



# 7 Reading and Writing Interventions

High-quality ELA interventions, aligned to and informed by the Science of Reading, are a critical component for learning recovery and acceleration. However, many districts struggle to find effective reading & writing interventions. Finding evidence-based, age-appropriate interventions—that include adequate instructions and low-cost supplemental materials for each grade level—is a challenge.

In this toolkit, we've provided seven new reading & writing interventions, all taken directly from Panorama's Playbook. Each strategy is aligned to and informed by the Science of Reading, and many include facilitation guides, templates, or worksheets to support implementation in the classroom.

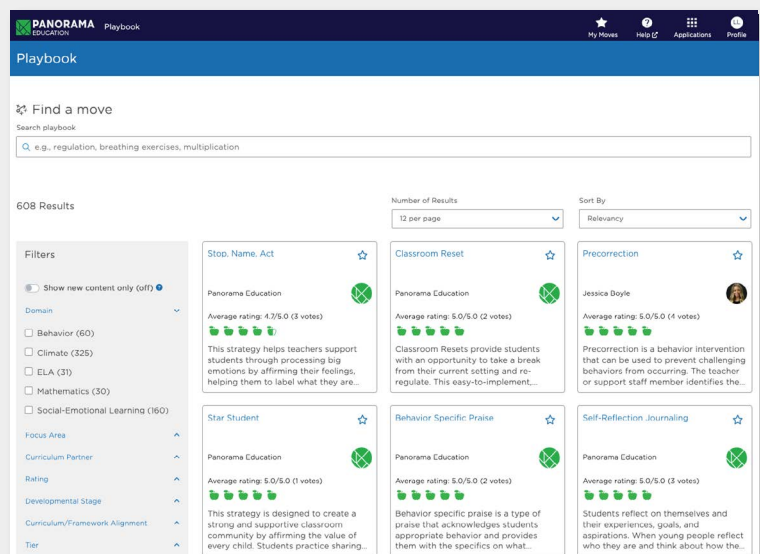
## How to use these guides:

- **District Leaders:** Incorporate these strategies into your district-wide intervention menu. Share these resources with your school teams and consider ways to consistently implement interventions districtwide.
- **School Leaders:** Bring these strategies to PLCs, staff meetings, or MTSS and Student Support team meetings to share with staff and to support students at every tier.
- **Classroom Teachers and Support Staff:** Try these activities in class, small group, or individual settings to support the academic growth of every student.

## About Panorama Playbook:

The interventions in this toolkit have been selected from [Playbook](#), Panorama's professional learning library for K-12 educators.

Districts and schools that partner with Panorama have full access to the collection of 500+ strategies, instructional resources, and MTSS interventions across SEL, academics, and behavior. In addition to facilitation guides like the ones found in this toolkit, Playbook users get in-depth implementation tips and differentiation ideas.



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## 1. Concept Mapping

**Focus Area:** Comprehension • **MTSS Tier(s):** Tier 1

**Developmental Stage:** Upper Elementary, Middle School, High School

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### About This Strategy:

Concept mapping is a learning strategy that supports students in visually representing information. This strategy is aligned to (and informed by) the Science of Reading.

### Preparation:

- [Click here to access the facilitator guide for this strategy.](#)

### Instructions:

1. Write a focus question. The question should provide context for the knowledge or topic that the concept map should reflect.
2. List concepts. Ask students to list ideas, objects, or understandings that come to mind when they are posed with the focus question.
  - Instruct students to aim for 10-30 items on their lists
  - The lists can be filled with short, concise notes
3. Start organizing. After completing their lists, students can shift to organizing. Prompt students to place the most important themes and main concepts toward the top of the map, with supporting ideas toward the bottom.
4. Connect ideas with linking phrases. Students can use lines to connect concepts and add linking phrases (e.g., such as, despite, also) to form propositions.

## 2. Paragraph Shrinking

**Focus Area:** Comprehension • **MTSS Tier(s):** Tier 1

**Developmental Stage:** Upper Elementary, Lower Elementary

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### About This Strategy:

This activity is designed to improve students' reading comprehension skills by providing space to practice summarizing text in a structured manner. This strategy is aligned to (and informed by) the Science of Reading.

### Preparation:

- Prepare a selection of age-appropriate paragraphs for students to practice on. See below for examples. (Optional) Create a poster that outlines the three steps of paragraph shrinking. Display this poster for students.
- **Sample Paragraphs for Elementary Students**

Sally loves to read books. She reads every day after school. Her favorite books are about animals. She likes to learn about lions, tigers, and bears. Sally even reads to her little brother. She hopes to visit a zoo soon to see all the animals she has read about. Her dream is to become a zookeeper one day.
- Tom is a great soccer player. He practices every weekend with his dad. Tom can kick the ball very far. He has won three trophies so far. His team counts on him to make goals. Tom wants to be a professional soccer player when he grows up. He watches soccer games on TV to learn new skills.

### Instructions:

1. Introduce this activity to students by sharing the what of paragraph shrinking: 'shrinking' a paragraph down to tell (or write) the most important information or the main idea.
  - Educator Script: Today, we're going to be like chefs. Just like a chef takes a lot of ingredients and makes one delicious dish, we're going to take a lot of sentences and shrink them down to one tasty main idea. This is important because shrinking can help us better understand what we are reading.
2. Use explicit instruction to teach the how of paragraph shrinking:
  - *Name the who or what (the main person, animal, or thing)*
  - *Tell the most important thing about the who or what*
  - *Summarize the main idea in 10 words or less*
  - Educator Script: Imagine our paragraph is like a pizza. The main idea is the base, and the key details are the toppings. Our job is to make a 'summary pizza' with just the right ingredients.

3. Model the procedure to ensure students understand how to use this strategy. Read a sample paragraph aloud, name the who or what, identify the key details, and summarize the paragraph in a sentence.
4. Shift into guided practice. Divide students into pairs and distribute a paragraph to each pair. Instruct students to take turns reading aloud for 5 minutes (without rereading), stopping after each paragraph to summarize the main points of the reading. Students can then name the who or what, identify the most important thing about the who or what, and summarize the main idea.
  - Encourage the partner to provide feedback when necessary.
  - Educator Script: Now, you and your partner are chefs in your own ‘summary kitchen.’ Work together to cook up a one-sentence summary of your paragraph.
5. Invite pairs to share their summaries. Discuss any variations and why they are valid or need adjustment.
  - Educator Script: Great job, chefs! Let’s taste-test each other’s ‘summary pizzas’ and see how they turned out.

## 3. Inferential Questioning

**Focus Area:** Comprehension • **MTSS Tier(s):** Tier 1

**Developmental Stage:** Middle School, High School

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### About This Strategy:

This activity is designed to improve students' reading comprehension by teaching them how to ask and answer inferential questions while reading. This strategy is aligned to (and informed by) the Science of Reading.

### Preparation:

- Prepare a selection of age-appropriate passages that lend themselves to inferential questioning. See below for examples.
- Create a poster that outlines the types of inferential questions one can ask while reading, such as questions about the author's intent, the character's feelings, or the text's themes. Display this in the classroom for students to refer to during the activity.

### Sample Passages for Secondary Students

#### *Sample Passage 1: Character's Non-Verbal Cues*

As Sarah walked into the room, her eyes darted around, avoiding direct contact with anyone. She clenched her fists tightly, her knuckles turning white. Her lips were pressed into a thin line, and she took shallow, rapid breaths. When asked how she was doing, she responded with a terse fine, but her trembling hands betrayed her true feelings. She sat down quickly, crossing her arms and legs as if building a fortress around herself.

#### *Sample Passage 2: Implicit Themes or Messages*

John looked out at the sea of discarded plastic bottles, candy wrappers, and shopping bags that littered the once-pristine beach. He remembered the summers of his childhood, where the sand was clean and the water clear. Now, the ocean had a murky, grayish hue, and the air smelled of decay. He picked up a single plastic bottle and stared at it, contemplating the irreversible damage done. As he walked away, he couldn't shake off the heavy feeling of responsibility that weighed on him.

These passages can be used to generate inferential questions that require students to dig deeper into the text, such as:

- What can we infer about Sarah's emotional state based on her non-verbal cues?
- What is the implicit message or theme in John's experience at the beach?



## **Instructions:**

### *Step 1: Introduce the Activity*

- Educator Script: Today, we're going to become investigative journalists. Just like journalists dig deeper to uncover the full story, we're going to dig deeper into the text to understand its nuances.

### *Step 2: Explicit Instruction on Inferential Questions*

- Explain what inferential questions are and how they differ from literal questions.
- Educator Script: Inferential questions require us to read between the lines, to dig deeper. Unlike literal questions that have answers directly stated in the text, inferential questions require us to combine textual evidence with our own reasoning.

### *Step 3: Model the Strategy*

- Read a sample passage aloud.
- Pose an inferential question and demonstrate how to answer it using textual evidence.
- Educator Script: Let's look at this passage. What can we infer about the character's feelings based on their body language?

### *Step 4: Guided Practice*

- Divide students into pairs and distribute a passage to each pair.
- Instruct students to read the passage and come up with their own inferential questions and answers.
- Educator Script: Now, you and your partner are investigative journalists working on the same story. Read the passage and come up with inferential questions and answers to deepen your understanding of the text.

### *Step 5: Share and Discuss*

- Invite pairs to share their inferential questions and answers.
- Educator Script: Great job, journalists! Let's share our investigative questions and discuss how they helped us understand the text more deeply.



## 4. Paragraph Burger

**Focus Area:** Writing Comprehension • **MTSS Tier(s):** Tier 1

**Developmental Stage:** Lower Elementary, Upper Elementary, Middle School

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### About This Strategy:

The Paragraph Burger is a strategy to teach writing to students at all levels, across genres. This visual graphic organizer supports students in the planning process. This strategy is aligned to (and informed by) the Science of Reading.

### Preparation:

- Create or locate and print a [burger template](#) for individual student use.
- Consider preparing a completed and annotated burger template to display in the classroom for modeling and student reference.

### Instructions:

1. Explain to students that well-written paragraphs follow a particular structure. Tell them that they will be using the Paragraph Burger graphic organizer to plan their writing.
2. Distribute the burger template and review the parts of a paragraph as students follow along on the template:
  - The top bun represents the introduction or topic sentence of the paragraph. This sentence should “preview” the rest of the paragraph for the reader.
  - The fillings (middle) of the burger represent supporting details. These should “prove” what was stated in the first sentence.
  - The bottom bun represents the concluding sentence of the paragraph. This sentence should restate the introduction in a new, connected way.
3. Work as a class to create a simple model paragraph based on general knowledge (for example, how to tie your shoe or brush your teeth). Highlight the topic sentence, supporting details, and conclusion as each is created.
4. Instruct students to try the strategy on their own. Then, ask volunteers to share their finished Paragraph Burgers with the class, or have students share within a small group.

## 5. Knowledge Maps

**Focus Area:** Vocabulary • **MTSS Tier(s):** Tier 1

**Developmental Stage:** Upper Elementary, Middle School

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### About This Strategy:

This activity helps students build and expand their vocabulary by categorizing and connecting words related to a specific topic or unit of study. Knowledge Maps is aligned to (and informed by) the Science of Reading.

### Preparation:

- Pre-select key vocabulary words related to the topic or unit of study.
- Download and distribute the Knowledge Map Post template for students ([Google Doc](#) | [PDF](#)).

### Instructions:

1. Introduce the Knowledge Map Concept
  - Educator Script: Today, we're going to be word explorers! We'll use a Knowledge Map to discover new words and see how they connect to our topic.
2. Display Pre-Selected Vocabulary Words
  - Place the pre-selected vocabulary words on the Knowledge Map.
  - Educator Script: Here are some words that are important for our current topics. Let's explore how they connect.
3. Categorize the Words
  - Ask students to categorize the words into groups that make sense to them.
  - Educator Script: How can we group these words? What connections do you see?
4. Add "Want to Know More About" Section
  - Create a section on the Knowledge Map where students can add words or concepts they want to explore further.
  - Educator Script: Is there anything you're curious about? Let's add it to our "Want to Know More About" section.
5. Update the Map
  - As the unit progresses, revisit the Knowledge Map to add new words or adjust categories.
  - Educator Script: Our Knowledge Map is a living document. As we learn more, we'll add more to it!

## 6. Generative Vocabulary

**Focus Area:** Vocabulary • **MTSS Tier(s):** Tier 1, Tier 2

**Developmental Stage:** Lower Elementary, Upper Elementary

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### About This Strategy:

This activity—which is aligned to (and informed by) the Science of Reading—is designed to help students expand their vocabulary by generating new words based on root words, prefixes, and suffixes.

### Preparation:

- Prepare a list of root words, prefixes, and suffixes that are age-appropriate. (See examples below.) Create flashcards or a digital slide deck with the root words, prefixes, and suffixes.
- Print and distribute this worksheet ([Google Doc](#) | [PDF](#)) to students. They will use this to record the new words they generate.

### Instructions:

1. Introduce the activity to the students, explaining that they will be creating new words using root words, prefixes, and suffixes.
  - Educator Script: Today, we're going to be word builders! We'll use root words, prefixes, and suffixes to create new words and expand our vocabulary.
2. Model how to generate a new word using a root word, prefix, or suffix.
  - Educator Script: Let's start with the root word 'write.' If I add the prefix 're-' to it, I get 'rewrite.' What does 'rewrite' mean?
3. Distribute the flashcards. Ask students to pick a root word and add a prefix or suffix to create a new word.
  - Educator Script: Now it's your turn. Pick a root word and try adding a prefix or suffix to make a new word. Write it down on your worksheet.
4. Invite students to share the new words they've created and discuss their meanings.
  - Educator Script: Great job, word builders! Let's share the new words we've created and talk about what they mean.
5. Discuss how understanding root words, prefixes, and suffixes can help in understanding the meaning of new words.
  - Educator Script: Understanding the building blocks of words can help us figure out the meaning of new words we encounter. Isn't that cool?

## 7. Oral Cloze Technique

**Focus Area:** Fluency • **MTSS Tier(s):** Tier 1, Tier 2

**Developmental Stage:** Lower Elementary, Upper Elementary

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### About This Strategy:

This activity is designed to enhance students' reading fluency through guided practice and immediate feedback. This strategy is aligned to (and informed by) the Science of Reading.

### Preparation:

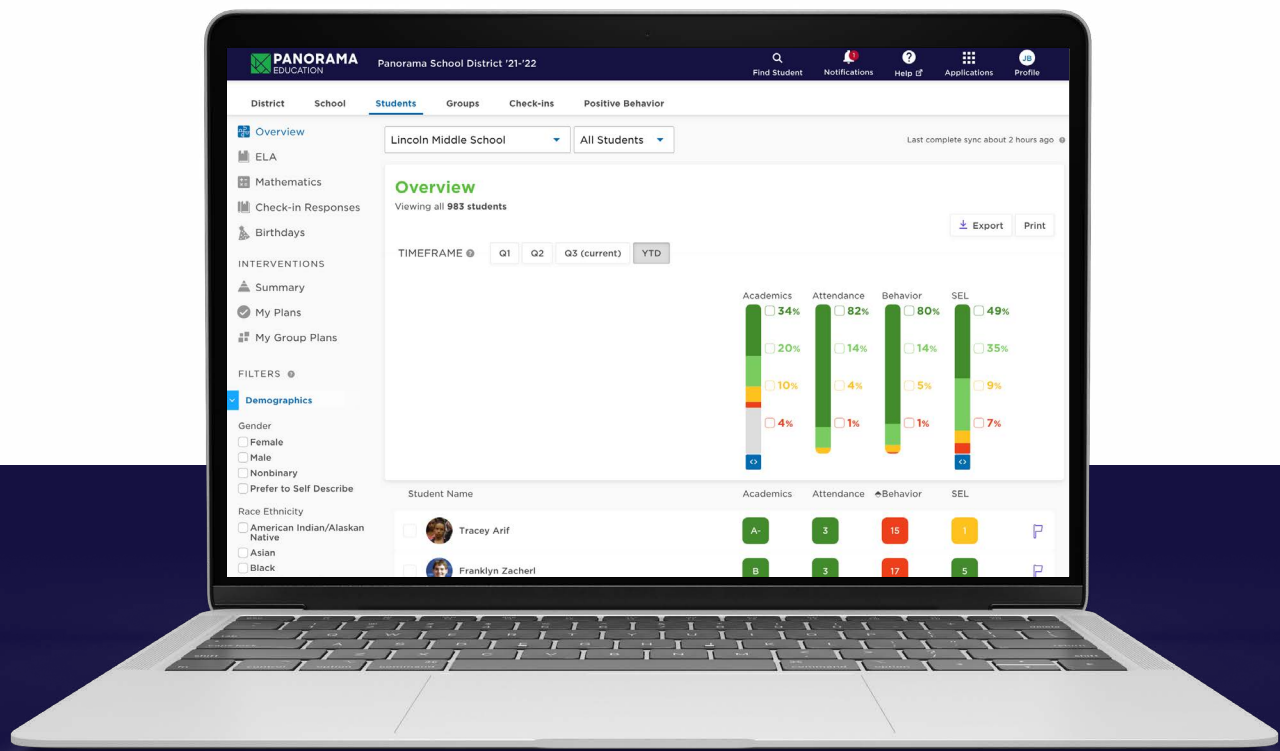
- Select a reading passage that is familiar to your students and contains content, words or phrases you wish to target.
- Create a list of key words or phrases from the passage that you will pause at during the reading.
- Prepare a poster or visual aid that outlines the steps of the Oral Cloze Technique, including: Introduction, Modeling, Guided Practice, Student Turn, and Feedback and Reflection.

### Instructions:

1. Briefly introduce the activity to students.
  - Educator Script: Today, we're going to practice reading like smooth, flowing rivers, not like robots!
2. Read a sentence or short paragraph from the pre-selected text, modeling fluent reading.
  - Educator Script: Listen carefully as I read this sentence like a smooth, flowing river.
3. Shift into guided practice. Begin reading the text again, but this time, pause at pre-selected words or phrases.
  - Educator Script: I'm going to read again, but this time, I'll pause at certain words. When I pause, I want you to fill in the missing word.
4. Invite students to read the text, pausing at the same pre-selected words or phrases for their peers to fill in.
  - Educator Script: Now it's your turn to be the reader. Remember to pause at the special words for your classmates to fill in.
5. Provide immediate feedback on students' fluency and discuss the importance of fluent reading.
  - Educator Script: You all did a fantastic job! Why do you think reading fluently is important?

# About Panorama Education

Panorama Education partners with K-12 schools and districts across the country to collect and analyze data about social-emotional learning, school climate, family engagement, and more. With research-backed surveys, actionable data reports, and intervention tracking tools, Panorama helps educators act on data and improve student outcomes. Panorama supports more than 15 million students in 25,000 schools across all 50 states, including those in the New York City Department of Education, Dallas Independent School District, Seattle Public Schools, and San Francisco Unified School District.



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