PORTFOLIO OF SMALL GROUP INTERVENTIONS (Revised July 2010)

The Comprehensive Intervention Model (CIM) developed by Linda Dorn and Carla Soffos at the University of Arkansas incorporates individual and small-group interventions, including Reading Recovery® in first grade. The small-group interventions can be delivered as either pullout or push-in interventions with the exception of the writing process group, which is generally implemented during writing workshop in the classroom. The small group interventions are described below.

**Guided Reading Plus Groups** are for children who are lagging behind their classmates in reading and who are reading at the emergent through early transitional text levels. The groups are designed to promote monitoring and self-correcting strategies, fluency, deep comprehension, and vocabulary development while reading. Writing lifts reading as students write about their reading. Groups meet for 30 minutes daily. The lesson format spans two phases with 30 minutes of instruction per day. Phase one includes four components: pre-planned word study activity, orientation to the new book, independent reading with teacher observations and follow-up teaching points, including discussion of the message. Phase two begins with assessment: the teacher takes a running record on two children while the other students read easy or familiar texts. Then the focus shifts to the writing component, which includes four predictable parts: responding to yesterday’s guided reading text, composing individual messages, writing independently, and one-to-one writing conferences with the teacher.

**Assisted Writing Groups** are designed to support children in grades 1-4 who struggle with literacy processing and are lagging behind their classmates. Assisted Writing is an umbrella term for two types of writing:

- **Interactive Writing** is for children writing at the emergent to early levels and focuses on concepts about print, communicating a message, rereading strategies for predicting and monitoring, saying words slowly to hear and record sounds, using simple resources (ABC Chart, personal dictionary), fluent letter formation, building core of high frequency words, and cross checking information sources.

- **Writing Aloud** is for children who are reading at higher text levels but are having difficulty with the writing process: composing, generating ideas, drafting, revising, editing, and preparing a piece for publication. Links between reading and writing are emphasized.

**Writing Process Groups** are designed for children who are struggling with some aspect of the writing process during writing workshop. The Intervention Specialist works in the classroom for 20-30 minutes providing tailored instruction that focuses on the specific areas of the writing process including formulating ideas, drafting, revising, crafting, editing, and publishing.

**Comprehension Focus Groups** are for children who are reading at the transitional level and beyond in grades and who are having difficulty comprehending the wide range of text genres as they move up the grades. Focus studies are a series of lessons over a sustained period of time that work together to build global understandings about specific genres (narrative, information, persuasive) and/or comprehension strategies. Content Units focus on grade-level expectations that align with content standards and content area text books and occur during the content workshop in the classroom, or as a pullout intervention. Focus groups meet for 30 minutes daily over a period of 4-9 weeks.