Consider daily life for a child struggling with reading. Imagine what it is like to go through school day after day feeling that you are bad at the one thing that schools seem to value most. Barbara Taylor’s Catching Readers series could not come at a more important time, as RTI leads schools to invest more than ever in small-group reading instruction.”

—NELL K. DUKE, MICHIGAN STATE UNIVERSITY

Barbara M. Taylor’s Catching Readers

POWERFUL INTERVENTION STRATEGIES FOR YOUR CLASSROOM

- Daily, small-group interventions help struggling readers read on level by spring.
- The use of trade books and leveled books reinforces guided reading instruction.
- Practical classroom-tested teaching tools include 100+ reproducibles for teachers and students.

PLUS! Video clips show the lessons in action.

EMPOWERING PROFESSIONAL DEVELOPMENT FOR YOUR SCHOOL

- A consistent framework fosters schoolwide coherence and continuity.
- A month-by-month planning guide helps organize teaching across grade levels.
- Lesson video clips encourage group analysis.
- Dynamic Internet and consulting services support professional learning communities.

To learn more about the series' research base and related efficacy studies visit Heinemann.com
All grade-level models stress word recognition proficiency, high-level comprehension, vocabulary development, and strategic reading. Unique components of the various grade-specific models are described below:

**KINDERGARTEN**
The daily 10-minute lessons for kindergarten focus on developing all children’s oral language, phonemic awareness, and emergent literacy abilities through literature-based activities. The more capable children, as they respond to the various activities in EIR lessons, serve as models for the children who are less skilled in oral language and emergent literacy abilities. Less-skilled children who need more support return to some of the story discussion questions and emergent literacy activities for an additional 10 minutes a day.

**FIRST GRADE**
First-grade children who start the school year with lower-than-average phonemic awareness abilities and letter–sound knowledge will benefit from EIR lessons. The teacher focuses on accelerating students’ literacy learning by deliberately coaching them to use strategies to decode words and to think at a higher level about the meaning of the texts they are reading.

**SECOND GRADE**
Second-grade readers who can’t read a book at a first-grade level at the start of second grade will benefit from the basic EIR routine. The intervention begins with first-grade books and routines of the grade 1 EIR model and then moves into second-grade books a few months later. There is also an accelerated grade 2 routine designed for students who come to second grade as independent readers but who will need additional support to be reading on grade level by the end of the school year.

**THIRD GRADE**
In the grade 3 EIR model, the focus is on refining students’ decoding of multisyllabic words, improving their fluency, developing their vocabulary, and enhancing their comprehension of narrative and informational texts. Ideally, the grade 3 EIR model is done within the context of a cross-age tutoring program in which the third-grade students read to and also tutor first-grade EIR students. The third graders are working on their reading for more than “catching up because they are behind.” They look forward to and enjoy working with their younger student who needs additional support in reading.

**FOURTH/FIFTH GRADE**
Although students receive support in attacking multisyllabic words and developing reading fluency, the grade 4/5 model focuses on improving students’ comprehension of informational text through the use of comprehension strategies, discussion of vocabulary, and engagement in high-level talk and writing about texts. Ideally, the grade 4/5 EIR model is done within the context of a motivating cross-age tutoring program in which fourth and fifth graders read to and also tutor second or third graders.

**BARBARA TAYLOR** has been active in reading research and outreach to schools throughout her career as a professor at the University of Minnesota. In addition to developing the Early Intervention in Reading model, Taylor has published widely on reading comprehension, effective reading instruction, and successful schoolwide reading improvement in journals, including *Reading Research Quarterly*, *Elementary School Journal*, and *The Reading Teacher*. In 2009 she was awarded the Oscar Causey Award for Distinguished Contributions to Reading Research from the National Reading Conference, the latest in a long line of awards.