

# Intervention Selection Wiki

**changeOnePart:** Change One Part

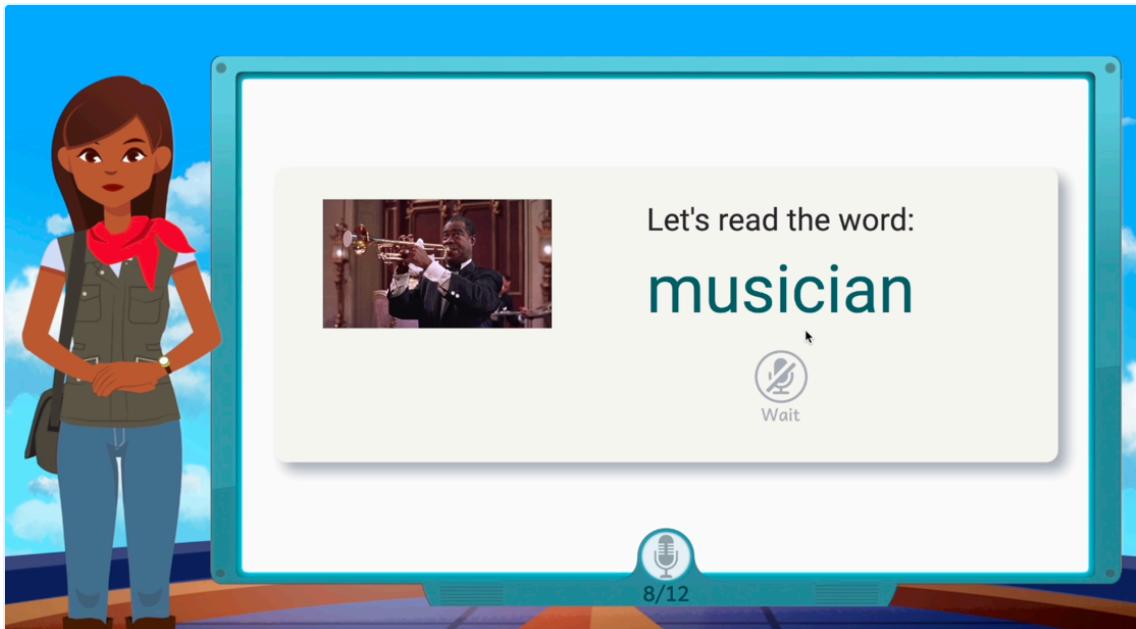
#phonological\_awareness #decoding  
#unisyllabic #cvc #decodable #no\_semidowel #NPHON\_3 #low\_ngram #medium\_ngram  
#high\_ngram  
#WCPM\_under\_30  
#core\_cluster\_v1

**clap:** Syllabic Sound Out with Definition

#decoding #vocabulary  
#bisyllabic #multisyllabic #medium\_ngram #low\_ngram #decodable #NPHON>5  
#WCPM\_30\_60 #WCPM\_over\_60  
#core\_cluster\_v1

Amira helps a student by breaking a word into syllables and then asking the student to practice the parts and then blend the entire word. [Backing Research](#)

This intervention consists of Amira providing scaffolding in three dimensions: sounding out a multi-syllabic word; providing an image that captures the meaning of the word; giving a short definition. This intervention only fires on multi-syllabic words.



**cognate:** All Variants

#decoding #vocabulary  
#bilingual #production\_override  
#has\_metadata

In this intervention, Amira helps the student to bridge from Spanish to English. Amira shows the student the Spanish cognate for the English word that has induced struggle.

[Backing Research 1](#) | [Backing Research 2](#)

This rule fires only when the student is designated as "Bilingual". Currently, the bilingual designation only applies to students learning in English and Spanish.

<https://youtu.be/RF556eZX8Fs>



**comprehension:** Comprehension Question

#comprehension

#production\_override

Amira deploys a comprehension question to check for understanding during a story. [Backing Research 1](#) | [Backing Research 2](#)

<https://www.youtube.com/watch?v=2VYW3eHGEzw>

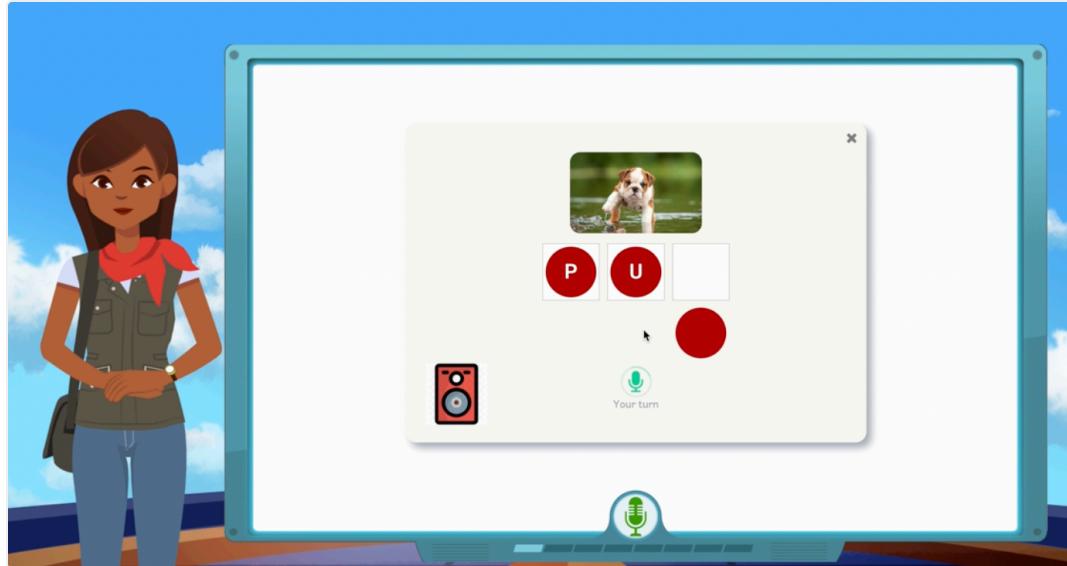


**elkoninBox:** Elkonin Sound Box, All Variants

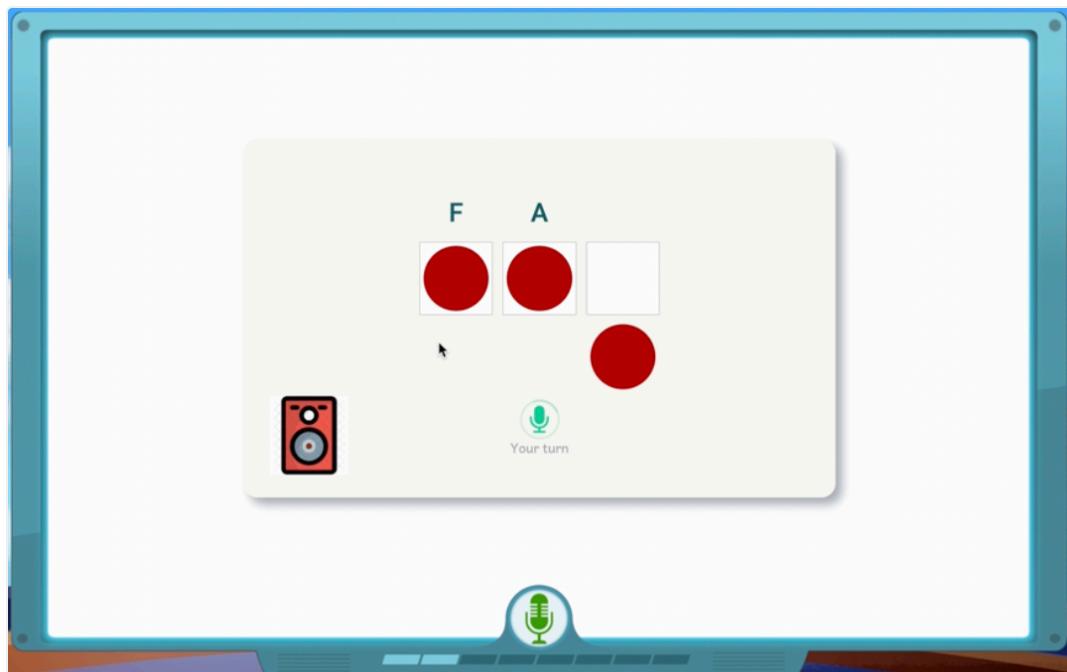
#decoding #phonological Awareness

**elkoninBox0** variant

```
#decoding #cvc #unisyllabic #NPHON_3 #NPHON_4 #NPHON_5 #decodable #low_ngram  
#medium_ngram #high_ngram  
#WCPM_under_30 #WCPM_30_60  
#core_cluster_v1
```

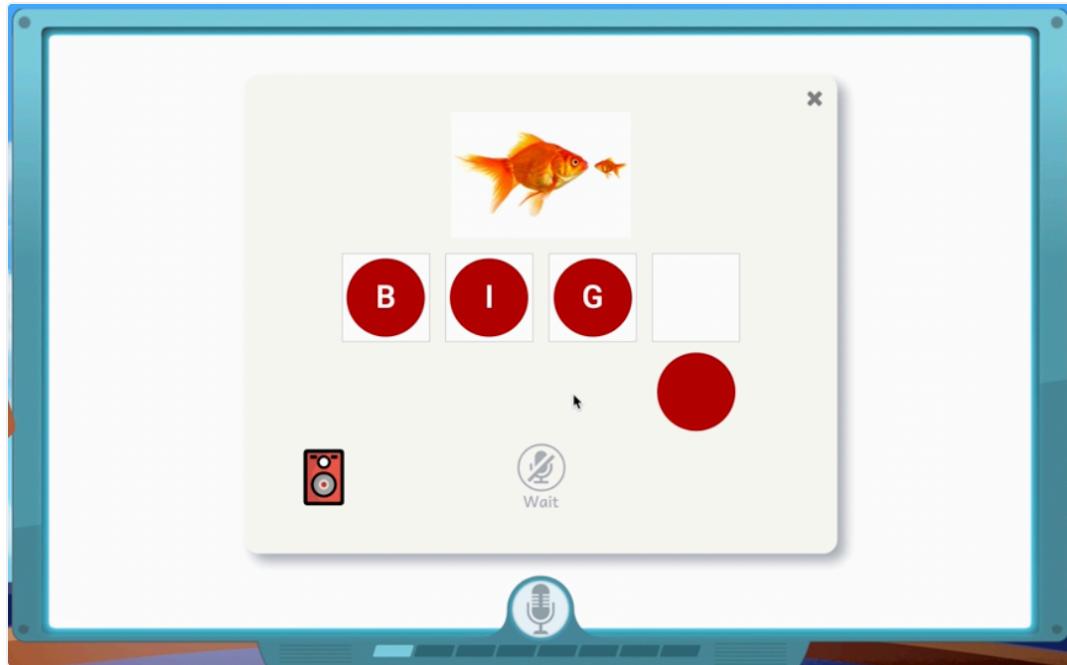
**elkoninBox1** variant

```
#decoding #cvc #unisyllabic #NPHON_3 #NPHON_4 #NPHON_5 #decodable #low_ngram  
#medium_ngram #high_ngram  
#WCPM_under_30 #WCPM_30_60  
#core_cluster_v1
```

**elkoninBox2** variant

#decoding #cvc #unisyllabic #NPHON\_3 #NPHON\_4 #NPHON\_5 #decodable #low\_ngram  
#medium\_ngram #high\_ngram  
#WCPM\_under\_30 #WCPM\_30\_60  
#core\_cluster\_v1

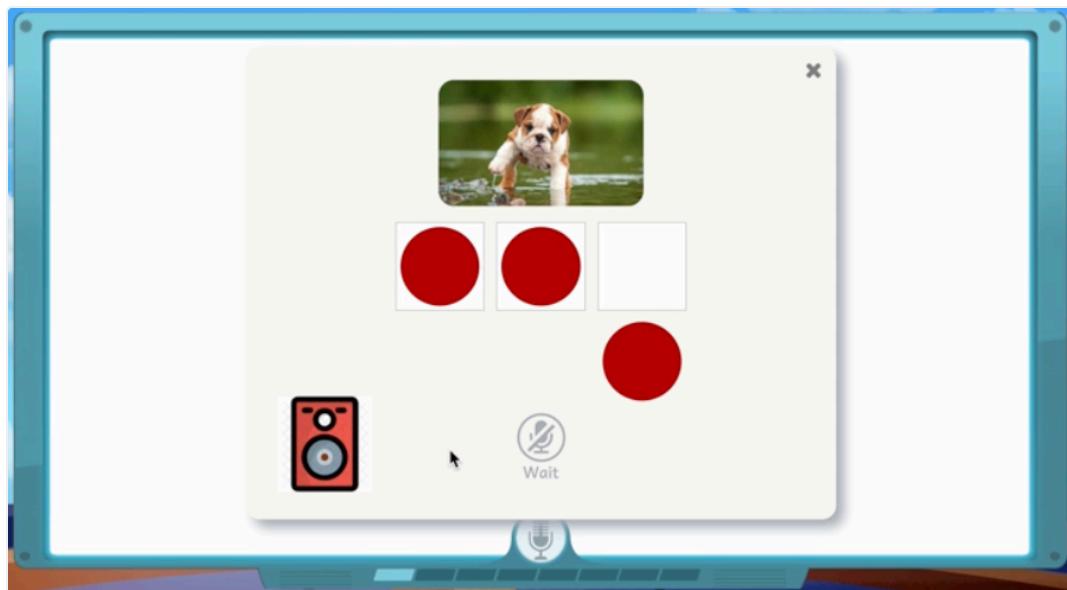
Notes: Graphemes shown, number of sounds does not necessarily equal the number of boxes



### elkoninBox3 variant

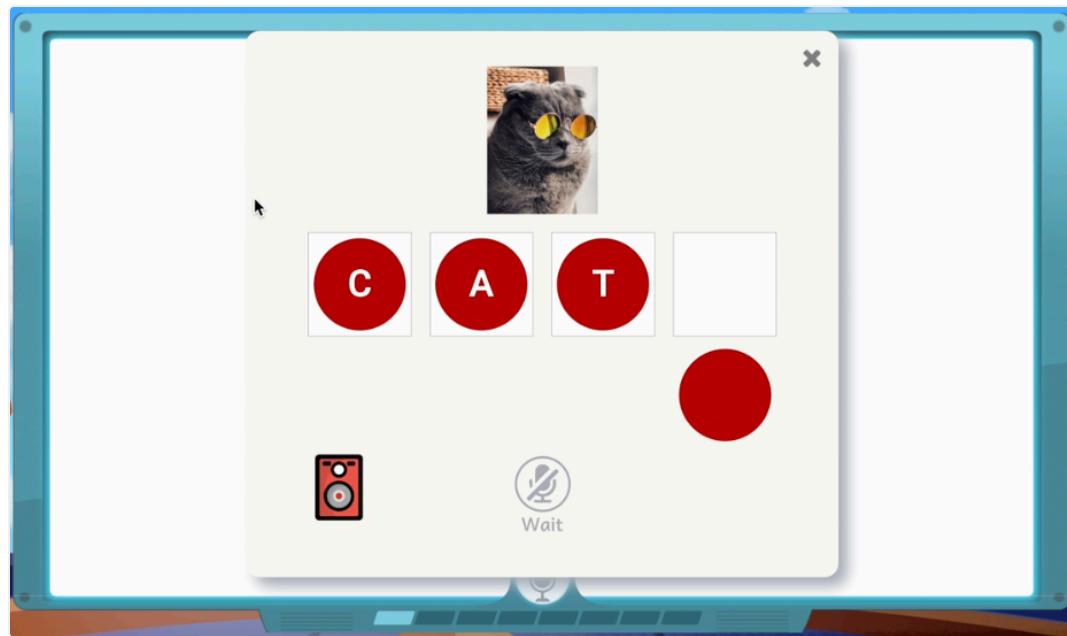
#phonological Awareness #cvc #unisyllabic #NPHON\_3 #NPHON\_4 #low\_ngram  
#medium\_ngram #high\_ngram  
#WCPM\_under\_30 #WCPM\_30\_60  
#core\_cluster\_v1

No graphemes shown, number of sounds equals the number of boxes



**elkoninBox4 variant**

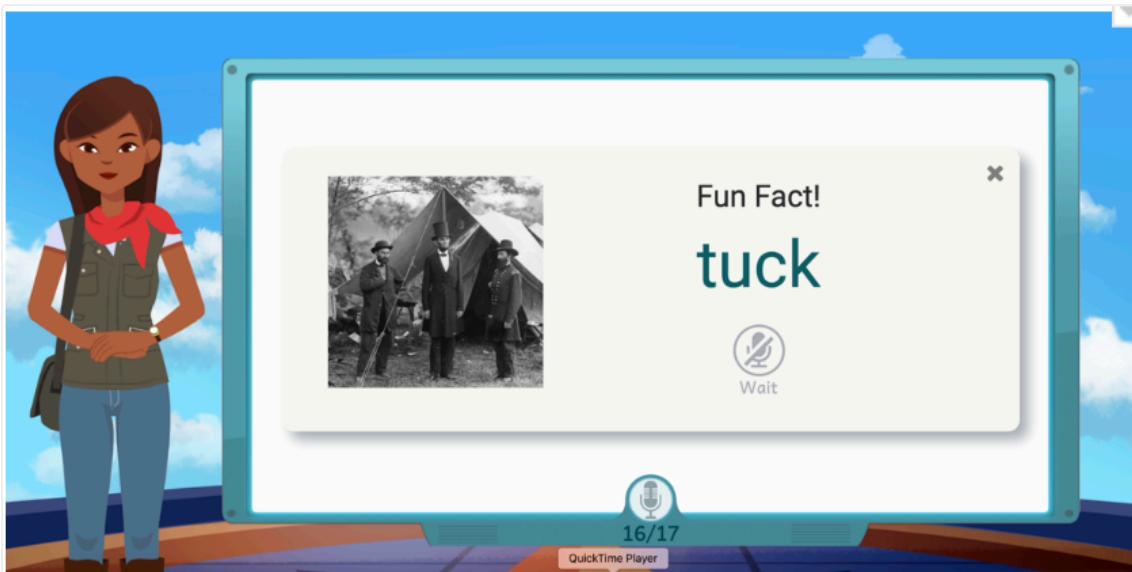
```
#decoding #cvc #unisyllabic #NPHON_3 #NPHON_4 #NPHON_5 #decodable #low_ngram  
#medium_ngram #high_ngram  
#WCPM_under_30 #WCPM_30_60  
#core_cluster_v1
```

**funfact: Fun Fact**

```
#bgrd_knowledge #vocabulary  
#high_ngram #entity #low_decodability #unisyllabic #bisyllabic #multisyllabic #medium_ngram  
#high_ngram #NPHON_4 #NPHON_5 #NPHON>5  
#WCPM_30_60 #WCPM_over_60  
#core_cluster_v1
```

This intervention fires when Amira believes the student is well-acquainted with the word where an error was made. Sometimes a student makes an accidental mistake and Amira uses this intervention as a way to provide uplift without necessarily de-motivating the student with instruction that isn't needed. Amira deploys this at the end of a phrase instead of in the moment to allow the student to self correct.

Only deployed when the word might be decodable and understood by the student. Often occurs when the word will appear in the story in the future.

**giveAndTake:** Give and Take

#decoding #phonological\_awareness  
#unisyllabic #cvc #decodable #no\_semivowel #NPHON\_3 #low\_ngram #medium\_ngram  
#high\_ngram  
#WCPM\_under\_30  
#core\_cluster\_v1

[Screenshot]

**giveword:** Give The Word

#default #production\_override

Amira simply tells the student a word they are not reading or are struggling to read to keep them motivated and reading.

This intervention happens when Amira is concerned about student exhaustion or does not have a useful intervention to provide.

<https://www.youtube.com/watch?v=9XBTpvGdpw>



## letterflies

#decoding  
#cvc #NPHON\_1 #NPHON\_2 #NPHON\_3 #unisyllabic  
#WCPM\_under\_30  
#core\_cluster\_v1

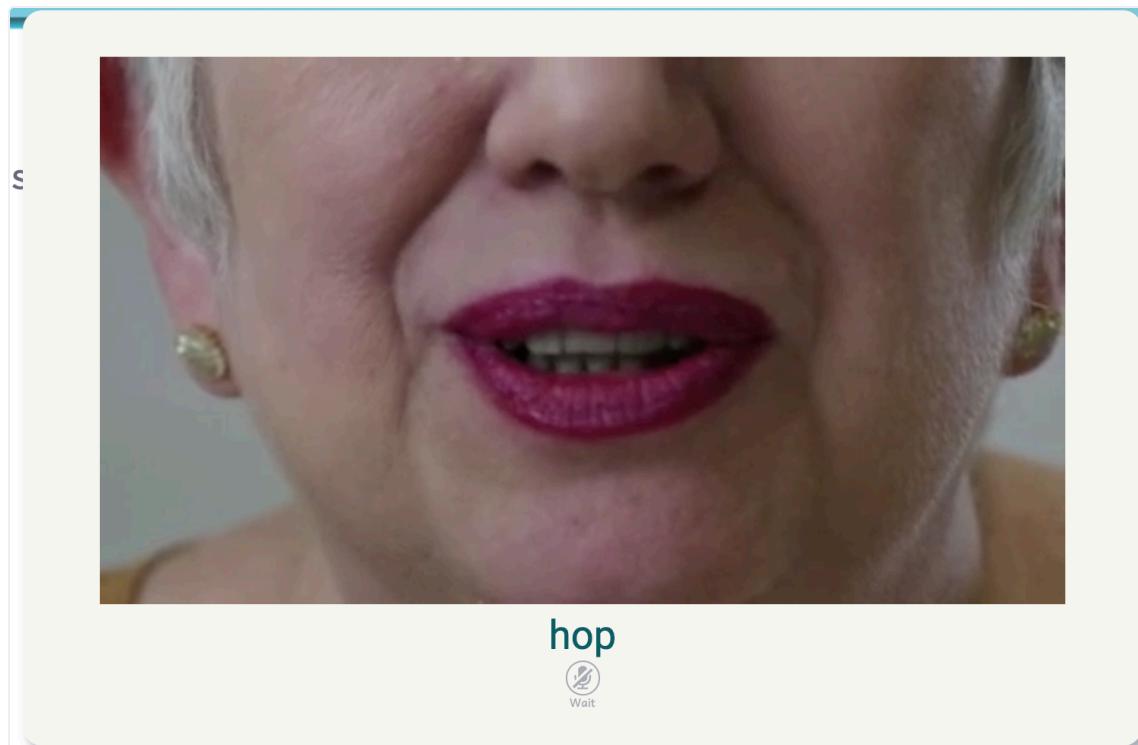
[SCREENSHOT HERE]

## lipsync: Syllable Lip Sync

#decoding  
#bisyllabic #multisyllabic #low\_decodability #NPHON>5 #medium\_ngram #high\_ngram

Amira shows students a video of an adult accurately pronouncing the syllables of a word. Students are asked to then blend the parts of the word they've heard. Only the mouth of the adult is shown to focus the student. [Backing Research 1](#) | [Backing Research 2](#)

[VIDEO](#)



## morpheme: Morpheme Instruction, All Variants

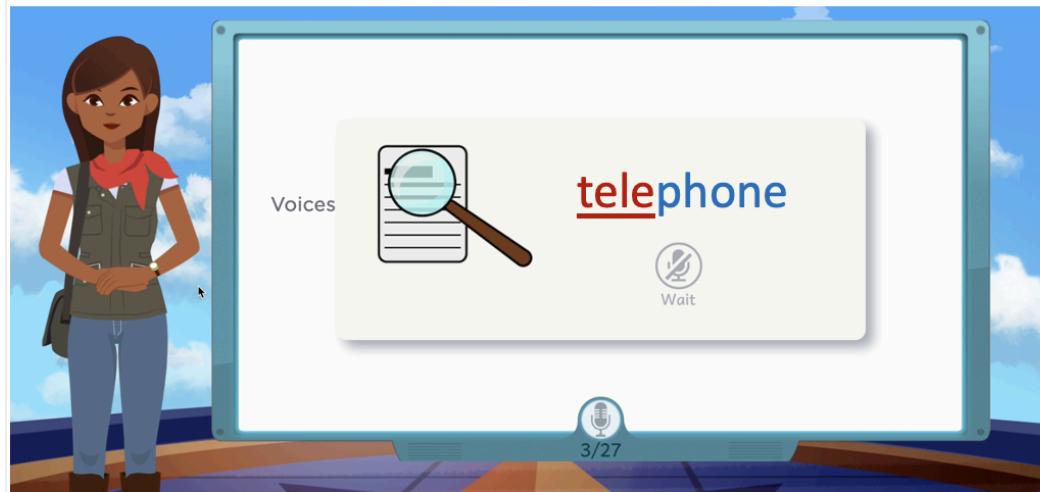
#vocabulary  
#has\_morpheme\_data #WCPM\_over\_60 #low\_ngram #medium\_ngram #high\_ngram  
#core\_cluster\_v1

[VIDEO](#) showcasing all variants

## Morpheme Root Quiz variant

In this intervention, Amira highlights a root. Then Amira explains what the root means. The student sees other words containing the root. Then the student is asked to choose which of 3 words contains the root.

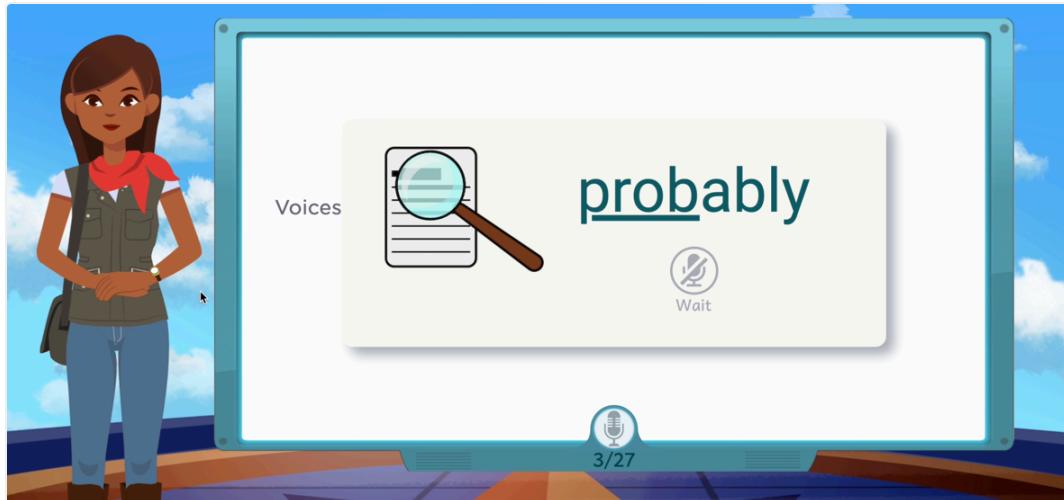
This intervention only fires when the following is true: the word contains a common root, the student likely has the word in their vocabulary, and the student is a fairly fluent reader.



### Morpheme Prefix Quiz variant

In this intervention, Amira highlights a prefix. Then Amira explains what the prefix means. The student sees other words containing the prefix. Then the student is asked to choose which of 3 words contains the prefix.

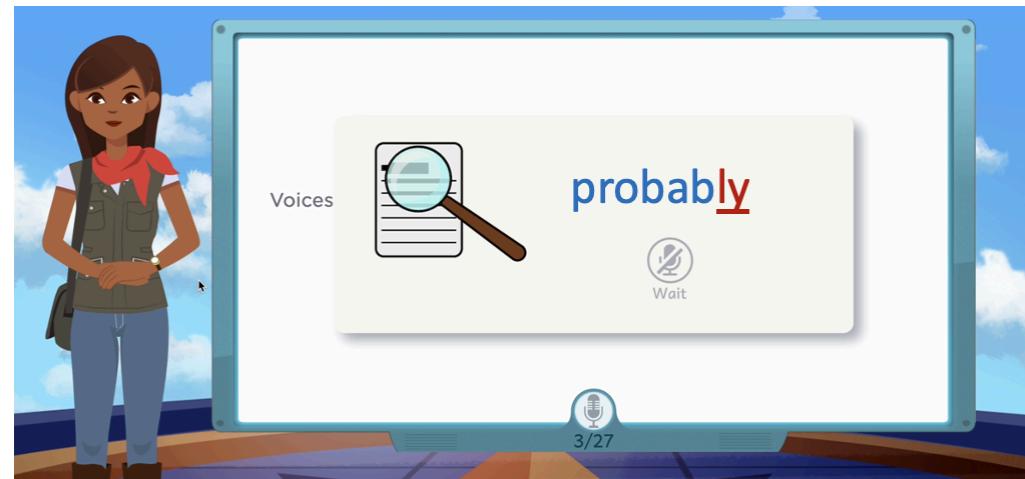
This intervention only fires when the following is true: the word contains a common prefix, the student likely has the word in their vocabulary, and the student is a fairly fluent reader.



### Morpheme Suffix Quiz variant

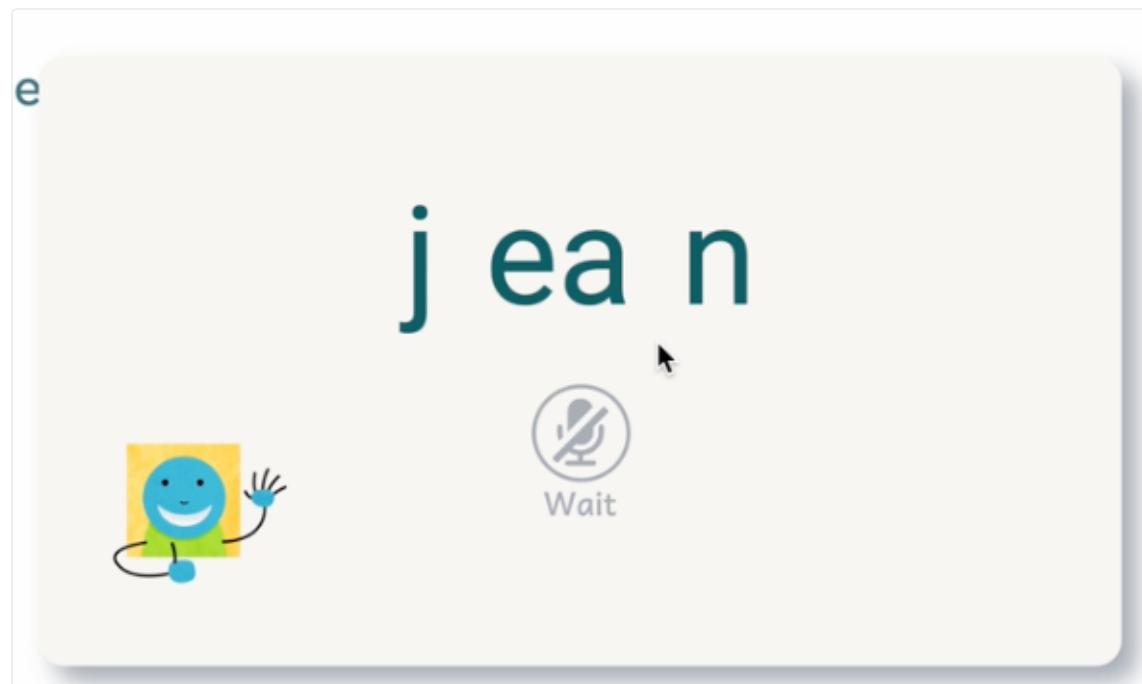
In this intervention, Amira highlights a suffix. Then Amira explains what the prefix means. The student sees other words containing the suffix. Then the student is asked to choose which of 3 words contains the suffix.

This intervention only fires when the following is true: the word contains a common suffix, the student likely has the word in their vocabulary, and the student is a fairly fluent reader.

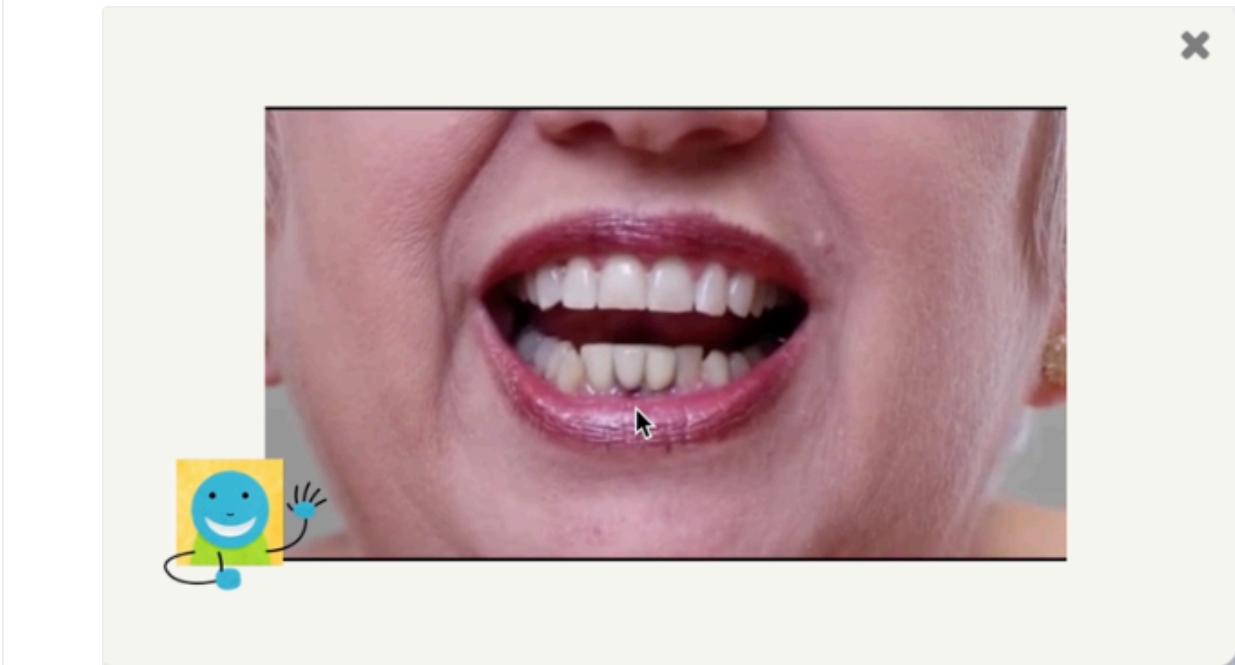


**name:** Name, All Variants  
**#comprehension #vocabulary**  
**#name #has\_metadata**  
**#core\_cluster\_v1**

name1 variant



name2 variant



**phonemeGiveWord:** Give The Word with Phoneme Sound Out

#default #production\_override

Amira says "I'm going to sound this word out. <SOUNDS OUT WORD> <AYS WORD>".

**phonemeLipsync:** Phoneme Lip Sync

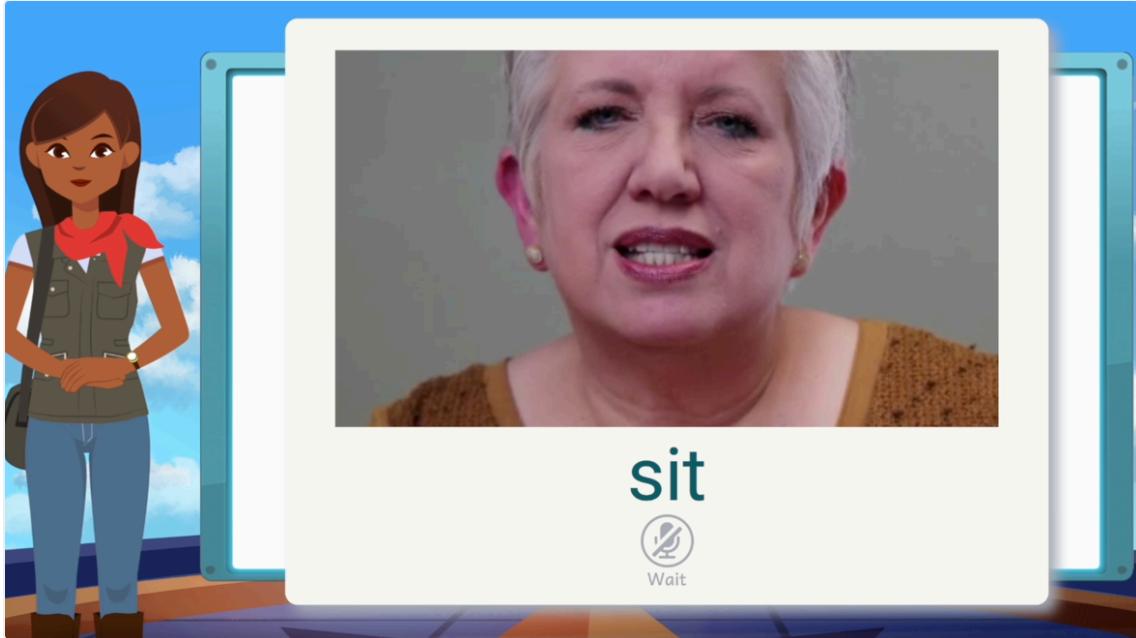
#decoding #phonological\_awareness

#unisyllabic #bisyllabic #low\_decodability #NPHON\_4 #NPHON\_5 #low\_ngram #medium\_ngram

#high\_ngram

#core\_cluster\_v1

Amira shows students a video of an adult accurately pronouncing the sounds of a word. Students are asked to then blend the parts of the word they've heard.



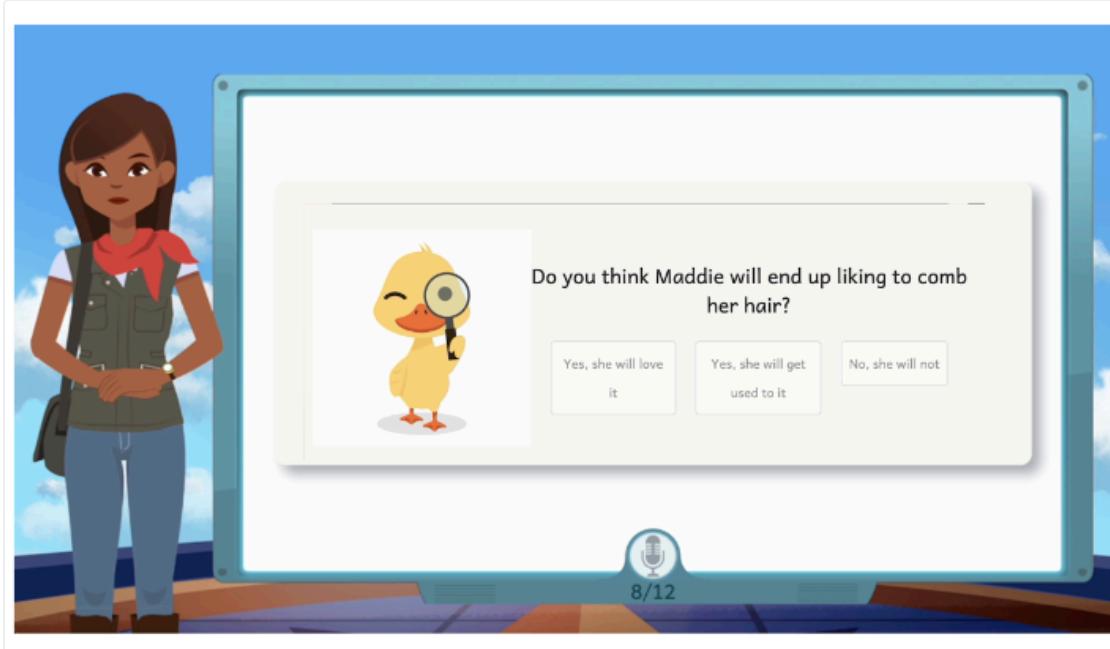
**prediction:** Prediction Comprehension Question

#comprehension

#production\_override

This intervention asks the student to predict an outcome or pathway in the story they are reading. The goal is to model reading for meaning by making constant predictions about what might happen.

This intervention fires for students with a significant degree of reading mastery. The trigger is an isolated error at the beginning of a story.



**read:** Read To Me

## #production\_override

In this intervention, Amira reads a sentence or phrase to the student. The student is then asked to echo back the reading. The intervention typically lasts for 3 to 4 sentences.

This intervention is triggered when the student's error rate is high and Amira judges that the level of text complexity is too frustrating. Amira reads a series of sentences out loud. The student echoes Amira's reading after each sentence.

[https://www.youtube.com/watch?v=431s\\_27ezFo](https://www.youtube.com/watch?v=431s_27ezFo)



## **repeatsentence:** Repeat Sentence

### #production\_override

In this intervention, Amira reads a sentence or phrase to the student. The student is then asked to echo back the reading. The intervention typically lasts for 3 to 4 sentences.

This intervention is triggered when the student's error rate is high on the sentence they've just attempted to read.

### VIDEO

## **repeatsentenceErrorsEmphasized:** Repeat Sentence with Errors Emphasized

### #production\_override

Amira re-reads a sentence where the student has struggled. As Amira reads, any errors the student made are emphasized or sounded out. The student then re-reads the sentence.

This is deployed when a student struggles to read more than one word in a sentence and is losing persistence and understanding.



**rhyme:** Make a Rhyme

#phonological\_awareness

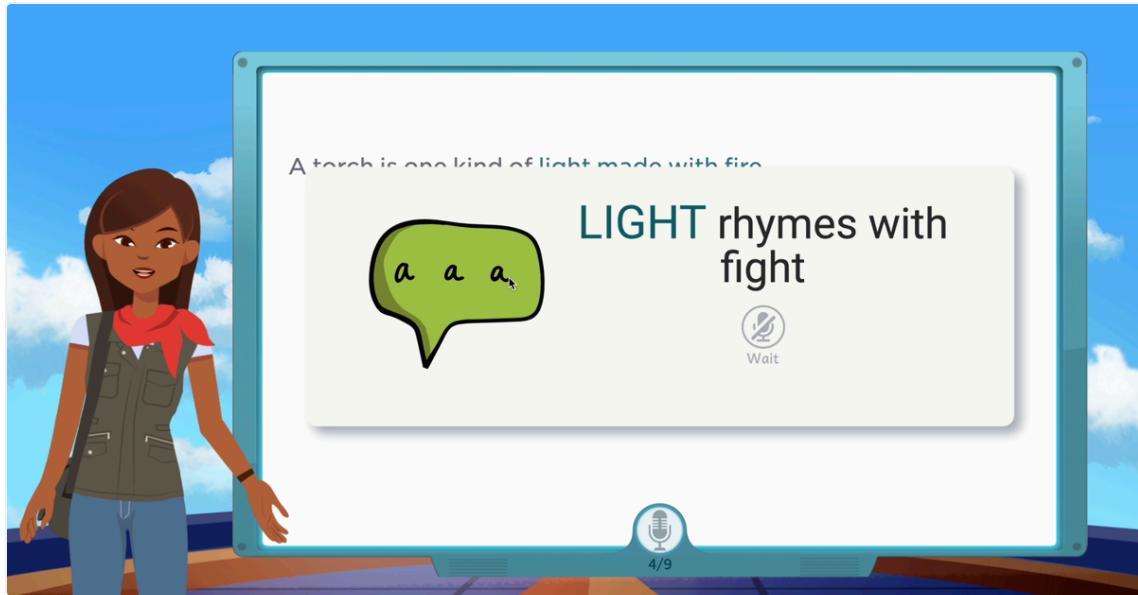
#has\_metadata #unisyllabic #bisyllabic #NPHON\_3 #NPHON\_4 #NPHON\_5 #NPHON&gt;5

#WCPM\_under\_30 #WCPM\_30\_60

#core\_cluster\_v1

In this intervention, Amira says a word that rhymes with the target word. The student is then expected to say/read the target word. [Backing Research 1](#) | [Backing Research 2](#)

The rhyming intervention is targeted at students who have some degree of fluency and decoding mastery but still need stronger phonemic awareness. This is deployed when a student mispronounces the corresponding rhyme sound as part of their misreading.

**rhyming:** New ER Rhyming Intervention \*\*

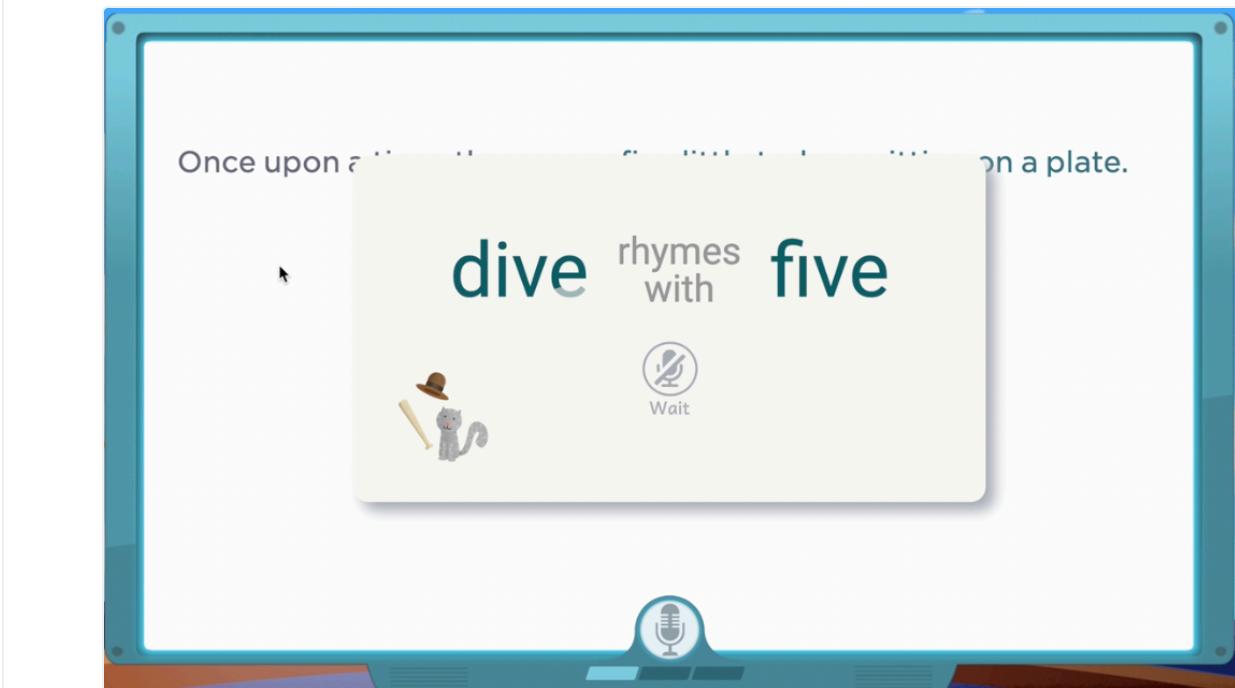
#phonological\_awareness #early\_reader

#has\_metadata #unisyllabic #bisyllabic

#WCPM\_under\_30

#core\_cluster\_v1

[VIDEO](#)

**riddle:** Solve A Riddle

#comprehension

#medium\_ngram #high\_ngram #unisyllabic #bisyllabic #multisyllabic #has\_metadata

#WCPM\_30\_60 #WCPM\_over\_60

#core\_cluster\_v1

In this intervention, Amira poses a riddle. The answer is the target word.

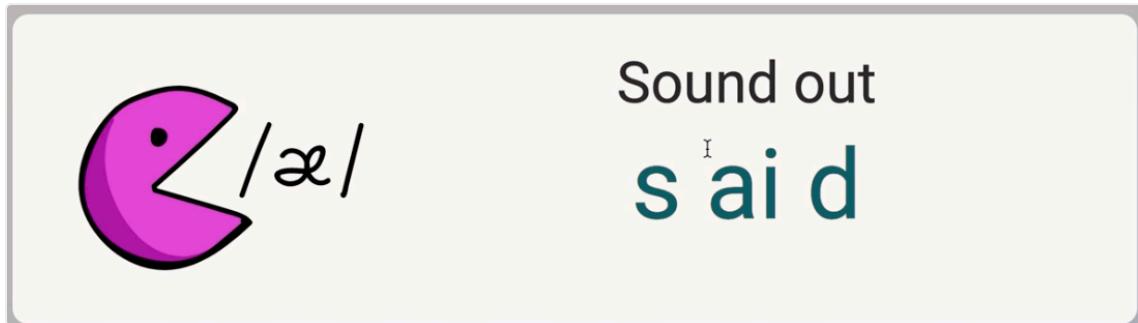
This intervention is targeted at words a student has in their vocabulary. The riddles aim to get the student to think logically and to utilize their background knowledge to correctly read a word.

VIDEO

**sayit:** Give the Word - Phoneme Level

#default #production\_override

Amira says the word while displaying a pop-up spelling the word. Audio may be played for each phoneme of the word and graphemes may be shown.

VIDEO

Amira says: "The word has \_ letters and \_ sounds. Try to sound it out."

<WAIT FOR STUDENT TO SOUND OUT WORD PHONEME BY PHONEME>

Amira says: "Okay, I'm going to sound out this word for you."

<INDIVIDUAL PHONEME AUDIO CLIPS PLAY>

Amira says: "Makes said."

**sayASound**

#decoding

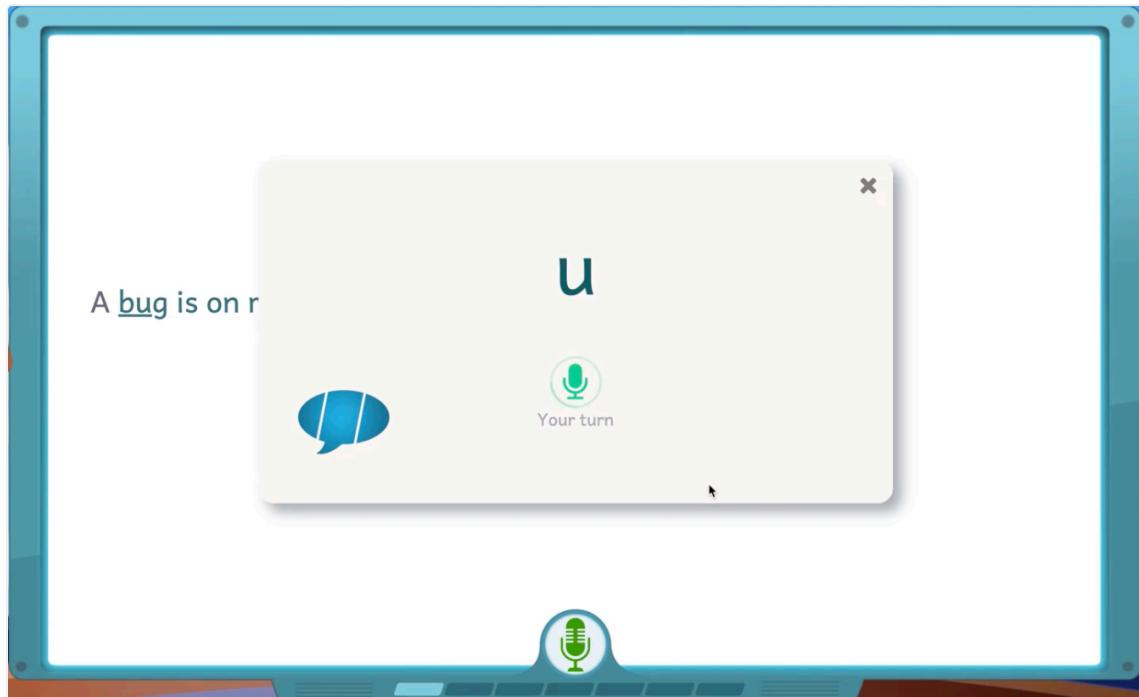
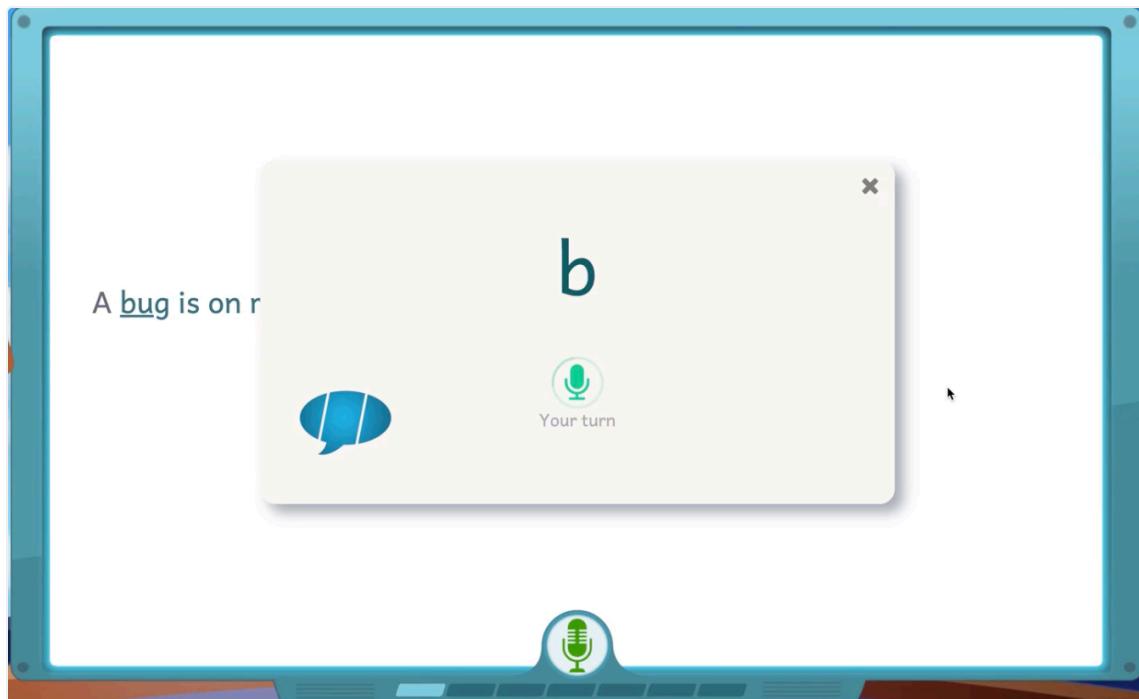
#unisyllabic #bisyllabic #cvc #NPHON\_2 #NPHON\_3 #NPHON\_4 #NPHON\_5 #low\_ngram

#medium\_ngram #high\_ngram #decodable

#WCPM\_under\_30 #WCPM\_30\_60

#core\_cluster\_v1





[VIDEO](#)

[Download](#)

**sayOneSound:** Say One Sound

#decoding  
#unisyllabic #bisyllabic #cvc #NPHON\_3 #NPHON\_4 #NPHON\_5 #low\_ngram #medium\_ngram  
#high\_ngram  
#WCPM\_under\_30 #WCPM\_30\_60  
#core\_cluster\_v1

[VIDEO](#)

**sight:** Flash Card

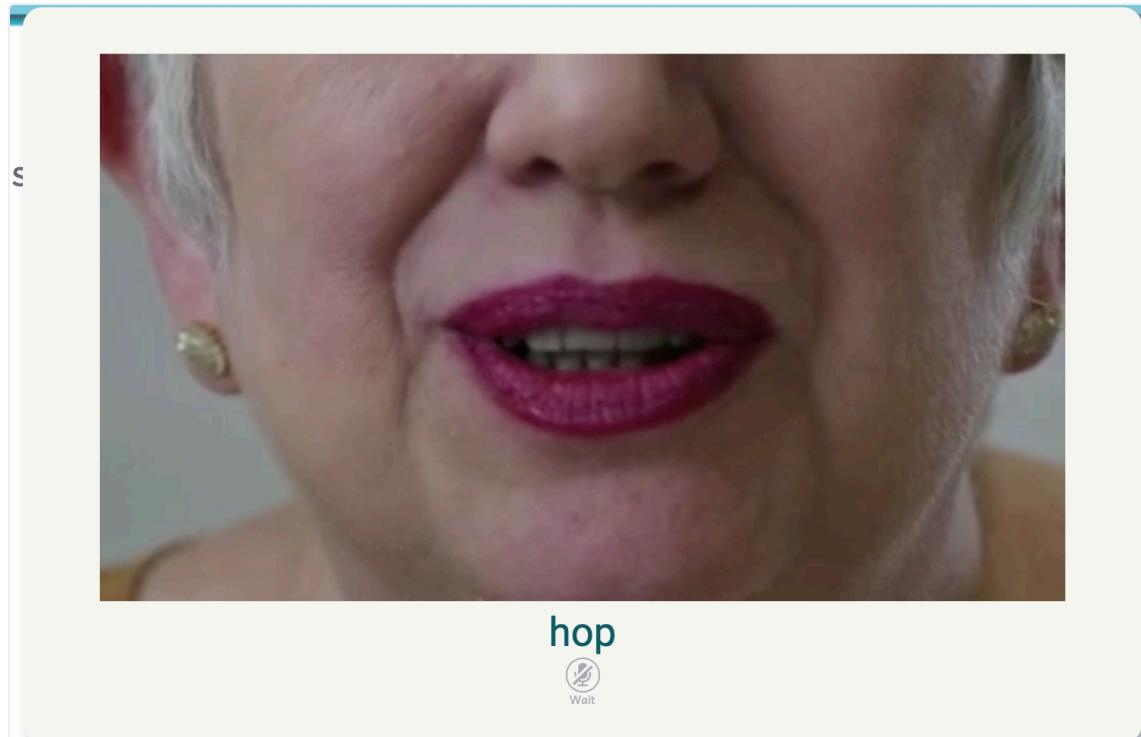
#hfw  
#sight  
#WCPM\_under\_30 #WCPM\_30\_60  
#core\_cluster\_v1

In this intervention, Amira asks the student to read the target word 3 times as fast as possible. The word flashes on and off.

This intervention only fires for the roughly 400 high frequency words identified by the HMH Into Reading curriculum. This list is a superset of Dolch's Sight Words List.

[Backing Research 1](#) | [Backing Research 2](#)

[VIDEO](#)



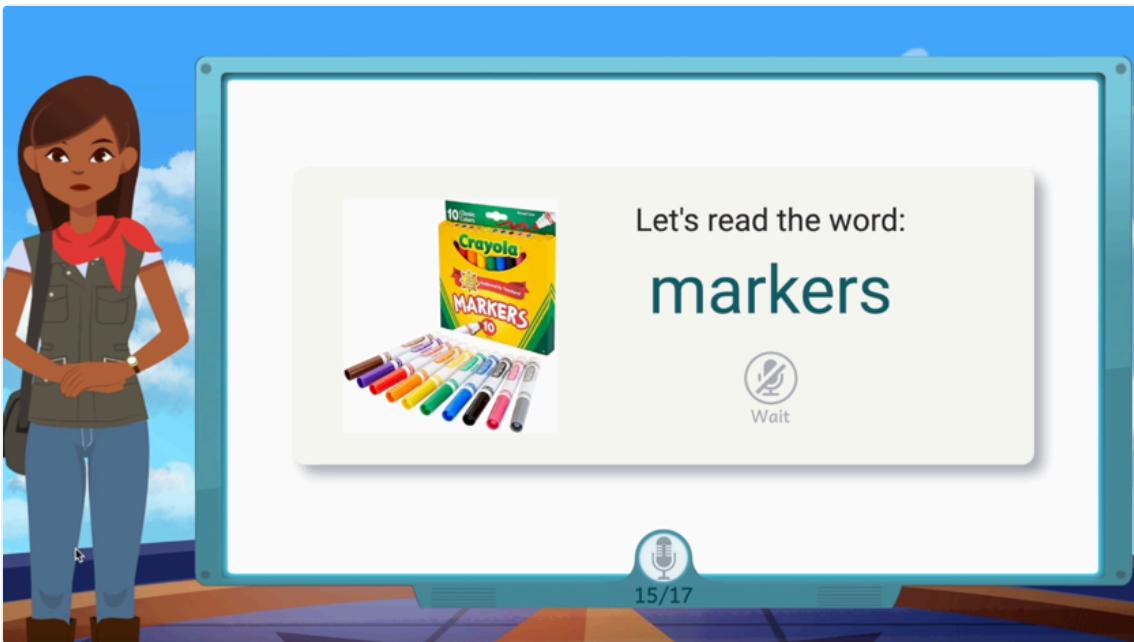
**simpledefinition:** Provide A Definition

#vocabulary  
#medium\_ngram #high\_ngram #entity #NPHON\_5 #NPHON>5  
#WCPM\_over\_60  
#core\_cluster\_v1

Amira provides a student with the word, a verbal definition of the word, and an image of the word. Students are expected to listen and then repeat the word.

[Backing Research](#)

[VIDEO](#)

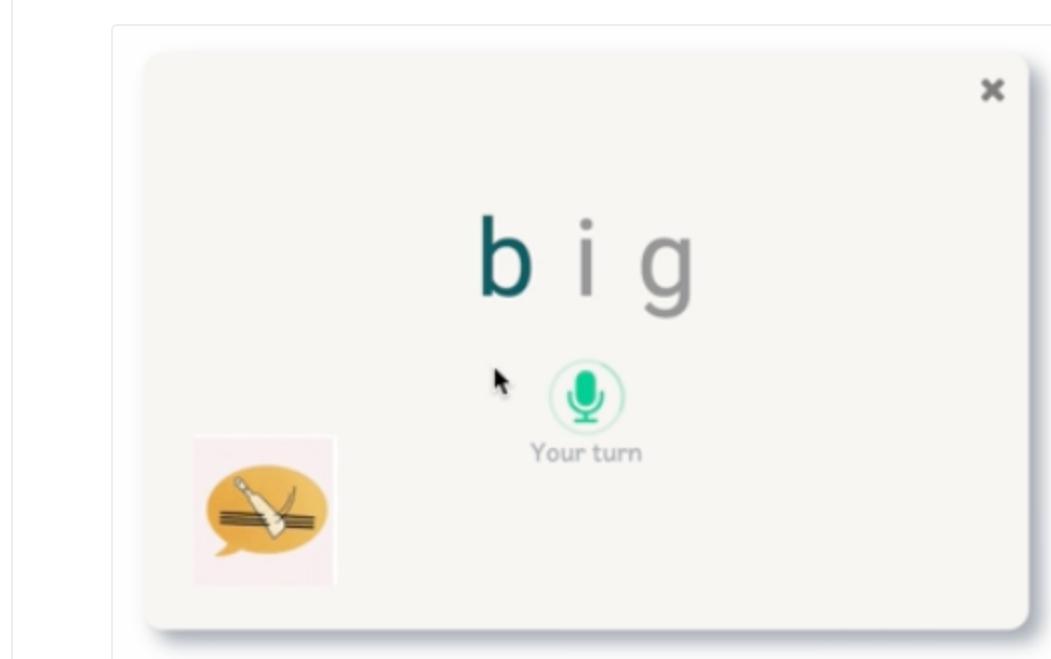


**soundout:** Sound Out, All Variants

Amira displays each grapheme of the word and demonstrates how to sound it out phoneme by phoneme. Then she asks the student to sound it out.

**soundOut1 variant:** All graphemes are displayed on the screen for the whole intervention, and each grapheme is highlighted as either Amira or the student sound out that grapheme.

#default #production\_override



**soundOut2 variant:** Each grapheme is displayed on the screen sequentially as either Amira or the student successfully sounds out that grapheme.

#decoding

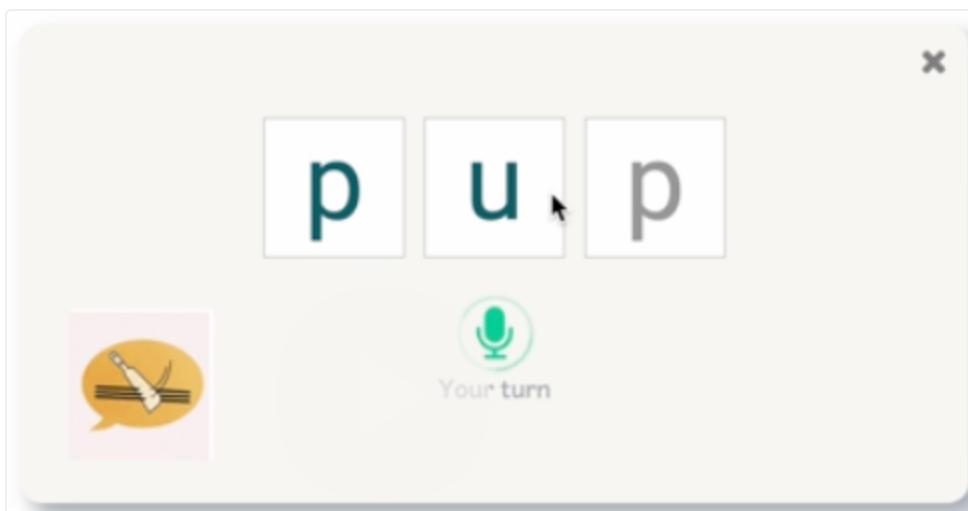
#unisyllabic #bisyllabic #NPHON\_3 #NPHON\_4 #NPHON\_5 #NPHON>5

#WCPM\_under\_30 #WCPM\_30\_60  
#core\_cluster\_v1



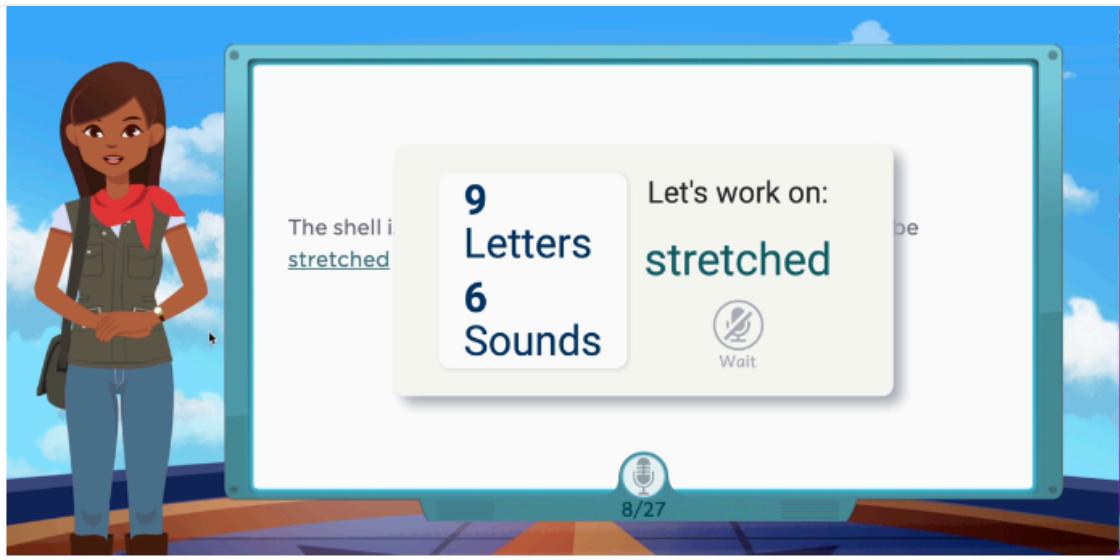
**soundOut3 variant:** All graphemes are displayed on the screen for the whole intervention, with each grapheme in its own box, and each grapheme is highlighted as either Amira or the student sound out that grapheme.

#decoding  
#unisyllabic #bisyllabic #NPHON\_3 #NPHON\_4 #NPHON\_5 #NPHON\_5  
#WCPM\_under\_30 #WCPM\_30\_60  
#core\_cluster\_v1



**spellOut:** Spell Out  
#default #production\_override

Amira uses the names of the letters to “spell out” the word quickly and then allow the student to repeat it as extra practice. This intervention is used when the number of letters and the number of phonemes varies, and other interventions for PA are not available.

**tense:** Endings Practice

#production\_override

Amira points out a dropped or added ending. Amira asks the student to pay attention to word endings. Student re-reads word correctly. [Backing Research](#)

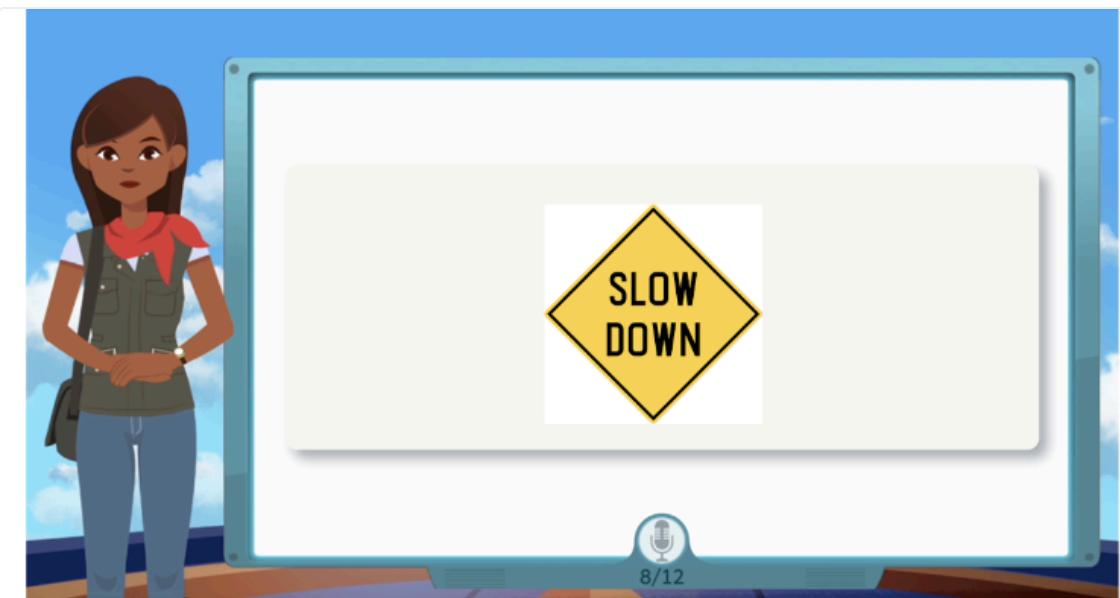
This intervention only fires when the student specifically adds or drops an ending to word. Common mistakes included dropping tenses like "ed" and adding a plural sound "s".

**toofast:** Too Fast

#production\_override

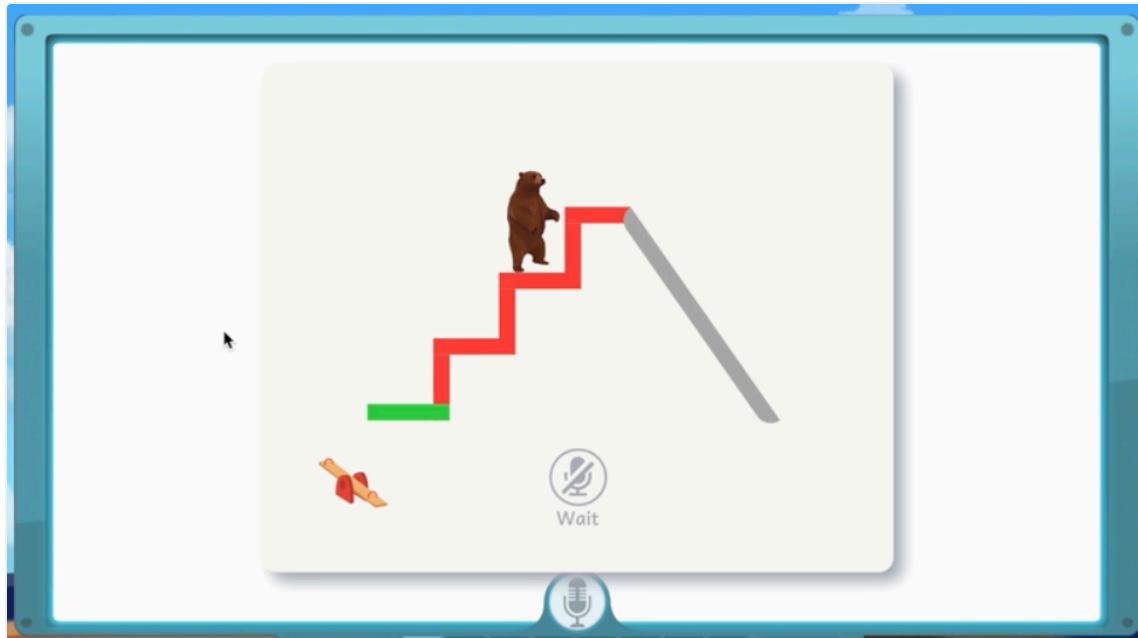
Amira asks a child to slow down their reading as detects many mistakes that are interfering with meaning.

Amira asks the student to slow down when the student's WCPM is quite high and Amira is hearing a lot of miscues and skips.

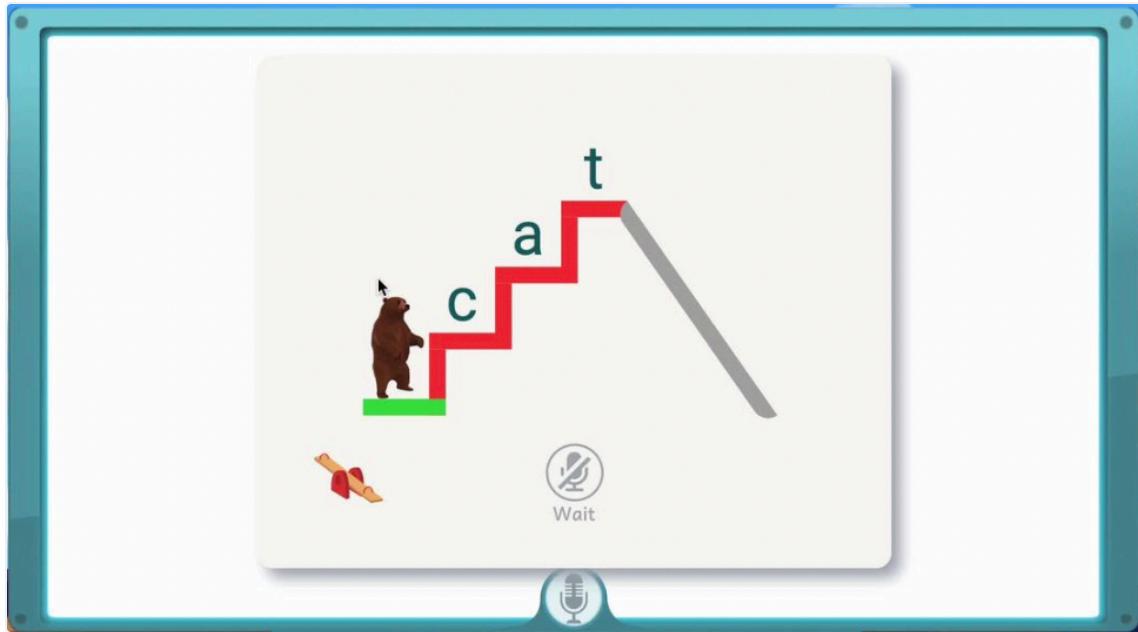
**upAndDown:** Up And Down, All Variants

**upAndDown1** variant: no graphemes

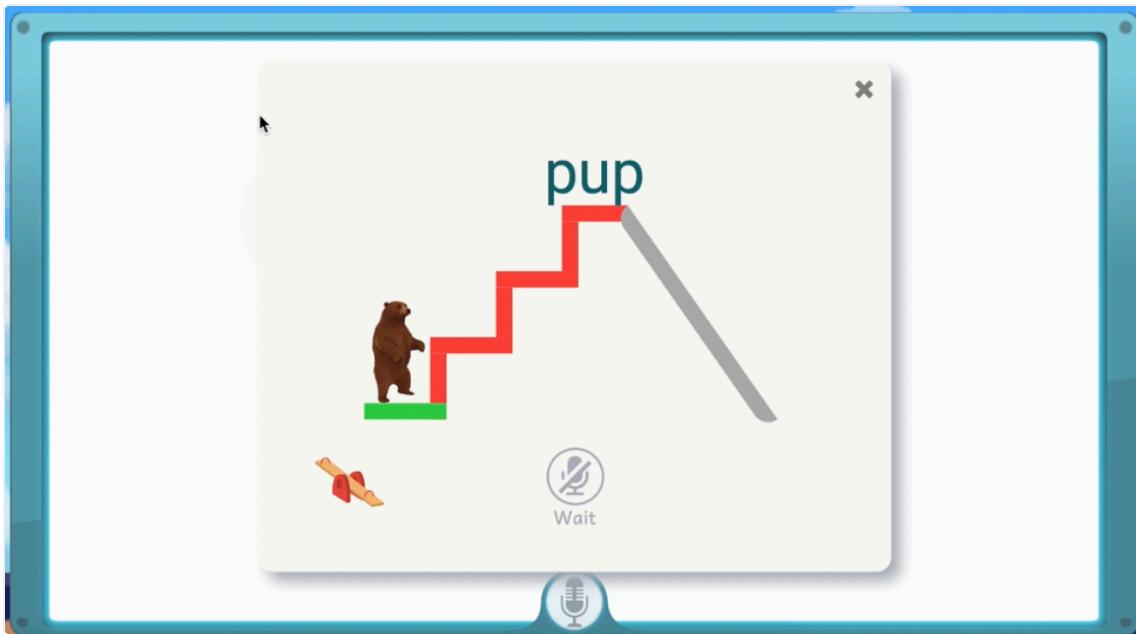
#decoding #cvc #unisyllabic #NPHON\_3 #decodable #low\_ngram #medium\_ngram  
#high\_ngram #WCPM\_under\_30 #core\_cluster\_v1

**upAndDown2** variant: graphemes present, split by sound

#decoding #cvc #unisyllabic #NPHON\_3 #decodable #low\_ngram #medium\_ngram  
#high\_ngram #WCPM\_under\_30 #core\_cluster\_v1

**upAndDown3** variant: graphemes present as whole word

#decoding #cvc #unisyllabic #NPHON\_3 #decodable #low\_ngram #medium\_ngram  
#high\_ngram #WCPM\_under\_30 #core\_cluster\_v1

**vocabularyWithPictures:** Vocabulary With Pictures

#vocabulary  
#medium\_ngram #high\_ngram #entity #NPHON\_5 #NPHON>5  
#WCPM\_30\_60 #WCPM\_over\_60  
#core\_cluster\_v1

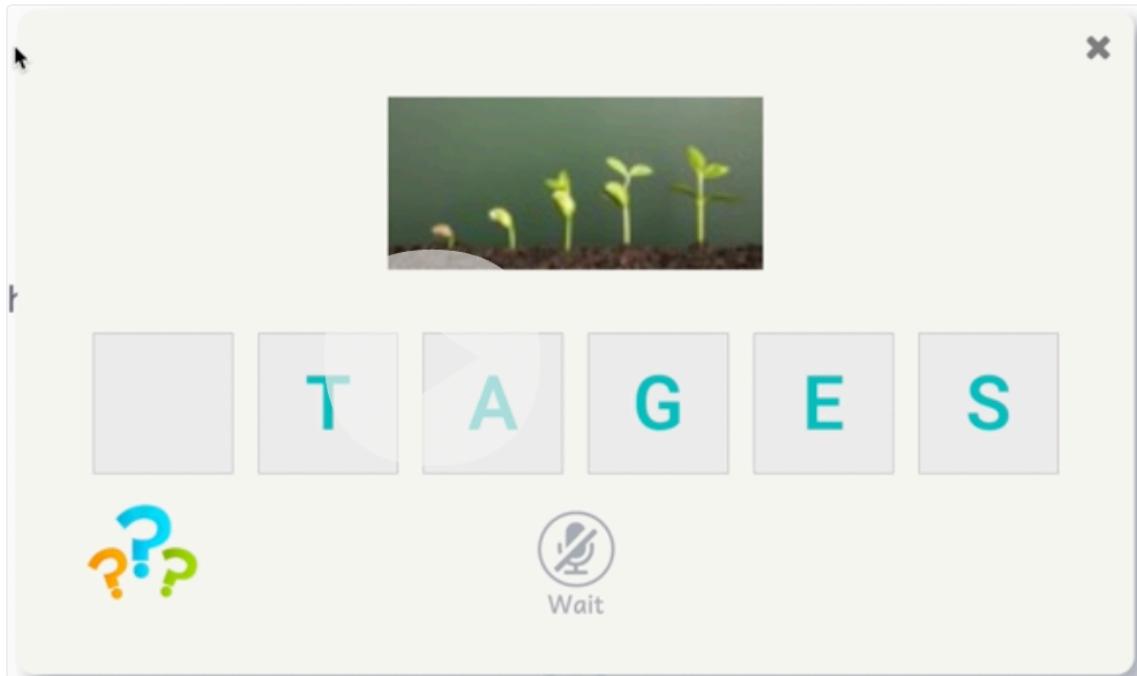
Amira says "<WORD> is a pretty hard word. Which picture shows <WORD>?"

**wordInvestigator:** Word Investigator, All Variants

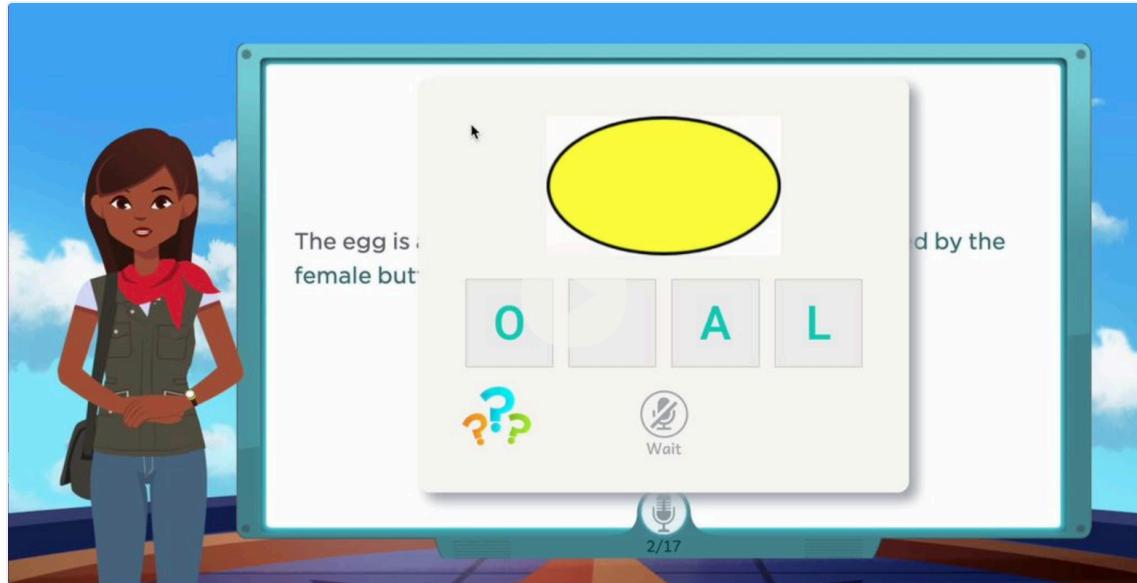
#decoding #encoding  
#unisyllabic #bisyllabic #NPHON\_3 #NPHON\_4 #NPHON\_5  
#WCPM\_under\_30

#WCPM\_30\_60  
#core\_cluster\_v1

### wordInvestigator1 variant



### wordInvestigator2 variant



### **wordScramble: Word Scramble**

#decoding #encoding  
#unisyllabic #cvc #decodable #no\_semivowel #NPHON\_3 #NPHON\_4 #NPHON\_5 #NPHON>5  
#low\_ngram #medium\_ngram #high\_ngram  
#WCPM\_under\_30  
#core\_cluster\_v1

VIDEO

A screenshot from a digital intervention showing a word display. On the left, a cartoon character of a young girl with brown hair stands by a window. On the right, a large white rectangular frame contains a word display. The word 'WAG' is shown in three green squares. Below the word are two icons: a blue speech bubble icon and a microphone icon labeled 'Wait'. At the bottom of the frame is a small circular icon with a microphone and the number '1/17'.

The word 'WAG' is displayed in three green squares. Below the word are two icons: a blue speech bubble icon and a microphone icon labeled 'Wait'. At the bottom of the frame is a small circular icon with a microphone and the number '1/17'.

s n a ke

Wait

**wordDisplay: Word Display**

#phonological\_awareness #decoding #vocabulary  
#unisyllabic #bisyllabic #NPHON\_2 #NPHON\_3 #NPHON\_4 #NPHON\_5 #low\_ngram  
#medium\_ngram #high\_ngram #low\_decodability

**VIDEO**

A screenshot from a digital intervention showing a video player interface. On the left, a cartoon character of a young girl with brown hair stands by a window. On the right, a large white rectangular frame contains a video player. A video thumbnail shows a close-up of a snake on rocks. Below the video are two icons: a blue book icon and a microphone icon labeled 'Wait'. At the bottom of the frame is a progress bar showing '10/30'.

