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Reading Intervention Strategies For Elementary-Aged Students

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READING INTERVENTION STRATEGIES FOR ELEMENTARY-AGED STUDENTS

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Research Question

- What are effective reading intervention strategies for elementary students?

Literature Review

- A large number of U.S. students have difficulty learning how to read and many fourth grade students have low reading fluency (Begeny, Krouse, Ross, & Mitchell, 2009).
- Menzies, Mahdavi, and Lewis (2008) state that without understanding the components of effective reading instruction, teachers will not be able to properly address the needs of their students.
- Allington (2013) argues that schools do not reflect research-based practices.
- Marcell and Ferraro (2013) reason that all elements of reading should be practiced within intervention, not just fluency.
- Witte (2016) argues that high expectations are essential to student progress and motivation can be maintained through sufficient support.

Methodology

- Twenty scholarly articles were analyzed, with publication dates beginning in the year 2000.
- The research examines intervention strategies for all struggling readers in kindergarten through fourth grade.
- The studies were analyzed for repetitions, similarities and differences, transitions, theory related material, linguistic connectors, and missing data (Ryan & Bernard, 2012).

Results and Data Analysis

Similarities/Differences

- All of the interventions lasted under an hour and were administered weekly.
- Interventions do not necessarily have to be lengthy to be effective.
- The type of intervention, who administered the intervention, and grade level of intervention differed.

Theory Related Material

- Teacher read-alouds can be used to display appropriate prosody as well as help students develop content understanding.
- The gradual transfer of responsibility from instructor to student gives students both support and independence.
- The use of charts can help students organize information and ideas.
- The use of characters can increase student motivation.

Transition

- Within recent years, articles are stressing comprehension rather than fluency, but fluency is an expected byproduct of these interventions.
- More explicit interventions can produce growth in other areas as well.

Missing Data

- The effectiveness of the intervention was always tested by assessments rather than other methods.
- Retention of learned information or student progress throughout their elementary years was not included in the studies.
- The articles did not all have the same elements.

Conclusion

- Effective instruction teaches students skills, strategies, and concepts.
- Reading intervention strategies should be catered around a student's needs.
- Explicit instruction and practice is needed to teach students essential skills and strategies.
- Researchers should consider all aspects of reading intervention when conducting a study.