

# MEANING-BASED INTERVENTION 2.0

## Level I

### OVERVIEW

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.

### Features

1. It 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.
2. It is short and briskly-paced (15 to 20 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.
4. Zeno sight words are reinforced throughout.

Figure 1. Organizing structure for MBI.

<u>Short Vowel Modules</u>	<u>Long Vowel Modules</u>
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 four related lessons (see Figure 2) with an additional optional lesson. There are 40 to 50 total lesson.

Figure 2. Four-day basic lesson templates.

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u>
1. LEA 2. Word-Building 3. Cloze 4. Fluency 5. Read - Comp	1. LEA 2. Word Discrimination 3. Maze 4. Fluency 5. Read - comp	1. LEA 2. Riddle Review 3. Sentence Mix-up 4. Fluency 5. Read - comp	1. LEA 2. Phonemic hybrid 3. Sentence Replay 4. Fluency 5. Read - comp
<p><b><u>Optional Day 5 (or alternative activities)</u></b></p> <p><i>* Any of the activities below can be substituted for an activity in a Day 1-4 lesson above or included as an additional activity.</i></p> <ol style="list-style-type: none"> <li>1. Word sorts</li> <li>2. Word card games: Bingo, Old Dog, Rummy, Concentration, Wild Monkey, etc.</li> <li>3. LEA review with analytic phonics.</li> <li>4. Writing activities.</li> <li>5. Sentence Dictation</li> <li>6. Spelling lists</li> <li>7. Guess the Secret word game</li> </ol>			

## THE 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.

- **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.

- **Maze activities.** Maze activities are presented on PowerPoint and used to reinforce the target vowel sound. After completing the maze, students should re-read this sentence until fluency is achieved. This activity should be briskly-paced and relatively brief lasting three to eight minutes.

- **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 discrimination.** Two (or three) words appear on the PowerPoint. One word contains the target vowel sound. Students are to point to and say the word with the target vowel sound

- **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.

- **Phonemic-phonics hybrid activities.** This is new. These activities are designed to develop phonemic awareness as well as to reinforce vowel sounds and letter patterns. There are two types of hybrid activities:

- **Phoneme categorization activity** -- Students hear three words and are asked to identify the word that does not belong based on the beginning, middle, or ending sound. The three words are then presented on the PowerPoint. Students read all three words until fluency is achieved.

- **Phoneme identification activity** -- Students hear three words and are asked to identify what is the same about them based on the beginning middle and ending sound. The three words are then presented on the PowerPoint. Students read all three words until fluency is achieved. (Note – Both activities are contained in each PowerPoint; however, teachers may choose do only one type of hybrid activity during a single session.)

- **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 is designed for use with Dandelion Launchers books series A (there are seven total books). (Note: The second series also contains 7 books. I can create comprehension lessons for these as needed.) Plan on spending two days on each book. I recommend using only one comprehension activity each day.

**Pre-Post Confirmation.** Before reading the story go through each of events or statements. As they read, students determine which of the sentences is not true..

**Maze.** This focuses on comprehension on the sentence level and be done as a post reading activity.

**Sentence Mix-Up.** This focuses on comprehension on the sentence level and should be done as a post reading activity.

**Cause-Effect.** Before the story, show students the cause-effect chart. Go through the items. As the student reads and encounters the cause of the effective, the chart is completed.

• **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.

### ASSESSMENT

To enable students to fully demonstrate their ability to create meaning with print, the assessment should 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.