



**Abstract:**

***This document enumerates all of the “Micro-Interventions” Amira uses to tutor and coach students. A micro-intervention is a tutoring technique or exercise. Each intervention is designed to build a particular reading skill (decoding, phonics, vocabulary, and so on.)***

**Overview:**

Interventions become available to a student as they read to help them persist with a difficult word, check for comprehension, or increase their understanding of the story. Interventions are deployed at different points in a story and at the end of stories. The Amira avatar will display as part of the intervention to coach and support a student in the activity. Interventions are deployed to promote reading persistence and a joyful experience. Typically, a student will receive an intervention at a cadence of about once per page. Interventions are developed with Science of Reading best practices and feedback from educators, experts in Science of Reading, and students. The following encyclopedia reflects the current available interventions in Amira as part of the reading experience.

Unless otherwise noted, all interventions are available in English and Spanish and for a reader practicing in English but receiving instructions from Amira in Spanish. Some interventions (for example: rhyming) are more frequent in one language or another because of the nature of the language.

The samples below are possible interventions a student might see. When Amira intervenes, the algorithm considers the mistake the child made, the type of intervention that would be effective, and the reading history of the child and other children. As such, there are many, many different ways Amira might intervene on a word or in a story and the experience won't look the same for every child. Consider the images and videos shown for each intervention as a tiny sampling from Amira testing, but nowhere near the entirety of Amira's ability to intervene and support while students read.

\*Note: Amira has recently changed the student experience font to Andika. The letters shown in pictures below do not reflect the current student experience.

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## Elkonin Sound Box – Show Graphemes

**Description:** Amira asks students to move the red dots into boxes while they say the sounds making up a word. Students move the dots, say the sounds, and then blend the entire word. At the end, the graphemes are displayed.

**Intervention Moment:** Struggle With Word

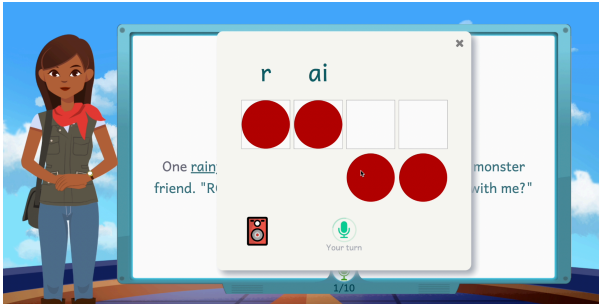
**Reading Rope Domains:** Decoding / Phonemic Awareness

[Backing Research](#)

**Rules & Notes:** This intervention is used for words with a small number of phonemes/graphemes. The Sound Box is mainly used with students with lower ARM scores

Example

[Elkonin - Show Graphemes](#) Video



The screenshot shows a digital interface for the Elkonin Sound Box. On the left, a female character with brown hair, wearing a red shirt and a grey vest, stands next to a large whiteboard. The whiteboard displays the letters 'r' and 'ai' at the top. Below the letters, there are four red dots arranged in a 2x2 grid. The first dot is in the top-left box, the second is in the top-right box, the third is in the bottom-left box, and the fourth is in the bottom-right box. To the left of the grid, the text reads "One rain friend. 'Ri". To the right, it says "monster with me?". At the bottom of the whiteboard, there is a microphone icon and the text "Your turn". At the very bottom of the interface, there is a small icon and the text "1/10".

## Elkonin Sound Box – Show Picture

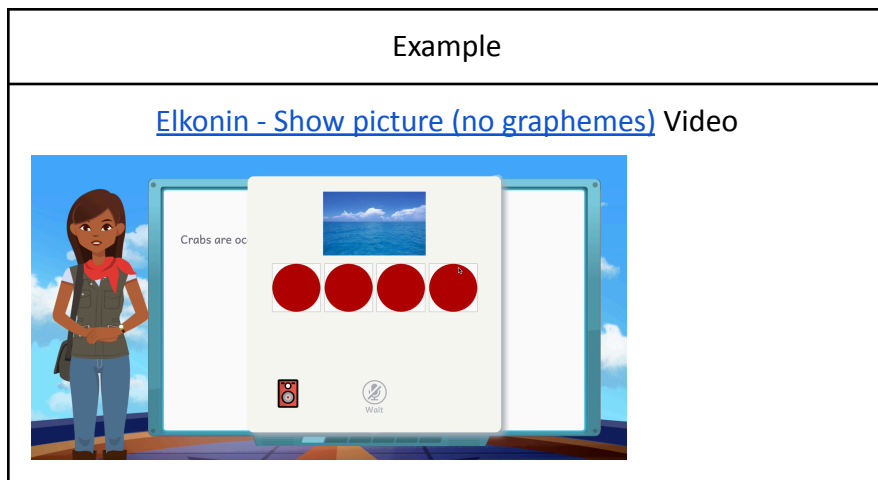
**Description:** Amira asks students to move the red dots into boxes while they repeat the sounds making up a word. Students move the dots, say the sounds, and then blend the entire word. An image is displayed to support students. To promote segmenting and blending, the graphemes do not appear.

**Intervention Moment:** Struggle With Word

**Reading Rope Domains:** Decoding / Phonemic Awareness

[Backing Research](#)

**Rules & Notes:** This intervention is used for words with a small number of phonemes/graphemes. The Sound Box is mainly used with students with lower ARM scores.



## Elkonin Sound Box – Variable Boxes

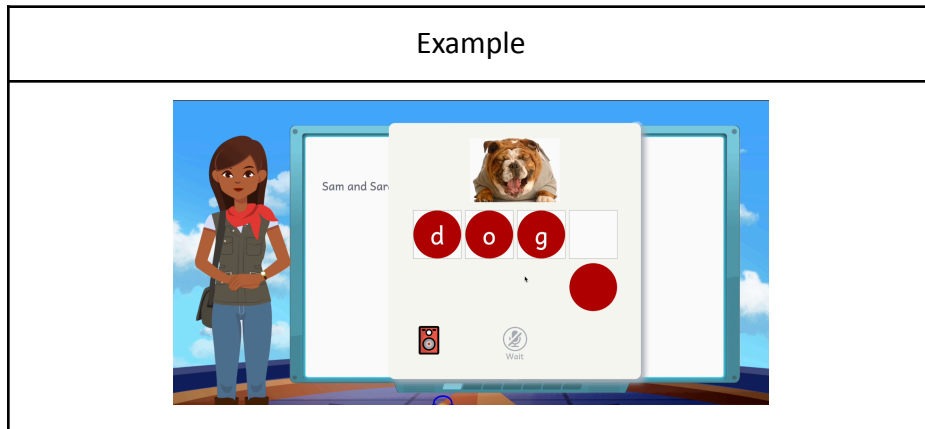
**Description:** Amira asks students to move the red dots into boxes and use the graphemes and dots to practice combining graphemes into sounds. Students move the dots, say the sounds, and then blend the entire word.

**Intervention Moment:** End of Phrase

**Reading Rope Domains:** Phonemic Awareness / Decoding

[Backing Research](#)

**Rules & Notes:** This intervention is used for words with a small number of phonemes/graphemes. The Sound Box is mainly used with students with lower ARM scores.



## Elkonin Sound Box – Picture & Graphemes

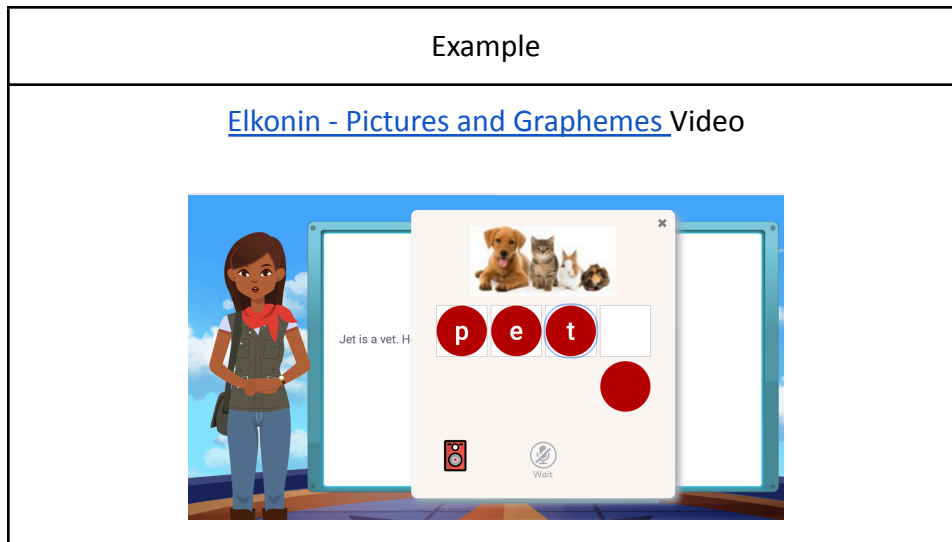
**Description:** Amira asks students to move the red dots into boxes and use the graphemes and dots to practice combining graphemes into sounds. Students move the dots, say the sounds, and then blend the entire word.

**Intervention Moment:** Struggle With Word

**Reading Rope Domains:** Decoding/ Phonemic Awareness

[Backing Research](#)

**Rules & Notes:** In this version of the Elkonin Sound Box, the graphemes are displayed after the student drags the ball into the box, a picture is provided and the number of boxes equals the number of graphemes. In this version, Amira will intervene on an incorrect blend.



## Syllabic Sound Out with Definition

**Description:** 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.

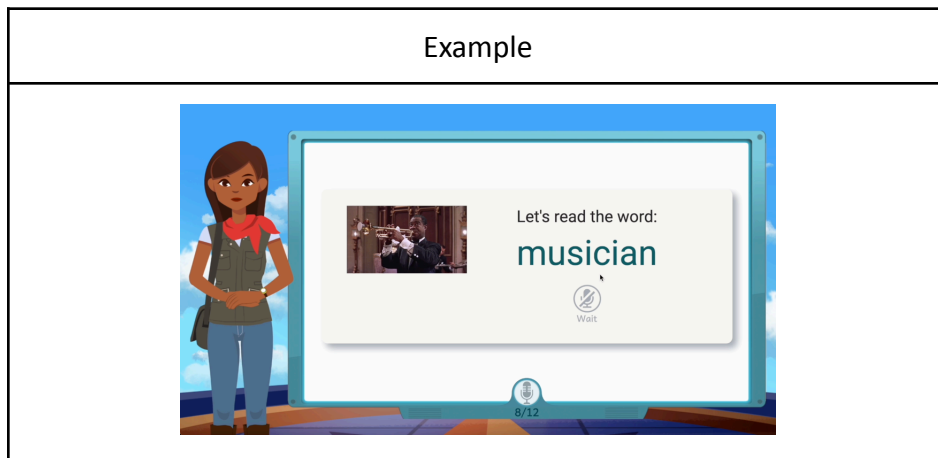
**Intervention Moment:** Struggle with Word / End of Phrase

**Reading Rope Domains:** Decoding / Vocabulary

### [Backing Research](#)

**Rules & Notes:** This intervention consists of Amira providing scaffolding in three dimensions: sounding out a multisyllabic word; providing an image that captures the meaning of the word; giving a short definition.

*This intervention only fires on multisyllabic words.*





## Graphemic Sound Out (1)

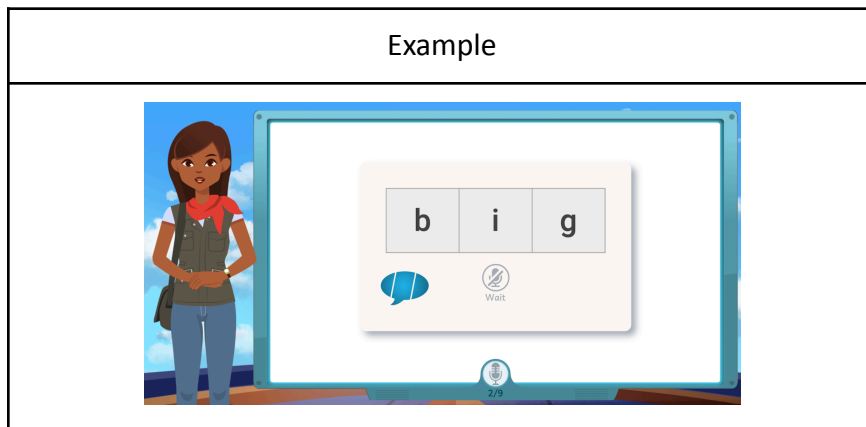
**Description:** Amira helps a child break a word down into individual graphemes and sound out the word. Students are asked to listen to the sound and blend them into a word.

**Intervention Moment:** Struggle with word

**Reading Rope Domains:** Vocabulary/ Decoding/ Phonemic Awareness

### [Backing Research](#)

**Rules & Notes:** This intervention is intended for shorter words (5 graphemes or less). The words are broken into graphemes (not letters) and the students are asked to pause and say the sound of every grapheme in the word.



## Graphemic Sound Out (2)

**Description:** Amira helps a child break a word down into individual graphemes and she models each sound in the word. Students are asked to listen to the sound and blend them into a word.

**Intervention Moment:** Struggle with word

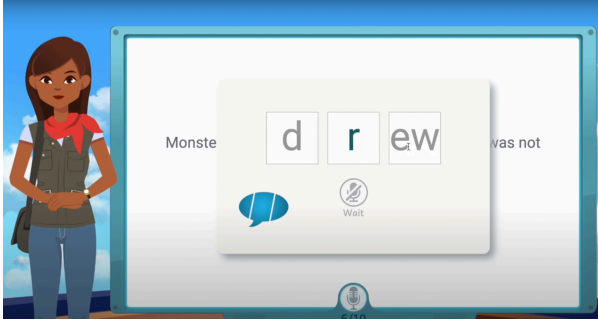
**Reading Rope Domains:** Vocabulary/ Decoding/ Phonemic Awareness

### [Backing Research](#)

**Rules & Notes:** This intervention is intended for shorter words (5 graphemes or less). The words are broken into graphemes (not letters) and the students are asked to pause and say the sound of every grapheme in the word.

Example

[Graphemic Sound Out](#) Video



## Sound Out with Graphemes

**Description:** Amira says the word while displaying a pop-up spelling the word.

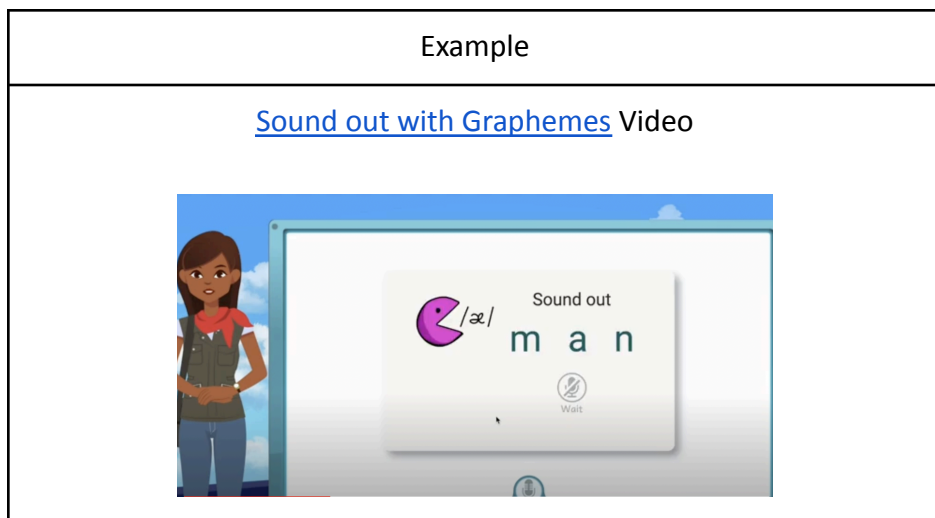
**Intervention Moment:** Struggle With Word

**Reading Rope Domains:** Decoding / Phonemic Awareness

[Backing Research 1](#)

[Backing Research 2](#)

**Rules & Notes:** Letters are grouped together to form sounds or syllables. Students are encouraged to decode without Amira using the visual cues and by focusing on the letters.



## Syllabic Lip Sync

**Description:** 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.

**Intervention Moment:** Struggle with Word / End of Phrase

**Reading Rope Domains:** Decoding

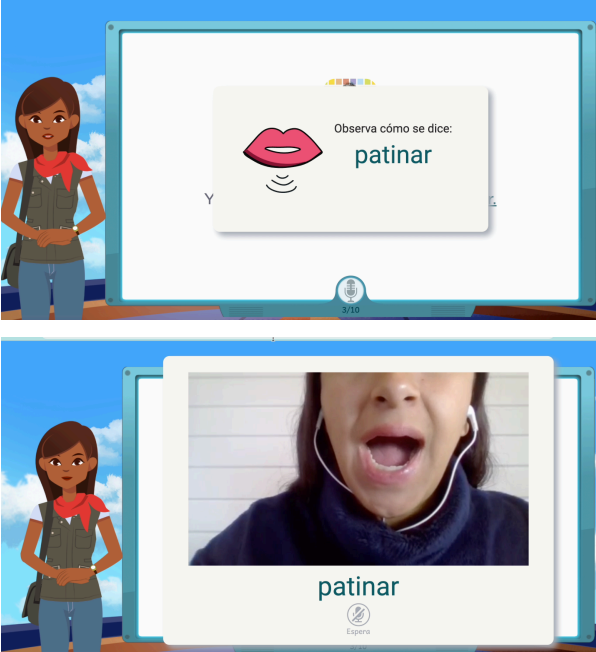
[Backing Research 1](#)

[Backing Research 2](#)

**Rules & Notes:** Amira will intervene when a student demonstrates the need to practice the syllables of a flagged word. This intervention is intended for multisyllabic words. Only the mouth of the adult is shown to focus the student on the lip and tongue movement required to make the sound.

Example

Syllabic Lip Sync [Video](#)



The image displays two sequential screenshots from a video interface. The top screenshot shows a whiteboard with a red lips icon, the text "Observa cómo se dice: patinar", and a microphone icon. The bottom screenshot shows a close-up of a person's mouth pronouncing the word "patinar".

## Phonemic Lip Sync

**Description:** 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.

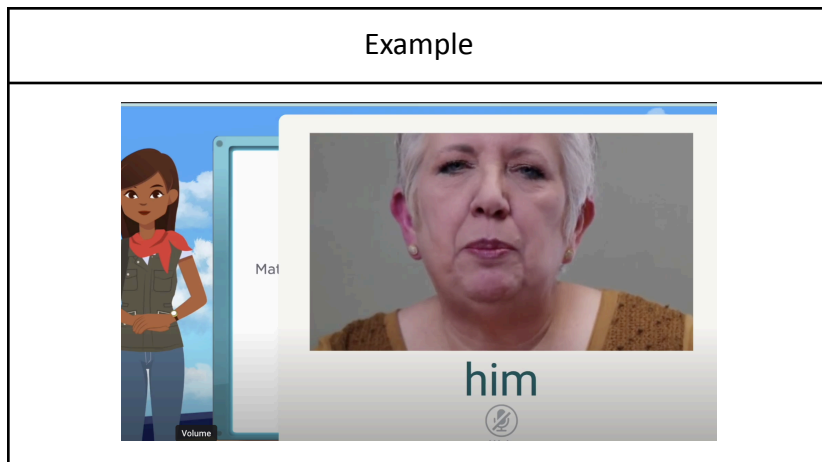
**Intervention Moment:** Struggle with Word

**Reading Rope Domains:** Decoding

[Backing Research 1](#)

[Backing Research 2](#)

**Rules & Notes:** This intervention is often triggered when the word is skipped or mispronounced. This intervention is intended for shorter words (5 sounds or less).



## Phonemic Lip Sync With Sound Out

**Description:** Amira shows students a video of an adult accurately pronouncing the sounds of a word. Next, the graphemes are displayed, and lastly students are asked to then blend the parts of the word they've heard. Finally the full word appears.

**Intervention Moment:** Struggle with Word

**Reading Rope Domains:** Decoding

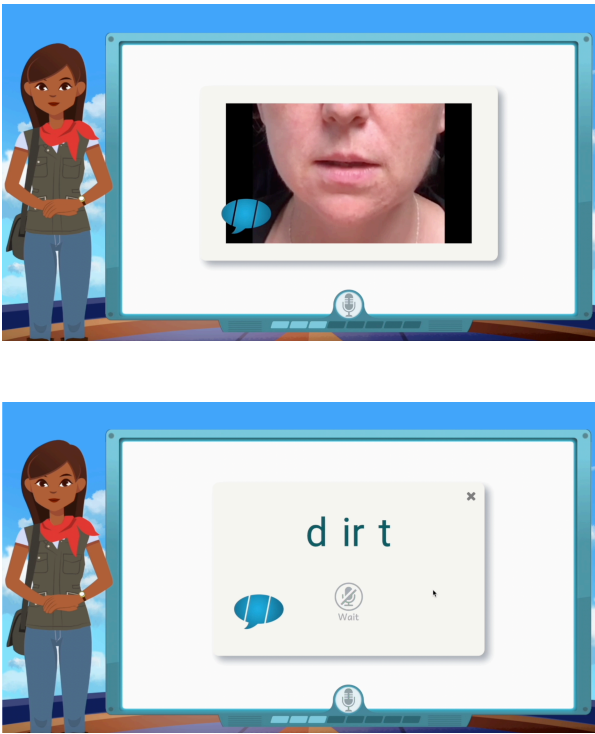
[Backing Research 1](#)

[Backing Research 2](#)

**Rules & Notes:** This intervention is often triggered when the word is skipped or mispronounced. This intervention is intended for shorter words (5 sounds or less).

Example

[Phonemic Lip Sync with Sound out](#) Video



The image contains two screenshots from a video. The top screenshot shows a woman's mouth pronouncing a word, with a blue speech bubble icon overlaid on the video. The bottom screenshot shows the same woman standing next to a screen displaying the word 'dirt' in lowercase letters. Below the word are a blue speech bubble icon and a 'Wait' icon with a hand symbol.

## Word Lip Sync with Word and Picture

**Description:** Amira shows students a picture of the word, next she shows 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.

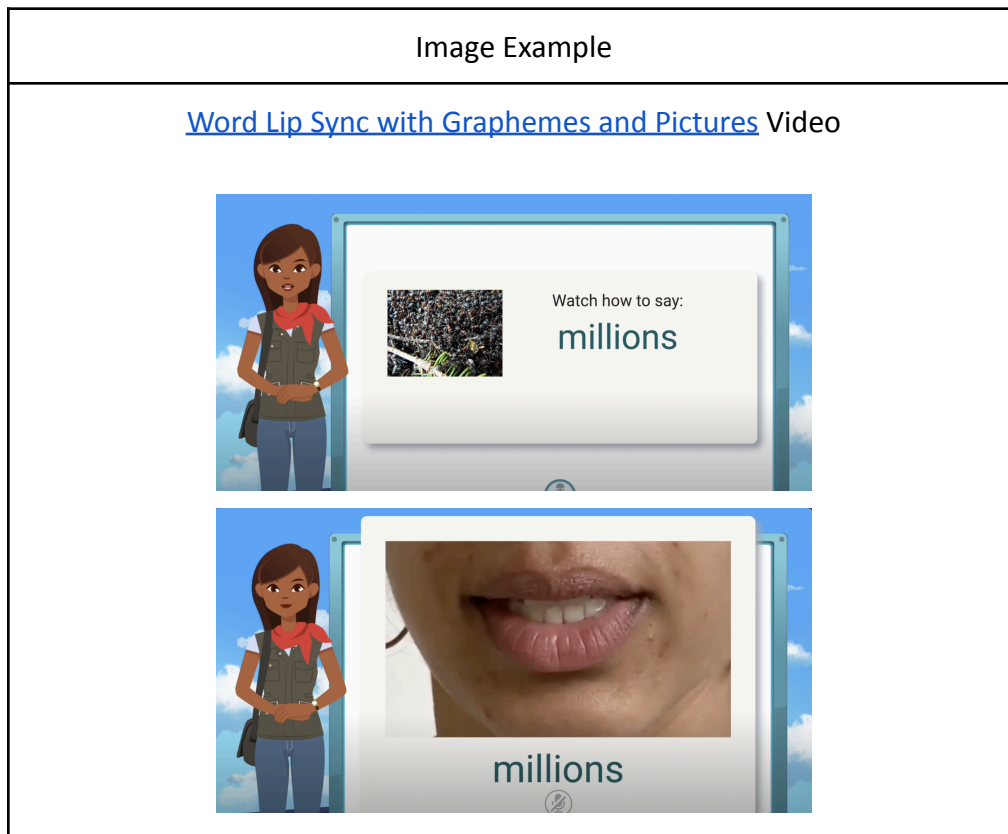
**Intervention Moment:** Struggle with Word

**Reading Rope Domains:** Decoding

[Backing Research 1](#)

[Backing Research 2](#)

**Rules & Notes:** This intervention is often triggered when the word is skipped or mispronounced. The student is able to see the word, see how the word can be formed, and hears the pronunciation in an isolated, focused environment.



## Articulation Video

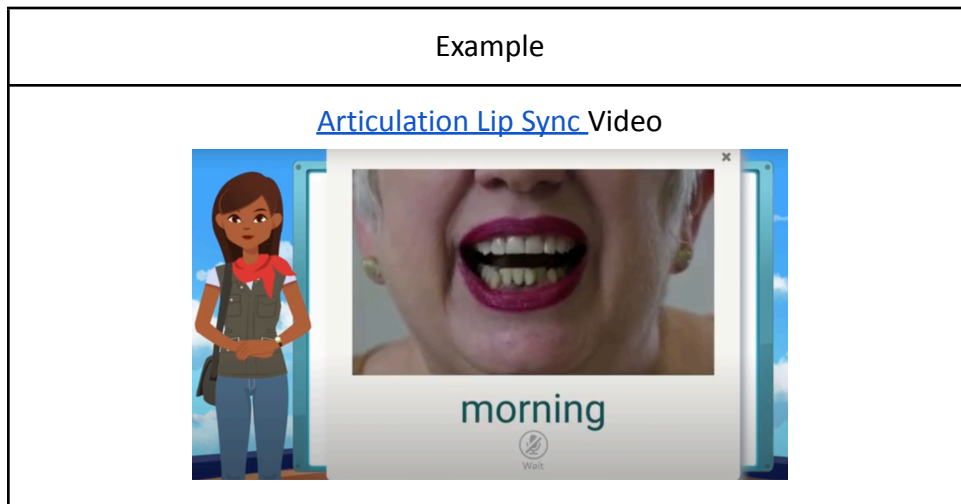
**Description:** Amira first displays a picture of the selected word. Next, she shows a slowed articulation of the word. The word is read slowly for a student to practice reading it and encourage students to attempt a difficult word.

**Intervention Moment:** Struggle With Word

**Reading Rope Domains:** Decoding

[Backing Research](#)

**Rules & Notes:** This video is a slow articulation of the word. There is no separate enumeration of each phoneme. Students see the selected word, while they hear how it is articulated.





## Sound Seeker

**Description:** The student is presented with three image options and is asked to match the picture with a matching sound. In the example provided, the student needs support with the word “Sam,” specifically the sound /m/. Amira asks the student to select the image whose word ends with the sound /m/. In this case the answer is “arm”

**Intervention Moment:** End of word / Phrase

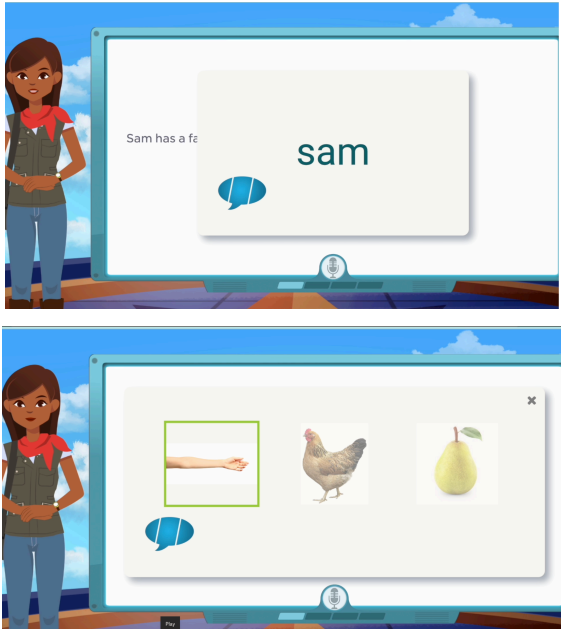
**Reading Rope Domains:** Decoding/ Phonemic Awareness

### [Backing Research](#)

**Rules & Notes:** When Amira detects a child has misread only part of a word (for example, the end of the beginning of a word), she offers this intervention to support them. Amira repeats the target word and then asks the child to find a picture that has the same sound in the same place in the word. This only appears when children make a mistake with only part of the word and is more common in simple words for Early Readers.

Example

See video [here](#).



The image contains two screenshots of a digital learning interface. In the top screenshot, a female character with brown hair, wearing a red shirt and blue overalls, stands to the left of a large screen. The screen displays the text "Sam has a fe" and the word "sam" in a large font. A blue speech bubble icon is positioned below the word "sam". In the bottom screenshot, the same character stands to the left of a similar screen. This screen displays three images: an arm, a chicken, and a pear. A blue speech bubble icon is positioned below the images, and a small 'x' icon is in the top right corner of the screen area.

## Phonics Sound Out

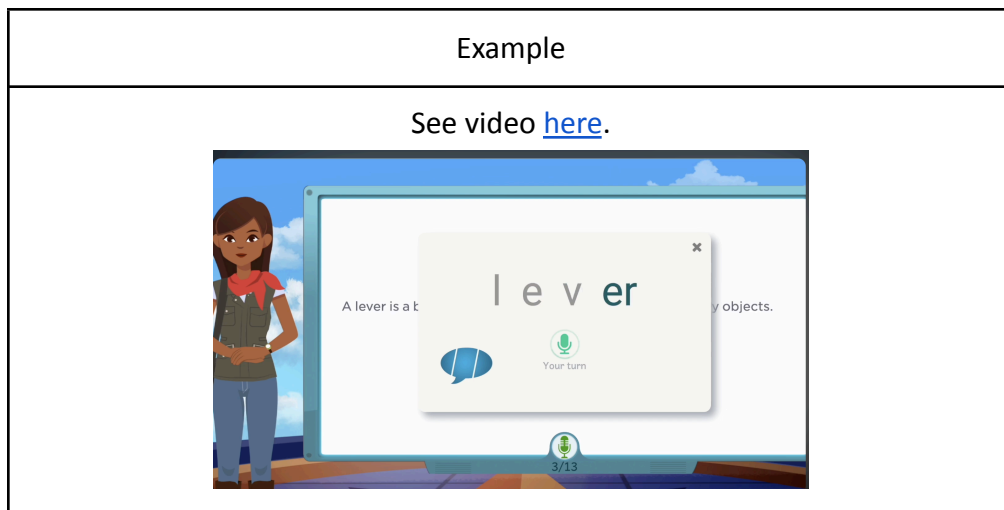
**Description:** Amira isolates the word that needs to be practiced, she then breaks up the word by graphemes and lights up the parts of a word and says the sounds. The child repeats.

**Intervention Moment:** At the end of a word / miscue / non-reading (student is silent for a word)

**Reading Rope Domains:** Decoding

### [Backing Research](#)

**Rules & Notes:** If a child miscues or does not read a word, Amira will help them decode and word attack by breaking the word into parts. Each part of the word lights up as Amira says the sounds. The child then repeats the parts and is asked to say the entire word. This is deployed when a child does not read a word or misreads more than one part of a word



## Up and Down

**Description:** Students first practice segmenting the sounds of a word and then practice blending the sounds of the word.

**Intervention Moment:** End of word / Phrase

**Reading Rope Domains:** Phonemic Awareness

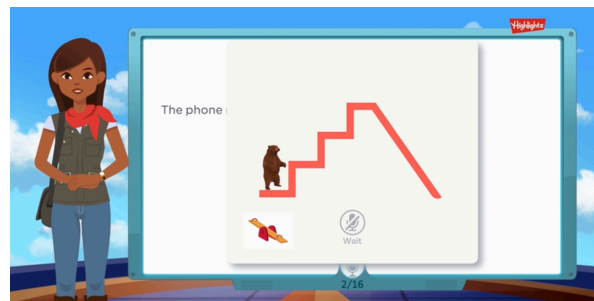
[Backing Research 1](#)

[Backing Research 2](#)

**Rules & Notes:** If a child struggles to persist in decoding a simple CVC word, Amira will help them practice segmenting and blending sounds. Children segment sounds as the bear goes up and then blends the sounds and the bear slides down. This only deploys for children still in a phonemic awareness or early decoding stage.

### Example

#### [Up and Down Video](#)



## Word Investigator

**Description:** Amira selects the word that needs to be reviewed. She displays part of the word along with an image that illustrates the word, then asks students to choose the sound missing in the selected word. Letter options are presented for the student to select from.

**Intervention Moment:** End of Phrase

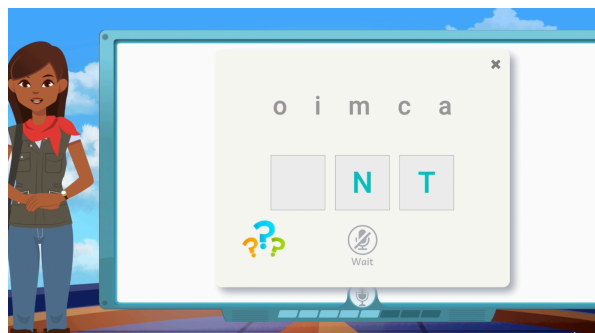
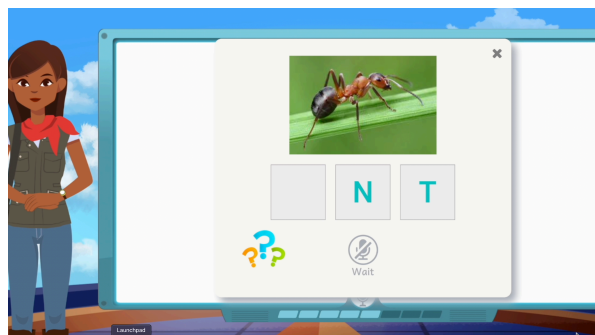
**Reading Rope Domains:** Decoding / Phonemic Awareness

### [Backing Research](#)

**Rules & Notes:** When a student makes a mistake on a sound within a word, Amira will intervene by asking them to find the missing sound. Amira shows them the word without the sound and then asks the child to match the missing sound.

### Example

#### [Word Investigator Video](#)



## Word Display

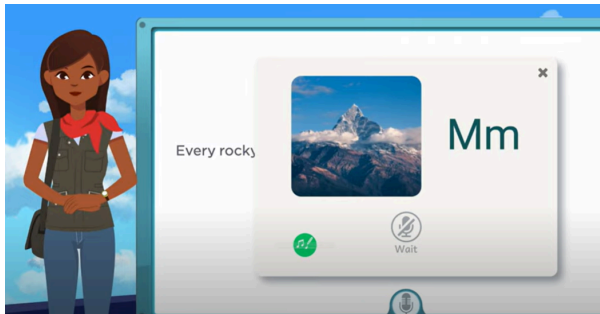
**Description:** The intervention presents an image as a visual aid to contextualize the word, then she says the word and defines it. Then, she asks the student to identify a targeted sound (at the start of the word). Lastly, she displays the grapheme and says the sound, after the student has had a turn to practice.

**Intervention Moment:** End of Phrase / Word

**Reading Rope Domains:** Phonemic Awareness

[Backing Research](#)

**Rules & Notes:** This intervention fires when the student makes little to no attempt to read the word.

Example
<p><a href="#">Word Display Video</a></p> 

## Letterflies

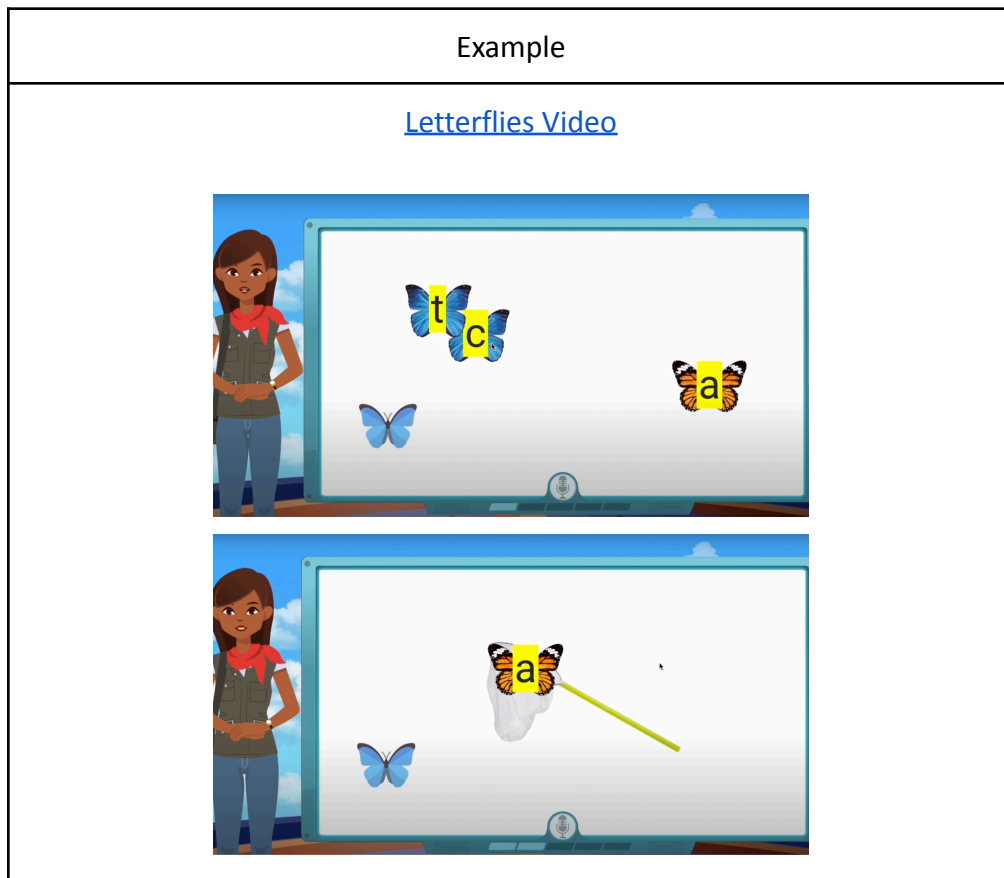
**Description:** Floating letters are displayed, and Amira asks students to catch the sound she models/makes. A student practices letter sounds by catching the sound Amira makes.

**Intervention Moment:** End of a word

**Reading Rope Domains:** Decoding/ Phonemic Awareness

### [Backing Research](#)

**Rules & Notes:** If Early Readers struggle with just one sound in a word, Amira will help them by asking to identify just the letter that makes the sound. A sampling of letters fly around the screen and Amira makes the sound the child needs to identify. This intervention deploys for Early Readers still working with sound/letter correspondence and is more likely in simple words. It also only deploys when the child can read parts of the word but not all of it.



## Change One Part

**Description:** Amira asks the student to practice word attacking by manipulating part of a target word.

**Intervention Moment:** End of Word / Phrases

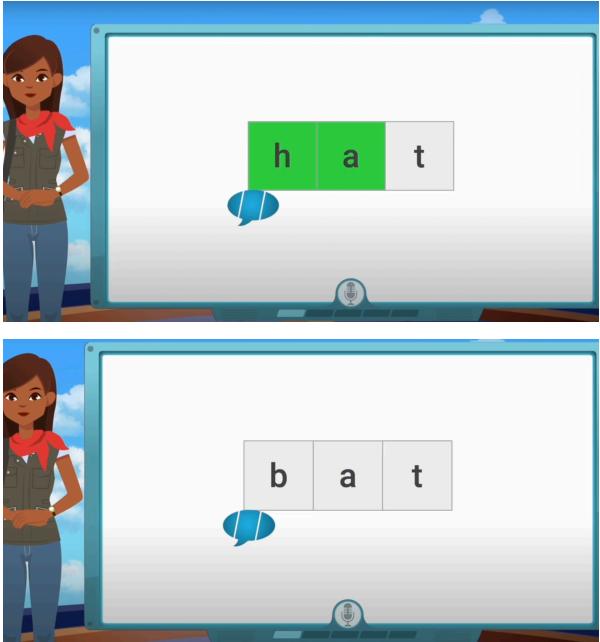
**Reading Rope Domains:** Decoding

### [Backing Research](#)

**Rules & Notes:** If a child makes an error in part of the word, Amira will help them focus on word attacking by showing them the word and then manipulating the part of the word where the student struggled. By manipulating part of the word, Amira is exposing the child to word families and word adaptations. It also gives the chance to explicitly focus on the word and decoding. This intervention is common in words with blends and word teams and one syllable words.

Example

[Change One Part](#) Video



## Say One Sound

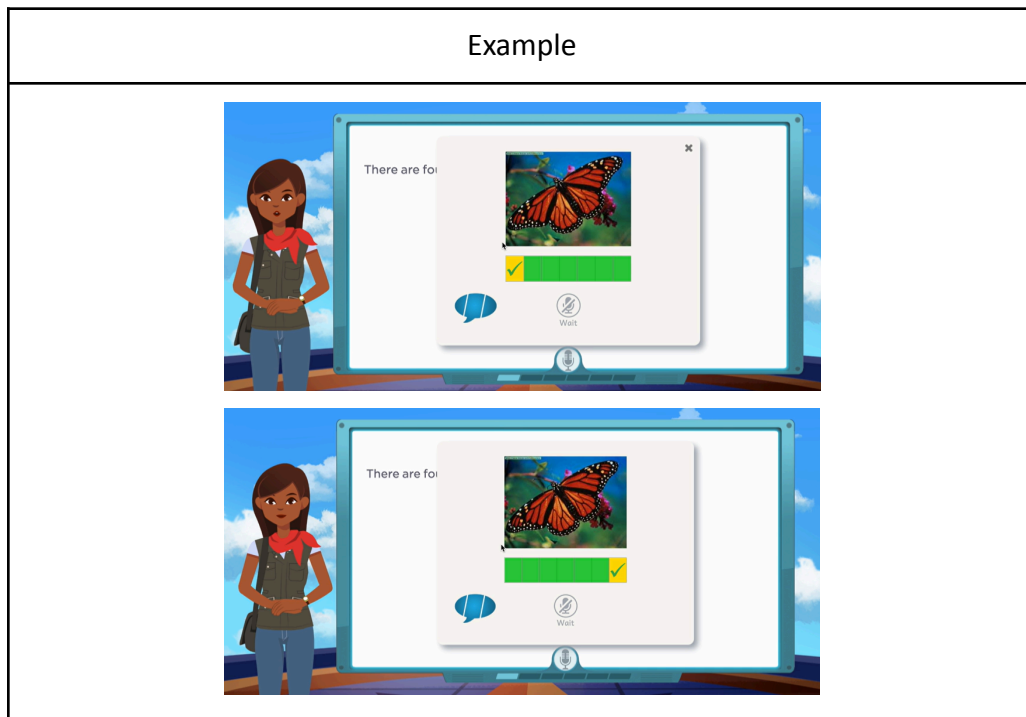
**Description:** Amira displays an image to contextualize the word. Then she asks the student to practice segmenting sounds without letters.

**Intervention Moment:** End of Phrase / Word

**Reading Rope Domains:** Phonemic Awareness

### [Backing Research](#)

**Rules & Notes:** This intervention only deploys in simple words or as part of the Early Reader Skills Scaffold. Students focus on the word and have the opportunity to practice segmenting sounds.





## Give and Take a Sound

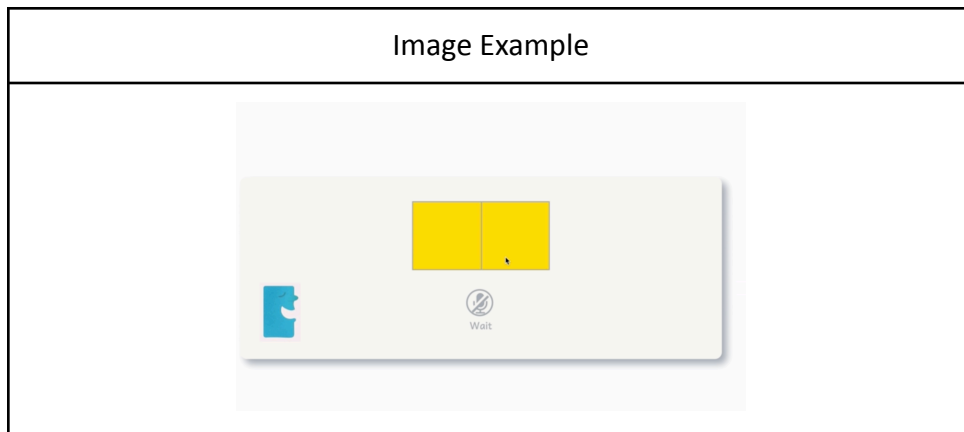
**Description:** Student practices decoding a word by starting with part of the word.

**Intervention Moment:** End of Word / End of Phrase

**Reading Rope Domains:** Decoding / Phonemic Awareness

### [Backing Research](#)

**Rules & Notes:** When a child has misread a word, Amira helps them segment the word and work in parts. She introduces sounds in part of the word and then helps the child add an additional sound to the beginning or end of the word to make the complete word. Only fires for simple or CVC words. This intervention is intended primarily for Early Readers.



## Provide A Definition (No Image)

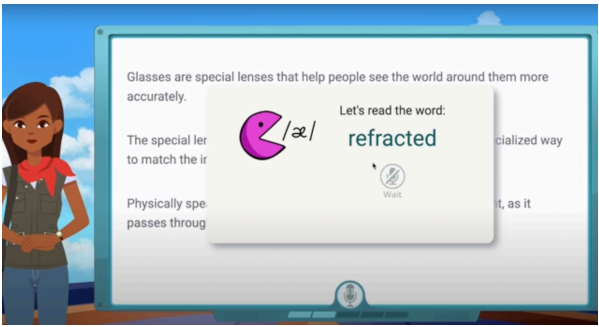
**Description:** Amira provides a student with the word, and a verbal definition of the word. Students are expected to listen and then repeat the word.

**Intervention Moment:** Struggle on Word / End of Phrase

**Reading Rope Domains:** Vocabulary / Background Knowledge

### [Backing Research](#)

**Rules & Notes:** This intervention is provided when a word is likely outside the reading vocabulary of the student. The intervention provides simple definitions using words the student is likely to know and understand.

Example
<p data-bbox="483 982 828 1014"><u><a href="#">Provide a Definition</a></u> Video</p> 

## Provide A Definition (With Image)

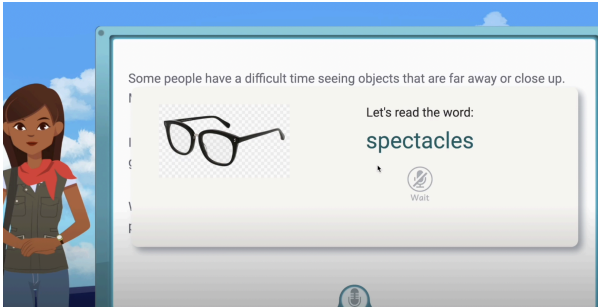
**Description:** Amira provides a student with the word, a verbal definition of the word, and an image of the word. Students are expected to listen and then repeat the word.

**Intervention Moment:** Struggle on Word / End of Phrase

**Reading Rope Domains:** Vocabulary / Background Knowledge

### [Backing Research](#)

**Rules & Notes:** This intervention is provided when a word is likely outside the reading vocabulary of the student. The intervention provides simple definitions using words the student is likely to know and understand.

Example
<p data-bbox="451 982 808 1014"><u><a href="#">Definition with image</a></u> video</p>  <p>The screenshot shows a video player interface. On the left, a cartoon girl with brown hair, wearing a red shirt and a grey vest, stands next to a large screen. The screen displays the following text: 'Some people have a difficult time seeing objects that are far away or close up.' Below this text is an image of a pair of black-rimmed glasses. To the right of the glasses, it says 'Let's read the word: spectacles'. Below the word 'spectacles' is a small circular icon with a hand and the word 'Wait' underneath it. The background of the screen is a light blue sky with white clouds.</p>

## Fun Fact

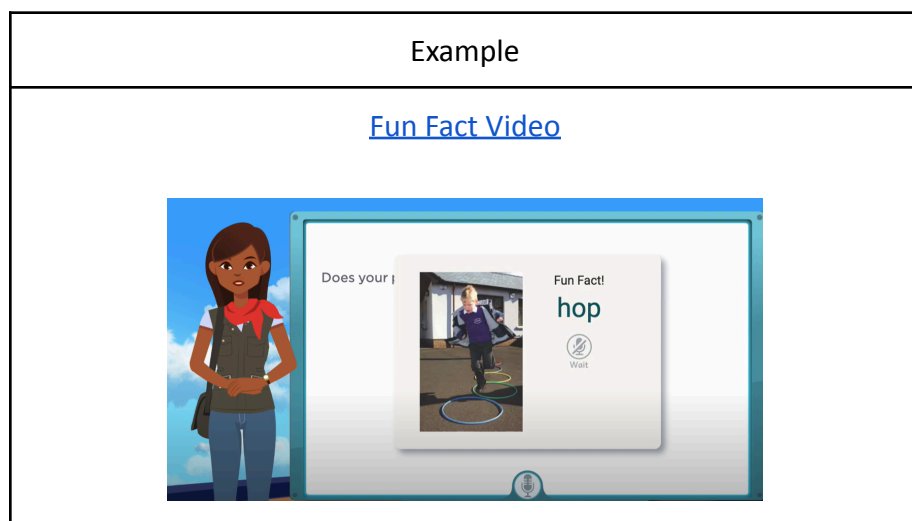
**Description:** The Fun Fact intervention aims to provide background knowledge from a light-hearted point of view. The intervention typically shows the word, an amusing picture and Amira relays a fun fact where the word is mentioned one or more times.

**Intervention Moment:** Struggle With Word

**Reading Rope Domains:** Background Knowledge / Vocabulary

### Backing Research

**Rules & Notes:** 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 to provide uplift without necessarily de-motivating the student with instruction that isn't needed.



## Word Scramble

**Description:** Amira shows a child the target word, then scrambles the letters and asks the child to put them back in order.

**Intervention Moment:** A miscue

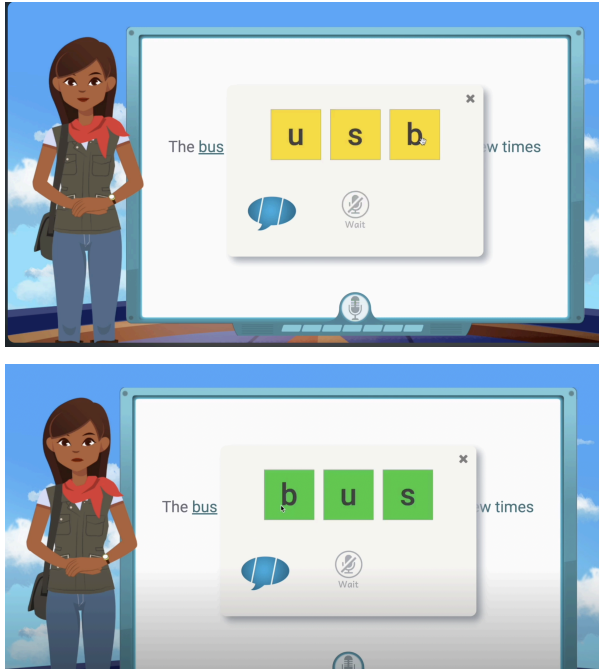
**Reading Rope Domains:** Decoding

### [Backing Research](#)

**Rules & Notes:** After a child misreads a word, Amira helps them practice on decoding by showing the child the word. Then, Amira scrambles the word and asks the child to put the word back together. This is deployed when a child makes a mistake with reading part of the word but not all of the word.

Example

[Word Scramble Video](#)



The image shows two screenshots from a video demonstrating the Word Scramble intervention. In the top screenshot, a character named Amira stands next to a screen displaying the word "bus" with its letters "u", "s", and "b" scrambled in yellow boxes. In the bottom screenshot, the same character and screen are shown, but the letters "b", "u", and "s" are now in green boxes, indicating they have been correctly placed back into the word.

## Cognate

**Description:** 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.

**Intervention Moment:** Struggles with Word and/or End of Phrase

**Reading Rope Domains:** Vocabulary / Decoding

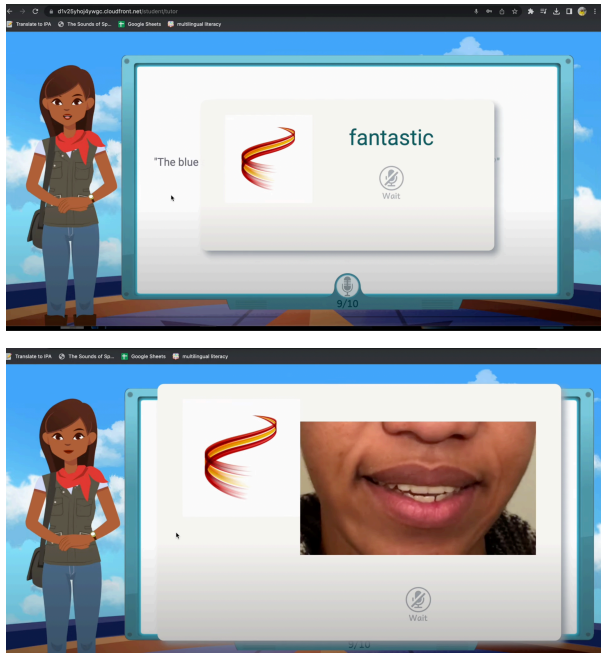
[Backing Research \(1\)](#)

[Backing Research \(2\)](#)

**Rules & Notes:** This rule fires only when the student is designated as “Bilingual”. Currently, the bilingual designation only applies to students learning in English and Spanish.

Example

[Cognate Intervention Video](#)



The image displays two sequential screenshots from a video titled "Cognate Intervention Video". In the top screenshot, a character named Amira stands next to a large digital screen. The screen shows the text "The blue" followed by a red and orange swirl icon, and the word "fantastic" with a "Wait" button below it. In the bottom screenshot, the same character and screen are shown, but the screen now displays a close-up of a student's mouth smiling, indicating a successful intervention.

## Mid-Story Comprehension Question

**Description:** Amira deploys a multiple-choice comprehension question to check for understanding during a story.

**Intervention Moment:** End of Phrase

**Reading Rope Domains:** Comprehension / Vocabulary

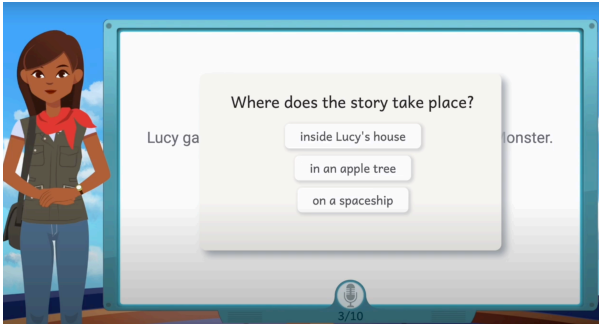
[Backing Research 1](#)

[Backing Research 2](#)

**Rules & Notes:** After a student completes a portion of the text, a comprehension question is presented. The question is based on the text the student has covered up to that point in their reading session. Only one question is asked, and three answer choices are presented.

Example

[Mid-Story Comprehension Question](#) Video



The screenshot shows a digital interface for a comprehension question. On the left, a female character with brown hair, wearing a red shirt and a grey vest, stands next to a large whiteboard. The whiteboard displays the question: "Where does the story take place?". Below the question are three answer choices in rounded rectangular buttons: "inside Lucy's house", "in an apple tree", and "on a spaceship". The text "Lucy ga" is visible on the left side of the whiteboard, and "monster." is on the right. At the bottom center of the whiteboard, there is a small circular icon and the text "3/10".

## Comprehension Quiz

**Description:** At the end of a story, Amira asks two to three multiple questions to check a student's comprehension of the passage they read. These can be multiple-choice or cloze based.

**Intervention Moment:** End of Story

**Reading Rope Domains:** Comprehension / Vocabulary

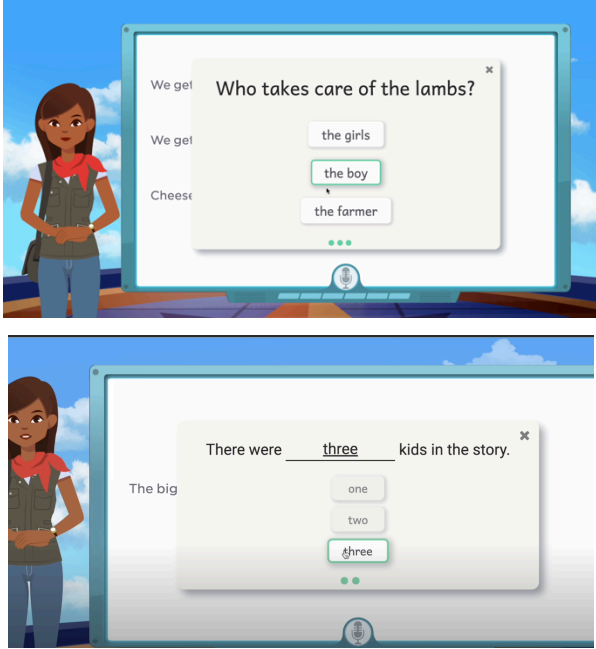
[Backing Research 1](#)

[Backing Research 2](#)

**Rules & Notes:** This intervention only fires at the end of the passage. It includes 2-3 questions, with three answer choices.

Example

[Comprehension Quiz](#) Video



The image displays two screenshots of a digital interface for a comprehension quiz. In the top screenshot, a female character stands next to a screen showing a question: "Who takes care of the lambs?". Below the question are three answer choices: "the girls", "the boy", and "the farmer". The bottom screenshot shows the same character next to a screen with a cloze question: "There were three kids in the story." Below the question are three answer choices: "one", "two", and "three".



## Prediction Question

**Description:** This intervention fires after a student has read a portion of the passage. It asks the student to predict an outcome or pathway in the story they are reading. The goal is to engage students and to check their understanding of the text covered thus far in their reading session.

**Intervention Moment:** End of Phrase

**Reading Rope Domains:** Comprehension

[Backing Research 1](#)

[Backing Research 2](#)

**Rules & Notes:** This intervention fires for students to check their reading comprehension of the text.

## Comprehension Intervention - Conversation

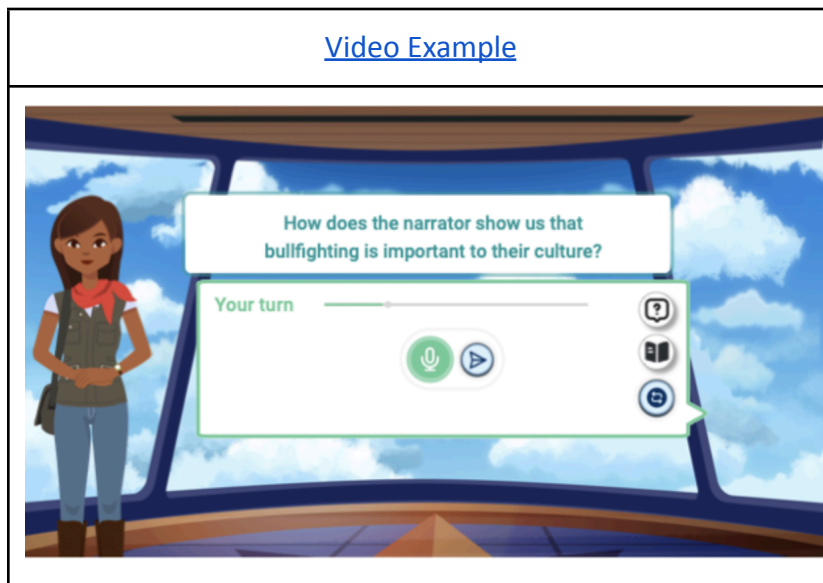
**Description:** While reading a text, Amira will engage in a conversation with the student about their understanding of the text. If the student responds correctly, Amira will offer positive praise with direct feedback. If the student offers a less than sufficient response, Amira will coach the student, take the student back to the text, or ask for clarification. Students will also be able to get help in the form of repeating the question or getting help from the text.

**Intervention Moment:** During and After Stories

**Reading Rope Domains:** Comprehension/ Background Knowledge

[Backing Research](#)

**Rules & Notes:** Amira offers more complex questions for more fluent readers. The questions often use words and vocabulary from the story to encourage language development.



## Comprehension Intervention - Written Response

**Description:** While reading a text, Amira will ask a student to write about their understanding of the text. If the student responds correctly, Amira will offer positive praise with direct feedback. If the student offers a less than sufficient response, Amira will coach the student, take the student back to the text, or ask for clarification. Students will also be able to get help in the form of repeating the question or getting help from the text.

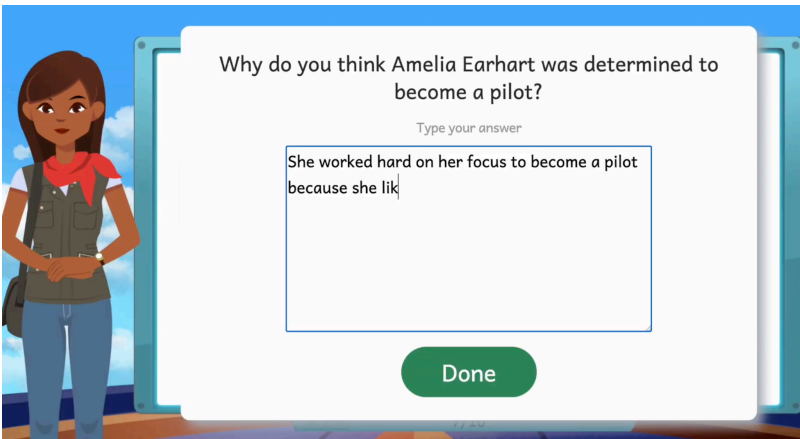
**Intervention Moment:** During and After Stories

**Reading Rope Domains:** Comprehension/ Background Knowledge

[Backing Research](#)

**Rules & Notes:** Amira offers more complex questions for more fluent readers. The questions often use words and vocabulary from the story to encourage language development.

[Video Example](#)



Why do you think Amelia Earhart was determined to become a pilot?

Type your answer

She worked hard on her focus to become a pilot because she lik

Done

## Comprehension Intervention - Matrix

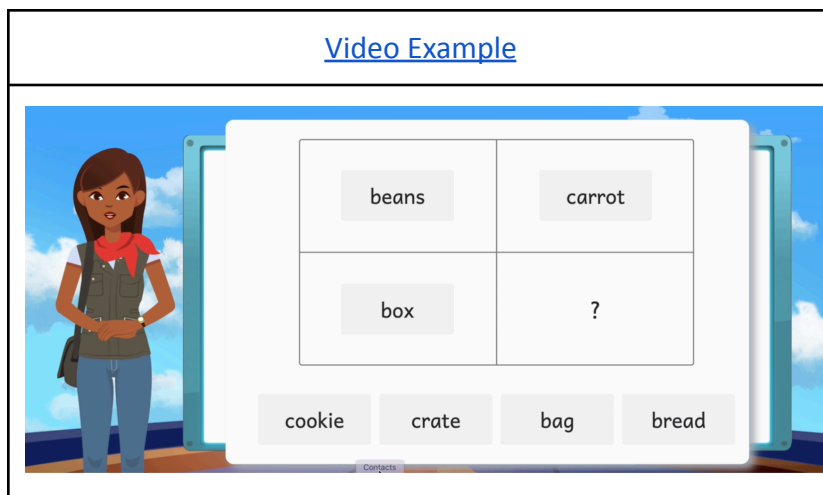
**Description:** While reading a text, Amira will ask a student to write about their understanding of the text. If the student responds correctly, Amira will offer positive praise with direct feedback. If the student offers a less than sufficient response, Amira will coach the student, take the student back to the text, or ask for clarification. Students will also be able to get help in the form of repeating the question or getting help from the text.

**Intervention Moment:** During stories

**Reading Rope Domains:** Comprehension/ Background Knowledge

### [Backing Research](#)

**Rules & Notes:** Amira offers this intervention only for students in words they can decode and understand. It enriches comprehension and vocabulary without overwhelming the student with decoding.



## Name Knowledge

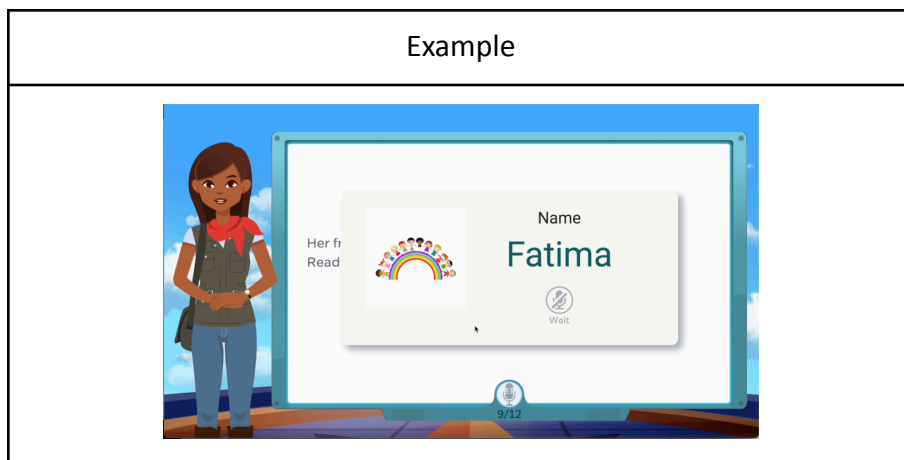
**Description:** In this intervention, Amira sounds out a name, pronounces a name and provides information about the meaning of the name. She also might ask the student to say, “Hello, \_\_\_\_\_” to practice the name and increase understanding of the word as a name.

**Intervention Moment:** Word Struggle

**Reading Rope Domains:** Background Knowledge / Decoding

[Backing Research](#)

**Rules & Notes:** This intervention fires when a student is struggling with the name of a person in the passage.



## Name Fun Fact

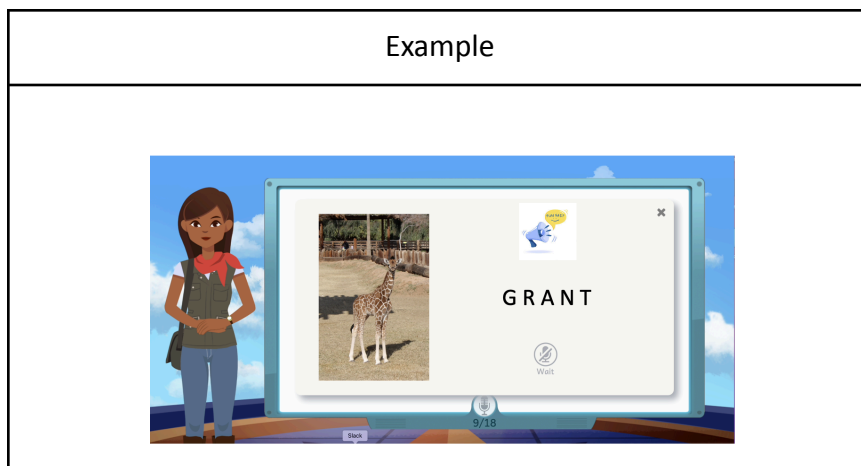
**Description:** Amira helps a student practice the name of a person by saying the name and offering a fun fact about the name.

**Intervention Moment:** Word Struggle

**Reading Rope Domains:** Background Knowledge / Decoding / Vocabulary

### [Backing Research](#)

**Rules & Notes:** This intervention fires when a student is struggling with the name of a person in the passage.



## Vocabulary Quiz

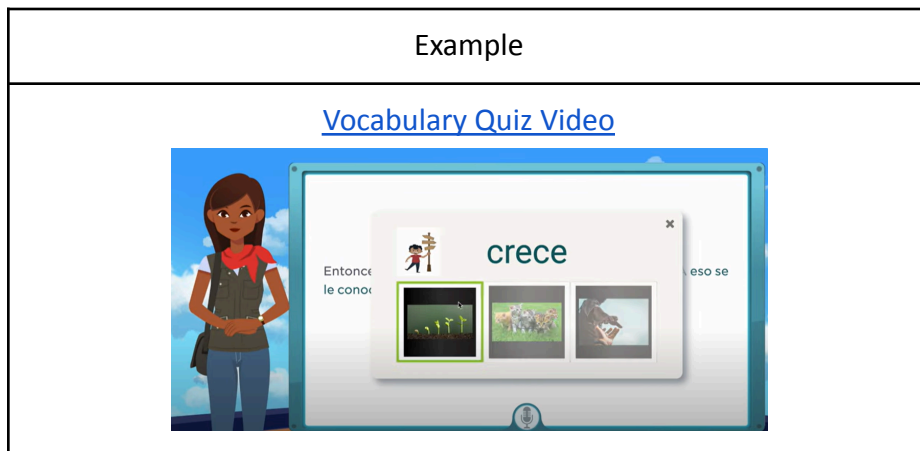
**Description:** During this intervention activity, Amira provides the definition for the selected word, Amira then asks students to select the image that best represents the selected word.

**Intervention Moment:** Struggle on Word

**Reading Rope Domains:** Vocabulary / Background Knowledge

### [Backing Research](#)

**Rules & Notes:** This intervention will fire after the student has seen an alternative intervention on the same word and would benefit from additional support on the word.



## Give the Word

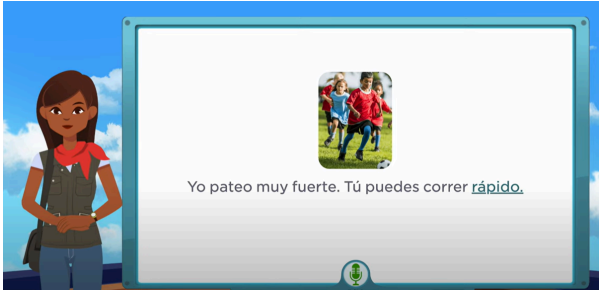
**Description:** If a student appears to struggle with a word or if the student stops on a word, Amira will pause for a short period to give the student the opportunity to practice. If silence or struggling continues, Amira will read the word and ask them to keep going.

**Intervention Moment:** Struggle with Word

**Reading Rope Domains:** Decoding

[Backing Research](#)

**Rules & Notes:** This intervention fires when Amira has reason to believe the student is experiencing reading exhaustion and needs some motivation to keep practicing. Or in instances where the student appears to be stuck or struggling.

Example
<p><a href="#">Give the Word Video</a></p> 



## Read to Me

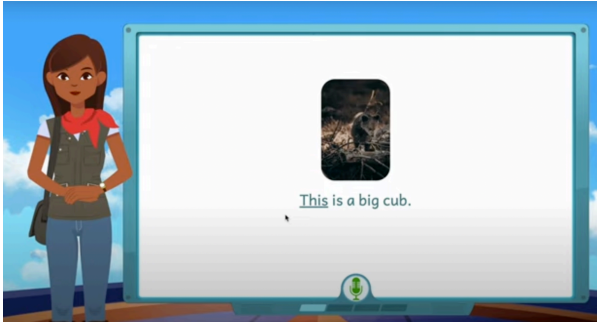
**Description:** In this intervention, Amira reads a sentence or phrase to the student. The student is then asked to echo back the reading. The intervention typically lasts for 1 to 3 sentences.

**Intervention Moment:** When the student is having a myriad of difficulties with the text.

**Reading Rope Domains:** Decoding

### [Backing Research](#)

**Rules & Notes:** 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.

Example
<p><a href="#">Read to Me</a> Video</p> 

## Read the Story

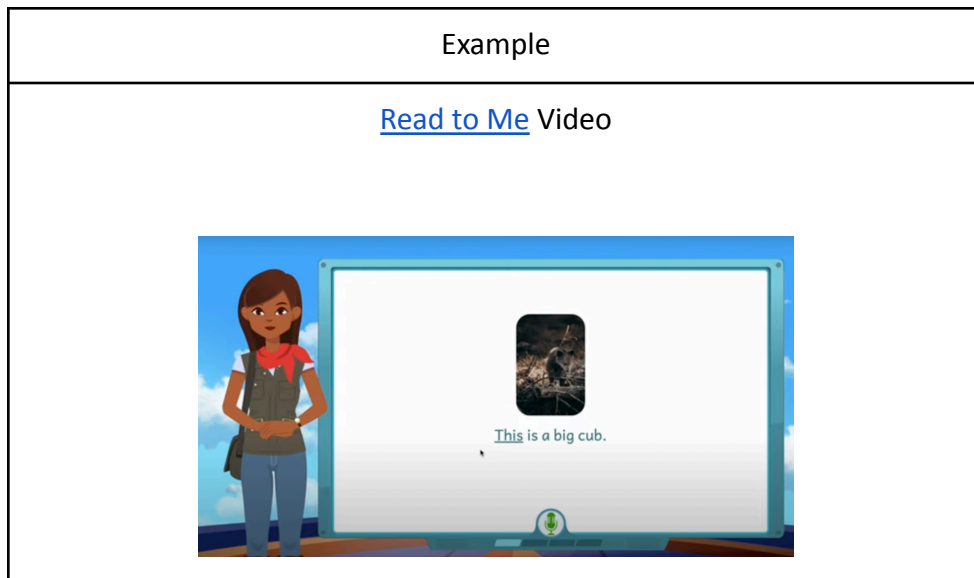
**Description:** If a story is deemed far beyond a student's ability, Amira will read the entire story to the student. The student might be asked to echo read after each sentence.

**Intervention Moment:** When the student is having a myriad of difficulties with the text.

**Reading Rope Domains:** Decoding

### [Backing Research](#)

**Rules & Notes:** This is rarely deployed and only if a student's struggle is far beyond their reach and the story is causing significant frustration and not productive struggle.



## Sentence Re-Read

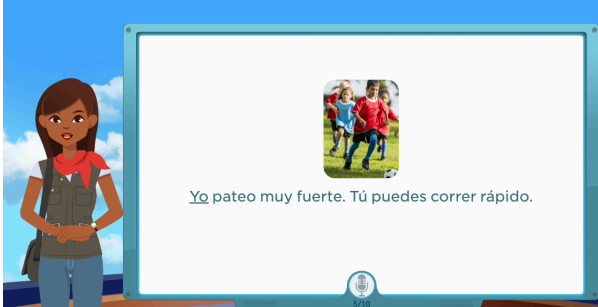
**Description:** Amira re-reads a sentence where the student has struggled. The student then echo reads the sentence. The goal of this intervention is for a student to get help through a difficult sentence to regain fluency in reading.

**Intervention Moment:** When struggling

**Reading Rope Domains:** Decoding

[Backing Research](#)

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

Example
<p><a href="#">Video Link</a></p>  <p>The screenshot shows a digital interface for a video. On the left, there is a cartoon illustration of a female teacher with brown hair, wearing a grey vest over a red shirt and blue pants. To her right is a whiteboard with a blue border. On the whiteboard, there is a small image of two children playing soccer. Below the image, the Spanish sentence "Yo pateo muy fuerte. Tú puedes correr rápido." is written. The word "Yo" is underlined. At the bottom center of the whiteboard, there is a small microphone icon.</p>

## Sentence Re-Read with Error Emphasized

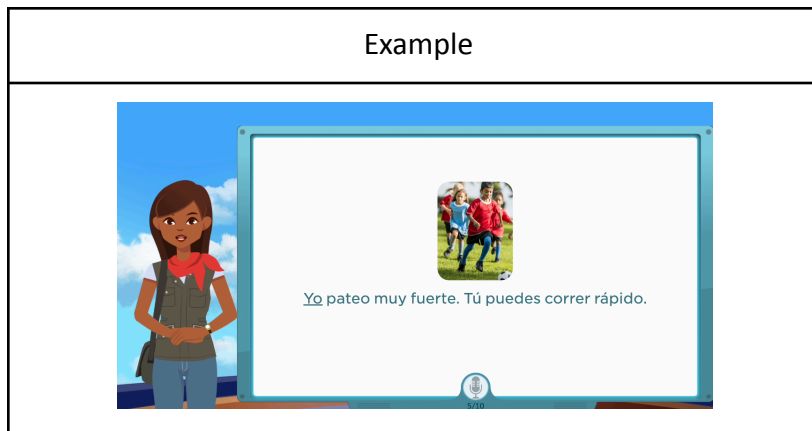
**Description:** Amira re-reads a sentence where the student has struggled. As Amira reads, any errors the student made are emphasized or sounded out. The student then re-reads the sentence.

**Intervention Moment:** When struggling

**Reading Rope Domains:** Comprehension / Decoding

[Backing Research](#)

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



## Rhyming Game

**Description:** Amira isolates the word that requires extra practice and says the word. Then she offers the student 3 options of words, the student is asked to select the word that rhymes with the target word

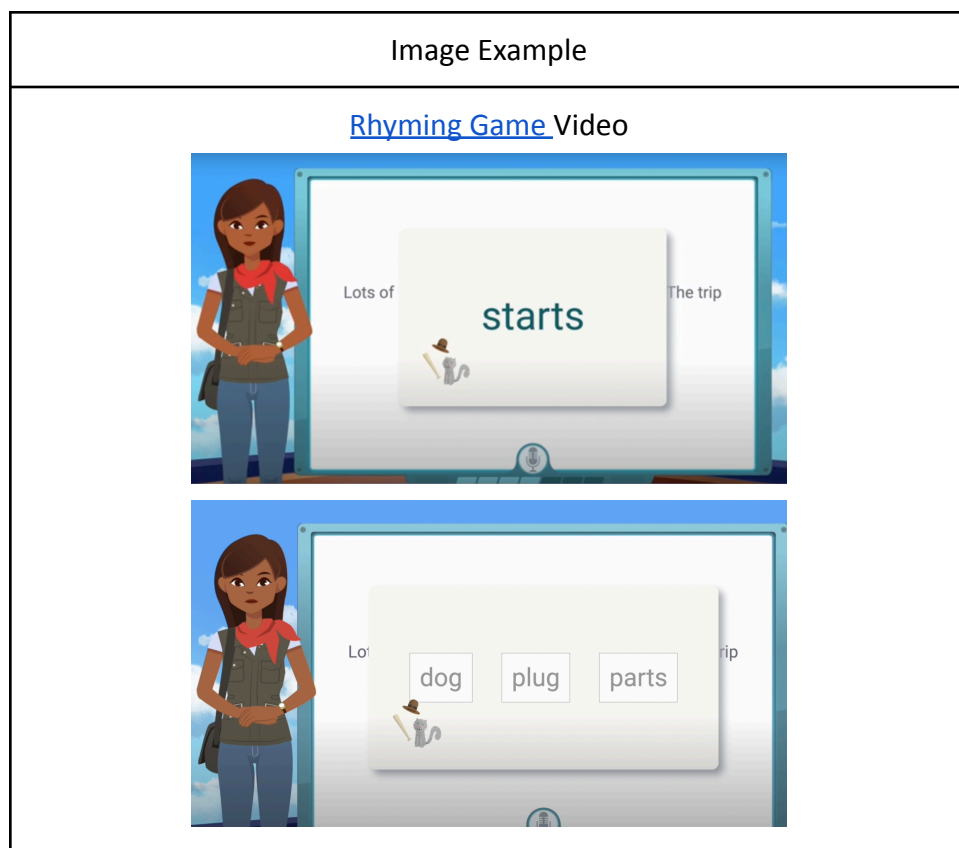
**Intervention Moment:** End of Phrase

**Reading Rope Domains:** Decoding

[Backing Research 1](#)

[Backing Research 2](#)

**Rules & Notes:** If a child misreads a word, Amira will offer the child three words and ask them to choose the rhyming word. Amira asks the child, “Which word rhymes with (target word)?” so the child has the chance to read the target word. Then they decode all three words and choose the rhyming word.



## Make a Rhyme (1)

**Description:** In this intervention, Amira says a word that rhymes with the target word. The student is then expected to say/read the target word.

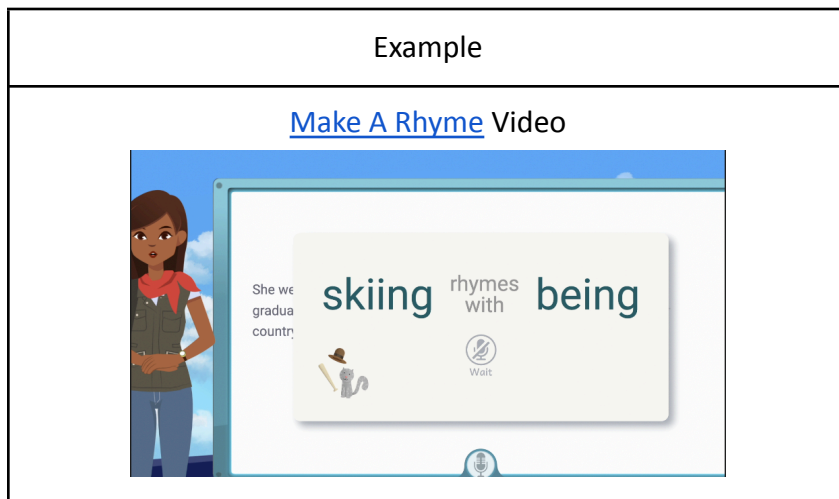
**Intervention Moment:** Struggle on word

**Reading Rope Domains:** Phonemic Awareness

[Backing Research 1](#)

[Backing Research 2](#)

**Rules & Notes:** 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.



## Make a Rhyme (2)

**Description:** In this intervention, Amira says a word that rhymes with the target word. The student is then expected to say/read the target word.

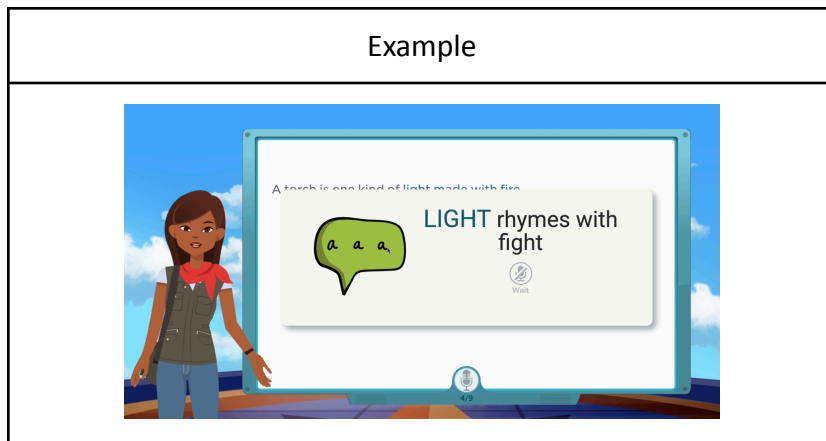
**Intervention Moment:** End Of Phrase

**Reading Rope Domains:** Phonemic Awareness

[Backing Research 1](#)

[Backing Research 2](#)

**Rules & Notes:** The rhyming intervention is targeted at students who have some degree of fluency and decoding mastery but still need stronger phonemic awareness. In this intervention, Amira says a word that rhymes with the target word. The student is then expected to say/read the target word.



## Solve A Riddle

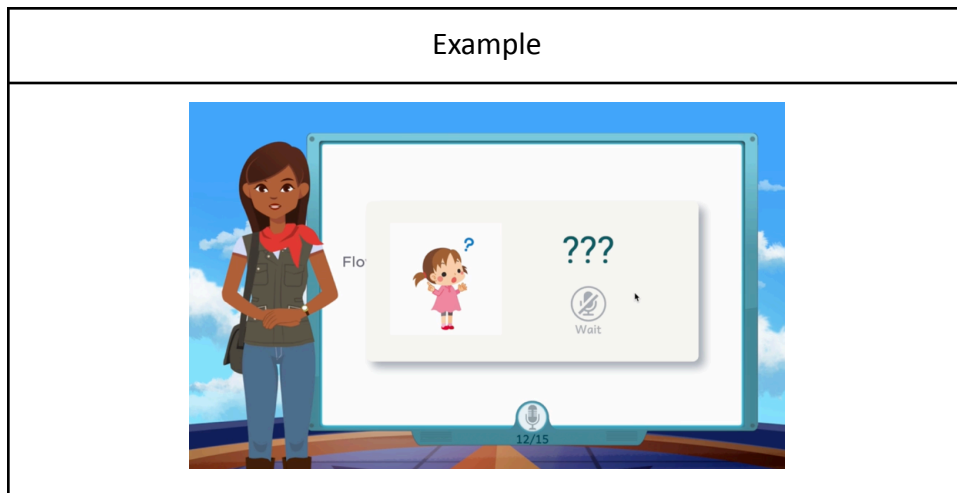
**Description:** In this intervention, Amira poses a riddle. The answer is the target word.

**Intervention Moment:** Struggle on Word

**Reading Rope Domains:** Background Knowledge / Language Structure

### Backing Research

**Rules & Notes:** 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.





## Spell Out

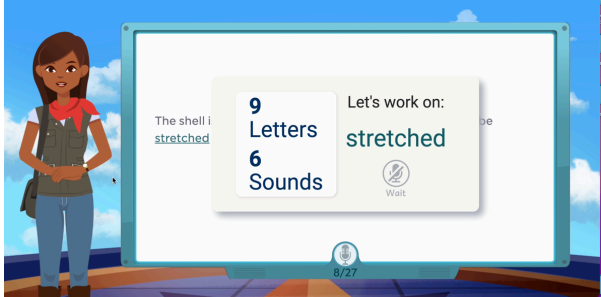
**Description:** Amira uses the names of the letters to “spell out” the word quickly and then allow the student to repeat it as extra practice. This intervention is used on challenging words that the student would benefit from spending extra time on.

**Intervention Moment:** Struggle On Word

**Reading Rope Domains:** Phonological Awareness / Decoding

### [Backing Research](#)

**Rules & Notes:** This intervention is used when the number of letters and the number of graphemes varies, and other interventions for PA are not available.

Example
<p style="text-align: center;"><a href="#">Spell Out</a> Video</p> 

## Endings Practice

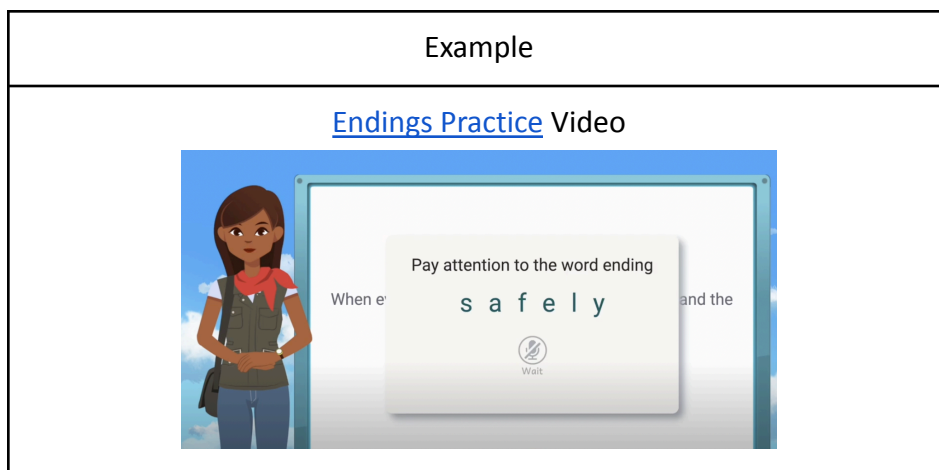
**Description:** Amira points out a dropped or added ending. Amira asks the student to pay attention to word endings and coaches on the meaning of the ending if it is needed.. Student is then asked to try reading the selected word.

**Intervention Moment:** End Of Phrase

**Reading Rope Domains:** Decoding / Language Structures

### [Backing Research](#)

**Rules & Notes:** This intervention only fires when the student specifically adds or drops an ending to the word. Common mistakes included dropping tenses like “ed” and adding a plural sound “s”.



## Flash Card

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

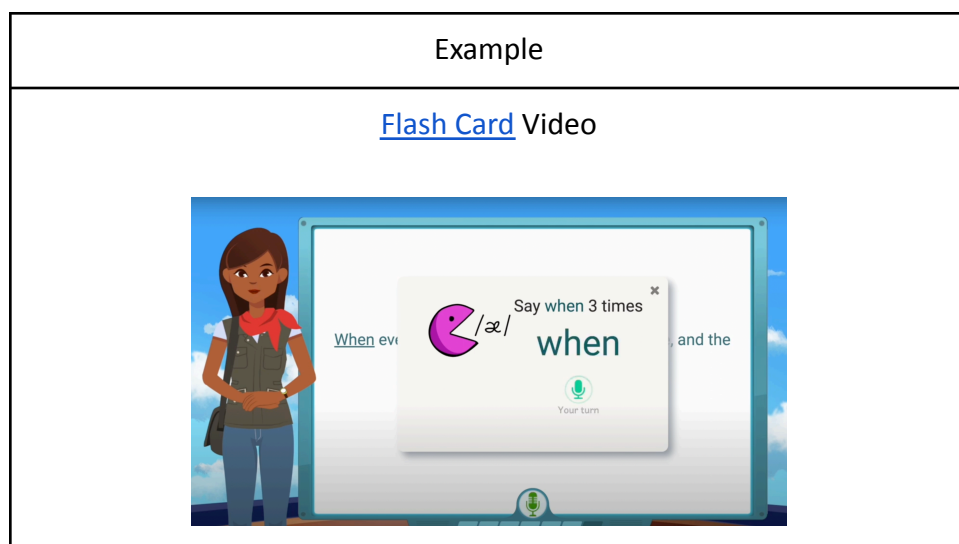
**Intervention Moment:** Struggle On Word

**Reading Rope Domains:** High Frequency Words

[Backing Research 1](#)

[Backing Research 2](#)

**Rules & Notes:** This intervention only fires for the roughly 400 high frequency words identified by the HMH Into Reading curriculum.



## Too Fast Warning

**Description:** Amira asks a child to slow down their reading as she detects many mistakes that are interfering with meaning making.

**Intervention Moment:** End of Phrase

**Reading Rope Domains:** Comprehension

### [Backing Research](#)

**Rules & Notes:** Amira asks the student to slow down when the student's WCPM is high and Amira is hearing a lot of miscues and skips.



## Morpheme Roots Interventions

**Description:** In this intervention, Amira highlights a root. Then Amira explains what the root means. The student is asked to name another word that uses the root. Amira then provides a word.

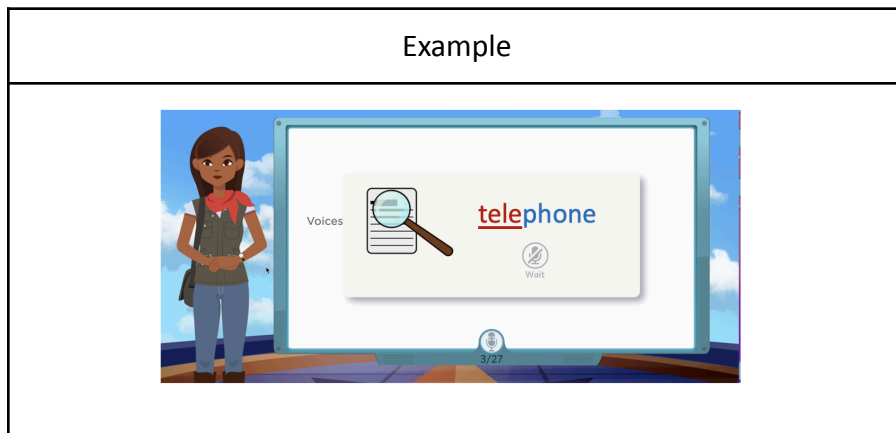
**Intervention Moment:** End Of Phrase

**Reading Rope Domains:** Language Structure / Vocabulary/ Background Knowledge

[Backing Research 1](#)

[Backing Research 2](#)

**Rules & Notes:** This intervention only fires when the following is true: the word contains a common root, the student likely has the word (or others like it) in their vocabulary, and the student is a fairly fluent reader.



## Prefix Intervention

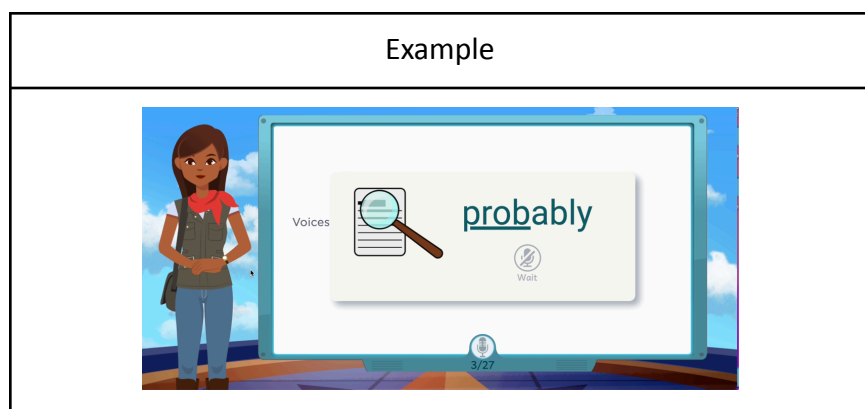
**Description:** In this intervention, Amira highlights a prefix. Then Amira explains what the prefix means. The student is asked to name another word that uses the prefix. Amira then provides the word.

**Intervention Moment:** End Of Phrase

**Reading Rope Domains:** Language Structure, Vocabulary, Background Knowledge

### [Backing Research](#)

**Rules & Notes:** 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.



## Suffix Intervention

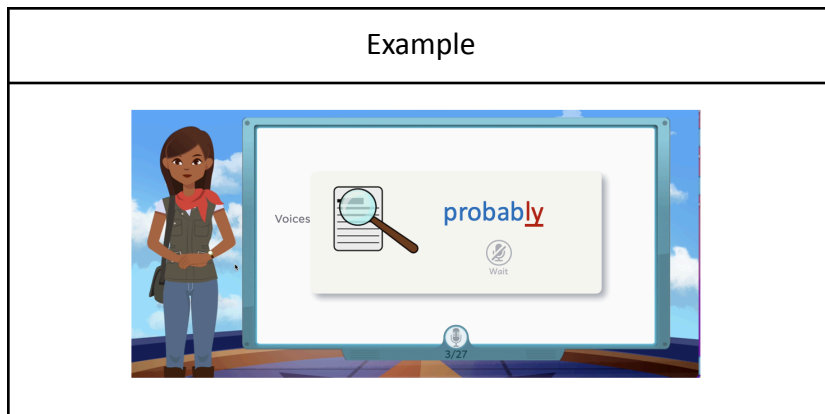
**Description:** In this intervention, Amira highlights a suffix. Then Amira explains what the suffix means. The student is asked to name another word that uses the suffix. Amira then provides a word.

**Intervention Moment:** End Of Phrase

**Reading Rope Domains:** Language Structure / Vocabulary

### [Backing Research](#)

**Rules & Notes:** 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.



## Morpheme Root Quiz

**Description:** 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.

**Intervention Moment:** End Of Phrase

**Reading Rope Domains:** Language Structure, Vocabulary, Background Knowledge

[Backing Research](#)

**Rules & Notes:** 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

**Description:** 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.

**Intervention Moment:** End Of Phrase

**Reading Rope Domains:** Language Structure / Vocabulary/ Background Knowledge

[Backing Research](#)

**Rules & Notes:** 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

**Description:** 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.

**Intervention Moment:** End Of Phrase

**Reading Rope Domains:** Language Structure / Vocabulary/ Background Knowledge

### [Backing Research](#)

**Rules & Notes:** 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.

## Homonyms

**Description:** In this intervention, Amira selects a word that is a homonym. Then Amira asks the student to select the definition that best defines the word.

**Intervention Moment:** End Of Phrase

**Reading Rope Domains:** Vocabulary / Background Knowledge

[Backing Research](#)

**Rules & Notes:** This intervention only fires on homonyms and when the student demonstrates WCPM, to check the student's comprehension.