for effort and challenged to work harder.

## **Research/Resources:**

- Rathvon, N. (1999). Effective school interventions: Strategies for enhancing academic achievement and social competence. New York, NY: Guilford Press.

- [www.kc.vanderbilt.edu/pals](http://www.kc.vanderbilt.edu/pals)

# Vocabulary

# Frayer Model

## Reading Focus: Vocabulary

**Purpose and Rationale:** The Frayer Model is a graphical organizer used for word analysis and vocabulary building. This four-square model prompts students to think about and describe the meaning of a word or concept by . . .

- Defining the term,
- Describing its essential characteristics,
- Providing examples of the idea, and
- Offering non-examples of the idea.

This strategy stresses understanding words within the larger context of a reading selection by requiring students, first, to analyze the items (definition and characteristics) and, second, to synthesize/apply this information by thinking of examples and non-examples.

## Materials:

- Graphic organizer

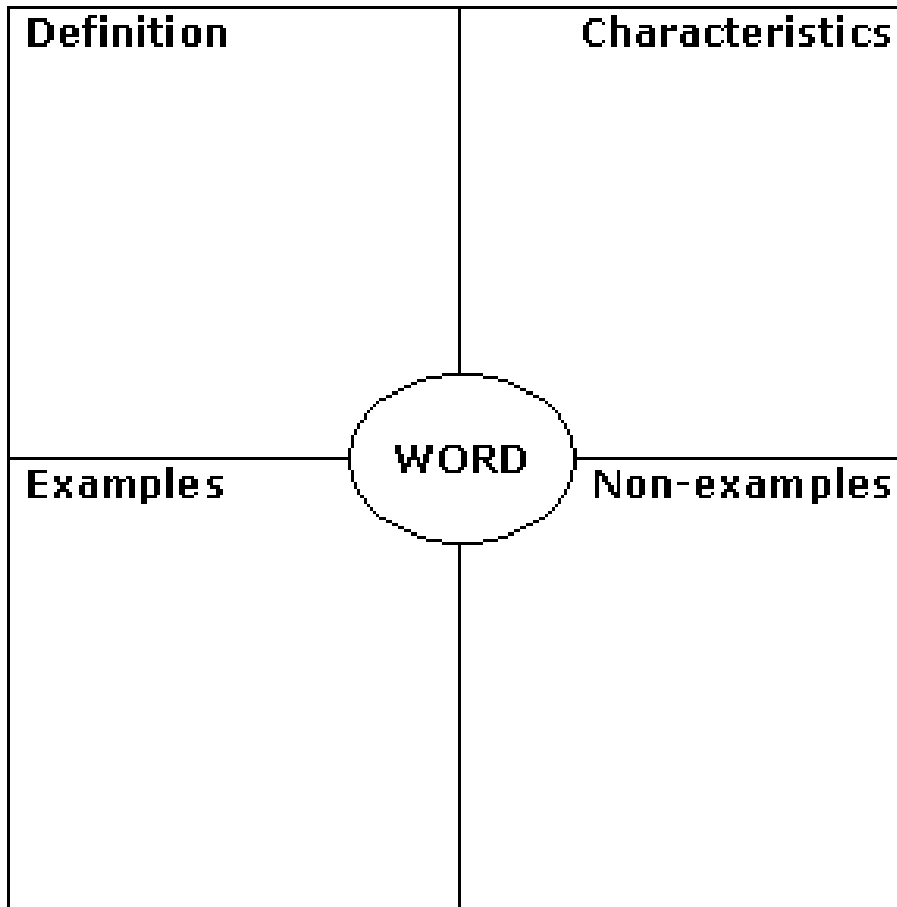
## Procedures:

1. Explain the Frayer model graphical organizer to the class. Use a common word to demonstrate the various components of the form. Model the type and quality of desired answers when giving this example.
2. Select a list of key concepts from a reading selection. Write this list on the chalkboard and review it with the class before students read the selection.
3. Divide the class into student pairs. Assign each pair one of the key concepts and have them read the selection carefully to define this concept. Have these groups complete the four-square organizer for this concept.
4. Ask the student pairs to share their conclusions with the entire class. Use these presentations to review the entire list of key concepts.

## Research/Resources:

- Thompson, M., Thompson, J., & Thompson, S. (2002). *Catching kids up: Learning-focused strategies for acceleration*. Boone, NC: Learning Concepts.
- [www.justreadnow.com](http://www.justreadnow.com)

# Fayer Model



**Vocabulary Square (Adapted Frayer Model)**

|                                  |                        |
|----------------------------------|------------------------|
| Root/Part of Speech/<br>Sentence | Variations on the Word |
|                                  |                        |
| Picture/Logo                     | Definition             |

# **Comprehension Information Processing**

# Question-Answer Relationship

## Reading Focus: Comprehension

**Purpose and Rationale:** Struggling readers often fail to ask questions of themselves regarding their reading. They simply look for answers to pre-established questions, resulting in a failure to process all the content that is read.

The Question-Answer Relationship (QAR) strategy presents a three-way relationship between questions, text content, and reader knowledge. Simply put, the QAR strategy shows that students who understand how questions are written are better prepared to answer questions. These activities help students "demystify" the question-building process as a step toward better reading comprehension.

The QAR strategy divides questions into two broad categories; "In the Book" (text-explicit) questions and "In My Head" (text-implicit) questions.

- "In the Book" questions are generated directly from a reading selection. These explicit questions fall into two subcategories: "Right There"—questions found in one place in a selection and "Think and Search"—questions built around cumulative information found throughout a document.
- "In My Head" questions are created by the reader when confronting a text. These questions are not explicitly found in the reading; rather, these questions arise as the reader engages the selection's content through active thought, comparison, evaluation, etc. These implicit questions fall into two subcategories: "Author and You"—questions that the text provokes in the reader and "On My Own"—questions arising from the reader's prior knowledge and experiences.

## Materials:

- QAR organizer

## Procedures:

1. Explain the two broad categories of questions (and the four subcategories) to students as an introduction to the QAR strategy.
2. Provide students with a reading passage containing information from both categories. Model the placement of the questions in the framework of the QAR model.
3. Next, divide the class into small groups and provide each with a reading selection and a set of questions. Have the groups place the questions in the QAR framework.
4. Finally, provide the groups with a new reading selection and ask them to develop questions from its content. Have the students evaluate their own questions in light of the QAR framework.
5. Students may find it helpful to make a bookmark representing the four types of questions (Fitzell, 2011).

## Research/Resources:

- Reid, R. & Ortiz-Lienemann, T. (2006). *Strategy instruction for students with learning disabilities*. New York: Guilford Press.
- Buehl, D. (2009). *Classroom strategies for interactive learning*. 3<sup>rd</sup> edition. Newark: International Reading Association.
- Raphael, T.E. (1982). Question-answering strategies for children. *The Reading Teacher*, 36(2), 186-190.
- Raphael, T.E. (1986). Teaching question answer relationships, revisited. *The Reading Teacher*, 39(6), 516-522.
- Fitzell, S. G. (2011). *RTI strategies for secondary teachers*. Thousand Oaks: Corwin.
- [www.justreadnow.com](http://www.justreadnow.com)

## QAR Graphic

| <b><i>In the book</i></b> | <b><i>In my head</i></b> |
|---------------------------|--------------------------|
| Right there               | Author and you           |
| Think and search          | On my own                |

## QARs Before/During/After Reading

|                     | Right There                                                                                                           | Think and Search                                              | On My Own                                                | Author and you                                                                                            |
|---------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| QARs Before Reading |                                                                                                                       |                                                               | What do I already know that can connect me to this text? | Based on the topic, title, and illustrations, what might this text be about?                              |
| QARs During Reading | How does the author describe (the character, the setting, the event...)?<br>What is the main topic of this paragraph? | What are the important ideas/information/details?             |                                                          | What do I think the author will tell me next?                                                             |
| QARs After Reading  |                                                                                                                       | What evidence in the text can be used to support an argument? |                                                          | What is the author's message?<br>What is the theme and how is it connected to the world beyond the story? |

- Buehl, D. (2009). *Classroom strategies for interactive learning. 3<sup>rd</sup> edition*. Newark: International Reading Association.

# Think Aloud

**Reading Focus:** Comprehension /Information Processing

**Purpose and Rationale:** The **Think Aloud** is a literacy strategy designed to help students monitor comprehension and direct their thinking as they work through the problem solving process. This literacy strategy can be implemented effectively in many content areas. Through teacher modeling, students are “talked through” the thinking processes. The teacher should keep in mind that the comments must exemplify metacognitive awareness so that each step in the process is modeled for the students. Questions are to be encouraged **after** the problem is solved. Students can practice the **Think Aloud** as well, either individually or with partners. Peer instruction enhances learning as students share their own thoughts. As the technique becomes routine, confidence and the ability to use the **Think Aloud** strategy independently will grow.

Think Aloud is a self-analysis strategy that provides a means for students to identify the types of thought processes/strategies they experience during reading. Equally important, this process reveals the strategies that are not a part of the reader's experience.

Strong readers approach a text selection with sound reading strategies (e.g., self-monitoring, questioning, summarizing, etc.) that improve comprehension. The Think Aloud process helps students recognize which of these strategies they already use and which they need to incorporate into their reading.

## Procedures:

Teachers’ use of think-alouds is intended to help students examine and develop reading behaviors and strategies. As teachers describe their own thoughts about a text, students realize how and when to do the same. Think-alouds are used for making predictions or showing how to develop hypotheses, describing one’s visual images, sharing an analogy or showing how prior knowledge applies, verbalizing a confusing part, and demonstrating fix-up strategies.

1. Choose a difficult reading selection for students. This passage may contain an inordinate amount of details, complicated concepts, unfamiliar vocabulary, or ambiguous information.
2. Outline the specific reading strategies students should look for using the Think Aloud process. Be sure that every student is entirely clear about the meaning and purpose of each strategy. Provide a checklist of the strategies for each student.
3. Allow the students to read the difficult passage, using the checklist to note the reading strategies they employ. Move around the classroom, assisting students who appear perplexed or confused by the exercise.
4. Use the Think Aloud process to help students identify the following strategies:
  - Making predictions
  - Developing mental images
  - Making analogies
  - Connecting new information to background knowledge
  - Self-questioning
  - Using fix-up strategies to regulate comprehension

## Research/Resources:

- [www.justreadnow.com](http://www.justreadnow.com)
- Jeffrey D. Wilhelm and Judy Lynch. *Improving Comprehension with Think-Aloud Strategies* (Scholastic Professional Books, October 2001).
- Calderon, M. (2007). *Teaching Reading to English language learners*. Thousand Oaks, CA: Corwin Press.
- Reid, R. & Ortiz-Lienemann, T. (2006). *Strategy instruction for students with learning disabilities*. New York: Guilford Press.

## Think Aloud      Science

| Skill Steps for creating a wet-mount slide | Think aloud                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| First I get the materials out              | <p>What do I need. First I need to open the case for the microscope, take it out and plug it in. Do I have a field of view? Check out the adjustable diaphragm and make sure the light is visible through the eyepiece.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Now I get the slide ready                  | <p>Now I need a microscope slide. Is it clean? If not I need to clean it. Oops can't use a paper towel - I need to use the lens paper. First I wet the lens paper and clean the slide with it. What else do I need? Right a cover slip. Is it scratched? If so, I will throw it away and get a new one out of the box.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Now I put the specimen on the slide        | <p>Now I need my specimen. I am supposed to look at the muscle cells of the mink's quadriceps. How do I get a sample thin enough to look through? Oh yeah, my instructor said to use the scalpel to scrape a small section off of the mink's leg. Where is the scalpel? In the dissection kit. I need to open the kit and use the scalpel. Ready, Oh yeah, I need to hold the blade away from me and scrape gently. Do I have enough? It's hard to tell. How do I get it to stay on the slide? Water. I need to put a drop of water on the slide. Where is the pipet? There it is. I just get a drop of water and put it on the slide. Now I put the scalpel into the water and transfer the muscle fibers onto the slide. What else do I need? The cover slip. But I need to be careful not to put my fingers on the slide or coverslip. Now drop the coverslip onto the slide. Did the water disperse? I hope so. Now I put the slide on the microscope.</p> |

# Somebody Wanted But So – SWBS

**Reading Focus:** Comprehension - Summarization

**Purpose and Rationale:** Summarizing allows students to connect to the text through analysis, synthesis, and evaluation. Guiding students to these higher order thinking skills greatly increases comprehension. This strategy enables students to:

- Develop higher-order comprehension strategies to understand and interpret literature.
- Provide students with the skills and ability to connect with text beyond basic literal comprehension.
- Expand and increase vocabulary.

**Materials:**

- SWBS graphic organizer (Fitzell, 2011)

**Procedures:**

1. Assign students to pairs using the split class grouping strategy.
2. Students will have five minutes to brainstorm anything they can remember about summaries. Use the information they generate to develop a class definition of summary.
3. Write Cinderella, or the title of another familiar short tale, on the board. It is important to teach this strategy with a known story for students to conceptualize how the strategy works.
4. Discuss the story with the group, including what the story is about, their favorite parts, how it differs from the movie if there was one, and similar questions.
5. Read the story aloud.
6. Explain to the class that when they summarize a piece of literature, they must identify
  - a) The main character
  - b) The goal of the main character
  - c) The problem or conflict in the story, and
  - d) The resolution.
7. Explain that everything other than the preceding four points is supplementary to an efficient summary; however, those details are always required in a summarization.
8. Have students return to pairs and brainstorm details that they remember from the story.
9. Allow each pair to list one detail during a whole group information gathering session. Record their answers so all students can see them.
10. Explain that this list is not concise and does not explicitly tell the reader what happened in the story.
11. Select one character from the story and complete the SWBS graphic. Have students complete the chart for additional major characters in the story.

**Extension to full summary:**

1. Have students work in groups to complete the Summary Graphic Organizer for the story they read/discussed.
2. After completing both the SWBS and the Summary Organizer, have students write a one paragraph summary, using the points on each graph to make the summary concise and to the point.

**Research/Resources:**

- Fitzell, S. G. (2011). *RTI strategies for secondary teachers*. Thousand Oaks, CA: Corwin.
- Opitz, M., Rubin, D., & Erekson, J. (2011). *Reading diagnosis and improvement: Assessment and instruction (7<sup>th</sup> ed.)*. Boston: Allyn & Bacon.
- Gunning, T. G. (2008). *Developing higher-level literacy in all students: Building reading, reasoning, and responding*. Boston: Allyn & Bacon.

## Summary Graphic Organizer

**What happened at the beginning?**

**What happened in the middle?**

**What happened at the end?**

## SWBS

|                 |  |
|-----------------|--|
| <b>Somebody</b> |  |
| <b>Wanted</b>   |  |
| <b>But</b>      |  |
| <b>So</b>       |  |

Fitzell, 2011