Examples of Tier I Interventions

Guided Reading

Create a small group that includes students that share a common reading level. All students will read the same text in a guided reading group. Provide a brief focus lesson to the small group that matches the specific needs of students in the group. Release the students to read and apply the focus of the lesson while you circulate through the group. Listen and guide from the side (confer quietly) with each student. Students should read the text in entirety during the session.

Strategy Groups

Create a small group that includes students sharing a common strategy need. These students may or may not share a common reading level. Provide a brief focus lesson (5-10 minutes) to the small group around the strategy or skill. The lesson may or may not include a text. Release the students to read and apply the strategy independently in the group setting. Guide from the side while listening and conferring with each student during the session. The text may or may not be read in entirety during the session. Regularly monitor the progress of the group to determine whether regrouping is appropriate.

Develop modified cloze passages from authentic text.

Photocopy a passage from a text read by a small group. White-out words in the passage leaving only the initial letter in the word or a cluster of letters. In this way, students become more conscious of how they attend to visual clues in relation to meaning and structure. Model the way you predict the deleted words. Next, have students predict deleted words based on text or visual clues. Discuss the strategies or kinds of information they use to make their predictions. Reveal the words and discuss what additional strategies or information would be helpful in predicting the words.

Develop modified cloze passages from big books.

Use sticky notes to cover words in the passage. Cover either whole words or parts of words (leaving the initial letter or cluster of letters). Model the way you predict the covered words. Next, have students predict covered words based on text or visual clues. Discuss the strategies or kinds of information they use to make their predictions. Reveal the words by removing the sticky notes. Discuss wha

The student reads a section of text silently, then, reads it out loud to the adult.
The student reads a section of text multiple times in a row, each time improving on fluency.
Recast stories as scripts and have students "rehearse" their lines for a "performance" of the reading.