

Grade 4 **Interventions**

When reading about body systems in Unit 1, it may be helpful to have pictures for students to use. It may be helpful to review information about body systems prior to reading text. Pre-teach vocabulary.

For researching, providing students with options that at their reading level or have an auditory component available. May want to think about partner work.

Unit 1 and 2

If the research is an ongoing project with parts that will need to be accomplished, consider chunking the assignment providing due dates for each section. Then follow up frequently to make sure student is making progress.

A - READING LITERATURE

May be helpful through out this section:

PALS) <http://iris.peabody.vanderbilt.edu/resources.html> (Learning Strategies)

Or use text to speech software. TextEdit and Word have text to speech feature.

If student is on an IEP for reading disability, bookshare.org may be appropriate. It's free for K-12 students with a print disability. Download of book with text to speech feature.

Key Ideas and Details

1. Explain the definition of inference. Provide examples from text. Then read text aloud while student follows along, asking explicit questions found in the text every to 2-3 lines. May increase the amount read as student improves. A graphic organizer for the explicit details and examples (for some students it may be helpful to have this partial fill out) then do think aloud to help lead the student to the inference.
2. Using PALS) <http://iris.peabody.vanderbilt.edu/resources.html> (Learning Strategies)

Read text aloud or choral read, while student follows along. Provide student with graphic organizer and have student put in key details that support main idea/theme. Or give key details and have student determine the main idea.

[Mini-lesson: Making Connections](#) Use Additional Tier 2 and 3 sections.

3. [Mini-lesson: Making Connections](#) Use Additional Tier 2 and 3 sections.

Read text aloud or choral read, while student follows along. Provide student with graphic organizer that asks questions about character, setting and event that can be explicitly answered in text.

Craft and Structure

4. Provide student with list of mythological domain-specific words/phrases, have student identify where the words are in the text. Have student read text or read text to student to determine meaning. May want to consider doing this as a background activation activity. Explain to students that give the reader information about a character without naming or indirectly give information. Provide examples and do a lot of guided practice. This will be difficult for students who have trouble with non-literal language such as students with autism and language disorders.

Using PALS) <http://iris.peabody.vanderbilt.edu/resources.html> (Learning Strategies) for students to discuss with a partner.

5. Provide student with a completed compare and contrast graphic organizer for prose, poem and drama. Have student identify differences between each. The teacher could also differentiate how much is completed on the organizer so that the student could complete some parts. Have student use graphic organizer as a guide when writing or speaking about text.
6. Review concepts of first and third person as well as perspective or point of view prior to the lesson. Provide student with cheat sheet with characteristics of first and third person such as first person uses the pronoun I and third person uses the pronoun she/he etc. Review points of the stories to be compared using a compare/contrast graphic organizer. Remember point of view may be difficult for students with autism.

Use PALs strategies from above for partner work.

Integration of Knowledge and Ideas

7. Illustrations
8. Not for literature
9. Review texts written by same author writing about the same or similar character. Complete compare and contrast graphic organizer for themes, settings etc. May be helpful to have examples.

Use PALs strategies above.

Range of Reading and Level of Text Complexity

10. Student may need to have support to read the literature. Graphic organizers and shared and guided reading as well as think alouds will be helpful.

Use PALs strategies from above.

B - Reading Informational Text

May be helpful through out this section:

PALS) <http://iris.peabody.vanderbilt.edu/resources.html> (Learning Strategies)

Or use text to speech software. TextEdit and Word have text to speech feature.

If student is on an IEP for reading disability, bookshare.org may be appropriate. It's free for K-12 students with a print disability. Download of book with text to speech feature.

Key Ideas and Details

11. Explain the definition of inference. Provide examples from text. Then read text aloud while student follows along, asking explicit questions found in the text every to 2-3 lines. May increase the amount read as student improves. A graphic organizer for the explicit details and examples (for some students it may be helpful to have this partial fill out) then do think aloud to help lead the student to the inference.

12. [Mini-lesson: Story Elements: Identifying Problem and Goal](#) See Tier 2-5 accommodations and modifications.
13. Provide student with graphic organizer that provides explicit wh- questions that identify event, ideas or concepts.

Use PALS from above.

Craft and Structure

14. Provide student with list of domain-specific words/phrases, have student identify where the words are in the text. Have student read text or read text to student to determine meaning. May want to consider doing this as a background activation activity. Explain to students that give the reader information about a character without naming or indirectly give information. Provide examples and do a lot of guided practice. This will be difficult for students who have trouble with non-literal language such as students with autism and language disorders.

Using PALS) <http://iris.peabody.vanderbilt.edu/resources.html> (Learning Strategies) for students to discuss with a partner.

15. Provide student with graphic organizer, which asks questions about time, comparison, cause/effect or problem/solution. Pre-teach key words that act as markers.
16. Pre-teach compare and contrast and first and secondhand. Provide learning activity that pairs students where student 1 tells student 2 about an event. Student 1 tells a small group of students about event firsthand. Then student 2 comes in and tell the event from the secondhand perspective.

Integration of Knowledge and Ideas

17. Pre-teach the concept of the chart, graph, diagrams, timelines, etc that is to be used. Use examples from texts and discuss how the information informs the reader.
18. [Guided Reading Lesson: Determining Importance](#) See Tier 2-5 additions, accommodations and modifications
19. Use a peer buddy.
Make sure the student access to the texts being used. Provide student with graphic organizer to use for both texts and then have students compare and contrast information.

Range of Reading and Level of Text Complexity

10. Student may need to have support to read the literature. Graphic organizers and shared and guided reading as well as think alouds will be helpful.

Use PALs strategies from above.

C – WRITING

May be helpful through out this section:

PALS) <http://iris.peabody.vanderbilt.edu/resources.html> (Learning Strategies)

Or use text to speech software.

TextEdit and Word have text to speech feature.

If student is on an IEP for reading disability, bookshare.org may be appropriate. It's free for K-12 s students with a print disability. Download of book with text to speech feature.

Have student use TextEdit (Mac application) to write story. Click on Edit, click on speech, click on start speaking.

Student can listen to story as a means of hearing errors. Set defaults to mark spelling and grammar errors.

SRSD www.teachingld.org/pdf/alert17writingSSRD.pdf

www.txautism.net/docs/Guide/Interventions/SelfRegulated.pdf

Text Types and Purposes

1.
 - A. Define “opinion” and explain that an opinion must be supported by reasons. Give examples and non-examples of how to support an opinion. Using the Effective Instruction Cycle, struggling students will need explicit instruction/feedback and will need lots of “we do it” practice.
 - B. Provide a word bank of linking words such as because, and, also, since etc.
 - C. Provide students with an opinion piece that has blanks where linking words should be so that student gets targeted practice deciding how words link the opinion to the reason. Given lots of “we do it, before expecting independent “you do it”.
 - D. Have students provide 2-3 pro and 2-3 cons for their opinion.
 - E. Before writing an opinion piece about a book, check for understanding before asking for the opinion. Many students have difficulty with comprehension due to language-based disabilities even if the book has been read to them.
 - F. Some students have difficulty selecting a topic. It may be helpful to give the student a choice between 2-3 topics or the teacher may need to assign student a topic. It may be helpful to consult parents about topics of interest.
 - G. Provide students with well written opinion pieces on topics or books that students are familiar with. Have student underline the name of book or topic, the opinion, reasons and conclusion in different colored markers/highlighters or crayons.
 - H. It may be helpful to scaffold the writing process by giving the student a template that has blanks for students to write in name of book or topic, what their opinion was and 2-3 reasons of support followed by a conclusion statement where student is able to restate their opinion.
 - I. Provide student with graphic organizer/outline with critical pieces. Have student writing opinion piece from graphic organizer.
2.
 - A. Use the ideas from above but explain the difference between opinion and fact. Remind students that when writing expository text, we use facts, not opinion.
 - B. Provide students with sources written at their reading level to gather facts.
 - C. Provide instruction on how definitions can be used as a fact.
3.
 - A. Provide students with word bank of temporal words. Provide “we do it” and “you do it” practice so students connect that these words signal the order of events. Depending on the needs of the student, a teacher may want to stick to word groups like: first, second and third; First, then, finally, or some other combination.
 - B. Have students mark temporal words in paragraphs.
 - C. Have students practice ordering activities sequentially by drawing pictures, writing short phrase in graphic organizer.
 - D. Have students orally practice telling story from drawings or graphic organizer to a partner or recorder.

- E. SRSD www.teachingld.org/pdf/alert17writingSSRD.pdf
www.txautism.net/docs/Guide/Interventions/SelfRegulated.pdf

Production and Distribution of Writing

- 5/6. A. Partner student with adult or peer for revising and editing. If using a peer, use a student who is in the middle of the class, not a high performing student. Remember teachers chose partners, not students. (PALS) <http://iris.peabody.vanderbilt.edu/resources.html> (Learning Strategies)
- B. Use SRSD www.txautism.net/docs/Guide/Interventions/SelfRegulated.pdf
www.teachingld.org/pdf/alert17writingSSRD.pdf
- C. To help student in the planning phase, help students use brainstorming techniques, followed by note taking. It may be helpful to use a digital note taking outlining software if possible, such as DraftBuilder. Writing on post-it notes may be helpful if using pencil and paper.
- D. Using the Sticky Note application on Mac may also be helpful for organization and planning. Use the color of the note to help with organization.
- E. Provide student with chart with appropriate conventions for student to use in revising and editing.
- 7/8. A. Some students have difficulty selecting a topic. It may be helpful to give the student a choice between 2-3 topics or the teacher may need to assign student a topic. It may be helpful to consult parents about topics of interest.
- B. Help student select research materials at the appropriate reading level. Or use text to speech software. TextEdit and Word have text to speech feature.
- C. Use note taking strategies list above.
- D. Provide categories using graphic organizer. Using Sticky Notes/Post-It Notes would be helpful for this.

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Have student use TextEdit (Mac application) to write story. Click on Edit, click on speech, click on start speaking. Student can listen to story as a means of hearing errors. Set defaults to mark spelling and grammar errors.

D – SPEAKING AND LISTENING

1. The PALS strategies may be helpful for struggling student. Students should also have access to any text that the discussion may be based on.
 - a. Review procedures/rules for discussion with student. May want to provide desk copy of procedure for student. If blurting out is a problem, may want to provide positive reinforcement when student raises hand or follows rules.
 - b. Make sure that student have text in accessible format such as audio, read aloud, text to speech etc. Give student a graphic organizer with questions that will be part of the discussion well in advanced.

Employing PALS strategies with student prior to discuss may be helpful.

Tell student or ask student which question he/she will give answer or discussion point in advanced.

- c. Students should have graphic organizer during discussion to help maintain topic.
- d. Students should have graphic organizer during discussion to help maintain topic.

PALS strategies: Discuss in smaller setting before larger setting.

- 2. Provide student with graphic organizer with main idea and 2-3 supporting details. Use PALS strategies to support the graphic organizer.

Graphic organizer in a electronic format may helpful students with handwriting issues.

Have student write key ideas on Post It Notes as text is read aloud. Reader should stop reading after several lines to give student a chance to write note. Student can use key ideas as prompts for paraphrasing the content of the text.

- 3. Provide student with graphic organizer (either paper or electronic). Have student answer questions of who, when, where, why and how. Have pair share about the speaker information. Pre-arrange with student, which question he/she would like to answer.

Presentation of Knowledge and Ideas

- 4. Have student graphic organizer or outline to gather information for report. May want to have student report on text or material is personally familiar with before moving to less familiar material. This is especially true for students on the autism spectrum. Student should practice reporting with a peer, then small group and then whole class.

Review speaking procedures with student prior to giving the report. Remind them about speaking slowly and clearly.

- 5. Have student prepare Podcast with 1-2 other students. Use GarageBand or record in Word. Add illustrations by searching Google Images or clip art.
- 6. Explicitly model formal English. Provide student with examples and non-examples of appropriate times to use formal and informal English.

Have student practice formal English with a partner.

E – FOUNDATIONAL SKILLS (Word Study)

- 1. Chart with definition and examples for student to have at desk. (E1)
- 2. Have student use different color highlighters to identify nouns, pronouns and verbs (E2)

Skills from Flow Chart

3. Provide chart with meanings of most common prefixes and derivational and Latin suffixes.

Teach students there is only one vowel sound in a syllable to help decode multisyllabic words.

a. Provide student with chart with common vowel teams and the corresponding sound.

Have student count number of sounds heard. Create hand signals for consonant and vowel sounds.

d. Timings/rote practice of irregularly spelled words.

Fluency

4. Timings/rote practice of reading passage to improve fluency.

a. Listen to on-level text being read to student. Using questioning strategies to clarify purpose and understanding.

b. Practice oral fluency at instruction level by reading into recording device. Student evaluate for rate and expression. Re-record for practice. Recording device could be iPad, Touch iPod, cell phone, and GarageBand.

Using PALS) <http://iris.peabody.vanderbilt.edu/resources.html> (Learning Strategies)

c. Using PALS) <http://iris.peabody.vanderbilt.edu/resources.html> (Learning Strategies)

F – LANGUAGE

May be helpful through out:

PALS) <http://iris.peabody.vanderbilt.edu/resources.html> (Learning Strategies)

Conventions of Standard English

1. a. Provide student with chart of definition/examples/non examples of noun, pronouns, verbs, adjectives and adverbs.

Have student underline the subject of the sentence and circle the verb. Use sentence with out pronouns as subjects and use action verbs.

b. Give examples of regular and irregular plural nouns. Have student identify which are regular and which are irregular.

Provide an example of irregular plural and how they are formed.

c. Compare and contrast the difference between can, may and must. Discuss how that changes the meaning of the sentence.

d. After explicitly reviewing what an adjective is and the patterns or order provide student with reference chart play game: hold up object and students must use two adjectives to describe the object.

e. Have student demonstrate prepositions such as put pencil on the paper. Put something in and out of a box.

Provide student with practice identifying prepositional phrases by having student highlight the prepositional phrase.

Provide student with practice with using prepositional phrases by showing student a picture that could be described with a prepositional phrase such as “The dog is in the doghouse.”

f. Provide student with examples and non-examples of complete sentences. Have student identify the noun and the verb of complete sentences and for non-examples (missing) how to fix. Discuss the use of the word “and” and its role in run-on sentences.

g. Provide student with chart that shows the appropriate use of frequently confused words such as to, two, too.

2. 2. Define the word conventions. Give example of capitalization and punctuation. May want to have rote phrases such as “a sentence starts with a capital and ends with a period.” A question starts with a capital and ends with a question mark.”

When writing, have student use a word processing program with spelling tools available.

If a word processor is not available, have student circle words they may not be sure how to spell or think are misspelled. Student can look up words later. Suggest using The Scholastic Dictionary of Spelling.

Have student create a personal list of words which are difficult to spell or are frequently misspelled to keep at their desk.

- a. Show student titles of books with the appropriate words capitalized. Have student write example of appropriate capitalization in titles as a reference.

When provided with titles, have student determine if appropriate circling correct words and putting a line through incorrect words.

- b. Review use of comma and quotation marks. Show student real world examples such as dialogue from in book. Provide student with a model of use of commas and quotation marks to have at their seat. Give student 1-2 lines of dialogue without the commas and quotations and have student insert.
- c. Provide student with chart with comma usage. Discuss compound sentence. Have student identify a compound sentence and describe the position of the comma. Have multiply practice sessions.
- d. If a word processor is not available, have student circle words they may not be sure how to spell or think are misspelled. Student can look up words later. Suggest using The Scholastic Dictionary of Spelling.

Have student create a personal list of words which are difficult to spell or are frequently misspelled to keep at their desk.

Knowledge of Language

3. Provide student with many examples of how the use of language impacts the content. Discuss word choice. Read to student and discuss how word choice makes the audience feel. Generate bank of adjectives and adverbs, which lend to effect.

Vocabulary Acquisition and Use

4. Provide example of multiple meaning words. Discuss what the word means in each situation.
 - a. Provide student with a sentence that uses a vocabulary word underlined, read sentence to student. Help student to determine how the context of provides a clue to the word. It may be helpful for student to figure out as a matter of review if the word is a noun, verb, etc. This may need to be modeled a number of times.

Provide student with sentences with vocabulary word underlined have student circle the words in the text which provides clues.

- b. Go over the meaning of Greek and Latin affixes. Provide student with a chart with frequent affixes and the meaning. Discuss how the meaning of the word changes when the affix is added.
 - c. Explicitly teach student how to use reference materials such as charts from sparksnotes.com or books with misspelled words.
5. It may be helpful to provide student with a diagram of figurative language and then explicitly teach type. Explain what figurative language is. Student on the autism spectrum may have difficulty with non-literal meaning such as idioms and other figurative language. Students with language disorders may also have difficulty.

For idioms: write the idiom on a sentence strip and its meaning on another strip. Do this for several idioms. Have student match the correct meaning to the idiom.

Teach student word cues for similes such as _____as and the word like as markers. Ehelper.com lets you print off practice worksheets.

6.