

Diagnosis and Intervention Strategies

Watch for Problems

- Watch for signs that a student is struggling with a book when you have discussions with him during Status of the Class
- Review reports for students' quiz scores and averages

When to Intervene

- When student is struggling with a book
- When student scores below 80 per cent on a single quiz
- When student's average drops below 85 per cent

How to Intervene

- Talk with the student to identify the cause and severity of the problem
- Decide together on a strategy to address the problem
- Always guide a student in selecting his next book if he struggled with a book, got a low score or has a low average
- Provide appropriate teaching to develop student's comprehension, vocabulary, fluency and phonics skills

When you notice that a student is	Try these strategies
Reading a book (fiction) that is too hard or too long.	<ul style="list-style-type: none"> ▪ Have student change to Read With to finish the book. ▪ Guide student in selecting a shorter book. ▪ If next book is still too hard, get the student to try a lower book level.
Struggling with a non-fiction book.	<ul style="list-style-type: none"> ▪ Teach strategies for reading non-fiction, such as previewing, outlining, skimming and summarising. ▪ Before quizzing, get the student to use strategies to identify the overall message. ▪ Guide student in selecting a shorter or easier non-fiction book next.
Having trouble or not being careful taking quizzes.	<ul style="list-style-type: none"> ▪ Watch student take a few quizzes. Is he going too fast, not reading all the choices or clicking answers by accident? ▪ Teach and give guidance as needed. ▪ Emphasise the importance of doing your best on the quizzes.
Not successful in his reading practice (average drops below 85%) in spite of previous adjustments and guidance.	<ul style="list-style-type: none"> ▪ Re-evaluate student's ZPD—you can create a wider ZPD that better matches the student's abilities. ▪ Work with student to identify problems with basic reading skills. ▪ Provide targeted teaching as needed in comprehension, vocabulary, fluency, phonics and phonemic awareness.