



# 40 Reading Intervention Strategies for K-6 Students: Research-Based Support for RTI

*Elaine K. McEwan-Adkins*

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**Winner--Learning Magazine 2011 Teachers Choice Award**

**Finalist--Association of Educational Publishers 2010 Distinguished Achievement Award**

This book provides a well-rounded collection of research-based reading intervention strategies that can be used by classroom teachers, interventionists, Title I, special educators, and ELL teachers seeking to support struggling readers in their classrooms and schools. It also provides teacher-friendly sample lesson plans and miniroutines that the classroom teacher can readily understand and adapt. Finally, the book offers citations and descriptions of current research that educators can use to substantiate their strategy choices. Most educators are deeply concerned with literacy levels in their schools. Everyone is feeling the relentless pressure of high-stakes tests and the need to provide the highest levels of instruction. Specifically, this book is intended for elementary teachers of all kinds and levels, literacy coaches, interventionists, speech pathologists, other educational specialists, special education, bilingual, and Title I administrators, and even college and university professors who are looking for a research-based collection of intervention strategies as a resource in their classrooms. The intervention strategies are numbered one to forty and are grouped into seven sections: instruction, phonemic awareness, word identification, fluency, vocabulary, comprehension, and reading a lot. Highly effective teachers often use these intervention strategies during whole-group instruction, since many of them will not only scaffold struggling readers but will also motivate and accelerate average and above-average students. Many of the interventions gain exponential power when implemented across a grade-level team or throughout the school.

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