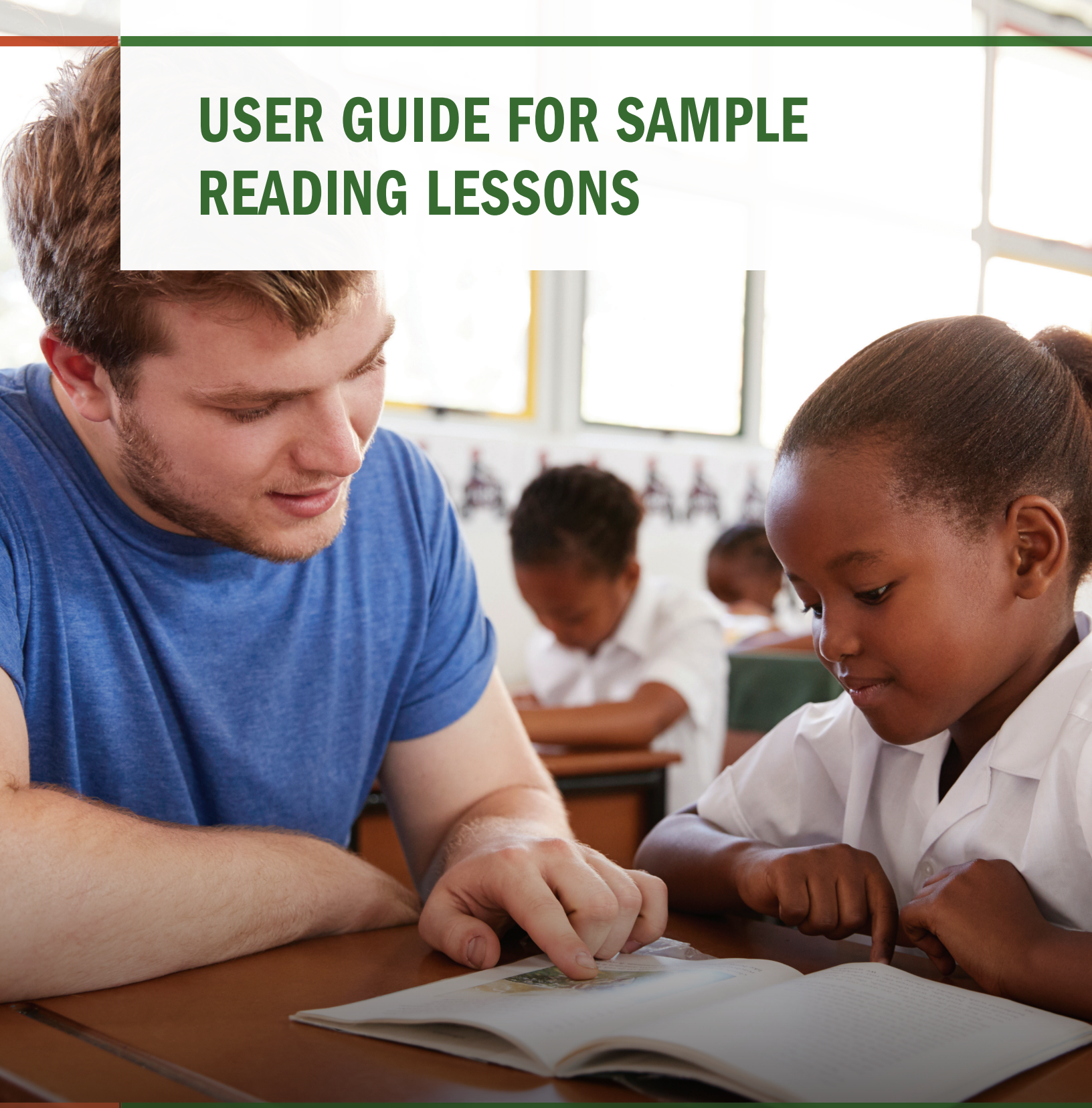
USER GUIDE FOR SAMPLE READING LESSONS



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INTENSIVE INTERVENTION
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Introduction

The National Center on Intensive Intervention (NCII) provides a series of reading lessons to support special education instructors, reading interventionists, and others working with students who struggle with reading. These lessons address key reading skills and incorporate instructional principles that can help intensify and individualize reading instruction. The reading lessons are examples of brief instructional routines that may be used to supplement reading interventions, programs, or curricula that are currently in place. These lessons are designed to supplement, not supplant, reading instruction and interventions for struggling readers. They do not represent an exhaustive reading curriculum. It is expected that teachers would customize these lessons to meet the needs of their target students.

The NCII reading lessons provide standards aligned instructional routines that incorporate the intervention principles described in Section 2 of this guide. The lessons are adapted with permission from materials made available from the Meadows Center for Preventing Educational Risk and the Florida Center for Reading Research. Teachers can use the lessons to supplement current instructional programs or interventions. For example, a teacher may want to provide an additional dose of vocabulary instruction after identifying vocabulary as an area of need for a student or group of students. In this case, the teacher can incorporate the vocabulary routines into the program or intervention that is currently in place in order to provide additional explicit instruction and practice opportunities.

DID YOU KNOW?

NCII Reading Lessons generally take no more than 5–10 minutes, making them easy to implement across the curriculum.

This guide is intended to accompany the sample reading lessons and activities on the NCII website. It is divided into four sections.

- **Section 1: The Five Components of Reading.** This section provides a brief overview of the five components of reading instruction addressed in the lesson plans.
- **Section 2: Instructional Principles of Reading Instruction Intervention.** This section summarizes key instructional principles for intensifying reading instruction highlighted in the lesson plans.
- **Section 3: How to Use the NCII Reading Lessons.** This section describes how the reading lessons are structured and can be used.
- **Section 4: Additional Resources.** To support further learning, this section includes a list of additional resources to support struggling readers.

SECTION 1
The Five Components of Reading

The NCII reading lessons are organized around the five components of reading identified by the National Reading Panel (2000):

- phonemic awareness
- phonics
- fluency
- vocabulary
- comprehension

Intervention programs for struggling readers may focus on just one or a few of these components, or may include all five components. The National Reading Panel (2000) found that explicit instruction in phonemic awareness, systematic phonics instruction, guided oral reading, and direct vocabulary instruction are effective practices for improving reading outcomes. Below is a comparison of the five essential components.

Reading Component	What Is It?	Did You Know?
Phonemic awareness	The ability to identify and manipulate the smallest units of sound in spoken language	▪ Instruction in phonemic awareness helps children learn to decode and spell new words. ▪ It provides an important foundation for reading development. ▪ It does not involve teaching the relationships between letter sounds and letter names, and instead it focuses on the sounds heard in words. ▪ Phonemic awareness skills develop through oral activities such as rhyming, segmenting, and blending of letter sounds.
Phonics	Knowledge of the relationship between letters and sounds	▪ It includes instruction in basic letter/sound identification to more complex skills such as decoding multisyllabic words. ▪ Students benefit from practicing letter/sound relationships in isolation as well as applying phonics skills in context by reading decodable texts. ▪ Students benefit from opportunities to practice irregular words and high-frequency sight words during phonics instruction.

Reading Component	What Is It?	Did You Know?
Fluency	The ability to read accurately and at an appropriate pace	▪ Being able to read fluently is important because it allows readers to focus their attention on the meaning of the text rather than on decoding individual words and phonemes. ▪ Guided repeated oral reading with teacher feedback is an effective strategy for improving the reading fluency and word recognition skills of elementary school students.
Vocabulary	Knowledge of words and what they mean	▪ Students learn new vocabulary both through direct instruction as well as through conversations with peers and adults. ▪ When directly teaching vocabulary, teachers provide student-friendly definitions and connect the word to the text that is being read. ▪ Students are provided opportunities to use word learning strategies including the analysis of word parts and use of context clues.
Comprehension	The ability to understand written text	▪ Explicitly teaching reading comprehension strategies helps students recognize and apply ways of thinking that strong readers use to understand text (Shanahan et al., 2010). ▪ These strategies help students become more purposeful and active when they read and can be used before reading, during reading, and after reading. ▪ Reading comprehension strategies include activating prior knowledge and making predictions, self-monitoring for understanding, asking and answering questions, making inferences, and summarizing or retelling.

Sample NCII Reading Lessons Available by Reading Component

Phonemic awareness	▪ Blending ▪ First Sound Isolation ▪ Syllable Isolation ▪ Phoneme Segmentation
Phonics	▪ Read and Write Words With Consonant Blends ▪ Change One Letter ▪ Short or Long ▪ Concentration ▪ Ladders ▪ Hide and Seek
Fluency	▪ Letter-Sound Identification 1: Quick Sounds ▪ Building Automaticity: Letter Sound Identification 2: Snap ▪ Letter Sound Identification 3: Beat the Clock
Vocabulary	▪ Base Words and Affixes ▪ Base Words and Prefixes ▪ New Vocabulary ▪ Identify and Define Multiple-Meaning Words in Context ▪ Identify and Sort Common Objects Into Categories
Comprehension	▪ Word Learning: Context Clues ▪ Generating Examples and Nonexamples of Words ▪ Word Knowledge: Semantic Feature Analysis ▪ Word Knowledge: Semantic Mapping ▪ Part 1: Identifying Text Structures ▪ Part 2: Identifying Narrative Text Structures ▪ Part 3: Identifying Expository Structures ▪ Part 4: Graphic Organizers for Text Structures

NCII will continue to add new sample reading lessons. Visit the NCII website for the most recent collection.

SECTION 2
Instructional Principles of Reading Instruction Intervention

This section defines the instructional principles outlined in the instructional routines and provides examples of how these instructional principles can be applied while implementing the routines. The instructional principles discussed in this guide are:

- explicit instruction;
- systematic instruction;
- precise, simple, and replicable language;
- repeated opportunities to practice, build fluency, and review;
- frequent opportunities to respond; and
- specific error correction and feedback.

Explicit Instruction

Research demonstrates that explicit instruction is associated with improved reading outcomes among struggling students (Gersten et al., 2008; National Reading Panel, 2000). In an explicit instruction lesson, teachers provide modeling, scaffolding, and prompting until students are able to apply a skill independently (Archer & Hughes, 2011). Although there are no specific guidelines concerning how much time should be devoted to each phase of an explicit instruction lesson, the bulk of the instruction is likely to occur within the guided practice phase (NCII, 2013). See the table that follows for further explanation of each of phase.

Lesson Phase	Teacher Actions
Modeling (I do)	▪ Demonstrate the skill or strategy. ▪ Use “think alouds” to describe how to apply the skill or strategy. ▪ Use clear, consistent, and direct language. ▪ Involve students in the examples.
Guided practice (We do)	▪ Provide prompts and scaffolds to promote student success with the new skill or strategy. ▪ Fade prompts as students demonstrate success. ▪ Ask questions to support students’ understanding.
Unprompted practice (You do)	▪ Provide students with an opportunity to apply the skill independently. ▪ Monitor student understanding. ▪ Provide error correction and feedback.

Systematic Instruction

Systematic instruction is planned in such a way that the skills presented in each lesson or activity build upon previously taught skills in a logical sequence. Instruction begins with simple skills and move to more complex ones. For example, systematic phonics instruction may begin with initial consonants and progress to short vowel and consonant combinations. Additionally, systematic instruction includes clear student objectives as well as a plan for assessing students' progress. For many students, teachers plan systematic instruction in all five components of reading and connect reading instruction across these five components. However, some of the components of reading are developmental and are unlikely to be taught after the primary grades, e.g., phonemic awareness.

DID YOU KNOW?

Research has identified "thinking aloud" as an effective strategy for working with students with learning disabilities (Vaughn, Gersten, & Chard, 2000).

Precise, Simple, and Replicable Language

Many students in need of intensive intervention have difficulty processing the language that teachers use when providing instruction. Teachers use precise, simple language and ensure that their instructions and requests are short and clearly stated. Additionally, teachers use consistent language when modeling a reading skill or conducting a "think aloud." Think alouds are ways in which the teacher demonstrate orally how a skilled reader thinks about a reading task. Short, clear, and consistent phrasing helps students focus on key information and remember the steps involved in completing a task (Archer & Hughes, 2011).

Strategy	Example from the NCII Reading Lessons	NCII Reading Lesson
Explain the purpose of the lesson using simple language	"Today we are going to learn about words that have more than one meaning. This will help us understand what we read."	*Identify and Define Multiple-Meaning Words in Context*
Keep instructions and requests short and clear	"I'm going to say a word. Next I'll say the first sound of the word. Listen: sun /sss/. /sss/ is the first sound in sun. Now let's say it together: sun, /sss/"	*Phonological Awareness: First Sound Isolation*
Express the concept in a consistent manner	"When you are brisk in the way you move, you are quick and active. What does brisk mean? (*quick and active*)"	*Vocabulary Instructional Routine: New Vocabulary*

Repeated Opportunities to Practice, Build Fluency, and Review

Students benefit when teachers provide opportunities for guided practice that includes teacher support of a previously taught skill, as well as independent practice in which students work individually or in small groups to develop mastery with previously learned content. Practice opportunities for learned skills are embedded across the curriculum to increase maintenance and generalization of newly mastered skills. After students have reached an appropriate level of mastery of the new skill or content, then it is appropriate for them to engage in related tasks independently. Independent practice follows mastery to assure that students do not practice mistakes.

Increasing opportunities for students to practice a reading skill include providing a "double dose" of instruction in which a previously taught skill is retaught, using small group or one-on-one instruction, and using technology to facilitate reading practice (Gersten et al., 2008).

Frequent Opportunities to Respond

When providing intervention, teachers may consider ways of increasing students' opportunity to respond to instruction. Instruction in small groups is an effective method for increasing students' opportunities to respond (Gersten et al., 2008). For students with the most intensive needs, research suggests that groups of two to four students or one-on-one instruction may be the most effective (Vaughn, Wanzek, Murray, & Roberts, 2012). The following table provides examples of strategies from the NCII Reading Lessons for increasing opportunities to respond.

Tool or Technique	Examples From NCII Reading Lessons	NCII Lesson
Response cards	"I'm going to show you a picture. You'll respond by holding up the green "yes" card if the picture shows an animal. Hold up the red "no" card if the picture is not an animal."	*Identify and Sort Common Objects*
Personal whiteboards	"Now it is your turn. Use your whiteboard to write a word and then change just one letter in it to make a new word."	*Change One Letter*
Turn and talk to a partner	"Now turn to your partners, and 1s whisper to 2s which part of the word—the beginning, the middle, or the end—needs to be changed."	*Ladders*
Choral response	Remember, the prefix "re" means again, so "reread" means to read again. What does "reread" mean? **(read again)**	*Base Words and Prefixes*

Specific Error Correction and Feedback

Providing students with both positive feedback and error correction is essential to their learning (Hattie & Timperley, 2007). When students make errors, it is important that they receive immediate feedback so they do not continue to practice incorrectly. Teachers use precise language to inform the student which parts of the task were performed incorrectly. Additionally, teachers model the correct response and provide students with opportunities to practice the skill correctly. Error correction procedures outlined in the NCII Reading Lesson Plans generally utilize the following three basic steps:

- Step 1. Point out that the answer is incorrect and briefly explain why.
- Step 2. Model the correct response for the student.
- Step 3. Prompt the student to provide a correct response before moving on in the lesson.

SECTION 3
How to Use the NCII Reading Lessons

The NCII Reading Lessons use a standard format to assist teachers in implementing the lessons with fidelity and increasing usability. This section describes the essential features of the lessons and explains how educators can implement each part of the lesson.

Part 1. Lessons Standards and Objectives

NCII Reading Lessons are aligned with college- and career-ready standards. At the top of each lesson, users will find a list of grade-level College- and Career-Ready Standards associated with the lesson plan. In addition, the intended objective for the lesson plan or routine is listed below the standards. A snapshot of how this looks in the lesson plan follows.

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Phonological Awareness: Blending

College- and Career-Ready Standard Addressed (K): Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- Blend and segment onsets and rimes of single-syllable spoken words

Objective: Students will practice blending phonemes into words.

Part 2. Suggested Materials and Grouping

Each lesson includes a list of suggested materials. In some cases, the materials are provided at the end of the lesson plan. These may include teacher or student materials necessary to conduct the lesson. Some lesson plans, such as First Sound Isolation or Phoneme Segmentation, require users to download supplemental materials found on the NCII website. Having the materials selected and ready prior to implementation helps maximize the instructional time with the student(s).

The suggested schedule and grouping size are meant to serve as a guide and may be adjusted to match student need and intervention schedule. Most lessons suggest daily instruction for no more than 5 minutes per session. As mentioned previously, these lessons are meant to supplement existing intervention and instruction. For students who need additional exposure or opportunities, consider

embedding the lesson content throughout the instructional day. Because of the explicit, systematic nature of the lessons, it is recommended that group sizes be no more than five students (Vaughn et al., 2012). This will provide ample opportunities for student response and feedback. An example follows of how this section is looks within the reading lesson plan.

Suggested Materials
Manipulatives such as blocks, magnetic letters, or Elkonin boxes (see page 3)
Timer and graph paper for fluency practice (see page 4)
Suggested Schedule & Group Size
Schedule: Daily, no more than five minutes per session.
Recommended group size: Individual or small group (up to five students)
Note: The script below is intended as a model. Adjust the difficulty of words and increase independent practice opportunities as students become more proficient during daily practice.

Part 3. Instructional Principles and Instructional Routine

The next part of the lesson plan includes the instructional routines and associated intervention and instructional principles. The first column lists the instructional principles discussed in *Section 2: Instructional Principles of Reading Instruction Intervention* that appear in the lesson. The second column describes how the instructional principles are implemented during the lesson. It also includes the instructional routines, or steps, for implementing the lesson. The following script is an example of how this part looks in the lesson plan.

The script includes words that are bolded, italicized, placed in parentheses, or a combination of these. The purpose is to clarify what the teachers says and does versus what the students may say or do. The following key will be helpful in interpreting the sample script and procedures.

Activity	
Intervention principle	**Sample Script and Procedures**
Use precise, simple language to introduce and teach concepts and procedures. Use explicit instruction with examples. Use modeling, teacher led, and independent practice with feedback to help the student build accuracy with a new skill.	**Today, we are going put sounds together to make a word. We call this BLENDING because we BLEND the sounds into a word.** **Listen: /www/ /aaaa/ /shhhhh/** *(Don't stop between sounds as you say them. If using manipulatives such as Elkonin boxes, point to each box or move an object into each box as you say each sound.)* **I'll blend these sounds into a word: wash** **Now let's blend the sounds into the word together. Listen: /www/ /aaa/ /shhhh/.** *(Make sure the students(s) are blending with you. Don't stop between sounds as you say them. If using manipulatives such as Elkonin boxes, point or move an object into each box as you say the sounds.)* **What's the word?** *(Say "wash" with the student(s). Clap or snap your fingers to cue the students to say the word together. Listen to make sure all students say the word.)* **Now it's your turn to blend the sounds into the word together. Ready?** (*Students say **/www/ /aaa/ /shhhh/.** Make sure all the students(s) are blending without stopping between sounds. If using manipulatives such as Elkonin boxes, have students point to each box or move an object into each box as you say the sounds.)*

The following guide can help with interpreting the sample script and lesson procedures.

Text Format	Interpretation
Bold text	Bold, nonitalicized text is intended to represent sample language the teacher may SAY to the students.
Italicized text	Italicized text represents what teachers or students will DO or SAY during the lesson. In some cases, sample student responses will be provided.
General text	Text that is neither bolded nor italicized is used to provide information to the educators to assist them in conducting the lesson. For example, this text may provide additional examples, explanation of a strategy, or extension activities.

Part 4. Error Correction Procedures

Each lesson will include a sample script or procedures for correcting student errors. The script will follow the same text format as described in the previous section. In some cases, general information about error correction procedures are provided as opposed to a sample script. As with other routines, these are offered as a model, and users may decide to adapt parts of the script to match the individual needs of students.

Error Correction	
Intervention principle Provide immediate and explicit error correction, and have student repeat the correct response.	**Sample Script and Procedures** **That's not quite right. Listen: /mmm/ /aaa/ /nnn/ is man.** **Now listen again: /mmm/ /aaa/ /nnn/. What's the word?** *(Students should say "man")* *(Repeat as needed with additional words, making sure not to stop between sounds. Have the students demonstrate the correct response for each word).*

Selecting Appropriate NCII Reading Lessons

Educators use diagnostic data to identify instructional needs and match appropriate instruction to those needs. Diagnostic tools in reading can be either informal, which are easy to use and can be administered with little training, or standardized, which must be delivered in a standard way by well-trained staff. Educators may find it helpful to initially consider using more informal and easily accessible diagnostic tools and data to avoid loss of instructional time. Standardized diagnostic tools that require more time to administer and interpret may be required for students who continually demonstrate a lack of response or require special education.

The table that follows provides examples of informal and standardized diagnostic assessments that may be used in the data-based individualization (DBI) process. The purpose of the table is to provide an illustrative sampling of literacy diagnostic tools available to educators. The table's content is neither comprehensive nor intended to be viewed as NCII recommended tools. Unlike our behavior progress monitoring tools chart and academic progress monitoring tools chart, these diagnostic tools have not been evaluated independently by an NCII technical review committee.

Sample Diagnostic Literacy Tools	
Examples of common diagnostic data sources	▪ Error analysis of literacy progress monitoring data* ▪ Phonics Inventory* ▪ Reading Quick Miscue Analysis Table* ▪ Running records ▪ Intervention or curricula specific diagnostic tools ▪ Word list reading (e.g., Dolch, Fry, curriculum sight word lists) ▪ Analysis of student work (e.g., classroom assignments, work samples, tests) ▪ Observation and anecdotal notes ▪ Student or family interviews or checklists about reading behaviors
Examples of published tools for diagnostic assessment**	▪ Developmental Reading Assessment®, 2nd Edition PLUS (DRA2+) ▪ HMH Reading Inventory, formally Scholastic Reading Inventory (SRI) ▪ Diagnostic Assessment of Reading™ (DAR™) ▪ Qualitative Reading Inventory (QRI)/Informal Reading Inventory (IRI) ▪ Quick Phonics Screener, 3rd Edition ▪ Elementary Spelling Inventory (ESI) ▪ Spelling Inventory (PSI)

*These tools are available through the NCII website at no charge.
**These tools are only available through a publisher and may have an associated cost.

Considerations for Using the Lesson Plans

1. The NCII Reading Lessons include a script as a model that may be adapted by teachers. Before implementing the NCII reading lessons, teachers are encouraged to review the plan and consider what adaptations, if any, are needed to meet the needs of the target student(s). For example, teachers may wish to substitute easier or more challenging words in the examples.

2. Prior to implementing the lesson, gather the necessary materials and have them easily accessible during the lesson. Having the materials selected and ready prior to implementation helps maximize the instructional time with the student(s).

3. Because of the explicit, systematic nature of the lessons, it is recommended that group sizes be no more than five students, though it may be necessary to adjust based on individual student needs. This will provide ample opportunities for students' response and feedback.

4. The NCII reading lessons suggest daily instruction for no more than five to 10 minutes per session. As mentioned previously, these lessons are meant to supplement existing intervention and instruction. For students who need additional exposure or opportunities, consider embedding the lesson content throughout the instructional day.

SECTION 4
Additional Resources

The following list of selected resources can be used by school personnel to support students who struggle with reading and students with disabilities. These resources are organized by center and are not intended as an exhaustive list of resources available.

Center	Resources
The Meadows Center for Preventing Educational Risk	▪ Designing and Delivering Intensive Interventions: A Teacher's Toolkit ▪ PACT Plus Sample Lessons ▪ Intensive Interventions for Students Struggling in Reading and Mathematics: A Practice Guide ▪ Effective Instruction for Adolescent Struggling Readers: A Practice Brief ▪ Explicit Instruction for Summarizing Text ▪ Sample Lesson Plans and Guidance for Struggling Students
The IRIS Center at Vanderbilt University	▪ Intensive Intervention (Part 1): Using Data-Based Individualization to Intensify Instruction ▪ Intensive Intervention (Part 2): Collecting and Analyzing Data for Data-Based Individualization ▪ PALS: A Reading Strategy for Grades K–1 ▪ PALS: A Reading Strategy for Grades 2–6 ▪ CSR: A Reading Comprehension Strategy ▪ RTI (Part 3): Reading Instruction ▪ Classroom Assessment (Part 2): Evaluating Reading Progress
Florida Center for Reading Research	▪ Empowering Teachers website ▪ Student Center Activities ▪ Principal Reading Walk-Through Checklists
What Works Clearinghouse	▪ Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades
National Center on Intensive Intervention	▪ Literacy Strategies to Support Intensifying Interventions ▪ Academic Intervention Tools Chart ▪ Academic Progress Monitoring Tools Chart ▪ Informal Diagnostic Assessment: Using Data to Guide Instruction Part 3 ▪ Informal Diagnostic Assessment: Using Data to Guide Instruction Part 4 ▪ Standards-Relevant Instruction & Multi-Tiered Systems of Support (MTSS) or Response to Intervention ▪ What Do I Do Now? Individualizing Academic Interventions when Standard Approaches Don't Work

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