**SASD Elementary Literacy Strategies/Practices – T.2**

**Fidelity Measures**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Evidence-based Reading Strategy/Practice** | **Description of Strategy/Practice** | **Focus/Targeted Skills** (Basic Reading, Fluency, and/or Comprehension) | **Grade Level(s)** | **Frequency of Strategy/Practice** | **Minutes Per Session** | **Student Group Size** | **Recommended Progress Monitoring System/Tools** | **Sources of Evidence** |
| Incremental rehearsal  | **See attached** | Decoding, word ID |  | 3-4 times per week | 5-15 minutes |  |  | http://ebi.missouri.edu/?cat=39 |
| Partner reading | **See attached** | Fluency | K-12 | 3 times per week for 12-15 weeks | 30-35 minutes | 2 students (partners) |  | http://ebi.missouri.edu/?cat=39 |
| Peer-Assisted Learning Strategies  | **See attached** | Fluency, comprehension, word ID | K-6, High school | K – 3 times per week (72 lessons)1 – 3 times per week (70 lessons)2-6, HS – 3 times per week for at least 18 weeks | K – 25-30 minutes1 – 45-502-6, HS – 40-45 minutes | 2 students (partners) |  | http://ebi.missouri.edu/?cat=39 |
| Repeated reading  | **See attached** | Decoding, word ID, fluency | K-12 |  |  |  |  | http://ebi.missouri.edu/?cat=41 |
| Word Building | **See attached** | Decoding |  |  |  |  |  | Rathvon (2008) |
| DISSECT  | **See attached** | Decoding, word ID |  |  |  | Individual or small group |  | Rathvon (2008) |
| Graphosyllabic analysis | **See attached** | Decoding |  |  |  |  |  | Rathvon (2008) |
| Paired reading | **See attached** | Fluency, word ID, comprehension | K-12 | 4 times per week | 10 minutes | 2 students (partners) |  | Rathvon (2008) |
| Listening previewing | **See attached** | Fluency, comprehension | K-12 |  |  | 2 students (partners) |  | Rathvon (2008) |
| Story mapping | **See attached** | Comprehension |  |  |  | Individual, small group, whole class |  | Rathvon (2008) |

**Incremental Rehearsal**

A student is presented with flashcards containing unknown items added into a group of known items. Presenting known information along with unknown allows for higher rates of success and can increase retention of the newly learned items. This can be used with sight/vocabulary words.

**Partner Reading**

Combines two strategies that have been demonstrated to enhance reading fluency – repeated reading and listening previewing – and delivers them in a peer-mediated format that permits all students in a classroom to participate simultaneously in active reading practice. During sessions, a higher performing student reads for 5 minutes, after which a lower performing student reads the same material for 5 minutes. Each 5-minute session is followed by a 1-minute fluency assessment based on the material that has just been read, beginning with the more proficient reader, so that the less proficient reader hears a fluent reading model twice during each partner reading session.

**Peer-Assisted Learning Strategies**

A set of strategy-based peer tutoring routines designed to address the needs of weaker readers while simultaneously expanding the comprehension skills of all students. Each session includes three activities: partner reading with retell, paragraph shrinking, and prediction relay.

**Repeated Reading**

A student is given a reading passage and is asked to read multiple times. As fluency increases, decoding and word identification become more automatic. With gained automaticity attention is no longer used to decode words. Therefore, increased automaticity and fluency allow students to utilize the newly available attention to comprehend materials read.

**Word Building**

This intervention assists students in fully decoding words by systematically directing their attention to each grapheme position within a word. Using letter cards, students form a chain of words that differ by a single grapheme at the beginning, middle, or end of the word in an activity called progressive minimal contrasts. After each transformation, students decode the new word. To integrate decoding with text reading, students conclude each lesson by reading “silly sentences” that contain a high proportion of the new words.

**DISSECT**

The intervention trains students in a general problem-solving strategy within which specific sub-strategies are used to identify difficult words rapidly. A mnemonic device (DISSECT) formed by the key words in each strategy step help students remember the procedure. D – Discover the context, I – Isolate the prefix, S – Separate the suffix, S – Say the stem, E – Examine the stem, C – Check with someone, T – Try the dictionary

**Graphosyllabic Analysis**

Students learn a strategy for analyzing words into their constituent parts as they practice reading a set of multisyllabic words over several trials. Only one syllabication rule is taught – the need to create a separate syllable for each vowel.

**Paired Reading**

The tutor and child begin reading aloud together and continue until the child makes an error. The tutor supplies the correct word, the child repeats the word and re-reads the sentence, and simultaneous (“duet”) reading continues. When the child feels ready to read alone, he or she gives a prearranged signal, and the tutor stops reading while the child continues.

**Listening Previewing**

A more skilled reader reads a passage aloud while a less skilled reader follows along silently prior to independent reading of the same material.

**Story Mapping**

Students learn to use a graphic framework that focuses their attention on key elements in narrative text, such as character, setting, and outcome, to help them organize and interpret information. The intervention is delivered in three phases that are designed to increase students’ independent use of story mapping over time.