

# Reading Error Analysis and Intervention Selection Guide

## Type of Concern

## Intervention (grades)

### 1. Phonemic Awareness & Phonics

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

- Heggerty (phonemic awareness, K-1)
- Bridge the Gap (phonemic awareness (2+)
- Earobics (I: pre-K-1, II: 2-3)
- LEXIA Core 5 (K-5); Lexia Power Up (6+)
- REWARDS (3+)
- Sound Partners (K-3)
- Word families, rhyming and poetry, spelling patterns, syllables

### 2. Fluency

- Have the sounds, but sounding out slowly and laboriously (slow rate)
- Inattention to, or lacking appropriate phrasing &/or punctuation (poor prosody)
- Reading with many errors without a decoding deficiency (low accuracy)

- Repeated Oral Reading
- Read Naturally (accuracy above 97%) (2-8)
- Choral reading, assisted readings, 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)

- Lexia Core 5 (K-5); Power Up (6+)
- LLI (Title I only)
- Choose interventions based on student needs

### 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

- Consult with school psychologist
- Lexia Core 5 (K-5); Power Up (6+)
- Close Reading (all grades)
- Scholastic Reading Counts (building or classroom purchase)

#### Strategies to try:

- SQ3R
- Stop and Start technique
- Directional Questions
- Narrative Retelling
- Read Aloud
- Multiple Exposure
- Classroom Discussions
- Sequencing Tasks
- Explicit Vocabulary Instruction