

Reading Interventions

Working With Words

Working with Words is part of the Four Blocks Balanced Literacy Model and may be used in grades 4-6 for students who need additional help in decoding strategies. Working with Words involves five goals. The five goals and their corresponding activities are listed in the following chart:

Goal	Strategy	Description
1	Word Wall	Teachers work with students on correct spelling for high frequency irregularly spelled words. The word wall is placed in the room where all students are able to view and use during writing and working with words
2	Making Words	Teachers work with students on how to decode and spell one and two syllable words based on words they already know.
3	Making Words	Students look at rhyming words and compare their patterns
4	Nifty Thrifty Fifty	Teachers show students key words containing the major prefixes, suffixes, and spelling changes and how to use these words to decode, spell, and build meaning for many polysyllabic words
5	Transfer	Teachers show students how to apply what they are learning as they engage in meaningful reading and writing.

Soar to Success

Soar to Success is a small group reading intervention program used with intermediate – grade students who need additional help with comprehension and decoding strategies. It uses authentic literature, reciprocal teaching, and graphic organizers in scaffold, fast paced, lessons. Developed by J. David Cooper, *Soar to Success* is research based and has been designed to help teachers accomplish two major goals:

- Accelerate students’ reading abilities as quickly as possible.
- Help students learn to apply and use the comprehension and decoding strategies and skills of an effective reader as they read across the curriculum.

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Frequently Asked Questions

1. When do students receive reading intervention services?

Intervention for struggling readers should occur for a minimum of thirty minutes a day in addition to the student's core reading program. Classroom teachers, Reading Resource, and Title 1 Reading Specialist may provide intervention.

2. How are students selected to receive reading intervention services?

Generally, students who are functioning below grade level in reading are targeted to receive reading intervention.

