

Reading Standards

Curriculum Standards

Barriers to Learning

Intervention*

Word Identification

- ✦ Use visual cues to identify words and meaning
- ✦ Use phonics skills to decode unknown words
- ✦ Use word structure to identify words
- ✦ Use context cues to identify words and meaning

Limited vocabulary
 Small sight vocabulary
 Not linking printed words with spoken words
 Weak word-attack skills
 Limited reading experiences

Start-to-Finish® Books
 Simon S.I.O.™
 Lexia Learning Systems
 Earobics
 UkanDu® Little Books
 Edmark Reading Program

Fluency

- ✦ Understand text and engage listeners when reading aloud
- ✦ Adjust reading rate as needed
- ✦ Read silently for longer periods of time
- ✦ Choose different types of reading materials and read for a variety of purposes

Weak word-attack skills
 Limited receptive vocabulary and background knowledge
 Difficulty using reference materials

Start-to-Finish® Books
 Write:OutLoud®
 CAST eReader
 WYNN Reader 3.0
 Reading Pen II

Vocabulary Development

- ✦ Read to build vocabulary
- ✦ Learn meaning of words across the curriculum
- ✦ Use background knowledge to bring meaning to words in context
- ✦ Use reference materials to clarify meaning and usage of words
- ✦ Determine meaning of words by applying knowledge of root words and affixes

Fear of failure
 Small sight vocabulary
 Unable to read with intonation
 Frustration with rereading
 Lack of motivating, age-appropriate, easy-to-read materials

Start-to-Finish® Books
 BuildAbility®
 Franklin Hand-held Dictionaries
 Reading Pen II

Comprehension

- ✦ Use personal background knowledge and experience
- ✦ Paraphrase and summarize to recall information
- ✦ Determine main idea and supporting details
- ✦ Draw inferences and support with evidence
- ✦ Establish and adjust purpose for reading
- ✦ Answer different types and levels of questions
- ✦ Represent text information in different ways

Reads too slowly and inaccurately
 Limited receptive vocabulary and background knowledge
 Invests much time and effort in decoding
 Difficulty organizing information
 Lack of motivating, age-appropriate, easy-to-read materials

Start-to-Finish® Books
 BuildAbility®
 Draft:Builder®
 Write:OutLoud®
 Franklin Hand-held Dictionaries
 Inspiration
 Kidsipration
 WYNN Reader 3.0
 CAST eReader

Literary Concepts

- ✦ Identify genre
- ✦ Identify purpose of text
- ✦ Understand character and plot development
- ✦ Learn about the author and author's style

Limited reading experiences
 Lack of motivating, age-appropriate, easy-to-read literature in different genres
 Lack of opportunity to learn to read in upper grades, emphasis on reading to learn

Start-to-Finish® Books
 Write:OutLoud®
 BuildAbility®
 Draft:Builder®
 WYNN Reader 3.0
 CAST eReader

Literary Response

- ✦ Produce a written summary of text
- ✦ Research topics using multiple resources (electronic, print and experts)
- ✦ Present organized statements, reports and speeches using multimedia

Difficulty organizing thoughts and ideas
 Limited background knowledge
 Lack of skill in writing for meaning and purpose, correct conventions and for revisions
 Difficulty using reference materials

Start-to-Finish® Books
 Draft:Builder®
 Write:OutLoud®
 Co:Writer® 4000
 BuildAbility®
 Franklin Hand-held Dictionaries
 Inspiration

* Interventions can be used to offset the impact of a barrier to learning, build a prerequisite skill or develop a skill to be achieved.