

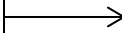
# Reading Error Analysis and Intervention Selection Guide

## Type of Concern

## Intervention (grades)

### 1. Phonemic Awareness & Phonics

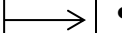
- Can't sound out words
- Guessing from the first letter (ex: choosing any word that starts with 'c')
- Over-reliance on cues
- Can't rhyme
- Sound substitution or deletion



- Earobics (I: pre-K-1, II: 2-3)
- **Sonday System (pre-K-12+)**
- LEXIA (ER K-2, PR K-4, SFOS 4-12+)
- Sound Partners (K-3)
- Word Families, Rhyming and Poetry, Spelling Patterns, syllables

### 2. Fluency

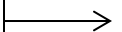
- Lacking speed
- Have the sounds, but sounding out slowly and laboriously
- Letters jump around when scanning page
- Errors with irregular words



- Repeated Oral Reading
- Read Naturally (accuracy above 97%) (2-8)
- Read 180 (4-12+)
- Dolch Sight Words, Choral reading, Re-Reading, Rhythmic, Patterned text reading, Reader's Theater

### 3. Mixed

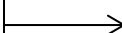
- Difficulty with both sounding out and speed
- No usable key to the reading and spelling code
- Very bizarre error pattern  
(Present in older students, age 7 or up)



- Read 180 (4-12+)
- **Language! (3-12)**
- Mimio (Head) Sprout(K-2)
- Reading Mastery (K-6)
- Corrective Reading (3+)

### 4. Comprehension

- Difficulty gaining meaning from passage
- Trouble recalling information
- Not retaining or understanding information read
- Difficulty organizing information
- Difficulty with prediction
- Difficulty with context



- SOAR to Success (K-8)
- SQ3R (all grades)
- Mimio (Head) Sprout (K-2) Comprehension (3-8)
- Scholastic Reading Counts

#### Strategies to try:

- Stop and Start technique
- Directional Questions
- Story Maps
- Narrative Retelling
- Read Aloud
- Multiple Exposure
- Active Participation
- Create Questions
- Classroom Discussions
- Sequencing Tasks
- Increase Fluency
- Explicit Vocabulary Instruction

**\*RED** Highlight indicates more intensive training needed