Chapter 2
Literacy Intervention Strategies

ABSTRACT

Learning how to read can be an arduous task for some students. Some have difficulty sounding out words, while others can read well but do not understand what they have read. Students who struggle with reading need to be taught the basics (e.g., phonemic awareness) prior to moving on to reading words, reading fluently, and then comprehending what they have read. Obviously, if a middle or high school student lacks these skills, he/she needs to learn them first before moving forward. The use of research-based literacy interventions is essential for students to be successful in all tiers of the RTI model. Thus, this chapter focuses on presenting research-based interventions that may assist with this process. Current research on the success of these interventions is also presented.

RESEARCH-BASED INTERVENTIONS

Tier 1

Following is a comprehensive list of Tier 1 interventions for literacy at the secondary level:

1. **PALS (Peer Assisted Learning Strategies) Reading:** PALS Reading was developed by Drs. Doug and Lynn Fuchs (n.d.). This program is designed to pair students who are struggling with a concept with other students who understand it. The premise behind this research-based
Tier 1 intervention is that the teacher teaches the lesson through direct instruction, and then students are paired with a peer to gain practice on the skill taught. Peer tutors and tutees are changed constantly depending on the skills of the students and their understanding of the concept being taught. PALS is typically a 25- to 35-minute activity that is implemented two to four times a week. More information about PALS Reading can be obtained at http://kc.vanderbilt.edu/pals/about.html.

2. READ 180: Developed by Houghton Mifflin Harcourt (2015), READ 180 is a reading program developed to assist students who are struggling with vocabulary knowledge, reading comprehension, and writing. It can be used in the upper elementary grades through high school level. The program has three components, starting with whole group instruction for approximately 15–20 minutes. Next, the students are divided into three small groups: one group reads independently on their ability level, one group works on increasing their vocabulary, and the last group works directly with the teacher. Each group should last about 20 minutes. After the small group sessions, the class is brought back together for a final five-minute wrap up. More information about the READ 180 research-based reading program and its ties to the RTI model can be found at http://www.hmhco.com/products/read-180/multi-tiered-support.php#tab-first.

3. Accelerated Reader™: This reading program is used with middle school students but could be used for high school students who are reading at a sixth- through eighth-grade level. The program is designed to improve a student’s comprehension. The student selects a book on his/her reading ability level, reads it, and then takes an assessment on the computer. The program will then keep track of the student’s test scores and produce a report that the teacher can then monitor in order to determine whether the pupil needs stronger comprehensive reading interventions (Institute of Education Sciences, 2010a). More information about the Accelerated Reader™ program can be found at http://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_accel_reader_081010.pdf.

4. Direct Instruction: Teachers in both middle and high schools can use this strategy, and it can be done in any content area (Wright, n.d.). The process is done in four steps. The first step is to demonstrate what the student needs to accomplish. The teacher needs to literally explain and show the class what to do. By using both modalities, both students who are visual learners and students who are auditory learners will comprehend what is being asked of them. The next step is to have the
Overview
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