Tier 2 Reading Interventions

Intervention	Description	Grade	Dates Implemented
Peer Tutoring Sight Words	This intervention provides training for both tutors and tutees in the increase of sight word vocabulary. It takes approximately 30 minutes.	K-5	
Repeated Readings	This intervention is useful for slow readers. Students read repeatedly short passages until they achieve a satisfactory level of fluency. In this way, they spend less time on reading the words and they can focus on understanding the content. Students are told that they are going to be asked comprehension questions. The optimal number of repetitions appears to be four.	1-8	
Reconciled Reading	This intervention, which is based on Schema Theory, engages students in enrichment activities prior to reading the passage. In this way, students have the opportunity to activate and enhance existing knowledge before reading. Pre-teaching vocabulary words will enhance comprehension.	1-8	
Story Mapping	This intervention, which is based on Schema Theory, emphasizes linking previous knowledge structures (schemata) with reading materials. A pre-reading technique provides a framework that directs students' attention to important interrelated information, such as setting, characters, problem, goal, action, and outcome.	1-8	
Story Grammar Training	This intervention emphasizes the importance of metacognitive or active reading strategies to improve comprehension. It directs students' attention on story structure by teaching them to ask five "wh" questions about the settings and episodes of the story.	K-8	
Story Retelling	This intervention emphasizes the importance of verbal rehearsal of a story.	K-8	

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	By retelling students relate information from the story to their own experiences. In this way, they improve their reading comprehension and memory of story information.		
K-W-L Strategy	The K-W-L strategy stands for what I Know, what I Want to learn, and what I did Learn. By activating students' background knowledge, it improves comprehension of expository text.	3-12	
Question and Answer Relationships	The question-answer relationships strategy helps students label the type of questions that are asked and to use this information to develop their answers. A. "Right There" Label: B. "Think and Search" Label: C. "On My Own" Label:	3-12	
Paraphrasing Strategy	The paraphrasing strategy helps students recall the main ideas and specific facts of materials they read. There are three steps for teaching this strategy. (described below)	3-12	
Summarization Strategy	The summarization strategy helps students recall the main ideas and specific facts of materials they read.	3-12	
Pre-teach Vocabulary	Identify vocabulary the student will need and pre-teach it using STAR (S=select, T=teach directly, A=activate (while reading) and apply (in discussion and writing assignments), R=revisit (use again and again in reading, speaking, and writing). Students who are struggling may need more vocabulary development than the rest of the students in your class. Do extra in small group or individual instruction. Students must use the new word several times over the next few days for it to become incorporated into memory. Plan	K-12	

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	ways for them to speak it and write it.		
Small-Group Reading Centers:	Establish independent reading stations in the classroom where individual or small groups of students can work for at least 15-20 minutes several times a week. Place folders labeled with the students name at each station so they can self-start the activity and store their own work.	K-8	