**L.A. Intervention Project**

**Schedule of Activities:**

**Two-Week Comprehension Unit**

This schedule is designed for a 90-minute period of comprehension intervention, two to three times a week (as in a block schedule). Each unit is two weeks long, with Fridays reserved for review, assessment, student conferences, and presentations. The schedule should be adjusted as needed to suit the bell schedule of your particular high school, ***however, it is important that the intensity of the intervention be maintained to make the intervention successful.***Fewer hours per week is not recommended!

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Mins. per day | Content | Focus of activities | | Associated materials |
|  |  |  | **MONDAY - THURSDAY** |  |
| 15 | **Daily Warm-up**  ***Strategy practice*** | Review of comprehension strategies | | Warm-up Material Guidelines |
|  | **Repeated Reading for Prosody & Meaning**  ***Independent & silent reading practice (with retelling)*** | Grade level text made into readers’ theater using fluency rubric. Switch to silent reading using instructional level text  Lower the level of text for silent reading | | Fluency Materials Guidelines,  Fluency Rubric |
| 25 | **Vocabulary**  ***Direct instruction*** | First day of unit: Three words chosen to represent the theme of the new reading, and to introduce that theme. | | Six-Step Vocabulary Instruction Materials |
| Rest of the unit: Generative Morphology: Students learn a targeted Latin or Greek root, and apply it to new words. | |
| 25 | **Reciprocal Teaching with Visualization**  ***Comprehension strategy instruction and student-let practice*** | Students begin to read the new story in groups, using reciprocal teaching to lead their comprehension | | Reciprocal Teaching Material Guidelines,  CAGES |
| 15 | **Technology** | Students work on their computers to present their visualization of the character, setting, or object. | | Annotated list of Technology options |
| Fridays | | | | |
| 25 | **Review** | First Friday of unit | Students do game-based review of the skills and story content they’ve learned so far. |  |
| 25 | **Assessment** | Last day of unit | Skills and content assessments alternating weeks. |  |
|  | **Student Conferences** | All Fridays | Done one at a time while students are doing the review or assessment. | Student Conference Guidelines |
| 35 | **Presentations of Technology Work** | All Fridays | Students do presentations of their work products from the previous four class sessions. Extra points for using vocabulary words in their spoken presentation. |  |
|  |  |  |  |  |