

Designed by Research

A Foundation in the Five Pillars of Reading

Built on research that supports the five pillars of reading

According to recent findings from the National Assessment Educational Progress (2007), approximately one-third of elementary students are reading at levels that are considered below the Basic level.

Intervention by Design was designed to meet the needs of these students.

Intervention by Design develops reading skills with specific attention to the five pillars that research by the National Reading Panel (2000) has deemed essential: phonemic awareness, phonics, vocabulary, comprehension, and fluency.

Students who read below the 30th percentile typically lack basic decoding skills and rely on weak decoding and comprehension strategies (Moats, 2001; Petersen, Caverly, Nicholson, O'Neal & Cusenbary, 2000). In response to this issue, ***Intervention by Design*** was developed to offer systematic and explicit

instruction with a focus on word-level skills and comprehension strategies.

Research on fluency development shows the most powerful technique to improve fluency is to provide students with explicit models of fluent reading and extensive practice with those models (Dohower, 1991). In addition, fluency instruction must include ongoing support and feedback (Chard, Vaughn, & Taylor, 2002; Petersen, et al., 2000).

Research synthesis has also demonstrated that fluency and instruction in rich academic vocabulary are critical for the development of reading comprehension (Armbruster, Lehr, & Osborne, 2001). In addition, direct, explicit instruction in multiple comprehension strategies has proven to be the most effective instructional practice to increase reading comprehension ability (Kamil, 2003; Pressley, 2000).