

MEANING-BASED INTERVENTION

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Level 3.4

Overview and Directions

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.

Duration: 15-20 minutes daily. There are 40 total lessons.

Features:

1. It uses large unit phonics, focusing on the 10 most common phonograms. This will enable students to see letter patterns instead of individual letters. Using phonograms will also enable students to attend to vowels, consonants, and beginning blends.
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 three to six minutes in duration.
3. It is meaning-based. Onset-rime activities will be used to examine individual words; however, this will be the only activity in which students see words in isolation. All other activities will present words in meaningful contexts enabling students to develop semantic and syntactic cueing systems.
4. Zeno sight words are reinforced throughout.

The Lessons:

Lessons are organized around phonograms. Each phonogram has four related lessons (see Figure 1). A fifth day option is included in Figure 2.

Figure 1. Four-day schedule of lessons.

Lesson 1a	Lesson 1b	Lesson 1c	Lesson 1d
1. Language Experience 2. Onset-rime: 3. Cloze 4. Fluency work 5. Read	1. Language Experience 2. Sentence Guess-O- Rama 3. Fluency work 4. Replay analysis 5. Read	1. Language Experience 2. Word wall riddle review 3. Word parsicle 4. Fluency work 5. Read	1. Language Experience 2. Maze mini-story 3. Fluency work 4. Sentence dictation 5. Read

Figure 2. Fifth day option

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| <p>Day 5 Option</p> <ol style="list-style-type: none"> 1. Review the word wall. 2. Reread LEA from that week. <ol style="list-style-type: none"> a. Do analytic phonics with the LEA 3. Play bingo with target phonogram words or other phonogram-related game |
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THE ACTIVITIES

Each of the activities are described below:

1. 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-read until fluent. The paragraph/story is then used for an analytic phonics mini-lesson. (Example: Find the word that ends with the /p/ sound.) Students’ stories should be dated and stored on a word document or kept in a notebook. If working with small groups, call on different students to provide sentences. Stories can be saved and used for reading practice on subsequent days.

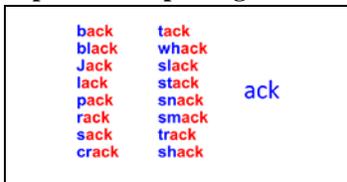
2. Onset-rime. The onset-rime activities are presented on a PowerPoint and based on the target phonogram (see Figure 3). Students see the initial onset initially. They are asked to put the two parts together to form a word. You may have to help students by sounding out the individual parts. Example: “/bl/ plus /ack/ is ...?”. Once students identify the word, they are shown the complete word.

Figure 3. Example of onset-rime activities.



When all the onset-rimes are completed, students are shown the complete list of words on a single PPT slide (see Figure 4). Quickly read through the list, pointing at each word with your finger, until fluency is achieved. You can also point to individual words out of order to reinforce or check for mastery.

Figure 4. Complete list of phonogram-based words.



The initial set of onset-rime activities are a review of level 1.2 words. They contain two sets of words per slide. These are followed by onset-rime based on 16 more advanced Level II phonogram-based words (see Figure 5). These contain four sets of words. In small group, students can do/say these together or take turns.

Figure 5. Level II phonogram-based words.



3. Fluency activities. Included are a series of Really Silly Stories (RSS) broken into sections. 60 to 80-word sections. Students are to read one section every day. In each section, 40, 50, and 60-word increments are designated with bold-faced type and underlines. The first **underlined word** = 40 words. The second **underlined word** = 50 words. The third **underlined word** = 60 words.

First, read the entire section out loud for students. Then, students reads that day’s excerpt out loud independently. Stop at the student’s designated target level (either 40, 50, or 60 words). Do this 3 times, recording the time after each reading. Record daily times on a graph (see Figure 6).

Figure 6. Line graph for fluency activities.

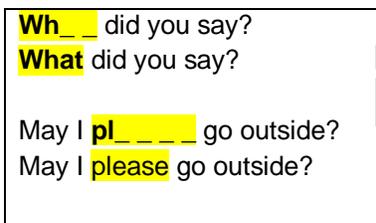


Students should start out at 40 words. When students consistently reach 12 seconds, move up to the next level.) If working in small groups, students should partner. One student is the timer while the other student is the reader. After three attempts, students change roles.

The next day, have students review the previous day’s story excerpt (either silently or out loud). Then, move to that days story excerpt. Use the repeated reading technique described above.

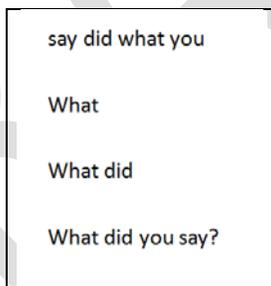
4. Cloze activities. Here students are given a sentence with a missing word (see Figure 7). The students read the sentence and are asked to guess the missing word. Then the complete appears below the cloze sentence. Students re-read this sentence until fluency is achieved. This activity should be briskly-paced and relatively brief lasting three to eight minutes. Keep in mind that the purpose here is to develop students’ ability to use meaning (semantics) and word order (grammar) to recognize words. Students should not be “sounding out” words here.

Figure 7. Examples of cloze activities used to reinforce target phonograms



5. Sentence Guess-O-rama. This is designed to develop the syntactic cueing systems (word order). Here students are presented a sentence in which the words are mixed up (see Figure 8). They are to try to guess what the sentence is. With each guess, they are provided additional word clues.

Figure 8. Sentence Guess-O-rama.



6. Replay analysis. Students are presented six sentences on a piece of paper (See Figure 9). Students read these out loud 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 six sentences. Repeat this process until fluency is achieved with no miscues. If six sentences are overwhelming, start with three sentences. If you are working in small group, you can have students work in pairs. One person would be the recorder and would help the other identify miscues.

Figure 9. Replay analysis.

Replay Analysis Sentences
1. Maybe I won't go to school today.
2. The plane carried a huge payload.
3. I was sitting in class, daydreaming about playing baseball.
4. She told me to go home, but I stayed here anyway.
5. It's cold so make sure you are wearing many layers of clothes.
6. They sprayed fertilizer all over the lawn.

8. Word wall riddle review. This is a review of the target phonogram words. Students are given a simple riddle (see Figure 10). They must select an answer from the word wall. In small group, students can do/say these together or take turns. However, you want to keep things briskly paced.

Figure 10. Word wall riddles.

Cows eat me.	hay
hay	play
	pay
	day
	say
	may

9. Word parsicle. This reinforces and develops students' ability to see letter patterns or word parts. Students are given parts of target phonogram words (see Figure 11). They are to guess the target phonogram word. With each successive guess they are given additional clues. Like all activities, this should be kept short and briskly-paced.

Figure 11. Word parsical.

_ ay _ _
may _ _
mayb_
maybe
_ ayc _ _ _
dayc _ _ _
dayc_r _
daycare

10. Maze mini-story. Maze activities are similar to cloze activities, except maze targets provide students with three choices of words (see Figure 12). The maze sentences for MBI are provided in the context of a short six to eight sentence mini-story.

Figure 12. Maze mini-story.

She was driving down the highway.

She [~~with~~ - was - hit] in her new car.
 She ~~was~~ in her new car.

[~~She~~ - Ran - Him] was going too fast.
 She was going too fast.

11. Sentence dictation. The teacher (or partner) reads a sentence to the student (see Figure 13). 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. The student writes the correct spelling on top of the word. After each, skip a line and go to the next sentence.

Figure 13. Maze mini-story.

1. AY
Sentence Dictation
 1. What was she saying?
 2. Maybe I don't want to go.
 3. The plane went down the runway

If working in small group, students will look for words that do not look right. Encourage them to work together. Then the teacher shows students the complete sentence with correct spelling. They will cross out the word and write the correct spelling on top. It is important that students are able to see both their incorrect and correct attempts.

12. Reading practice. Every session ends with reading practice of some kind. Reading practice enables students to practice newly learned skills in authentic reading contexts. Small group vocabulary and comprehension activities have been designed for both narrative and expository text. 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 40, 50, or 60-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 words containing examples of

the letter sounds or patterns addressed during word work. An example of a simple pre-, post-measure related to words containing the AY, ILL, IP, AT, and AM phonograms is shown in Figure 14.

Figure 14. Pre-, post-measure for AY, ILL, IP, AT, and AM phonograms.

___ day	___ stay	___ hill	___ thrill	___ lip
___ chip	___ mat	___ chat	___ chill	___ flip
___ may	___ pay	___ fill	___ ram	___ slam
___ ham	___ cram	___ flat	___ bat	___ hip

The second type of measure is a running record. Here students are given a piece of graded text and asked to read orally. Check marks are used to record the words correctly identify. The percentage of words correctly identify are recorded. Students’ scores may vary here depending on students’ knowledge of specific words and text content. Thus, multiple running records should be conducted at varying points in time.

Comprehension. Comprehension can be assessed two ways. The first is a story retelling chart. Here, students read and are asked to recall basic story elements related to characters, events, and settings. Points are earned for prompted and unprompted responses. This type of measure is fairly teacher-intensive.

The second form of assessment is a maze. A maze, when used to assess comprehension, is a graded reader of 125 words or more. After the first sentence, every fifth word is deleted. Students are supplied three choices: the correct word, an incorrect word that has the same grammatical function, and an incorrect word that has a different grammatical function (see Figure 15). The advantage of the maze is that it can be completed independently and can be given simultaneously in large group or small.

Figure 15. Examples of maze activities used to reinforce target phonograms.

<p>The mouse came out. He was hungry. He [when - was - dog] looking for some cheese [to - wet - in] eat. He ran across [then - sat - the] floor.</p>
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