

MEANING-BASED INTERVENTION 2.0

Level II

MBI is an intervention for struggling readers that helps to develop students’ ability to create meaning with print (vs. simply sounding out words). This intervention utilizes a variety of research-based strategies that address all three reading deficit areas: fluency, comprehension, and word identification. MBI has been used successfully in special education classrooms, literacy centers, and in individual tutoring sessions. It has shown to be successful with mild, moderate, and severely struggling readers as well as children and adults with intellectual disabilities.

This meaning-based reading intervention is designed to address all three reading deficit areas: word identification, fluency, and comprehension. As well, this intervention develops all three cueing systems: phonological, semantic, and syntactical.

Level I words. All words used at this level for word work are within students’ productive vocabulary. In many cases, these are more sophisticated versions of Level I words that use common prefixes and suffixes. The goal is to begin to recognize common letter patterns and transfer this knowledge to other words. MBI 2.0 for Level II will include more focus on the syntactic cueing system (writing) and equal emphasis on the semantic cueing system.

Step I: Diagnosing. Any individual intervention should start with a diagnostic of some sort. A Qualitative Reading Inventory, Information Reading Inventory, or Diagnostic Reading Inventory is ideal. We should know students’ strengths and deficits related to three areas: word identification, fluency, and comprehension.

Features. MBI uses large unit phonics, focusing on the ten vowel sounds and the most common phonograms within each vowel sound. This will enable students to see letter patterns instead of individual letters. It is short and briskly-paced. The activities are put on daily PowerPoints to enable the teacher to move relatively quickly from one activity to the next.

Most activities present words in meaningful contexts enabling students to develop semantic and syntactic cueing systems. Vowel sounds are used as organizing structures (see Figure 1). Within this structure, beginning consonants and consonant blends are addressed as well as strategies to develop the semantic and syntactic cueing system. The lessons are based on a four-day sequence (see Figure 2).

Figure 1. Organizing structure for MBI.

Short Vowel Modules	Long Vowel Modules
1. short /a/	Module 6. long /A/
2. short /e/	Module 7. long /E/
3. short /i/	Module 8. long /I/
4. short /o/	Module 9. long /O/
5. short /u/	Module 10. long /U/

Level II words - All words used at this level for word work are within students’ productive vocabulary. In many cases, these are more sophisticated versions of Level I words that use common prefixes and suffixes. The goal is to begin to recognize common letter patterns and transfer this knowledge to other words. MBI 2.0 for Level II will include more focus on the syntactic cueing system (writing) and equal emphasis on the semantic cueing system.

Features

1. It uses large unit phonics, focusing on the ten vowel sounds (see Figure 1) and the most common phonograms within each vowel sound. This will enable students to see letter patterns instead of individual letters.
2. It is short and briskly-paced (15 to 25 minutes daily). It will move relatively quickly from one activity to the next. Each activity is two to six minutes in duration.
3. It is meaning-based. Most activities will present words in meaningful contexts enabling students to develop semantic and syntactic cueing systems.

Figure 1. Organizing structure for MBI.

Short Vowel Modules	Long Vowel Modules
1. short /a/	Module 6. long /A/
2. short /e/	Module 7. long /E/
3. short /i/	Module 8. long /I/
4. short /o/	Module 9. long /O/
5. short /u/	Module 10. long /U/

The Lessons

Lesson modules short and long vowel sounds as organizing structures. Each module has three or four related lessons (see Figures 2) with an additional optional lesson. There are 40 to 50 total lessons.

Figure 2. Four-day basic lesson templates.

Day 1	Day 2	Day 3	Day 4
1. LEA 2. Word-Building 3. Cloze 4. Fluency 5. Writing Activity 6. Read - Comp	1. LEA 2. Riddle Review 3. Maze Mini-story 4. Fluency 5. Writing Activity 6. Read - comp	1. LEA 2. Word parsicle 3. Sentence Mix-up 4. Fluency 5. Writing Activity 6. Read - comp	1. LEA 2. Sentence Replay 3. Sentence Dictation 4. Fluency 5. Writing Activity 6. Read - comp
Optional Day 5 (or alternative activities)			
* Any of the activities below can be substituted for an activity in a Day 1-4 lesson above or included as an additional activity.			
1. Word sorts 2. Word card games: Bingo, Old Dog, Rummy, Concentration, Wild Monkey, etc. 3. LEA review with analytic phonics. 4. Writing activities. 5. Spelling lists 6. Guess the Secret word game			

WORD WORK, FLUENCY, AND COMPREHENSION ACTIVITIES

Each activity should be briskly-paced and relatively brief lasting three to eight minutes. The intervention should be between 12 and 30 minutes in duration. Activities can be done individually or in small group. Each of the individual activities is briefly described below:

- **Language experience activities (LEA).** Students dictate to the teacher (can be done in small group or individually). There must be a minimum of 5 sentences. Students re-reads until fluent. The paragraph/story is then used for analytic phonics mini-lesson. Past stories can be re-read for reading practice and fluency development.

- **Word-Building.** The word-building activities are presented on a PowerPoint and based on the target vowel sounds.

- **Cloze activities.** Cloze activities are presented on PowerPoint and used to reinforce the target vowel sound. After completing the cloze, students should re-read this sentence until fluency is achieved.

- **Word parsicle.** A word with a target letter sound is presented (parsed) with individual letters appearing. Students have to guess the word based on letter clues

- **Maze mini-story.** Students are presented with a short story consisting of six to eight sentences. Except for the first and last sentences, the story is comprised of maze sentences. Students are presented one sentence at a time and asked to identify the maze target word that fits. When they have completed all sentences, the complete story is shown in paragraph form. Students reread until fluency is achieved.

- **Sentence Mix-up.** A mixed-up sentence appears on top of the PowerPoint. Students are presented clues, one word at a time. Sentences are used to reinforce target vowel sounds.

- **Word wall riddle review.** Words containing the target vowel sound appear in a vertical list on one side of the screen. Students are given a riddle and asked to choose the word from the list that answers the riddle.

- **Sentence replay (replay analysis).** Students are presented six sentences on a piece of paper. Each sentence contains at least one word with a target vowel sound. Students read these aloud and record with an audio recorder. Then, they listen to the recording and underline any miscues. They review the words and reread and record the sentences. Repeat this process until fluency is achieved with no miscues.

- **Sentence dictation.** The teacher (or partner) reads a three- to five-word sentence to the student. Each sentence contains a word with a target vowel sound. The student writes the sentence. After each sentence, the student looks for words that do not look right. The teacher crosses out the word and writes the correct spelling on the bottom.

- **Fluency activities.** Included are a series of Really Silly Stories (RSS) broken into sections. Students are to read one section every day. In each section, 30 and 40-word increments are designated with bold-faced type and underlines. Students read to their designated target three times. Each attempt is timed and results are recorded on a graph.

- **Comprehension activities.** This comprehension material for Level II is designed for use with the Tom and Ricky Mystery Series Mystery Series (reading levels 2-4). Leela and Ben

Mystery Series and Matt Simms reading material will be included later.) These are all chapter books. Plan on spending one day on each chapter.

• **Reading practice.** Reading practice enables students to practice newly learned skills in authentic reading contexts. Also, students' LEA stories can also be used to practice reading.

WRITING ACTIVITIES

** Student writing can occur via student journal (paper) or if computers are available, in an online journal using Word. since the focus is on grammar, sentence structure, and word order, all the activities above can be used to develop the syntactic cueing system. They can also be used to reinforce letter patterns, phonograms, or sight words. Writing activities should be kept simple and brief.*

• **Priming pictures.** Students are given a picture related to a target vowel sound. They are asked to describe it. (Can put this on the PowerPoint.)

• **Template writing.** Students are given two to four template sentences to use for daily writing. (Can include all the sentences or select sentences and include on weekly PowerPoint.)

• **Syntax sentences.** Here sentences are presented to students that contain grammar or word order errors. Students are called on to make the appropriate corrections. Sentences are designed to reinforce letter patterns, vowel sounds, or sight words. (This is like daily oral language without spelling and punctuation errors. [AJ – To provide structure, I will include 3 template sentences on PPT.]

• **Sentence combing.** Students are given two or three sentences. They must combine them while retaining the initial meaning of both. (PPT)

• **Sentence alteration.** Students are given a sentence and asked to say the same thing using different words or a different word order. (PPT)

• **Sentence elaboration.** Students are given a sentence and asked to make it more interesting or different. Unique, creative, and humorous ideas should be encouraged. Sentence elaboration, alteration, and combining can all be done orally or in writing. They can also be used as pre- or post-reading activities. (PPT)

• **Facilitated writing.** Students tell the teacher what they will be writing about. The teacher writes the “big” words on the board or screen. This acts as a word box as students use these words to write their paragraph.

• **Support-a-Statement.** This is used to construct paragraphs and should be done with teacher scaffolding initially. Students are shown a graphic organizer that has a declarative sentence with three blank lines below. Students fill in the blanks with short, abbreviated sentences (they can dictate to the teacher). They are then asked to create a three or four-sentence paragraph using complete sentences.

ASSESSMENT

To enable students to fully demonstrate their ability to create meaning with print, the assessment should look like something like instruction. For MBI, the following types of measures are used:

- **Fluency.** Daily 30 or 40-word fluency scores are used here to document students' progress. If a more standardized form is needed, a graded reader can be used to obtain words per minute (WPM) scores at designated intervals.

- **Word identification.** Word identification will be assessed using two types of measures. The first is a simple pre-, post-measure that includes 20 words containing examples of the target vowel sound. The second type of measure is a running record used a graded or leveled reader.

Comprehension. Comprehension can be assessed two ways. The first is a story retelling chart or a maze.