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

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<th>When you notice that a student is</th>
<th>Try these strategies</th>
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| Reading a book (fiction) that is too hard or too long. | • 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. | • 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. | • 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. | • 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. |