

Intervention Program 

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Abstract

After analyzing Liza's assessment records, it is significant to develop an intervention program to help her develop and learn reading skills. The May assessment records show that Liza has several weaknesses in reading and comprehension skills. The most appropriate program is Read 180. This program addresses specific needs using direct instructions both in reading and writing (Niemand, 2016). Additionally, the program supports learners' development in several areas like fluency, comprehension, and phonemic awareness (Griffith, 2017). The program will be run for five continuous weeks and will target the identified areas of concern. The program will provide an oral reading fluency assessment to check Liza's progress. Her teacher will use this assessment to make recommendations on the group and individual instruction. Teachers should open communication channels with parents and listen carefully to understand children's perspectives who experience reading problems. According to Graham-Clay (2005), effective collaboration between parents and teachers is crucial to meeting children's needs.

Keywords: intervention-program, read 180, learning zones, assessment

Rationale ▼

One of the main goals for every learner is to develop solid and sufficient reading skills at an earlier stage in life. Reading is essential because it enables learners to learn about the world. Reading also allows children to expand their vocabularies since they interact with several concepts that are applicable in real-life. Therefore, children require a thorough guide and instructions in order to navigate varied prints. Reading difficulties starts when kids are in their first grade. Notably, children who have not mastered reading skills by third-grade fall behind their peers if there are no interventions. Reading interventions programs helps struggling readers to develop reading skills. According to Shafiuddin (2012), beginners in reading skills should be given several chances to practice and learn fluency skills and word interpretation techniques. Research indicates that children who fail in reading skills and do not improve at the end of first grade are also likely to fail in other academics (Shafiuddin, 2012). After analyzing Liza's assessment records, it is significant to develop an intervention program to help her develop and learn reading skills. Some of the areas of concern include oral vocabulary, reading comprehension, non-fiction information, and oral text reading.

An effective intervention program will provide Liza with direct and systematic instructions in comprehension and phonemic awareness. This program will teach her how to apply these skills in both reading and writing. Additionally, the program will provide fluency training by including profound experiences in listening and using oral language. According to Jones (2011), reading instructions are crucial for education, particularly for students with learning problems. Children's motivation and self-esteem to learn usually decreases if they lack basic reading skills. Therefore, it is crucial to develop an intervention program to help Liza progress well in middle and high school. ▼

The reading assessment records show that Liza has several weaknesses in reading and comprehension skills. For example, the assessment demonstrates that she is below the required grade since she cannot monitor and realize those words she reads. Reading comprehension is a complicated task that usually depends on cognitive and linguistic processes (Nation, 2019). Additionally, she has difficulties in comprehending non-fiction texts and words while reading the texts by herself. To address these challenges, Liza requires an intervention program. According to Cotter (2012), reading fluency is a crucial skill in life since it is closely related to comprehension.

Program Description

There are several intervention programs to help learners with reading skills problems. Instructors can integrate several strategies to help learners with reading difficulties. These programs include reading mastery, reading naturally, reading 180, project read, voyager passport, and read, write and type, among others. Reading mastery is regarded as a systematic approach. This technique involves linking the sounds with corresponding letters. This enables the child to read the passage effectively as they build their vocabulary. However, after assessing Liza's challenges, the most appropriate program is Read 180. This program addresses specific needs using direct instructions both in reading and writing. Additionally, the program supports learners' development in several areas like fluency, comprehension, and phonemic awareness. Notably, the program provides tutors with required resources that help students develop reading skills. Read 180 program entails independent reading, teacher modeling, independent practice, developing critical writing and reading skills, and allowing time for intervention books that focuses on comprehension and vocabulary development (Briones, 2016). Research suggests that the Read 180 program helps students improve their oral reading fluency skills (Kim et al., 2011). Fluency is a crucial element of developing reading skills

To effectively help Liza improve her reading skills, this program requires a minimum of one hour and a half classes every day of the week. The one hour and a half should be divided into sections such as twenty minutes in direct instructions, one hour in small group rotation, and ten minutes of wrap-up time (Smith, 2018). The program will run for five continuous weeks and will target the identified areas of concern. Several steps will be implemented in this program to ensure Liza effectively acquires the required skills. The first step will focus on listening comprehension sentences that will involve independent practice. Liza will be given a particular passage and then allowed to read for herself. The primary goal of this step is to build Liza's vocabulary, grammar, and reading skills using direct instructions. The second step will concentrate on oral vocabulary, and her teacher will use guided and modeling practice to help master the necessary skills.

The instructional activities will include four crucial learning zones, which are word, spelling, reading, and decoding. The first activity will start with reading zones, reading leveled passages, and viewing videos. Notably, in word zones, Liza will receive systematic instructions from her teacher on word and decoding recognition to help her develop fluency. The second activity within this program will focus on spelling, and Liza will complete an initial assessment by receiving a list of spelling words. The teacher will provide immediate feedback based on the errors she will make (Whiford, 2011) 

Assessments

The primary objective of Reading 180 program tests is to assess whether students have transferred specific reading skills throughout the program. The first assessment will be a reading inventory that will determine whether Liza follows instructional activities. Most learners find it difficult to follow instructions for a given activity due to various reasons. One of the reasons behind this challenge is based on the trouble with executive function. Executive functions

constitute skills that are required to complete a given task effectively. A child might have difficulty in processing information or understanding the language in context. It is clear that learners who do not follow instructions record poor results, or in many cases, such tasks are poorly done. Second, this program will evaluate Liza's reading comprehension skills and ability to make inferences and clearly understand reading materials. Additionally, this assessment will seek to understand whether Liza can analyze texts and make some predictions on the text before reading. The evaluation will determine whether one can critically think about events and characters in fictional texts by summarizing them. According to Bulut (2017), reading comprehension is a complicated process that assesses readers' ability to read vocabulary, their interaction with text, and comprehension strategies.

The program will use the Reading inventory assessment tool to measure Liza's oral text reading fluency as one way of addressing her text demands. RI tool will also be used to analyze whether Liza is making progress in reading comprehension skills. She will give an initial pre-test at the beginning of the class session, and the scores will be based on phonics skills (Morel, 2018). The program will provide an oral reading fluency assessment to check Liza's progress. Her teacher will use this assessment to make recommendations on the group and individual instruction (William et al., 2014). Moreover, diagnostic assessments will be utilized to check on her capabilities to master skills and identify any instructional needs.

According to Shepherd & Marzola (2011), when educators incorporate formative assessments, they increase student reading achievement scores. The assessment is effective in addressing learner needs which helps to close achievement gaps reading problems. Liza will be required to take summative tests on word study, listening, and reading comprehension skills. The summative assessment tests will take place in small group learning. Notably, this process will

make it easier for the teacher to effectively evaluate Liza and review the results to determine the subsequent assessments to take. The process will provide feedback and will the teacher to monitor student progress

Conclusion

There should be an effective collaboration between teachers and parents to help struggling readers address their comprehension and reading skills. This will help address some of the challenges associated with struggling learners like low self-esteem, poor attitude, and motivation toward reading. Effective collaboration between parents and teachers is crucial to meeting children's needs. Although parental involvement usually plays a significant role in helping struggling readers, sometimes parents contribute to the problem of children struggling to read through their dispositions and attitudes. Therefore, parents should engage in dialogue with these learners to ensure they learn and understand basic reading skills (Ikpeze, 2006). On the other hand, teachers should open communication channels with parents and listen carefully to understand the perspective of children who experience reading problems. Notably, when teachers listen to parent experiences, they get crucial information on handling these students and designing appropriate intervention programs.

Although teachers are taught different reading approaches, they do not effectively implement them in the classroom (Tomas et al., 2021). For example, they teach students alphabet skills without teaching reading. Therefore, to help struggling learners, educators should make proper decisions on which teaching strategies to apply to help students with reading and writing problems. According to Skeat et al. (2010), teachers should provide oral language, including prerequisite reading skills directly associated with the overall reading achievement

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