

Reading Standards, Critical Components, and Intervention Strategies Crosswalk

Reading Standards		Five Critical Components of Reading:	Evidence-Based Tier 2 and 3 Intervention Strategies
Foundational Skills:	1. Demonstrate understanding of the organization and basic features of print.		<ul style="list-style-type: none"> • Embed instruction of these standards in phonics instruction (see below and INFOhio resources)
	2. Demonstrate understanding of spoken words, syllables and sounds (phonemes). (K–1)	Phonemic Awareness	<ul style="list-style-type: none"> • Segmenting • Blending • Rhyming • Phoneme deletion • Phoneme substitution • Phoneme reversals <ul style="list-style-type: none"> ○ (incorporated all day, not just in reading block)
	3. Know and apply grade-level phonics and word analysis skills in decoding words. (K–3)	Phonics (progress monitor with letter-sound fluency and non-sense word fluency timings)	<ul style="list-style-type: none"> • Directly teach letter-sound correspondences in isolation <ul style="list-style-type: none"> ○ Students write letter-sound correspondences • Systematically and explicitly introduce new letter-sounds and regular word patterns <ul style="list-style-type: none"> ○ Students write and spell regular words that they are learning to decode. • Systematically and explicitly introduce exception words • Explicitly teach students to read decodable sentences and then, decodable passages and books.
	4. Read with sufficient accuracy and fluency to	Fluency (progress	<ul style="list-style-type: none"> • Successful, anxiety-free, engaged reading (SAFER) • Repeated reading intervention

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	support comprehension Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. (1–3)	monitor with correct words per minute)	<ul style="list-style-type: none"> • Taped readings • Partner reading • Page races • Echo reading/choral reading • Think about your reading • Breaking sentences into smaller reading “nuggets” of 2–4 words that flow as a clear thought, with minimal “choppy” or “robotic” reading • Reader’s theatre • Duet or shared reading
Reading Literature and Reading Informational Texts: <ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity 		Vocabulary	<ul style="list-style-type: none"> • Directly teach by use of: <ul style="list-style-type: none"> ○ Examples ○ Modeling ○ Developed vocabulary questions ○ Synonyms ○ Definitions ○ <i>Text talk</i> ○ Semantic maps ○ Key words ○ How to use context ○ Practice activities and games for review words
		Comprehension	<ul style="list-style-type: none"> • Ask both literal (“in the book”) and inferential (“in my head”) questions • Teach the four types of questions: <ul style="list-style-type: none"> ○ Right there ○ Think and search ○ On my own ○ Author and me • Calibrate wait time before asking questions • Scaffold incorrect answers and “no” responses • Model comprehension skills through think-alouds • Use graphic organizers with new text • Teach comprehension before, during and after reading the text (frontloading) • Explicitly teach:

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			<ul style="list-style-type: none"> ○ Summarizing ○ Main idea and details ○ Comprehension monitoring ○ Self-questioning ○ Making Inferences ● Think aloud pair problem solving (TAPPS-see reference guide) ● Talk aloud problem solving (TAPS-see reference guide) ● Reread-Adapt and Answer Comprehend (RAAC) Intervention (see Therrien, Gormley, Kubina, 2006)