Intervention Sampler. What are examples of reading & writing instruction/interventions that teachers can use in the classroom?

# Teachers: Providing Classroom Reading & Writing Interventions

Issues:

- Reading & writing delays are probably the most common reasons for student academic underperformance.

- Teachers need ready access to a bank of intervention ideas that are feasible and effective in classroom settings.

- Where appropriate, the student should be trained to take responsibility for implementing at least part of the intervention plan.

Reading Interventions:

1. Reading Racetrack (Vocabulary)
2. Assisted Cloze Reading (Fluency)
3. Paired Reading (Fluency)
4. HELPS Program (Fluency)
5. Group-Based Repeated Reading (Fluency)
6. Click or Clunk (Comprehension)
7. Reading Reflection Pauses (Comprehension)
8. Question Generation (Comprehension)
9. Linking Pronouns to Referents (Comprehension)
10. Read-Ask-Paraphrase (RAP) (Comprehension)
11. Ask-Read-Tell Cognitive Strategy(Comprehension_
12. Phrase-Cued Text Lessons (Comprehension)
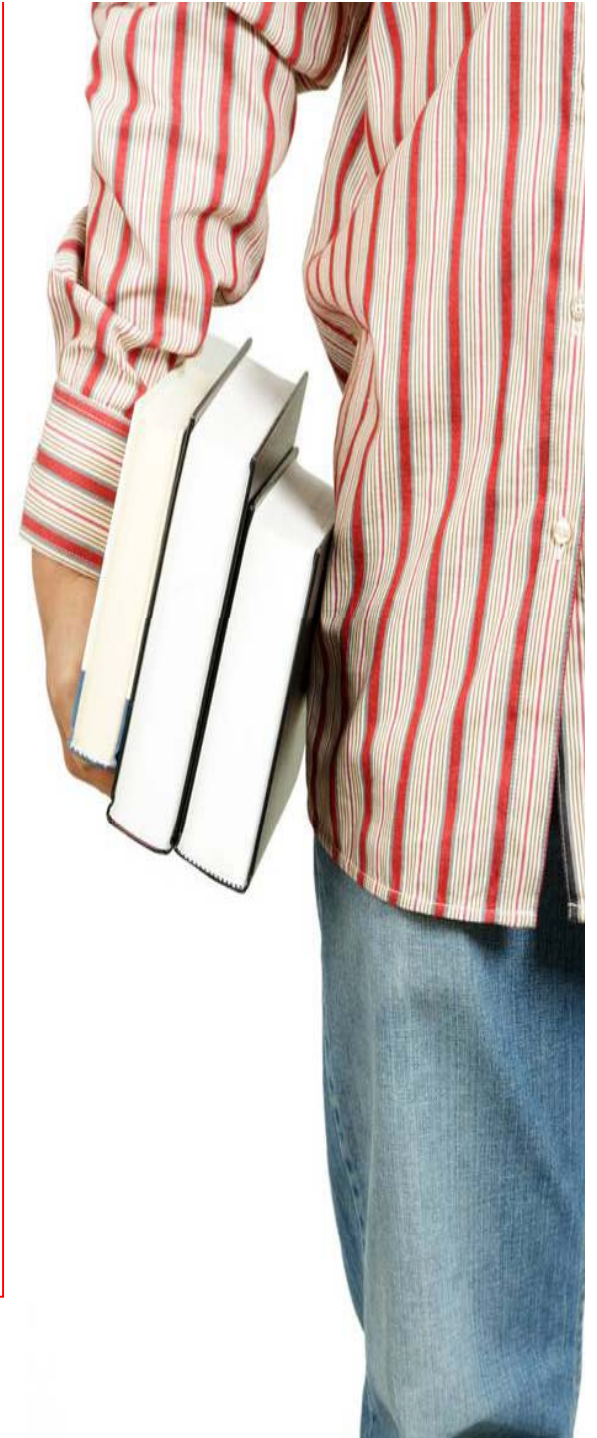
Big Ideas in Reading

1. "Phonemic Awareness: The ability to hear and manipulate sounds in words.

2. Alphabetic Principle: The ability to associate sounds with letters and use these sounds to form words.

3. Fluency with Text: The effortless, automatic ability to read words in connected text.

4. Vocabulary: The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.

5. Comprehension: The complex cognitive process involving the intentional interaction between reader and text to convey meaning."

Source: Big ideas in beginning reading. University of Oregon. Retrieved September 23, 2007, from http://reading.uoregon.edu/index.php

Sample Strategy to Promote…Sight-Word Vocabulary

Reading Racetrack

- The teacher selects 28 words from a sight word list (e.g., Dolch, Fry) to create 'Reading Racetracks'.

- In one session, the student reads through four **target** Racetracks with 7 words each and one **review** Racetrack with all 28 words.

- The student reads words aloud from a 'Reading Racetrack' sheet for 1 minute.

- The student engages in repeated readings from that Racetrack wordlist until reaching a 90-word criterion or having read the list five times in a row.

Source: Rinaldi, L., Sells, D., & McLaughlin, T. F. (1997). The effect of reading racetracks on the sight word acquisition and fluency of elementary students. Journal of Behavioral Education, 7, 219-233.

28 were	27 five	26 some	25 had	24 know	23 stop	22 then

1 had	START

21 five

Reading Racetrack

2 five		20 some

3 stop		19 then

4 know		18 were

Student: _____ JAKE _____

Date: _____ Sept 17, 2014 _____

Wordlist: _____

Circle List Type **Target #_2** or **Review**

5 then		17 had

6 were		16 know

7 some		15 stop

8 five	9 stop	10 were	11 had	12 know	13 some	14 then

Source: Rinaldi, L., Sells, D., & McLaughlin, T. F. (1997). The effect of reading racetracks on the sight word acquisition and fluency of elementary students. Journal of Behavioral Education, 7, 219-233.

Reading Racetrack Score Sheet

Student:_____ Wordlist: _____ Date: _____

TARGET LIST 1	#/Words Correct	#/Errors	Practice Words	TARGET LIST 3	#/Words Correct	#/Errors	Practice Words
First Read				First Read			
Second Read				Second Read			
Third Read				Third Read			
Fourth Read				Fourth Read			
Fifth Read				Fifth Read			

Source: Rinaldi, L., Sells, D., & McLaughlin, T. F. (1997). The effect of reading racetracks on the sight word acquisition and fluency of elementary students. *Journal of Behavioral Education, 7, 219-233.*

Sample Strategy to Promote…Reading Fluency

Classroom Academic Interventions: Reading Fluency

- ASSISTED CLOZE INTERVENTION: INCREASE READING FLUENCY. The teacher selects a passage at the student's instructional level. The teacher reads aloud from the passage while the student follows along silently and tracks the place in the text with a finger. Intermittently, the teacher pauses and the student is expected to read aloud the next word in passage.

  The process continues until the entire passage has been read. Then the student is directed to read the text aloud while the teacher follows along silently. Whenever the student commits a reading error or hesitates for 3 seconds or longer, the teacher provides error correction.

Source: Homan, S. P., Klesius, J. P, & Hite, C. (1993). Effects of repeated readings and nonrepetitive strategies on students' fluency and comprehension. Journal of Educational Research, 87(2), 94-99.

Classroom Academic Interventions: Reading Fluency

- PAIRED READING: INCREASE READING FLUENCY. Teacher and student begin the session reading aloud in unison.

  During the session, at the student's choosing, he/she gives a silent signal (e.g., lightly tapping the teacher's wrist); at this signal, the teacher stops reading aloud and instead follows along silently while the student continues to read aloud. Whenever the student commits a reading error or hesitates for 3 seconds or longer (during either unison or independent reading), the teacher corrects the error and resumes reading in unison.

Source: Homan, S. P., Klesius, J. P, & Hite, C. (1993). Effects of repeated readings and nonrepetive strategies on students' fluency and comprehension. Journal of Educational Research, 87(2), 94-99.

Tutorial: Distinguishing Between an Intervention Practice and a Program

- **Practice.** An intervention 'practice' is an educational practice that has been found through research to be effective in improving student academic or behavioral performance.

- **Program.** An intervention 'program' is usually a packaged approach that has multiple components and that is scripted. Programs often incorporate several research-based practices.

  Both 'practices' and 'programs' have their place on RTI intervention plans.
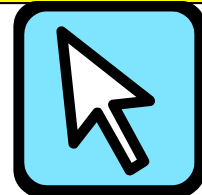
Intervention **Practice** Example:
Repeated Reading

This intervention targets reading fluency (Lo, Cooke, & Starling, 2011). The student is given a passage and first 'rehearses' that passage by following along silently as the tutor reads it aloud. Then the student reads the same passage aloud several times in a row, with the tutor giving performance feedback after each re-reading.

Intervention **Program** Example: HELPS (www.helpsprogram.org)

- HELPS (Helping Early Literacy with Practice Strategies) is a free tutoring program that targets student reading fluency skills. Developed by Dr. John Begeny of North Carolina State University, the program is an evidence-based intervention package that includes:
  - adult modeling of fluent reading,
  - **repeated reading of passages by the student**,
  - phrase-drill error correction,
  - verbal cueing and retell check to encourage student reading comprehension,
  - reward procedures to engage and encourage the student reader.

HELPS Reading Fluency Program

www.helpsprogram.org
LINK AVAILABLE ON
CONFERENCE WEB PAGE

Group-Based Repeated Reading
(Available on Conference Web Page)

An effective *group repeated reading intervention* (Klubnik & Ardoin, 2010) has been developed that allows a tutor to work on reading fluency with up to 3 students in a group format. This tutoring package includes several components, with repeated reading as the 'engine' that drives student growth in reading fluency. A tutoring session using this group intervention will last about 15 minutes.

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

Group-Based Repeated Reading

Preparation. To prepare for each tutoring session, the tutor creates or obtains these materials:

- 1 student reading passage: This passage should be 150 words or longer and at students' instructional level. *Instructional* as defined here means that students are able to correctly read at least 90% of the words in the passage. Copies of the passage are made for each student and the tutor.

- 1 copy of the *Group Repeated Reading Intervention Behavior Rating Scale* (two versions of which appear later in this document).

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

Group-Based Repeated Reading

Procedure. The group repeated reading intervention has 4 components: passage preview, repeated readings, phrase-drill error correction, and contingent reward:

1. *Passage Preview.* The tutor reads the practice passage aloud once while students follow along silently, tracking their place with an index finger. During this initial read-through, the tutor stops several times at unpredictable points and asks a student selected at random to read the next word in the passage. (NOTE: This 'assisted cloze' strategy -- Homan, Klesius, & Hite,1993--ensures that students pay close attention to the tutor's modeling of text.)

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

Group-Based Repeated Reading

Procedure.

2. *Repeated Readings.* The tutor next has the students read the practice passage aloud 3 times . For each read-aloud, the students engage in sequential reading, with the process continuing in round-robin fashion until the passage is completed. When a student misreads or hesitates in reading a word for 3 seconds or longer, the tutor states the correct word. At the beginning of each repeated reading, the tutor selects a different student, to ensure that by the end of the 3 readings, each student will have read each sentence in the passage once.

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

Group-Based Repeated Reading

Procedure.

3. *Phrase Drill Error Correction.* At the end of each reading, the tutor reviews error words (misreads or hesitations for 3 seconds or longer) with students. The tutor points to each error word, ensures that students are looking at the word, and asks them to read the word aloud in unison.

   If students misread or hesitate for 3 seconds or longer, the tutor pronounces the error word and has students read the word aloud together (choral responding). Then the tutor has students read aloud a phrase of 2-3 words that includes the error word--performing this action twice.

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

Group-Based Repeated Reading

Procedure.

4. *Contingent Reward*. At the start of each tutoring session, the tutor reviews with the group the 3 behavioral expectations from the *Group Repeated Reading Intervention Behavior Rating Scale*:

   – *When asked to read aloud, I did my best reading.*

   – *When others were reading, I paid close attention.*

   – *I showed good behaviors and followed all directions quickly.*

   The tutor reminds the students that they can earn a reward if they observe these behavioral expectations.

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

Group Repeated Reading Intervention Behavior Rating Scale

Student Name: _Reading Group Students_   Date: _____

Rater: _Tutor_   Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

	Student 1	Student 2	Student 3
When asked to read aloud, I did my best reading. The degree to which Reading Group Students met this behavior goal ☹ 1 😐 2 ☺ 3	☹ 1 😐 2 ☺ 3	☹ 1 😐 2 ☺ 3	☹ 1 😐 2 ☺ 3
When others were reading, I paid close attention. The degree to which Reading Group Students met this behavior goal ☹ 1 😐 2 ☺ 3	☹ 1 😐 2 ☺ 3	☹ 1 😐 2 ☺ 3	☹ 1 😐 2 ☺ 3
I showed good behaviors and followed all directions quickly. The degree to which Reading Group Students met this behavior goal ☹ 1 😐 2 ☺ 3	☹ 1 😐 2 ☺ 3	☹ 1 😐 2 ☺ 3	☹ 1 😐 2 ☺ 3

Group Repeated Reading Intervention Behavior Rating Scale

Student Name: __Reading Group Students__   Date: _____

Rater: __Tutor__   Classroom: _____

Directions: Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

	Student 1	Student 2	Student 3
When asked to read aloud, I did my best reading. How well Reading Group Students did in meeting the behavior goal? 1..........2..........3 Poor Fair Good	P F G 1.......2.......3	P F G 1.......2.......3	P F G 1.......2.......3
When others were reading, I paid close attention. How well Reading Group Students did in meeting the behavior goal? 1..........2..........3 Poor Fair Good	P F G 1.......2.......3	P F G 1.......2.......3	P F G 1.......2.......3
I showed good behaviors and followed all directions quickly. How well Reading Group Students did in meeting the behavior goal? 1..........2..........3 Poor Fair Good	P F G 1.......2.......3	P F G 1.......2.......3	P F G 1.......2.......3

Group-Based Repeated Reading

Procedure.

4. *Contingent Reward (Cont.)* At the end of the session, the tutor rates each student's behavior on the *Group Repeated Reading Intervention Behavior Rating Scale*. Any student who earns a top score (3 points) on all rating items receives a nickel (Klubnik & Ardoin, 2010), sticker, or other modest reward.

Source: Klubnik, C., & Ardoin, S. P. (2010). Examining immediate and maintenance effects of a reading intervention package on generalization materials: Individual versus group implementation. *Journal of Behavioral Education, 19*, 7-29.

Sample Strategies to Promote…Reading Comprehension

Reading Comprehension: Self-Management Strategies

CLICK OR CLUNK: MONITORING COMPREHENSION

- The student continually checks understanding of sentences, paragraphs, and pages of text while reading.

- If the student understands what is read, he/she quietly says 'CLICK' and continues reading.

- If the student encounters problems with vocabulary or comprehension, he/she quietly says 'CLUNK' and uses a checklist to apply simple strategies to solve those reading difficulties.

Source: Babbs, P. J. (1984). Monitoring cards help improve comprehension. The Reading Teacher, 38(2), 200-204.

'Click or Clunk'
Check Sheet

The Savvy Teacher's Guide: Reading Interventions That Work   Jim Wright (www.interventioncentral.org)   27

MY READING CHECK SHEET*

Name: _____   Class: _____

Sentence Check... *"Did I understand this sentence?"*

If you had trouble understanding a word in the sentence, try…
- Reading the sentence over.
- Reading the next sentence.
- Looking up the word in the glossary (if the book or article has one).
- Asking someone.

If you had trouble understanding the meaning of the sentence, try…
- Reading the sentence over.
- Reading the whole paragraph again.
- Reading on.
- Asking someone.

Paragraph Check... *"What did the paragraph say?"*

If you had trouble understanding what the paragraph said, try…
- Reading the paragraph over.

Page Check... *"What do I remember?"*

If you had trouble remembering what was said on this page, try…
- Re-reading each paragraph on the page, and asking yourself, "What did it say?"

Adapted from Anderson (1980), Babbs (1984)

Reading Comprehension 'Fix-Up' Skills: A Toolkit (Cont.)

- [Student Strategy] **Promoting Understanding & Building Endurance through Reading-Reflection Pauses** (Hedin & Conderman, 2010). The student decides on a reading interval (e.g., every four sentences; every 3 minutes; at the end of each paragraph). At the end of each interval, the student pauses briefly to recall the main points of the reading. If the student has questions or is uncertain about the content, the student rereads part or all of the section just read. This strategy is useful both for students who need to monitor their understanding as well as those who benefit from brief breaks when engaging in intensive reading as a means to build up endurance as attentive readers.

Reading Comprehension 'Fix-Up' Skills: A Toolkit

- [Student Strategy] **Identifying or Constructing Main Idea Sentences (Question Generation)** (Davey & McBride, 1986; Rosenshine, Meister & Chapman, 1996). For each paragraph in an assigned reading, the student either (a) highlights the main idea sentence or (b) highlights key details and uses them to write a 'gist' sentence. The student then writes the main idea of that paragraph on an index card. On the other side of the card, the student writes a question whose answer is that paragraph's main idea sentence. This stack of 'main idea' cards becomes a useful tool to review assigned readings.

Reading Comprehension 'Fix-Up' Skills: A Toolkit (Cont.)

- [Student Strategy] **Linking Pronouns to Referents** (Hedin & Conderman, 2010). Some readers lose the connection between pronouns and the nouns that they refer to (known as 'referents')—especially when reading challenging text. The student is encouraged to circle pronouns in the reading, to explicitly identify each pronoun's referent, and (optionally) to write next to the pronoun the name of its referent. For example, the student may add the referent to a pronoun in this sentence from a biology text: *"The Cambrian Period is the first geological age that has large numbers of multi-celled organisms associated with it* ***it*** *Cambrian Period ."*

Reading Comprehension: Self-Management Strategies

- RETAIN TEXT INFORMATION WITH PARAPHRASING (RAP). The student is trained to use a 3-step cognitive strategy when reading each paragraph of an informational-text passage: (1) READ the paragraph; (2) ASK oneself what the main idea of the paragraph is and what two key details support that main idea; (3) PARAPHRASE the main idea and two supporting details into one's own words. This 3-step strategy is easily memorized using the acronym RAP (read-ask-paraphrase). OPTIONAL BUT RECOMMENDED: Create an organizer sheet with spaces for the student to record main idea and supporting details of multiple paragraphs—to be used with the RAP strategy-to be used as an organizer and verifiable work product.

Source: Hagaman, J. L., Casey, K. J., & Reid, R. (2010). The effects of the paraphrasing strategy on the reading comprehension of young students. Remedial and Special Education, 33, 110-123.

READ-ASK-PARAPHRASE (RAP) Sheet: Reading Comprehension: Cognitive Strategy (Available on Conference Web Page)

Read-Ask-Paraphrase (RAP) Sheet

Name: [   ]   Date: [   ]   Title/Pages of Reading: [   ]

Student Directions: For *each paragraph* from your assigned reading, (1) READ the paragraph; (2) ASK yourself what the main idea of the paragraph is and what two key details support that main idea; (3) PARAPHRASE the main idea and two supporting details in your own words and write them in the blank provided.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

ASK-READ-TELL (ART): Reading Comprehension: Cognitive Strategy (Available on Conference Web Page)

ASK-READ-TELL (ART): Student Worksheet (McCallum et al., 2010)

Name: [   ] Passage/Page Title: [   ] Date: [   ]

Directions: Use the checklist below to guide your reading of this passage. Check off each step when completed.

☐ **Step 1: Goal Before Reading:** I look at title, headings, and illustrations of the passage and ASK myself:

What is the main topic of the passage? What does it discuss?

[   ]

What information do I already know about this topic?

[   ]

Based on the title, what are TWO questions about this passage's topic that I would like to have answered in my reading?:

1. [   ]

2. [   ]

☐ **Step 2: Goal While Reading:** I READ the passage carefully for full understanding:

While reading, I stop after each paragraph to ask, "Did I understand what I just read?"

If I do understand the paragraph, I mark it with a plus sign (+) and continue reading.
If I do not understand the paragraph, I mark it with a minus (-) sign and:
- reread the paragraph;
- slow my reading;
- focus my /full attention on what I am reading;
- underline any words that I do not know and try to figure them out from the reading (context).

☐ **Step 3: Goal After Reading:** I TELL what I learned from the passage:

Based on my reading, here are answers to my two questions from Step 1:

1. [   ]

2. [   ]

When I meet with my peer partner, we TELL each other what we learned from the passage, sharing our questions and answers. Then we talk about any other interesting information from the reading.

Phrase-Cued Text Lessons

- Phrase-cued texts are a means to train students to recognize the natural pauses that occur between phrases in their reading. Because phrases are units that often encapsulate key ideas, the student's ability to identify them can enhance comprehension of the text (Rasinski, 1990, 1994).

Sources: Rasinski, T.V. (1990). *The effects of cued phrase boundaries on reading performance: A review.* Kent, Ohio: Kent State University. (ERIC Document Reproduction Service No. ED313689).
Rasinski, T. V. (1994). Developing syntactic sensitivity in reading through phrase-cued texts. *Intervention in School and Clinic, 29,* 165-168.

Phrase-Cued Text Lessons

MATERIALS:

- Two copies of a student passage: One annotated with phrase-cue marks and the other left without annotation.

Sources: Rasinski, T.V. (1990). *The effects of cued phrase boundaries on reading performance: A review.* Kent, Ohio: Kent State University. (ERIC Document Reproduction Service No. ED313689).
Rasinski, T. V. (1994). Developing syntactic sensitivity in reading through phrase-cued texts. *Intervention in School and Clinic, 29,* 165-168.

Phrase-Cued Text Lessons

PREPARATION: Here are guidelines for preparing phrase-cued passages:

1. **Select a Passage.** Select a short (100-250 word) passage that is within the student's instructional or independent level.

2. **Mark Sentence Boundaries.** Mark the sentence boundaries of the passage with double slashes (//).

3. **Mark Within-Sentence Phrase-Breaks.** Read through the passage to locate 'phrase breaks' —naturally occurring pause points that are found within sentences. Mark each of these phrase breaks with a single slash mark (/).

Sources: Rasinski, T.V. (1990). *The effects of cued phrase boundaries on reading performance: A review.* Kent, Ohio: Kent State University. (ERIC Document Reproduction Service No. ED313689).
Rasinski, T. V. (1994). Developing syntactic sensitivity in reading through phrase-cued texts. *Intervention in School and Clinic, 29,*

Example: Passage With Phrase-Cued Text Annotation

Phrase-Cued Text

For animals that drift through the sea without the benefit of eyesight, **/** jellyfish have managed to survive remarkably well. **//** In fact, **/** in areas where overfishing and habitat destruction have reduced fish populations, **/** jellyfish are now becoming the dominant predators. **//**

It turns out that jellyfish, **/** despite their sluggish looks, **/** are just as effective at hunting and catching meals as their competitors with fins. **//** They may not move as quickly, **/** but in a study published in the journal Science, **/** researchers found that many jellyfish use their body size to increase their hunting success. **//** With their large, watery bodies and long tentacles, **/** they conserve energy by letting currents guide them into their

Phrase-Cued Text Lessons

INTERVENTION STEPS: Phrase-cued text lessons should be carried out in 10 minute sessions 3-4 times per week. Here are steps to carrying out this intervention:

1. [When first using this strategy] **Introduce Phrase-Cued Texts to the Student.** Say to the student: *"Passages are made up of key ideas, and these key ideas are often contained in units called 'phrases'. Several phrases can make up a sentence. When we read, it helps to read phrase by phrase to get the full meaning of the text."*

   Show the student a prepared passage with phrase-cue marks inserted. Point out how double-slash marks signal visually to the reader the longer pauses at sentence boundaries and single slash marks signal the shorter phrase pauses within sentences.

Sources: Rasinski, T.V. (1990). *The effects of cued phrase boundaries on reading performance: A review.* Kent, Ohio: Kent State University. (ERIC Document Reproduction Service No. ED313689).
Rasinski, T. V. (1994). Developing syntactic sensitivity in reading through phrase-cued texts. *Intervention in School and Clinic, 29,*

Phrase-Cued Text Lessons

INTERVENTION STEPS (Cont.):

2. **Follow the Phrase-Cued Text Reading Sequence:** The tutor prepares a new phrase-cued passage for each session and follows this sequence:

    a) The tutor reads the phrase-cued passage aloud once as a model, while the student follows along silently.

    b) The student reads the phrase-cued passage aloud 2-3 times. The tutor provides ongoing feedback about the student reading, noting the student's observance of phrase breaks.

    c) The session concludes with the student reading aloud a copy of the passage *without* phrase-cue marks. The tutor provides feedback about the student's success in recognizing the natural phrase breaks in the student's final read-aloud.

Sources: Rasinski, T.V. (1990). *The effects of cued phrase boundaries on reading performance: A review.* Kent, Ohio: Kent State University. (ERIC Document Reproduction Service No. ED313689).
Rasinski, T. V. (1994). Developing syntactic sensitivity in reading through phrase-cued texts. *Intervention in School and Clinic, 29,*

Phrase-Cued Text Lessons

Additional Ideas for Using Phrase-Cued Texts. Educators might consider these additional ideas for using this strategy (Rasinski, 1994):

- **Use Phrase-Cued Texts in a Group-Lesson Format.** The teacher would modify the intervention sequence (described above) to accommodate a group or class. The teacher models reading of the phrase-cued passage; the teacher and students next read through the passage chorally; then students (in pairs or individually) practice reading the phrase-cued text aloud while the instructor circulates around the room to observe. Finally, students individually read aloud the original passage without phrase-cue marks.

- **Encourage Parents to Use the Phrase-Cued Text Strategy.** Parents can extend the impact of this strategy by using it at home, with training and materials provided by the school.

Sources: Rasinski, T.V. (1990). *The effects of cued phrase boundaries on reading performance: A review.* Kent, Ohio: Kent State University. (ERIC Document Reproduction Service No. ED313689).
Rasinski, T. V. (1994). Developing syntactic sensitivity in reading through phrase-cued texts. *Intervention in School and Clinic, 29,*

Phrase Cued Text Generator

Step 1 of 3

Fill out the title, author, and copy & paste a passage of text into the form *below*:

Title

Jellyfish Are Effective Pre

Author

NY Times

Passage

For animals that drift through the sea without the benefit of eyesight, jellyfish have managed to survive remarkably well. In fact, in areas where overfishing and habitat destruction have reduced fish populations, jellyfish are now becoming the dominant predators.

It turns out that jellyfish, despite their sluggish looks, are just as effective at hunting and catching meals as their competitors with fins. They may not move as quickly, but in a study published in the journal Science, researchers found that many jellyfish use their body size to increase their hunting success. With their large, watery bodies and long tentacles, they conserve energy by letting currents guide them into their prey, said José Luis Acuña, an author of the paper and a biologist at the University of Oviedo in Spain.

"To our surprise, jellyfish were as good predators as visually predating fish in spite of being slow and blind, because they play an entirely different hydromechanical trick," he said in an e-mail.

Word Count: 163 (Min: 20 Max: 500)

☐ Remove all line breaks to create a single-paragraph passage

05:00

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Group Activity: *Reading* *Interventions*

At your tables:

- Consider the reading-intervention ideas shared here.

- Discuss how you might use one or more of these strategies in your classroom or school.

Reading Interventions:

1. Reading Racetrack (Vocabulary)
2. Assisted Cloze Reading (Fluency)
3. Paired Reading (Fluency)
4. HELPS Program (Fluency)
5. Group-Based Repeated Reading (Fluency)
6. Click or Clunk (Comprehension)
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