

# Literacy Tiered Intervention Group Structures & Resources



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# Oral Reading Fluency Grouping Summary

<p><b>Group 1</b> <u>Accurate and Fluent Reader</u></p> <p><b>Instructional Focus: Comprehension</b> Question: Are student’s comprehension and vocabulary skills on grade level? If yes, continue to provide strong initial instruction (Tier 1). If no, determine instructional needs in the areas of comprehension and/or vocabulary skills.</p> <p><b>Plan of Action</b></p> <ul style="list-style-type: none"> <li>• Instruction on monitoring for meaning</li> <li>• Instruction on determining main ideas</li> <li>• Instruction on fix-up strategies</li> <li>• Instruction on specific words and word learning strategies</li> </ul> <p><b>Protocol Interventions:</b> News ELA/ Readworks/ CommonLit Article 1 per week using these structures ??? Florida Center for Reading Research</p> <p><b>Progress Monitoring:</b> Fastbridge RCBM- ( Fluency and/if comprehension)</p>	<p><b>Group 2</b> <u>Accurate and Slow Reader (lack of automaticity)</u></p> <p><b>Instructional Focus: Fluency</b></p> <p><b>Plan of Action</b></p> <ul style="list-style-type: none"> <li>• Instruction on automaticity at the word, phrase, sentence and passage level. Repeated and assisted reading of passages</li> <li>• Instruction on grouping words to make meaning, pacing and attention to punctuation</li> <li>• Use both narrative and informational texts</li> </ul> <p><b>Protocol Interventions:</b> Minute Solution + Vocab (Partner and Graph) Florida Center for Reading Research (FLUENCY)</p> <p><b>Progress Monitoring:</b> Fastbridge RCBM</p>
<p><b>Group 3</b> <u>Inaccurate and Slow Reader</u></p> <p><b>Instructional Focus:</b> Specific Phonics or Phonological Awareness skills, or Sight Words depending on further assessments.</p> <p><b>Plan of Action</b></p> <ul style="list-style-type: none"> <li>• Instruction on missing decoding skills</li> <li>• Instruction on missing sight words</li> <li>• Work on applying skills to connected text at instructional level</li> <li>• Work on fluent reading at an independent level using decodable text.</li> </ul> <p><b>Protocol Interventions:</b> Florida Center for Reading Research Virginia Phonics Phonics Phonics Phonics through Morphemes</p> <p><b>Progress Monitoring:</b> Fastbridge either Phonics CBM</p>	<p><b>Group 4</b> <u>Inaccurate and Fluent Reader</u></p> <p><b>Instructional Focus:</b> Depends on student’s response to self-monitoring strategy and further assessments if needed</p> <p>Question: If cued to do best reading, does the student's accuracy improve?</p> <p>Plan of action:</p> <ul style="list-style-type: none"> <li>• Teach self-monitoring strategy</li> <li>• Table tap when a student makes an error. This will help the student read more carefully and more accurately.</li> <li>• Challenge students to read a portion of the text with 2 or less errors.</li> <li>• Teach student to adjust rate of reading to type of text and purpose for reading</li> </ul> <p><b>Protocol Interventions:</b> News ELA/ Readworks/ CommonLit Article 1 per week using these structures Florida Center for Reading Research</p> <p><b>Progress Monitoring:</b> Fastbridge RCBM add comprehension if needed</p>

# Vocabulary/Comprehension Intervention Group

## Quadrant #1

### Basic Intervention Lesson Structure Components (25 min):

3 min – Intro welcome activity-check in, review previous material

6-10 min – Vocabulary

6-10 min – Skill/Concept for Comprehension

3-10 min – Application of skill and closure

### Example with Newsela/ReadWorks Passage Include all components above during the week:

#### Day 1

3 min – Intro welcome activity-check in, review previous material

15 min – Vocabulary

3-7 min – Application of vocabulary and closure

#### Day 2

3 min – Intro welcome activity-check in, review previous material

15 min – Skill/Concept – Read Passage (vary structures to read, partners, choral, whole group)

3-7 min – Application of comprehension skill and closure

#### Day 3

3 min – Intro welcome activity-check in, review previous material

5 min – Vocab in passage (usage, choice, meaning, other examples with the use of the word)

15 min – Application of comprehension skill/comprehension questions

2 min – Closure

### Vocabulary Routine (Best Practice—quick and vary using activities listed on next pages)

- Read the word to students
- Students can repeat/pronounce word
- Show visual - when possible
- Break into syllables orally and with lines on board/visually
- What is the root/base word? What does it mean?
- Are there prefixes or suffixes? What do they mean?
- Share student friendly definition

projection

pro/jec/tion

pro = for    ject=to throw    (t)ion= noun

### Comprehension Skills

(typically, 1 per week):

- Sequencing
- Comparing/Contrasting
- Summarizing
- Inferencing (guess using details and personal knowledge)
- Drawing Conclusions (Based on facts presented)
- Problem Solving
- Connecting to self, others, community, world
- Fact/Opinion
- Claim/Counterclaim
- Main Idea, facts, details

## Best Practices to continue to build Vocabulary:

- Pre-teach words for your unit which may be unfamiliar to students
- Students self-rate knowledge of word

Rate your level of word knowledge:

galumph  
tyranny  
surreptitious  
dubious  
blithely



1. I have never seen or heard the word.
2. I have heard it but I am not sure what it means.
3. I have an idea of what it means and can vaguely explain it or connect it to a concept.
4. I know the word well and can define and use the word correctly.

- Share examples and non-examples
- Synonyms/Antonyms
- Word matrix boxes to help with roots/affixes

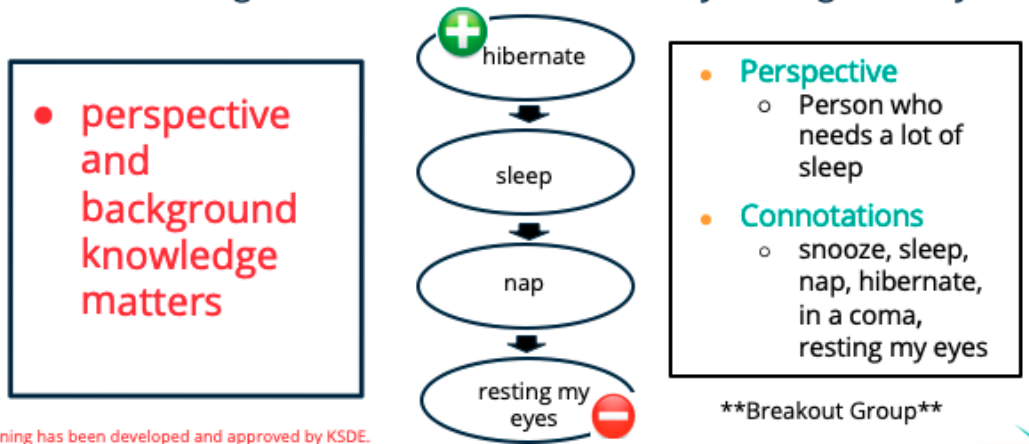
un	help	ful	ness
		s	ing
		ed	
		er	s

### Root Word Matrix

Vocabulary Word	rejection
Definition	to refuse, to send back, the state of being refused
Prefix + definition	re = back, again
Root Word + definition	ject = throw
Suffix + definition	-tion = state of
Your own definition	You don't want something you bought so you return it to the store

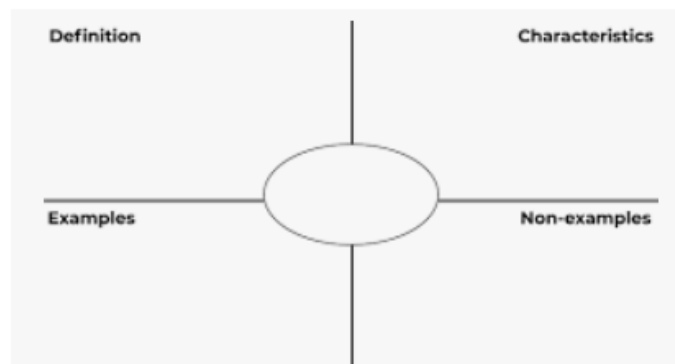
- Word array for shades of meaning

Word meaning: how words are used literally and figuratively



- <https://visuwords.com/> (visualizes word webs w/meaning - older students)

- **Fruer Model** is a graphic organizer for building student vocabulary. This technique requires students to define target vocabulary and apply their knowledge by generating examples and non-examples, giving characteristics, and/or drawing a picture to illustrate the meaning of the word.



- **DR. SOCORRO G. HERRERA,** KAVIMANDAN, & HOLMES: [24 pages with 15 vocabulary ideas](#) - Excellent for all - target ELs
  - Vocabulary Quilt - [videos on How To](#)
  - DOTS - [Sample](#) [Sample 2](#)

Name: \_\_\_\_\_

**DOTS Chart**  
(Determine, Observe, Talk, Summarize)

Topic: \_\_\_\_\_

A-B-C-D	E-F-G-H
I-J-K-L	M-N-O-P

- Anita Archer (Explicit Instruction - I do, We do, You do)
  - [Kdg video example](#) - vocab
  - [2nd grade video example](#) - vocab
  - [4th grade video example](#) - vocabulary review
  - [6th grade video example](#) - multisyllabic words
  - [6th grade video example](#) - vocab
  - [8th grade video example](#) - vocabulary review
  
- [Reading Rockets Article](#) - 4 Principles for Enhancing Vocabulary Instruction

**Table 1. Four Pragmatic Principles for Enhancing Vocabulary Instruction**

1. **Establish Efficient yet Rich Routines for Introducing Target Words**  
Intensive, multifaceted vocabulary instruction can take a significant amount of instructional time. Thus, efficient, rich routines for introducing word meanings are critical when teaching a large number of target words.
2. **Provide Review Experiences That Promote Deep Processing of Target Words**  
In addition to the need for efficiency in target word instruction, students benefit from active and deep processing of word meanings. Ongoing review should be used to provide students with multiple exposures to target words and to promote deep processing.
3. **Respond Directly to Student Confusion by Using Anchor Experiences**  
Students can easily become confused when learning new word meanings. Such confusion can spread from student to student, and teachers should thus respond directly to inaccurate usages by providing students with clear anchor definitions and examples.
4. **Foster Universal Participation and Accountability**  
Students with greater vocabulary knowledge can dominate word-meaning instruction, causing other students to become passive. Therefore, it is important to foster universal participation in vocabulary activities and to hold all students accountable for learning word meanings.

## Vocabulary/Comprehension Intervention Group - Glossary

**Sequencing** - Sequencing is one of many skills that contributes to students' ability to comprehend what they read. Sequencing refers to the identification of the components of a story — the beginning, middle, and end — and also to the ability to retell the events within a given text in the order in which they occurred. The ability to sequence events in a text is a key comprehension strategy, especially for narrative texts. Sequencing is also an important component of problem-solving across subjects. (Reading Rockets)

**Comparing/Contrasting** - Comparison and Contrast engages students in delineating, differentiating, and distinguishing information. Readers consider how two or more things are alike and different. The four connected strategies for Comparison and Contrast are comparing, classifying, creating analogies, and creating metaphors.

**Summarizing** - Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their memory for what is read. Summarization strategies can be used in almost every content area. (Reading Rockets)

**Inferencing** (guess using details and personal knowledge) - Observations occur when we can see something happening. In contrast, inferences are what we figure out based on an experience. Helping students understand when information is implied, or not directly stated, will improve their skill in drawing conclusions and making inferences. These skills will be needed for all sorts of school assignments, including reading, science and social studies. Inferential thinking is a complex skill that will develop over time and with experience. (Reading Rockets)

**Drawing Conclusions** (Based on facts presented) - Drawing conclusions is using information that is implied or inferred to make meaning out of what is not clearly stated. Writers give readers hints or clues that help them read between the lines, since not everything is explicitly stated or spelled out all the time. Steps:

- Review all the information stated about the person, setting, or event.
- Next, look for any facts or details that are not stated, but inferred.
- Analyze the information and decide on the next logical step or assumption.
- The reader comes up with a conclusion based on the situation.

**Problem Solving** – Identifying problem-solution helps comprehension as the students need the ability to identify main problems and secondary problems in a passage/story. The ability to identify the solution and results is another skill which will aide in comprehension of the selection.

**Connecting to self, others, community, world** - Problem-solving strategies help the reader read accurately, smoothly, and with understanding. Readers use information from within the text and beyond the text (world experience) to help them make meaning. Readers need to be able to connect content to self, others, the community and the world through different perspectives. This often adds relevance and a deeper understanding when done well.

**Fact/Opinion** – Students need the ability to distinguish between facts and opinions, a higher order thinking skill. This skill is particularly important because of the proliferation of altered truths circulating the Internet through email and website propaganda that too many people take as fact because it is written when, in reality, it is merely opinion.

**Claim/Counterclaim** - A claim is the main argument. A counterclaim is the opposite of the argument, or the opposing argument. A reason tells why the claim is made and is supported by the evidence. Evidence is the facts or research to support your claim.

**Main Idea, facts, details** - Being able to determine the main idea helps readers to recall important information. Locating the main idea and significant details helps the reader understand the points the writer is attempting to express. Identifying the relationship between these will improve comprehension.

# Phonemic Awareness (PA)/Phonics Intervention Group

## Quadrant #3

*\*Choose skill to start based on data (PAST/QPS/Other data)*

### Basic Intervention Lesson Structure Components (25 min):

3 min – Intro welcome activity-check in, review previous material

12-15 min – Skill/Concept

10 min – Application of skill and closure

### Example:

#### Day 1

3 min – Intro welcome activity-check in, review previous material

15 min – Skill to work on and practice

3-7 min – Application of skill in real world (words, phrases, passages)

#### Day 2

3 min – Intro welcome activity-check in, review previous material

15 min – Skill to work on and practice (games, vary structures)

3-7 min – Application of skill in real world (words, phrases, passages)

#### Day 3

3 min – Intro welcome activity-check in, review previous material

15 min – Skill to work on and practice (games, vary structures)

3-7 min – Application of skill in real world with questions for comprehension work (words, phrases, passages)

### Phonemic Awareness Skills

#### Oral Only

(typically, 1 per week):

- Says words
- Says sentences
- Syllables (addition/deletion)
- Onset-rime (deletion/substitution)
- Phonemes (deletion/substitution)
- Initial phonemes
- Final phonemes
- Medial phonemes

### Phonics Awareness Skills Adds Written Letters and Spelling Rules

(typically, 1 per week):

- Letter names & sounds (K)
- VC & CVC words (1)
- CVCC & CCVC words (1)
- CVC-E (1-2)
- R-Controlled vowels (1-2)
- Digraphs & Diphthongs (1-3)
- Vowel Digraphs (1-3)
- Blends (1-3)
- Word Families (1-3)
- Inflections (1-4)
- 6 Syllable types (2-4)
- Morphemes (1-4)
- Roots/Affixes (2-6)
- Word Origins (3-6)



# Phonemic Awareness/Phonics Intervention Group – Glossary

**Phonemic Awareness (PA) Skills** - Oral Practice Only, no letters are used at this point

**Says words** - orally repeats or says a single word

**Says sentences** – orally repeats or says full sentences

**Syllables** (addition/deletion)—Example, say play and add -ing, say umbrella without the um

**Onset-rime** (deletion/substitution) - The "onset" is the initial phonological unit of any word (e.g. c in cat) and the term "rime" refers to the string of letters that follow, usually a vowel and final consonants (e.g. at in cat).

**Phonemes** (deletion/substitution) - distinct units of sound in a specified language that distinguish one word from another, for example *p, b, d,* and *t* in the English words *pad, pat, bad,* and *bat.*

**Initial phonemes** - The initial phoneme is **the first sound we hear in a word.** In activities, you will hear a word and isolate the first sound you hear, add an initial sound, or delete the initial sound. Being able to manipulate sounds is an essential skill.

**Final phonemes** - The final phoneme is **the last sound we hear in a word.** In activities, you will hear a word and isolate the last sound you hear, add a final sound, or delete the final sound. Being able to manipulate sounds is an essential skill.

**Medial phonemes** - The medial phoneme is **the middle sound we hear in a word.** In activities, you will hear a word and isolate the middle sound you hear or add a different middle sound. Being able to manipulate sounds is an essential skill. This is typically the vowel sound. Every word has to have a vowel sound and every syllable has to have a vowel sound. Easiest vowel sounds are short, then long, then vowel teams.

## Phonics Awareness Skills

**Adds Written Letters and Spelling Rules** (1-2 = grade levels)

**Letter names & sounds (K)** -- B and /b/ /b/ is “the sound of b”—use /b/, /b/, /b/ -- don’t say “buh”

**VC & CVC words** (1) --- Vowel Consonant (it) and vowel-consonant-vowel (cat, tip)

**CVCC & CCVC words** (1) – consonant-vowel-consonant-consonant (band, neck, tall, fizz) – consonant-consonant-vowel-consonant (chin, skip)—Vowels sounds in these patterns are typically short sounds.

**CVC-E** (1-2) – consonant-vowel-consonant-e (like, mule, rode) – sometimes called “magic e” or other as this e is silent and makes the vowel long

**R-Controlled vowels** (1-2)—hardest vowels sounds and spelling—ir, ur, er, ar

**Diagrams & Diphthongs** (1-3) diagraph = combination of two letters for one sound (ph, ey, sh)  
Diphthong (pronounced dif-thong) = a vowel with 2 letters representing a sound in a single syllable which changes as you say it – tail (tay-ul), boy, coin, cow

**Vowel Digraphs** (1-3) - Vowel digraphs are two vowels that, when placed together, generate one sound. This includes double vowels like the long “oo” in “moon” or short “oo” in “foot”.

**Blends (1-3)** - A phonics blend occurs when you have two or more letters appearing together and you can hear each sound that each consonant would normally make. Also known as consonant blends or even sound blends, these are vital building blocks that help children learn how to read. gr, fr, sm, bl

**Word Families (1-3)** - Word families, also called phonograms or “chunks,” provide us with groups of words that have a predictable pattern or “chunk.” We teach these patterns as word families- groups of words that have a similar pattern, making them appear to be part of a “family.” By grouping words in this way, students can learn to read.

**Inflections (1-4)** - Inflectional endings include -s, -es, -ing, -ed. The inflectional endings -s and -es change a noun from singular (one) to plural (more than one): cat/cats, bench/benches. The inflectional endings -ing and -ed change the tense of a verb: eat/eating, walk/ walked.

### **6 Syllable types (2-4) –**

Closed Syllables - When the vowel of a syllable is short, the syllable will be closed off by one or more consonants. Therefore, if a closed syllable is connected to another syllable that begins with a consonant, two consonant letters will come between the syllables (**com-mon, but-ter**). Cat, top, sip

VC-e (Silent E) Syllables - Also known as "magic e" syllable patterns, VCe syllables contain long vowels spelled with a single letter, followed by a single consonant, and a silent e. Examples of VCe syllables are found in wake, whale, while, yoke, yore, rude, and hare. Every long vowel can be spelled with a VCe pattern, although spelling "long e" with VCe is unusual.

R-Controlled Vowel Syllables - We have chosen the term "vowel-r" over "r-controlled" because the sequence of letters in this type of syllable is a vowel followed by r (er, ir, ur, ar, or). Vowel-r syllables are numerous, variable, and difficult for students to master; they require continuous review. The /r/ phoneme is elusive for students whose phonological awareness is underdeveloped. Examples of vowel-r syllables are found in perform, ardor, mirror, further, worth, and wart.

Vowel Team Syllables - A vowel team may be two, three, or four letters; thus, the term vowel digraph is not used. A vowel team can represent a long, short, or diphthong vowel sound. Vowel teams occur most often in old Anglo-Saxon words whose pronunciations have changed over hundreds of years. They must be learned gradually through word sorting and systematic practice. Examples of vowel teams are found in thief, boil, hay, suit, boat, and straw.

Sometimes, consonant letters are used in vowel teams. The letter y is found in ey, ay, oy, and uy, and the letter w is found in ew, aw, and ow. It is not accurate to say that "w can be a vowel," because the letter is working as part of a vowel team to represent a single vowel sound. Other vowel teams that use consonant letters are -ough, -ough, -igh, and the silent -al spelling for /aw/, as in walk.

C-le (Consonant + LE) Syllables - Also known as the *stable final syllable*, C-le combinations are found only at the ends of words. If a C-le syllable is combined with an open syllable — as in cable, bugle, or title — there is no doubled consonant. If one is combined with a closed syllable — as in dabble, topple, or little — a double consonant results.

Not every consonant is found in a C-le syllable. These are the ones that are used in English:

-ble (bubble)	-fle (rifle)	-stle (whistle)	-cle (cycle)
-gle (bugle)	-tle (whittle)	-ckle (trickle)	-kle (tinkle)

-zle (puzzle)

-dle (riddle)

-ple (quadruple)

Open Syllables - If a syllable is open, it will end with a long vowel sound spelled with one vowel letter; there will be no consonant to close it and protect the vowel (**to-tal, ri-val, bi-ble, mo-tor**). Therefore, when syllables are combined, there will be no doubled consonant between an open syllable and one that follows.

A few single-syllable words in English are also open syllables. They include **me, she, he** and **no, so, go**. In Romance languages — especially Spanish, Portuguese, and Italian — open syllables predominate.

**Morphemes (1-4)** - A "morpheme" is a short segment of language that meets three basic criteria: 1. It is a word or a part of a word that has meaning. 2. It cannot be divided into smaller meaningful segments without changing its meaning or leaving a meaningless remainder. -s means more than one or plural, -ing means it is happening now, -ed means it happened in the past.

**Roots/Affixes (prefix/suffix) (2-6)** - The parts are affixes and roots. Affixes (called affixes because they “affix” or attach one word part to another word part) are made up of prefixes and suffixes. The root is the main part of a word (most basic part and holds the most basic meaning), onto which one or both kinds of affixes may attach.

Grade Level examples below:

Prefix - A word part added to the beginning of a root or base word to create a new meaning,					
Suffix - A letter or a group of letters added to the end of a root or base word to change its meaning,					
Root - the form of a word after all affixes are removed					
(Generally, prefixes and suffixes change the meanings of roots, but it is usually the suffix that denotes the part of speech.)					
1st Grade					
Prefix	Suffix	Definition	Examples	Origin	Additional Information
	-s, -es	plural, more than one	hats, pigs, books, plays, boxes, wishes, dishes cliffs, roofs, beliefs knives, leaves, halves, selves	Anglo-Saxon	y after a vowel (s) words end in -s, -sh, -ch, -x, -z (-es) nouns ending -f or -fe (s) -f or -fe change -f to -v and add -es consonant followed by -o (-es) vowel followed by -o (-s)
	-ing	action/process	helping, skipping, running, seeing, thinking	Anglo-Saxon	Present participle of verb
	-ed	past tense	jumped, helped	Anglo-Saxon	Past tense verb
2nd Grade					
Prefix	Suffix	Definition	Examples	Origin	Additional Information
un-		not/opposite	unlock, unsafe, uncover	Anglo-Saxon	
re-		again/back	reread, rewrite, return	Latin	
	-er	person connected with, comparative degree	teacher, writer, baker, bigger, colder, taller	Anglo-Saxon	
	-est	superlative degree	biggest, coldest, tallest	Anglo-Saxon	Usually an adjective
	-ful	full of	beautiful, painful	Anglo-Saxon	Usually an adjective
	-less	without	careless, helpless	Anglo-Saxon	

3rd Grade						
Prefix	Suffix	Root	Definition	Examples	Origin	Additional Information
in-			not	inactive, income	Latin	
im-			not	impossible, improper, import	Latin	im- used before roots beginning with b, m, p
dis-			not/opposite of	dislike, distrust, disagree	Latin	
pre-			before	pretest, preplan, premade	Latin	
tele-			far, distant	telephone, telegraph, television	Greek	
	-ies		plural, more than one	parties, babies, cries	Anglo-Saxon	y after a consonant
	-ied		past tense	cried, tried,	Anglo-Saxon	y after a consonant
	-ed		past tense	stopping, hopping	Anglo-Saxon	doubling (CVC)
	-ing		action/process	stopped, hopped	Anglo-Saxon	doubling (CVC)
	-ly		characteristic of	badly, friendly, quickly	Anglo-Saxon	Usually an adverb
	-y		characterized by/like	cloudy, fishy	Anglo-Saxon	
		bio	life	biology, biography, biopsy	Greek	
		graph	write	telegraph, photograph, phonograph, autograph	Greek	
		phon	sound	phonograph, symphony, telephone, microphone, phonics	Greek	
		scope	see	microscope, telescope, periscope, stethoscope	Greek	
4th Grade						
Prefix	Suffix	Root	Definition	Examples	Origin	Additional Information
non-			not	nonfat, nonsense	Latin	
over-			too much, above	overdone, overhead	Anglo Saxon	
mis-			bad or badly wrong or wrongly	misbehave, misread, misspell	Latin	
de-			reduce down away from	defeat, deform, decrease	Latin	
under-			too little/below	underfed, underground	Anglo-Saxon	
bi-			two	bicycle, binocular	Latin	
tri-			three	tricycle, triangle	Latin/Greek	
quad-			four	quadrilateral, quadrant	Latin	
oct-			eight	octagon, octopus	Latin/Greek	
	-er, -or		one who, that which	baker, boxer, conductor, survivor	Latin	Usually a noun Use -or with Latin roots for nouns (inventor, elevator) Use -er with Anglo-Saxon roots (heater, swimmer)
	-tion		act of, state of, result of	attention, invitation, restriction	Anglo-Saxon	Usually a noun
	-al, -ial		related to characterized by	colonial, biennial, dental, betrayal	Latin	Usually an adjective
	-ness		condition, state of	darkness, fairness	Anglo-Saxon	Usually a noun
	-ment		act, process	enjoyment, replacement	Latin	
	-en		made of, to make	wooden, dampen, tighten,	Anglo-Saxon	
		rupt	break, burst	bankrupt, rapture, disruptive	Latin	FYI: Erupt means to explode. (The volcano erupted.) Irrupt means to rush or burst in. (The police irrupted into the hideout.)
		terr	land	terrain, territory	Latin	
		geo	earth, ground, soil	geography, geology	Greek	
		photo	light	photograph, telephoto, photocopy	Greek	
		tract	pull, drag	tractor, attract, subtract, traction	Latin	
		meter, metr	measure	speedometer, odometer, metric, metronome, thermometer, perimeter, diameter, centimeter	Greek	

5th Grade						
Prefix	Suffix	Root	Definition	Examples	Origin	Additional Information
en-, em-			to cause to be, to put into or onto, to go into or onto	encounter, enable, employ, embark, encircle	Latin	
sub-			under, beneath, below secondary	subway, subsoil, substitute	Latin	
fore-			before, earlier	forearm, foreword	Anglo-Saxon	
semi-			half	semicircle, semicolon	Latin	
anti-			opposite, against	antibiotic, antifreeze	Greek	
auto-			self	autograph, automatic	Greek	
multi-			many/ much	multicolor, multifamily	Latin	
poly-			many/ much	polygon, polysyllable	Greek	
deca- deci-			ten	decathlon, decade, decimal, decimeter	Latin/ Greek	
kilo-				1,000 kilogram, kilowatt	Greek	
milli- mille-				1,000 millennium, millimeter	Latin	
centi-				100 centimeter, centipede	Latin	
	-ive -ative -tive		inclined/ tending toward an action	festive, talkative, active, sensitive	Latin	Words that end with -de (intrude) change the -de to s then add -ive (intrusive). Words that end with silent e (create) drop the e then add -ive (creative).
	-logy, -ology		science of/ study of	biology, chronology	Greek	
	-ence -ance		act/ condition of	persistence, excellence, assistance, importance	Latin	Usually a noun -ence and -ance sound alike because of the schwa. -ence is used somewhat more often than -ance.
	-an, -an		one having a certain skill/ relating to/ belonging to	electrician, magician, American, suburban	Latin	Usually a noun
		ject	to throw	inject, objection, project	Latin	
		struct	to build	construct, instructor	Latin	
		vis	to see	vision, evidence	Latin	
		vid	see	video, evidence, provide, providence	Latin	
		jur juris	judge, oath law	jury, jurisdiction	Latin	
		log logue	word	prologue, apology, dialogue, eulogy, monologue	Greek	
		path	feeling/ suffering/ disease	apathetic, pathology	Greek	
		ast astr	star	astronaut, astronomy, disaster, asterisk	Greek	
		mit	to send	emit, transmit, admit, remit	Latin	
		audi (aud)	hear	audience, auditorium, audiovisual	Latin	
		dict	to say, tell	diction, dictator	Latin	

**Word Origins (3-6)** – The location/language where the word come from, its origin – the etymology of a word is its origin

# Fluency Intervention Group

## Quadrant #2 & #4 (with Self-Monitoring focus)

*\*Choose skill to start based on ORF data*

### Basic Intervention Lesson Structure Components (25 min):

3 min – Intro welcome activity-check in, review previous material

10 min – Fluency practice & graphing

12 min – Application of skill and closure

### Fluency Skills (typically, 1 per week):

- Accuracy
- WCPM – speed
- Prosody (Phrasing)

### Day 1

3 min – Intro welcome activity-check in, review previous material

10 min – Six Minute Solution & graphing

10 min – Application of skill in real world (words, phrases, passages)

2 min - Closure

### Day 2

3 min – Intro welcome activity-check in, review previous material

10 min – Six Minute Solution & graphing

10 min – Application of skill in real world (words, phrases, passages)

2 min – Closure

### Day 3

3 min – Intro welcome activity-check in, review previous material

8 min – Six Minute Solution & graphing

12 min – Application of skill in real world with questions for  
comprehension work (words, phrases, passages)

2 min - Closure

## Fluency Intervention Group Activities

Six-Minute Solution Program – Match pairs of students with similar fluency speed. In these pairs, one student reads the passage or fluency-building sheet to his or her partner for one minute, while the partner tracks the words read correctly or incorrectly. The partners then switch roles. Students chart their own progress, which increases motivation. Six-Minute Solution is timed repeated readings.

### ***FROM Reading Rockets.org:***

Timed Repeated Readings - Timed repeated readings are an instructional practice for monitoring students' fluency development. Repeated readings, under timed conditions, of familiar instructional level text can increase students' reading speed which can improve comprehension.

Audio-Assisted Reading - Audio-assisted reading is an individual or group reading activity where students read along in their books as they hear a fluent reader read the book on an audio recording (audiotape, audio book, or iPod). As confidence and reading skills develop, students read the same passage or text without the assistance of the audio recording.

Choral Reading - Choral reading is reading aloud in unison with a whole class or group of students. Choral reading helps build students' fluency, self-confidence, and motivation. Because students are reading aloud together, students who may ordinarily feel self-conscious or nervous about reading aloud have built-in support.

Paired (or Partner) Reading - Paired reading is a research-based fluency strategy used with readers who lack fluency. In this strategy, students read aloud to each other. When using partners, more fluent readers can be paired with less fluent readers, or children who read at the same level can be paired to reread a story they have already read. Paired reading can be used with any book, taking turns reading by sentence, paragraph, page or chapter.

Reader's Theater - Reader's theater is a strategy for developing reading fluency. It involves children in oral reading through reading parts in scripts. In using this strategy, students do not need to memorize their part; they need only to reread it several times, thus developing their fluency skills. *The best reader's theater scripts include lots of dialogue. Ensure each child is reading a lot during this time, so there are specific passages made where pairs read aloud every other line or there are only 2 characters to provide the most reading aloud possible.*

Shared Reading - Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression. The shared reading model often uses oversized books (referred to as big books) with enlarged print and illustrations.

Sound, syllable, word, or phrase Sprint: Using lists, pairs or whole group, can practice reading sounds, syllables, phrases, words, or even short sentences together.

ab cde fg hij klmn op  
abc d efg hi jk lm nop  
/b/ /t/ /m/ /w/ /p/

-ble   -ple   -cle   -ple   -ble  
can   man   fan   hat   pat  
can   cane   man   mane  
in the city   down the road   to the store

## Fluency Intervention Group - Glossary

**Fluency** - Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently. Students should read with enough fluency that they are able to comprehend.

**Accuracy** - Accuracy is the ability to read the correct words as printed.

**Speed WCPM** – Words Correct per Minute (reading assessment method)

1<sup>st</sup> grade = 50 WCPM is the 50<sup>th</sup> percentile in Fastbridge by the end of the year  
2<sup>nd</sup> grade = 112 WCPM is the 50<sup>th</sup> percentile in Fastbridge by the end of the year  
3<sup>rd</sup> grade = 134 WCPM is the 50<sup>th</sup> percentile in Fastbridge by the end of the year  
4<sup>th</sup> grade = 156 WCPM is the 50<sup>th</sup> percentile in Fastbridge by the end of the year  
5<sup>th</sup> grade = 172 WCPM is the 50<sup>th</sup> percentile in Fastbridge by the end of the year  
6<sup>th</sup> grade = 180 WCPM is the 50<sup>th</sup> percentile in Fastbridge by the end of the year  
7<sup>th</sup> grade = 198 WCPM is the 50<sup>th</sup> percentile in Fastbridge by the end of the year  
8<sup>th</sup> grade = 188 WCPM is the 50<sup>th</sup> percentile in Fastbridge by the end of the year

**Prosody** - Prosodic reading, or reading with expression, is widely considered to be one of the hallmarks of the achievement of reading fluency. When a child is reading prosodically, oral reading sounds much like speech with appropriate phrasing, pause structures, stress, rise and fall patterns, and general expressiveness. Reading should have a rhythm.



## References & Resources

- Readingrockets.org
- Fastbridge - Illuminateed.com
- NCBI.nlm.nih.gov
- Florida Center for Reading Research – fcrr.org
- Six-Minute Solution – Voyager Sopris Learning – voyagersopris.com
- KSDE.Org – Dyslexia

## USD 401 Approved Resources for Reading Interventions:

- Heggerty Phonemic Awareness Program– PK-2 (8-12 min whole group, but can also be used specifically to support students struggling, as well)
- [fcrr.org/student-center-activities](https://www.fcrr.org/student-center-activities) – Florida Center for Reading Research - Student Activities K-5 (All components of reading)
- [West Virginia Phonics Lessons](#) – [free download](#)
- [UFLI free resources](#)
- Really Great Reading (Phonics/Phonemic Awareness -some free resources)
- Six-Minute Solution (K-12 fluency)
- Readingrockets.org (fluency)
- Newsela.com (Vocab/Comprehension) – non-fiction articles with the ability to change reading level to have same article in multiple levels – new articles added each day – searchable by topics, and more. Can assign online or download. Questions, vocab, and writing prompts provided.
- Readworks.org – (Vocab/Comprehension) -Articles – fiction/non-fiction – search and choose by levels, paired texts, lesson plans, and more.
- Commonlit.org - (Vocab/Comprehension) -The CommonLit library has over 2000 free reading passages for grades 3-12. Browse our free ELA curriculum, online literacy program, and teacher resources.