

Reading interventions among low achieving students.

Research suggests that reading difficulties are associated with phonological processing Al Otaiba and Fuchs (2002); Hart, Berninger and Scoot (1997) and Schlagal (2001). Characteristics of children who exhibit reading problems are low phonological retrieval ability, low verbal ability, behavior problems and developmental delays. Fluent reading is defined in terms of speed and accuracy (Chard, Vaughn & Tyler, 2002) and good expression (Parker, Hasbrouck & Denton, 2002).

The problem of poor reading is critical to the extent that children who are and were poor readers in the first grade remained so in the third grade and fourth grade Al Otaiba and Fuchs (2002) pointed out that remediating reading difficulties increasingly becomes difficulty after the third grade and these reading problems are carried into adult life. Poor reading affects academic performance. It is possible that people can know how to read in the sense of decoding and engaging in word recognition and even achieving basic levels of comprehension, but still not know how to read and learn Weiner (2002).

Quality remediation literacy interventions are phonological awareness training associated with reading and writing Al Otaiba and Fuchs (2002). Phonological awareness training and phonics are the conventional approach that is aimed at improving quality remediation (Hart, Berninger & Abbott, 1997).

According to Chard, Vaughn and Tyler (2002) interventions that assist in reading fluency are:

- repeated reading with and without a model,
- sustained reading,

- number of repetitions,
- text difficulty, and
- corrective feedback with the teacher providing feedback.

Research done by Rieth, Bryant, Kinzer, Colburn, Hur-Hartman and Choi (2003) support that anchored instruction is a promising intervention for high school students with high incidence disabilities in teaching language arts classes. Anchored instructions involves teachers increased the level and length of questions with students reciprocated by providing higher levels and longer responses. However at the elementary level, the promising intervention to enhance reading skills is phonological training (Al Otaiba & Fuchs, 2002). Phonological skills are best improved when they are taught in the context of how spelling patterns represent sound patterns, and through basic reading and writing (Schlagal, 2001).

Reading strategies

Lebzelter and Nowack (1999) suggested reading interventions in three different areas namely: decoding, vocabulary acquisition and comprehension and using additional resources as needed.

Decoding

1. DISSECT is a seven-step strategy that requires students breaking words into components and using context clues.
2. WIST (Word Identification Strategy Training). This involves word identification by analogy and vowel variations,
3. SPY (Seek the Part you Know), involves looking for smaller words known within larger unknown words.
4. Peeling off strategy is where students identify known prefixes and suffixes then decode the root of the word.

Vocabulary acquisition

1. IT FITS is a strategy used to help students remember unfamiliar words

Lebzelter and Nowack (1999). Students write the new word on an index card. They then write a word that will assist them to remember the new word. They might illustrate the word by drawing a picture on the card that helps illuminate the meaning.

2. LINC S. Student writes the word and definition and a reminding word. They write a LINCsing story Lebzelter and Nowacek (1999). The strategy helps the students to remember the word, the reminding word and the story behind the word.

Comprehension

1. ASK IT is designed to help students understand the text by attending to clues as they read. These clues can be pictures, titles, or words.
2. Paraphrasing, this requires students to *read*, *ask* themselves to identify main ideas, and *put* ideas in their own words (RAP).
3. Summarization involves students identifying the main idea/s and combining with the reasons to make a summary statement.

Other

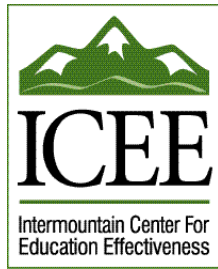
Parker, Hasbrouk and Denton (2002) gave other reading strategies. These are:

- a) simultaneous reading where the teacher reads with the child,
- b) simultaneous repeated reading of the single text at least two to five readings,
- c) oral reading with monitoring and feedback from the teacher,
- d) reading error monitoring and reading practice, and
- e) evaluating reading tutoring.

These strategies are more effective when teachers provide guided practice to help students to think aloud and modeling. Teachers may consider using reading strategies, which are balanced, and that use multiple strategies that link the printed and the spoken words (Hart et al, 1997). Shared reading elucidates and validates meaning. It also develops a sense of community, and recognizes that language is social (Good & Ley, 2002).

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Idaho State University
College of Education
Intermountain Center for Education Effectiveness
Dr. E.E. "Gene" Davis
Director

Charles R. Zimmerly, MPA, Ed.D.
Coordinator for the Center for Policy Studies,
Education Research and Community Development
College of Education, Idaho State University

Precious Mudiwa
Graduate Assistant
Center for Policy Studies, Education Research and
Community Development
College of Education, Idaho State University