



Amira Intervention Encyclopedia

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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.

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Elkonin Sound Box – Show Graphemes

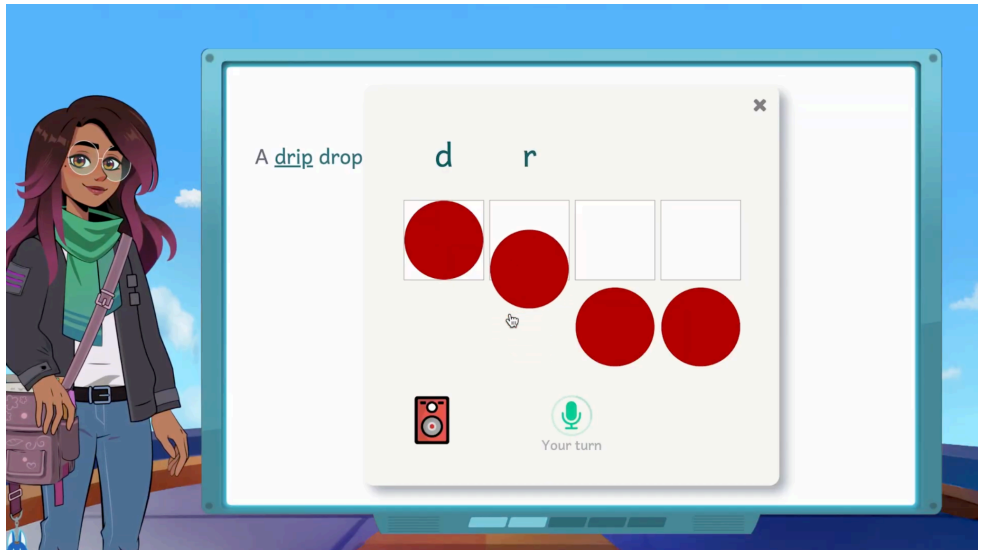
Description: Amira asks students to move the red dots into boxes while they say the sounds making up a word. Students move the dots, say the sounds, and then blend the entire word. At the end, the graphemes are displayed.

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 AREA scores.

Example	
Video Link	

Elkonin Sound Box – Variable Boxes

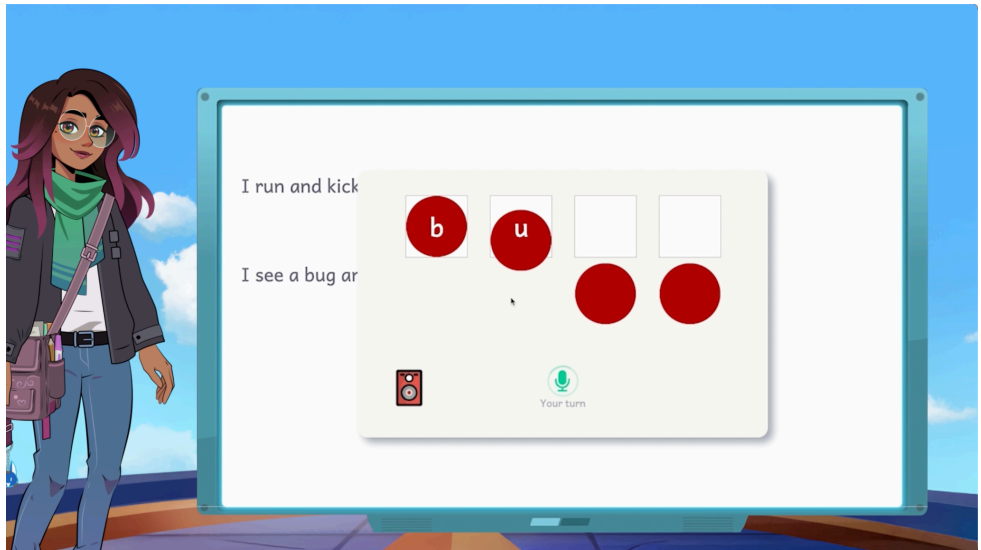
Description: Amira asks students to move the red dots into boxes and use the graphemes and dots to practice combining graphemes into sounds. Students move the dots, say the sounds, and then blend the entire word.

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 AREA scores.

Example	
Video Link	

Graphemic Sound Out (1)

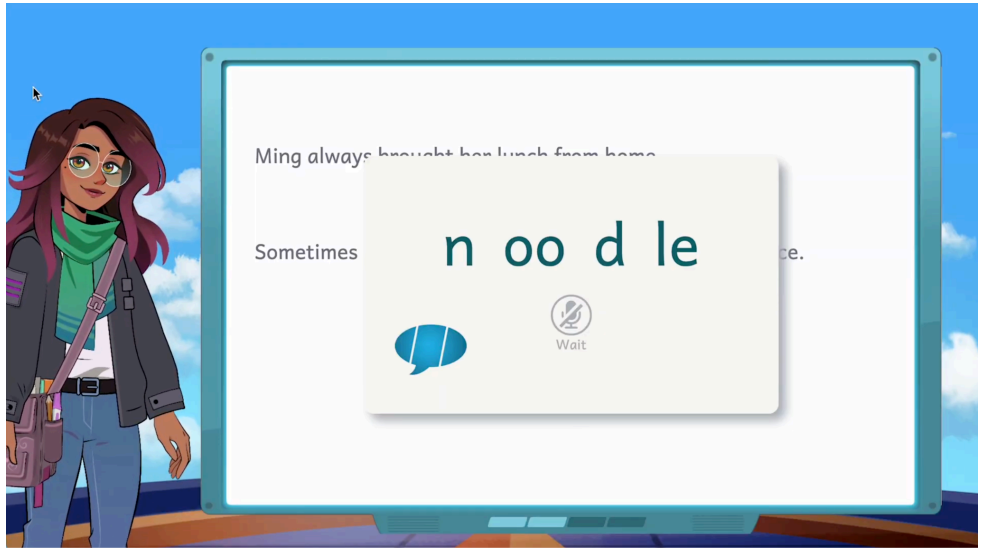
Description: Amira helps a child break a word down into individual graphemes and sound out the word. Students are asked to listen to the sound and blend them into a word.

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.

Example	
Video Link	

Graphemic Sound Out (2)

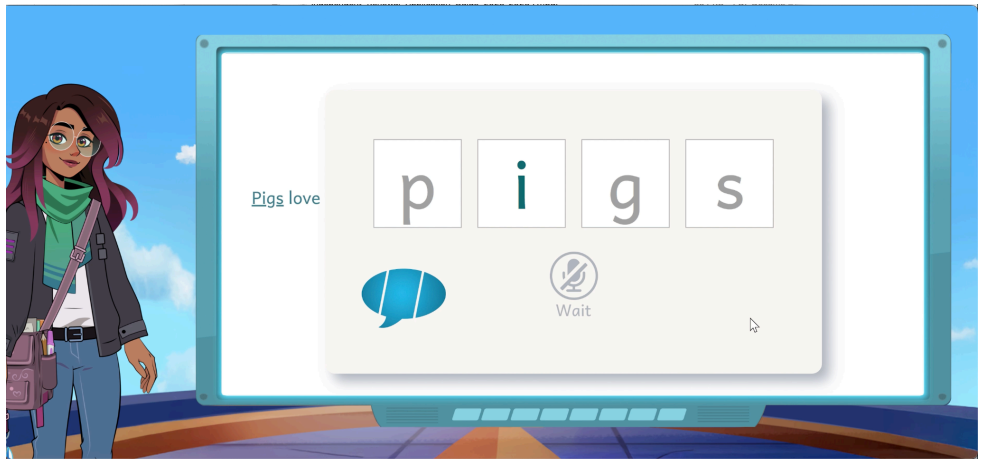
Description: Amira helps a child break a word down into individual graphemes and she models each sound in the word. Students are asked to listen to the sound and blend them into a word.

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	
Video Link	

Sound Out With Graphemes

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

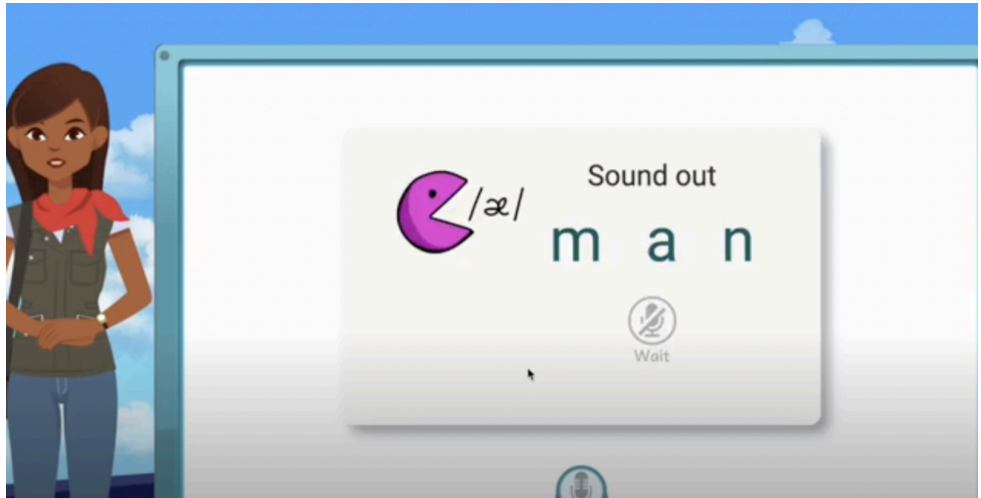
Intervention Moment: Struggle With Word

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.

Example	
Video Link	 A screenshot of the Amira Learning interface. On the left, a cartoon character of a girl with brown hair, wearing a red shirt and a grey vest, stands next to a large screen. The screen displays a word card for the word 'man'. The card features a purple Pac-Man-like character with a mouth open, showing the phonetic symbol /æ/. To the right of the character, the text 'Sound out' is written above the letters 'm a n'. Below the letters, there is a microphone icon and the word 'Wait'.

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

The image shows two side-by-side screenshots from the Amira Learning interface. The left screenshot shows a cartoon character standing next to a screen displaying a video of a person's mouth pronouncing the word 'patinar'. The right screenshot shows the same cartoon character next to a screen displaying a video 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.

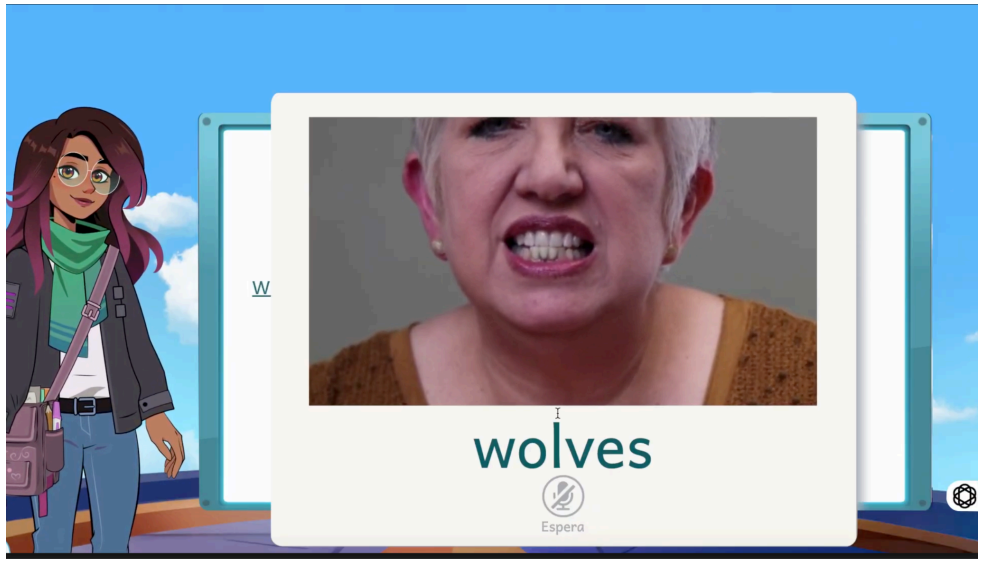
Intervention Moment: Struggle with Word

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).

Example	
Video Link	 The screenshot shows the Amira Learning interface. On the left, a cartoon character of a girl with purple hair and glasses stands next to a large tablet. The tablet displays a video of a woman with short grey hair, wearing a brown top, who is pronouncing the word 'wolves'. The word 'wolves' is written in green text below the video. To the left of the video, the letter 'w' is displayed. The Amira Learning logo is visible in the bottom right corner of the video frame.

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.

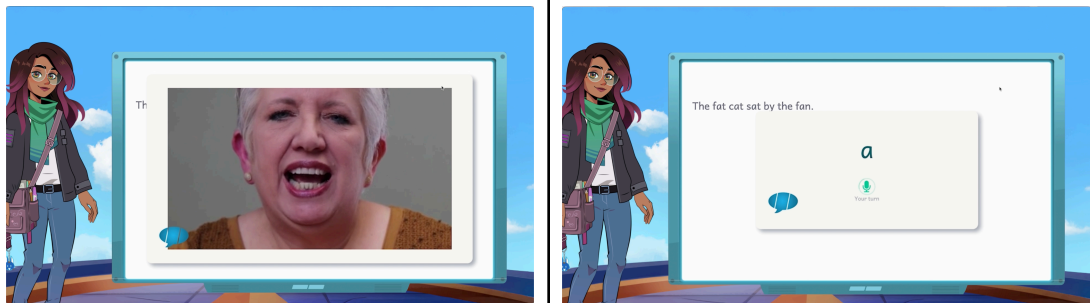
Intervention Moment: Struggle with Word

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	
Video Link	

Articulation Video

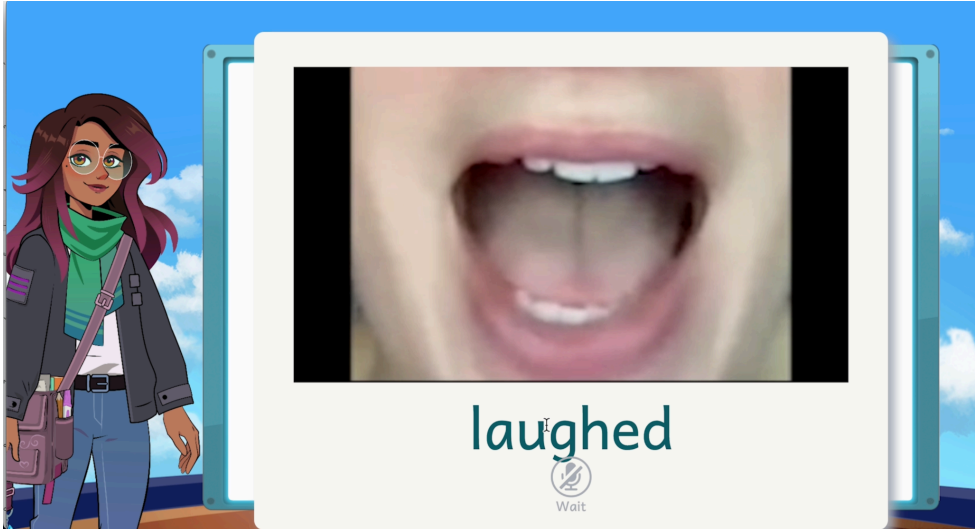
Description: Amira shows a slowed articulation of the word. The word is read slowly for a student to practice reading it and encourage students to attempt a difficult word.

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.

Example	
Video Link	 A screenshot of a video player interface. On the left is a cartoon character, Amira, with long brown hair, wearing a green turtleneck, a grey jacket, and blue jeans, carrying a pink bag. On the right is a video frame showing a close-up of a person's mouth as they articulate the word "laughed". The word "laughed" is written in a teal font below the video frame. A small circular icon with a hand and the word "Wait" is visible at the bottom of the video frame.

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.

Example	
Video Link	

Up & Down

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

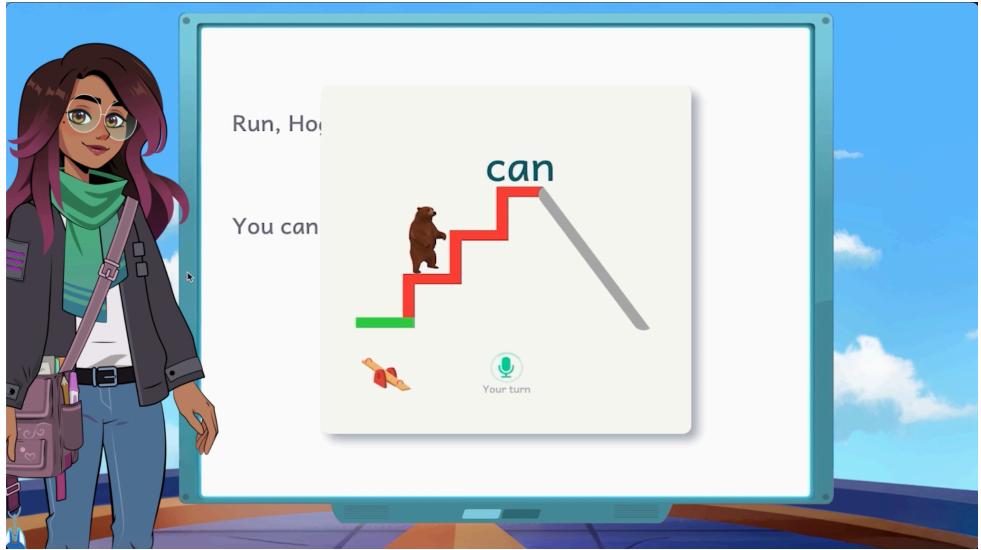
Intervention Moment: End of word / Phrase

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	
Video Link	

Word Investigator

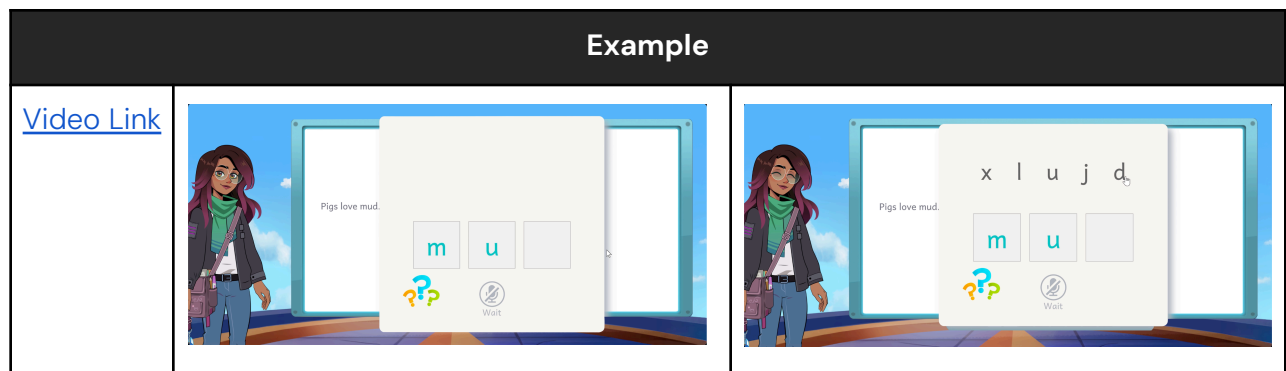
Description: Amira selects the word that needs to be reviewed. She displays part of the word along with an image that illustrates the word, then asks students to choose the sound missing in the selected word. Letter options are presented for the student to select from.

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.



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.

Example	
Video Link	

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	
Video Link	

Give & Take A Sound

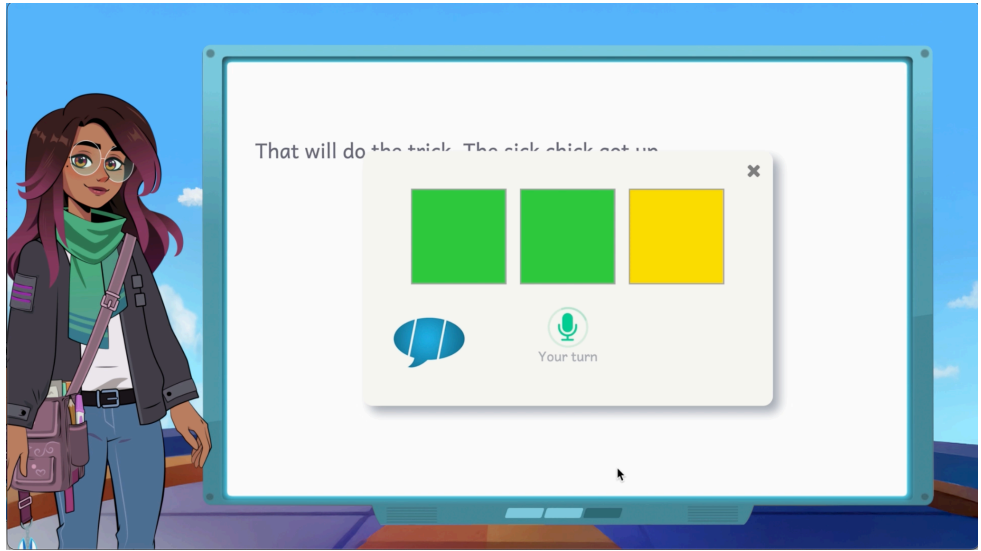
Description: Student practices decoding a word by starting with part of the word.

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.

Example	
Video Link	 A screenshot of the Amira Learning interface. On the left is a cartoon character, Amira, with long brown hair, wearing a green turtleneck, a grey jacket, and blue jeans, carrying a brown messenger bag. To her right is a large screen displaying a game. The game window has a title bar and contains the text "That will do the trick. The sick chick got up". Below the text are three colored squares: two green and one yellow. At the bottom of the game window are a blue speech bubble icon and a green microphone icon with the text "Your turn" below it.

Provide A Definition (No Image)

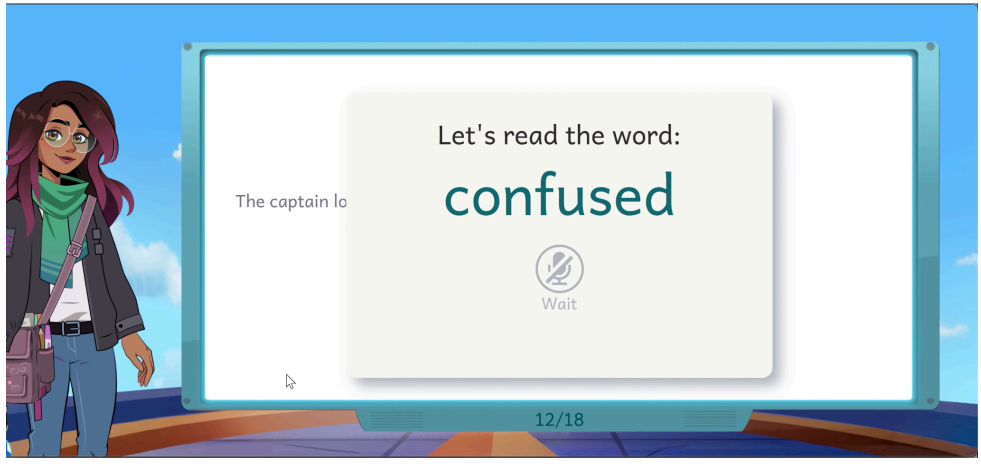
Description: Amira provides a student with the word, and a verbal definition of the word. Students are expected to listen and then repeat the word.

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	
Video Link	

Provide A Definition (With Image)

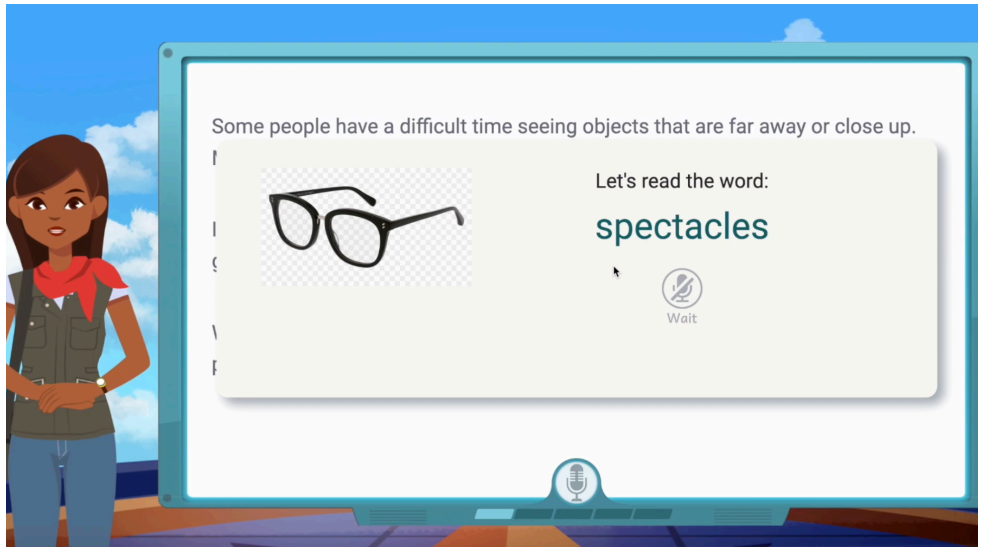
Description: Amira provides a student with the word, a verbal definition of the word, and an image of the word. Students are expected to listen and then repeat the word.

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. The intervention will trigger when students are reading about 50 WCPM or higher.

Example	
Video Link	 A screenshot of the Amira Learning 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 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:" followed by the word "spectacles" in a large, bold, green font. Below the word "spectacles" is a small circular icon with a hand and the word "Wait". At the bottom of the screen, there is a microphone icon.

Fun Fact

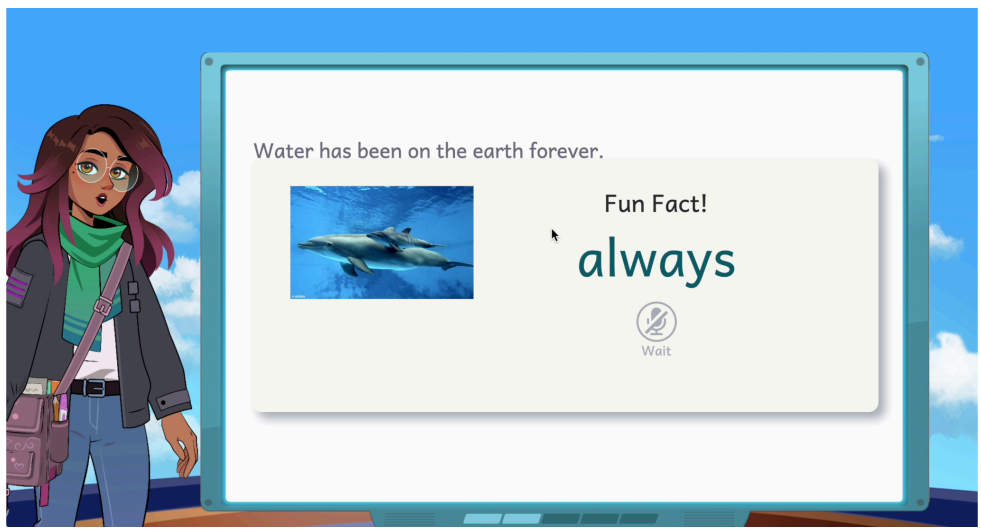
Description: The Fun Fact intervention aims to provide background knowledge from a light-hearted point of view. The intervention typically shows the word, an amusing picture and Amira relays a fun fact where the word is mentioned one or more times.

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. The intervention will trigger when students are reading about 50 WCPM or higher.

Example	
Video Link	

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

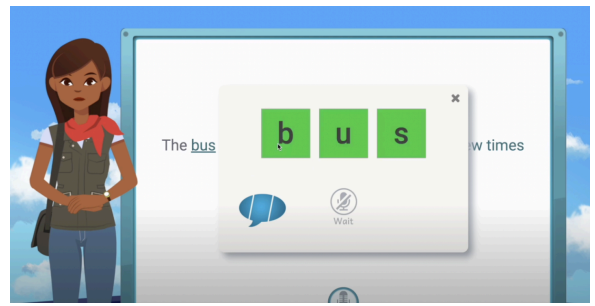
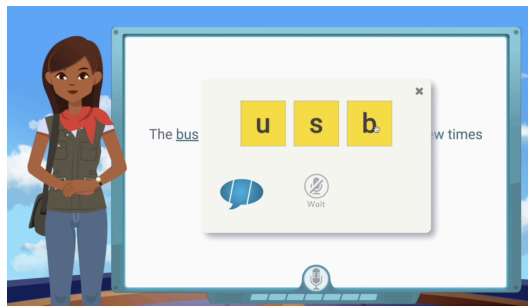
Reading Rope Domains: Decoding

[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

[Video Link](#)



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.

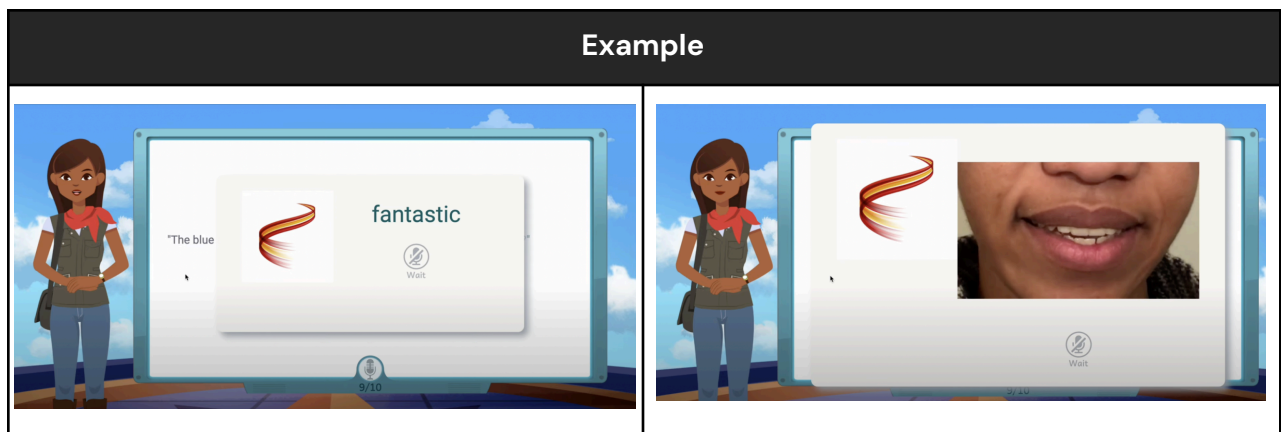
Intervention Moment: Struggles with Word and/or End of Phrase

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.



Mid-Story Comprehension Question

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

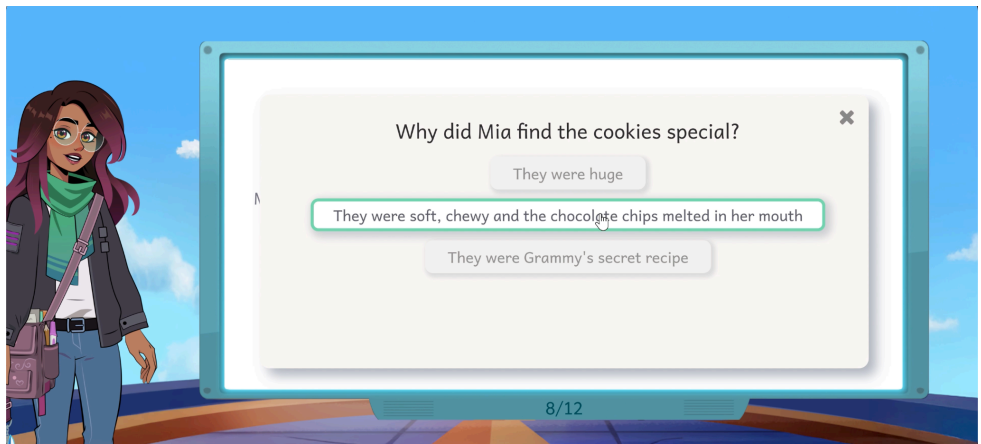
Intervention Moment: End of Phrase

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. The intervention will trigger when students are reading about 50 WCPM or higher.

Example	
Video Link	

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.

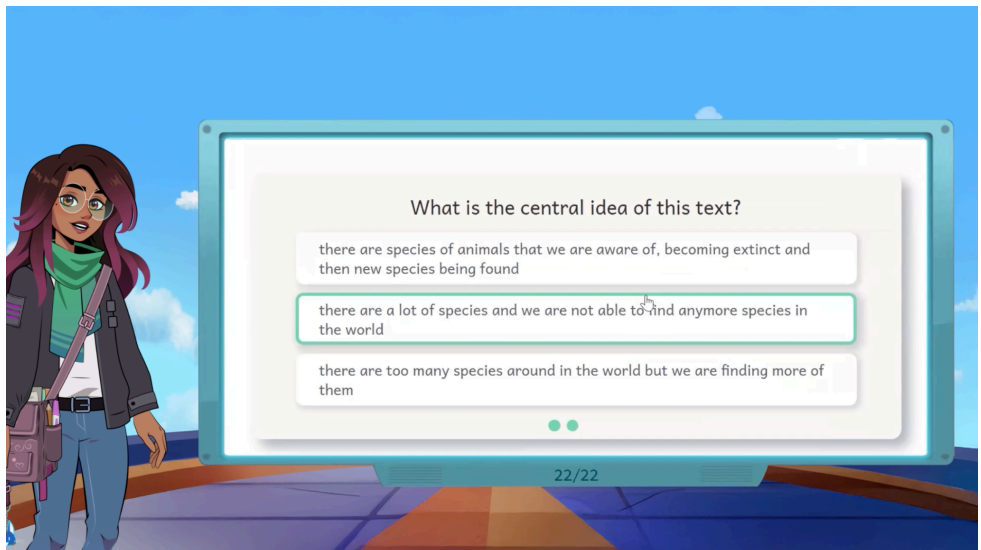
Intervention Moment: End of Story

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. The intervention will trigger when students are reading about 50 WCPM or higher.

Example	
Video Link	

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. The intervention will trigger when students are reading about 50 WCPM or higher.

Comprehension Conversation

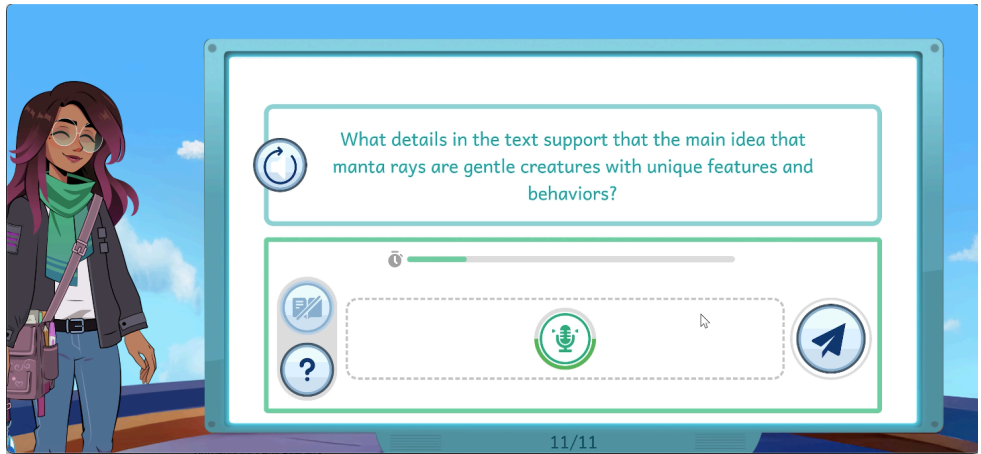
Description: While reading a text, Amira will engage in a conversation with the student about their understanding of the text. If the student responds correctly, Amira will offer positive praise with direct feedback. If the student offers a less than sufficient response, Amira will coach the student, 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. The intervention will trigger when students are reading about 50 WCPM or higher.

Example	
Video Link	 The screenshot shows a digital interface for a comprehension conversation. On the left, a cartoon character of a woman with long brown hair, wearing a green scarf and a grey jacket, stands next to a large tablet. The tablet displays a question: "What details in the text support that the main idea that manta rays are gentle creatures with unique features and behaviors?". Below the question is a progress bar and a response area with a microphone icon and a question mark icon. At the bottom of the tablet, it says "11/11".

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.

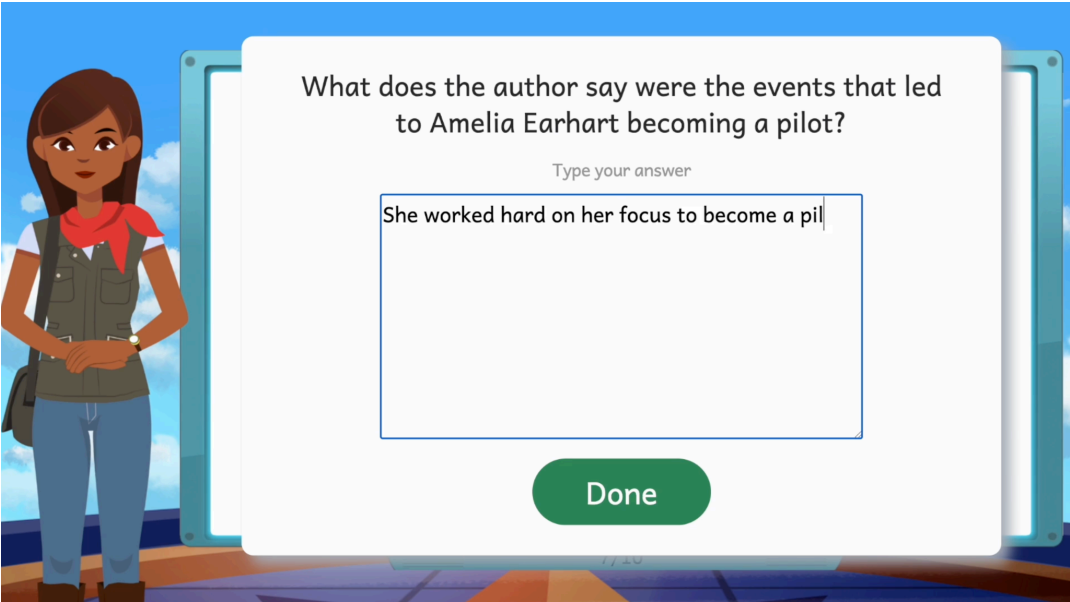
Intervention Moment: During and After Stories

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. The intervention will trigger when students are reading about 50 WCPM or higher.

Example



What does the author say were the events that led to Amelia Earhart becoming a pilot?

Type your answer

She worked hard on her focus to become a pil

Done

Comprehension Intervention – Matrix

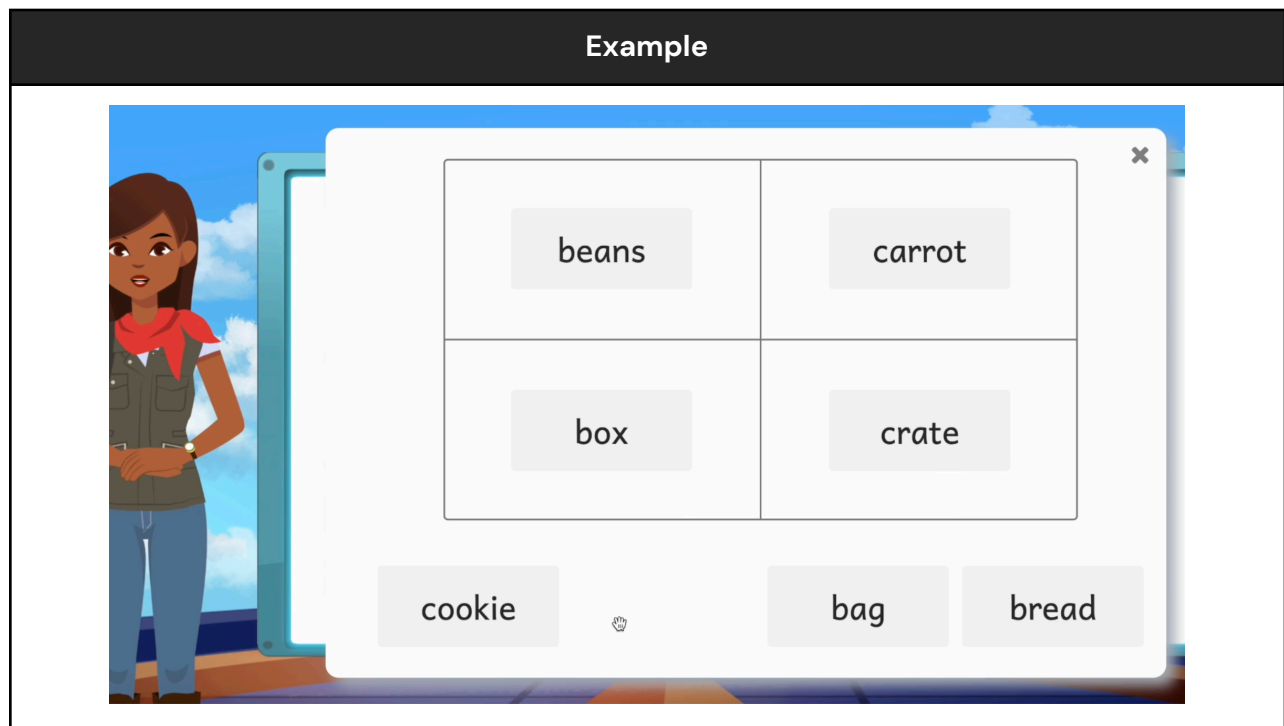
Description: While reading a text, Amira will ask a student to write about their understanding of the text. If the student responds correctly, Amira will offer positive praise with direct feedback. If the student offers a less than sufficient response, Amira will coach the student, take the student back 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

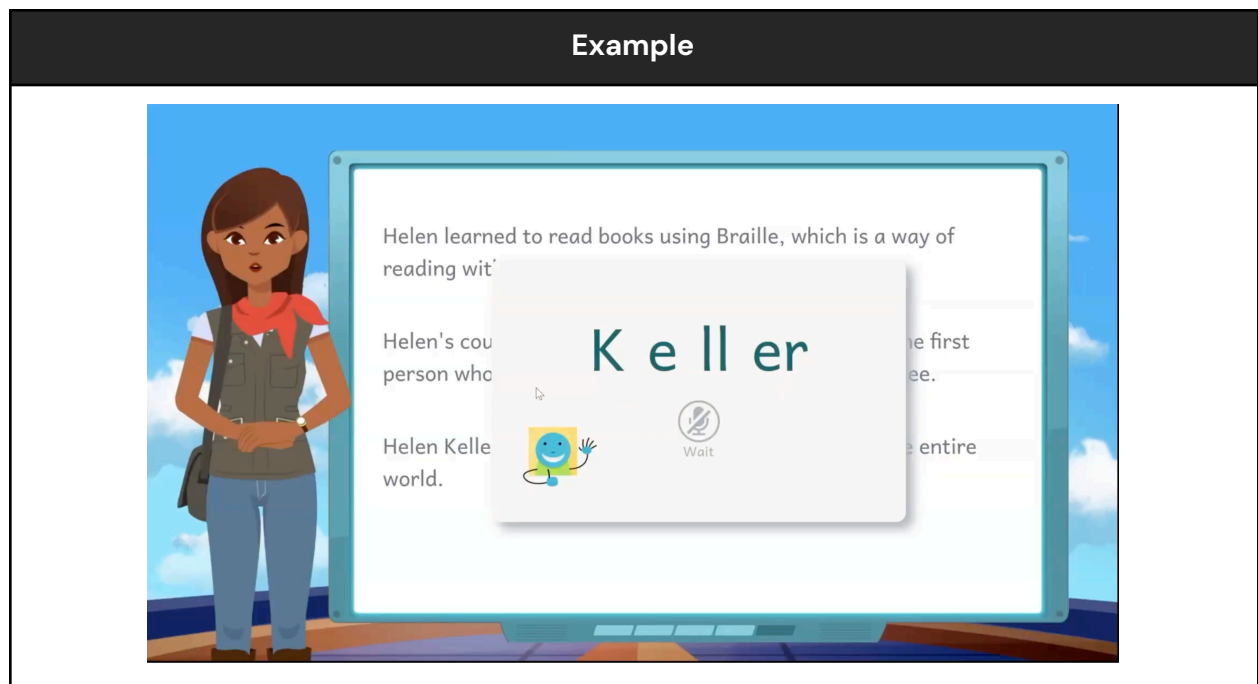
Description: In this intervention, Amira sounds out a name, pronounces a name and provides information about the meaning of the name. She also might ask the student to say, “Hello, ____” to practice the name and increase understanding of the word as a name.

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

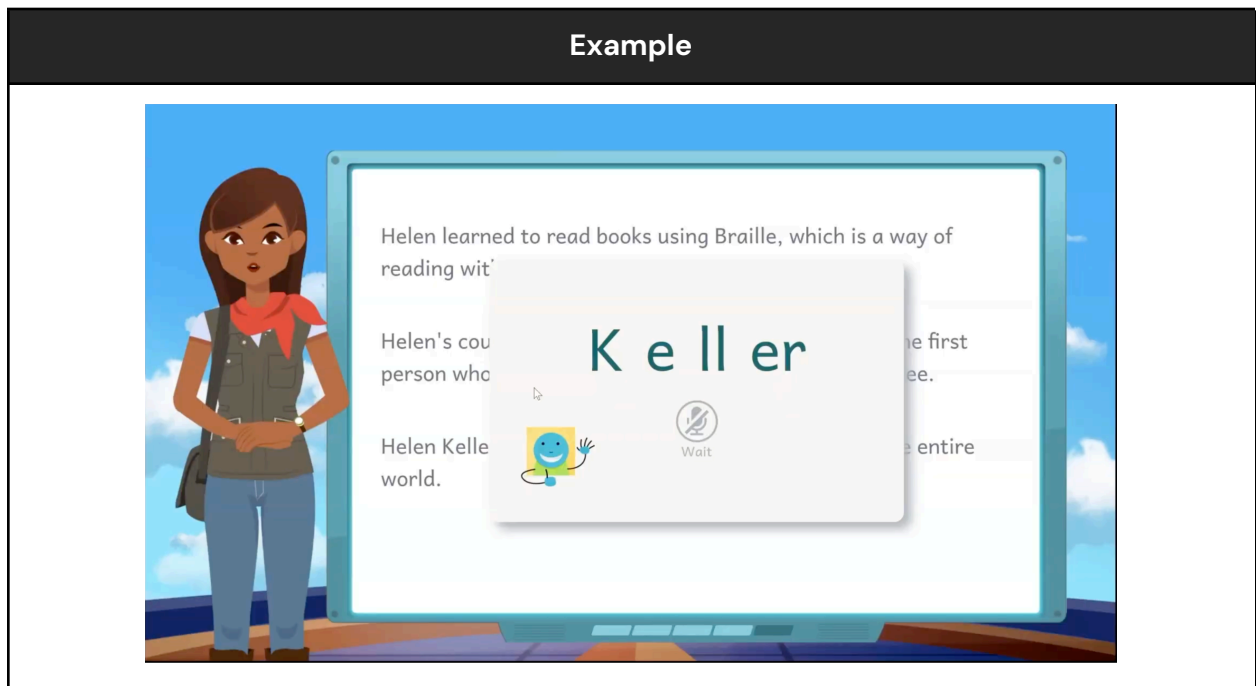
Description: Amira helps a student practice the name of a person by saying the name and offering a fun fact about the name. Amira isolates the word that needs to be practiced, she then breaks up the word by graphemes and lights up the parts of a word and says the sounds. The child repeats.

Intervention Moment: 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. The intervention will trigger when students are reading about 50 WCPM or higher.



Vocabulary Quiz

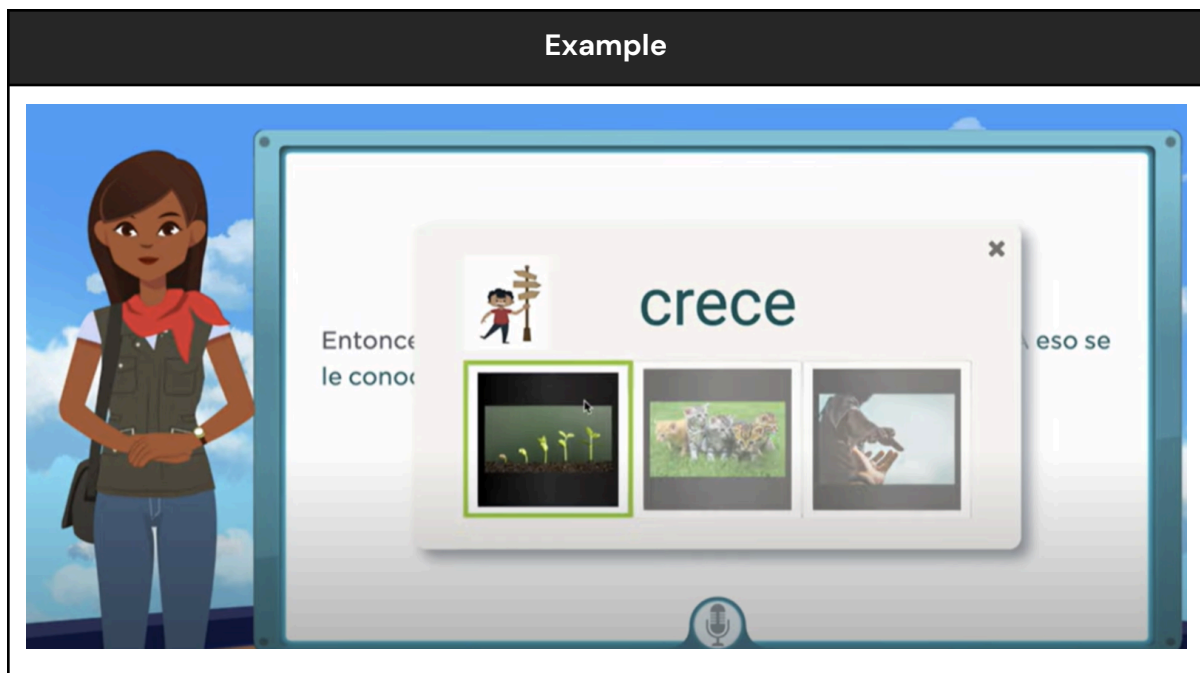
Description: During this intervention activity, Amira provides the definition for the selected word, Amira then asks students to select the image that best represents the selected word.

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. The intervention will trigger when students are reading about 50 WCPM or higher.



Give The Word

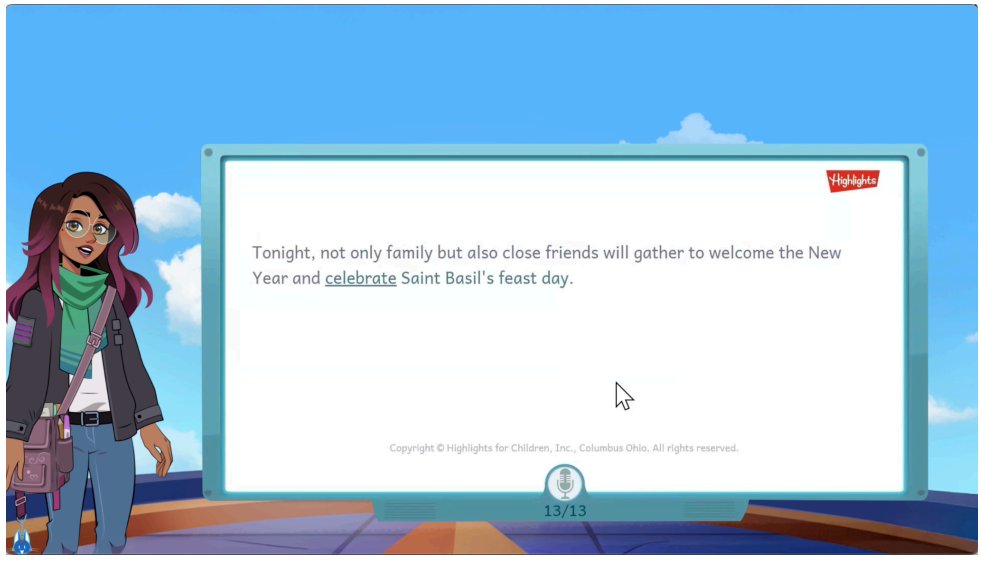
Description: If a student appears to struggle with a word or if the student stops on a word, Amira will pause for a short period to give the student the opportunity to practice. If silence or struggling continues, Amira will read the word and ask them to keep going.

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	
Video Link	 The screenshot shows a digital reading interface. On the left, a character named Amira, a young woman with long brown hair, a green scarf, and a grey jacket, stands next to a large digital screen. The screen displays a reading passage: "Tonight, not only family but also close friends will gather to welcome the New Year and <u>celebrate</u> Saint Basil's feast day." The word "celebrate" is underlined. At the bottom of the screen, there is a copyright notice: "Copyright © Highlights for Children, Inc., Columbus Ohio. All rights reserved." and a page indicator "13/13". A mouse cursor is visible over the text.

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.

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

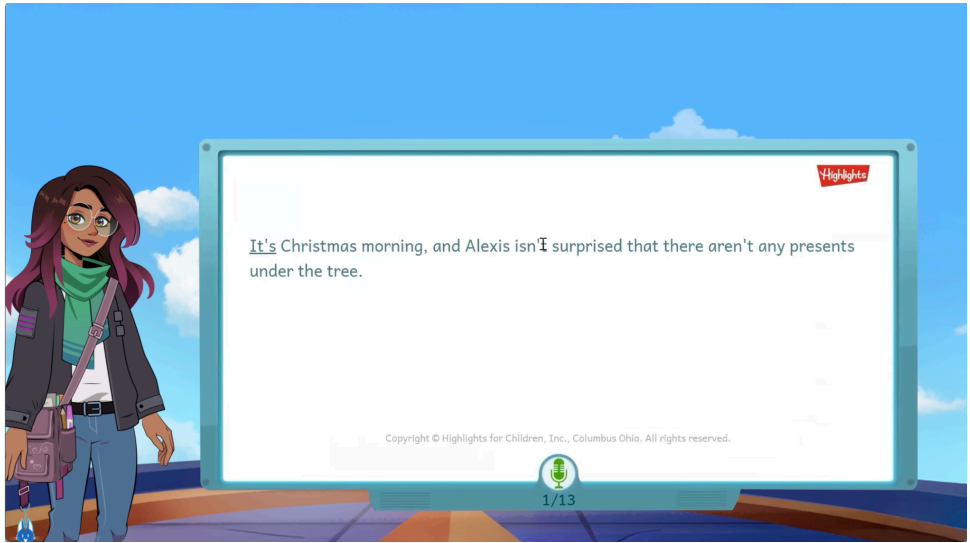
Description: Amira re-reads a sentence where the student has struggled. The student then echo reads the sentence. The goal of this intervention is for a student to get help through a difficult sentence to regain fluency in reading.

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	
Video Link	 A screenshot of the Amira Learning interface. On the left, a cartoon character with long brown hair, wearing a green turtleneck, a grey jacket, and blue jeans, stands next to a large screen. The screen displays the text: "It's Christmas morning, and Alexis isn't surprised that there aren't any presents under the tree." The screen also has a "Highlights" button in the top right corner, a copyright notice at the bottom: "Copyright © Highlights for Children, Inc., Columbus Ohio. All rights reserved.", and a microphone icon with "1/13" below it. The background of the screen shows a blue sky with clouds.

Sentence Re-Read With Error Emphasized

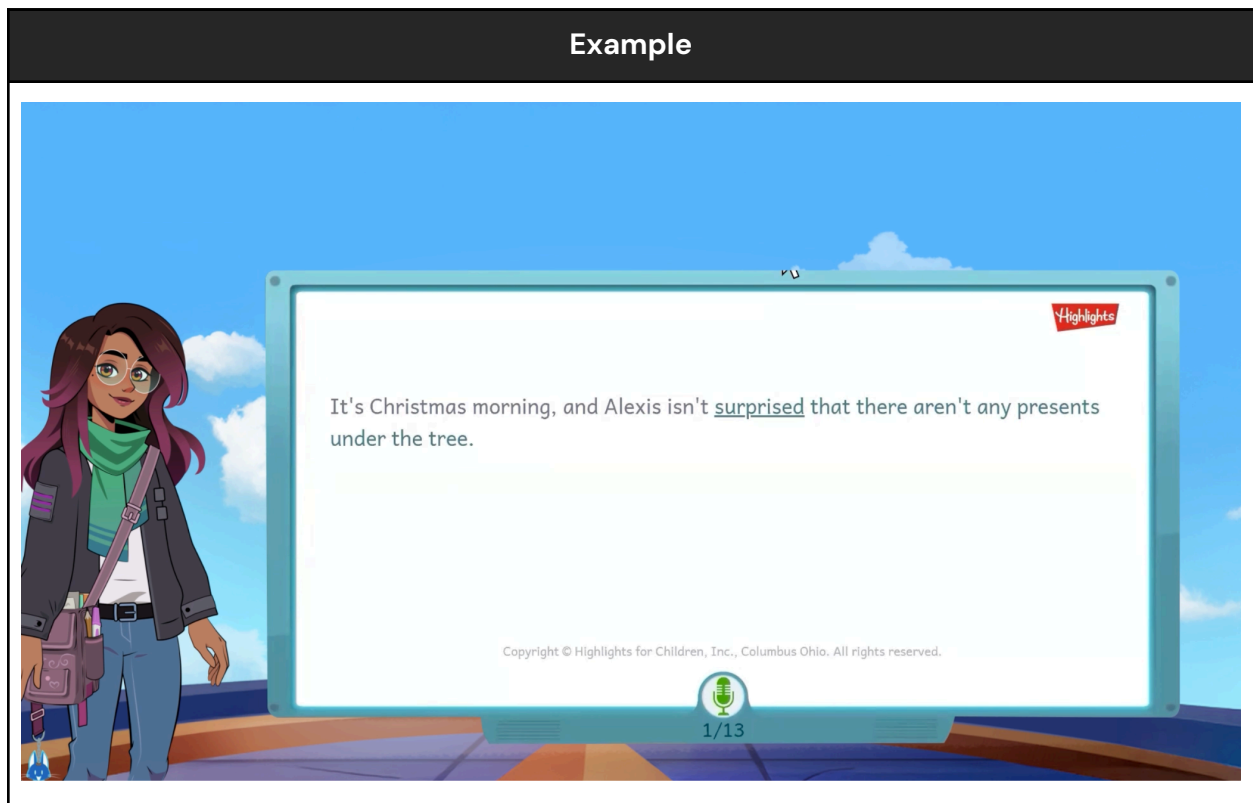
Description: Amira re-reads a sentence where the student has struggled. As Amira reads, any errors the student made are emphasized or sounded out. The student then re-reads the sentence.

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.

Example	
Video Link	

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.

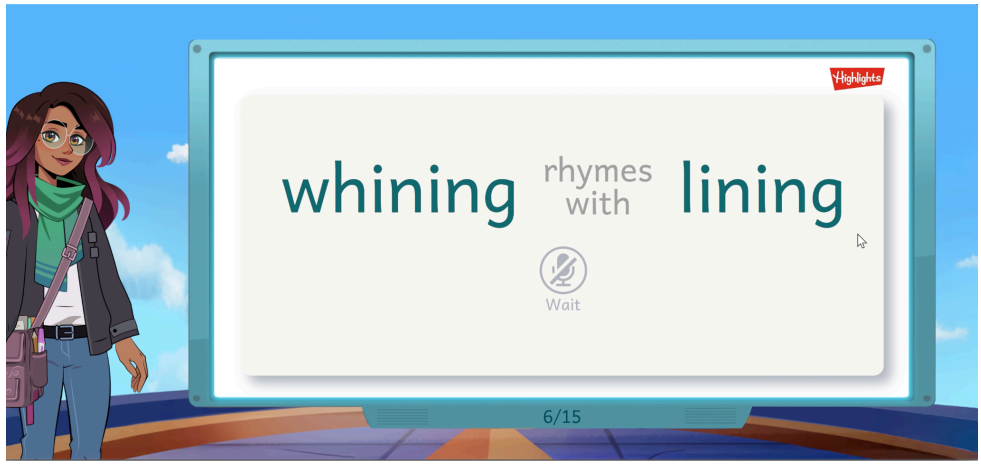
Intervention Moment: Struggle on word

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.

Example	
Video Link	

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.

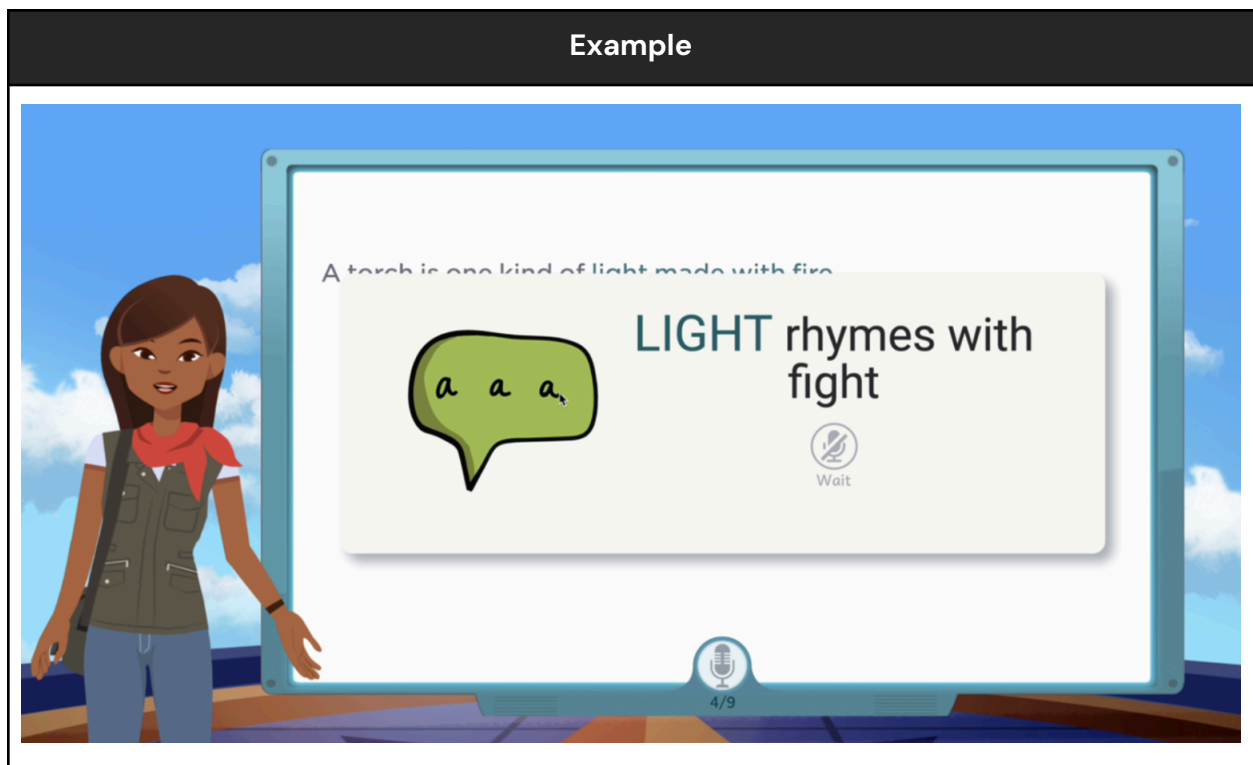
Intervention Moment: End Of Phrase

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

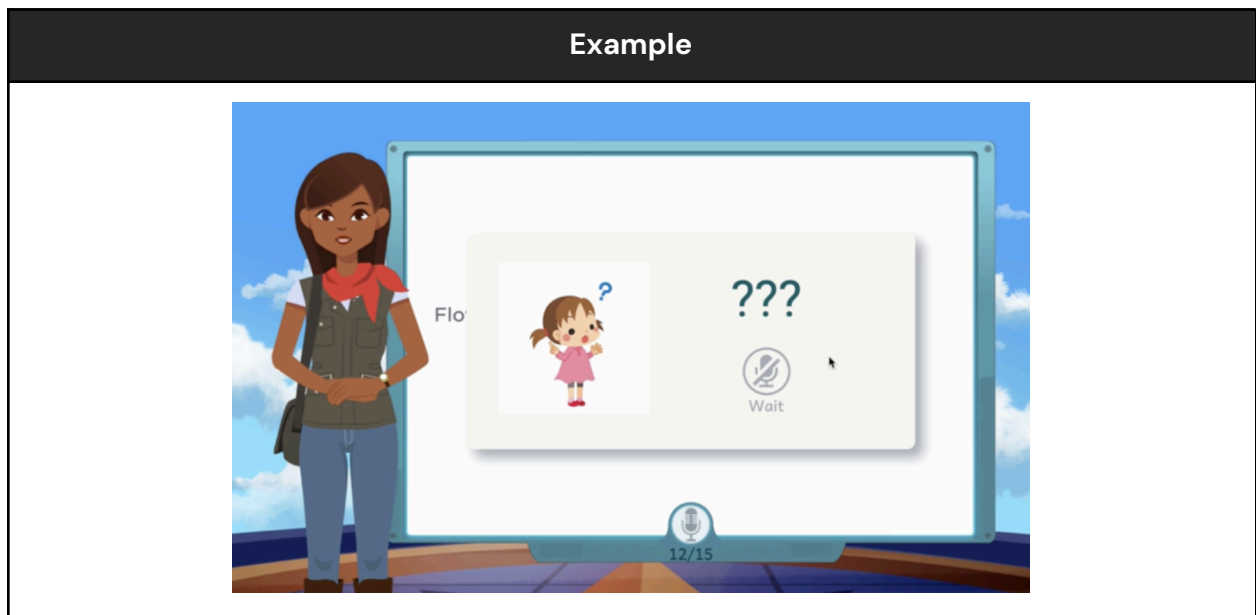
Description: In this intervention, Amira poses a riddle. The answer is the target word.

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

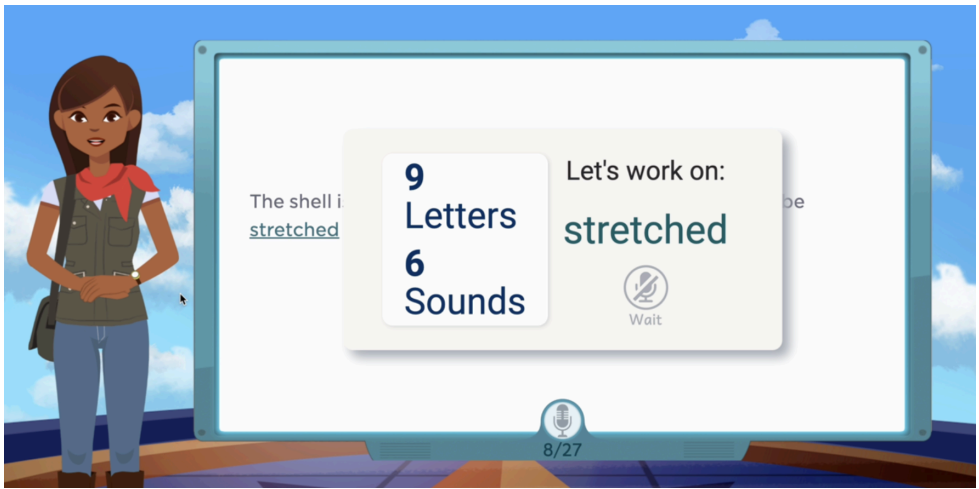
Description: Amira uses the names of the letters to “spell out” the word quickly and then allow the student to repeat it as extra practice. This intervention is used on challenging words that the student would benefit from spending extra time on.

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	
Video Link	

Endings Practice

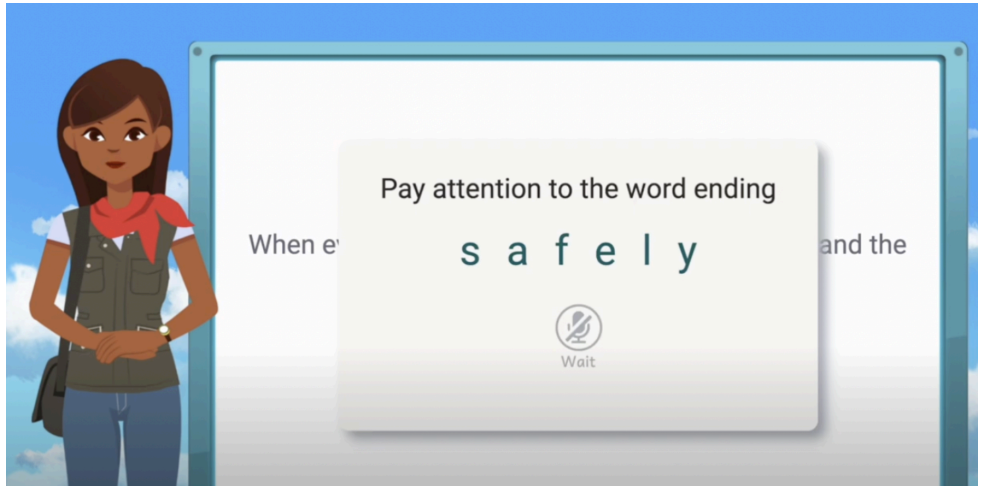
Description: Amira points out a dropped or added ending. Amira asks the student to pay attention to word endings and coaches on the meaning of the ending if it is needed. Students are then asked to try reading the selected word.

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”.

Example	
Video Link	

Too Fast Warning

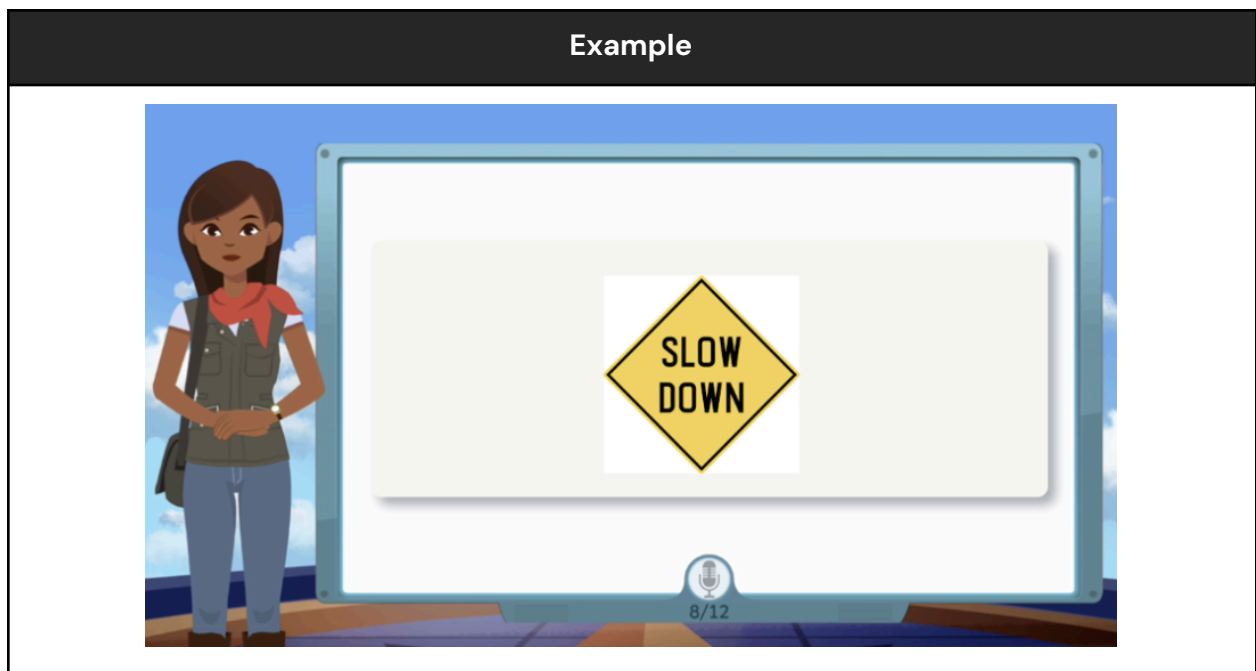
Description: Amira asks a child to slow down their reading as she detects many mistakes that are interfering with meaning making.

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 Intervention

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.

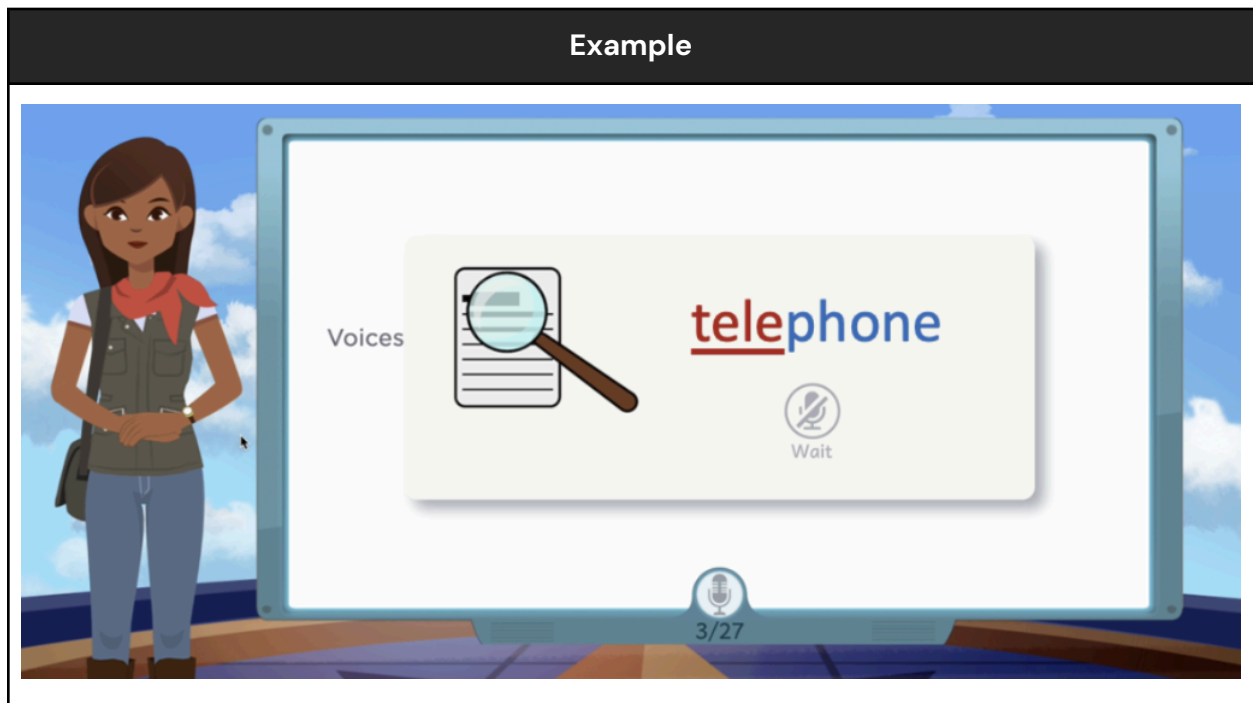
Intervention Moment: End Of Phrase

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

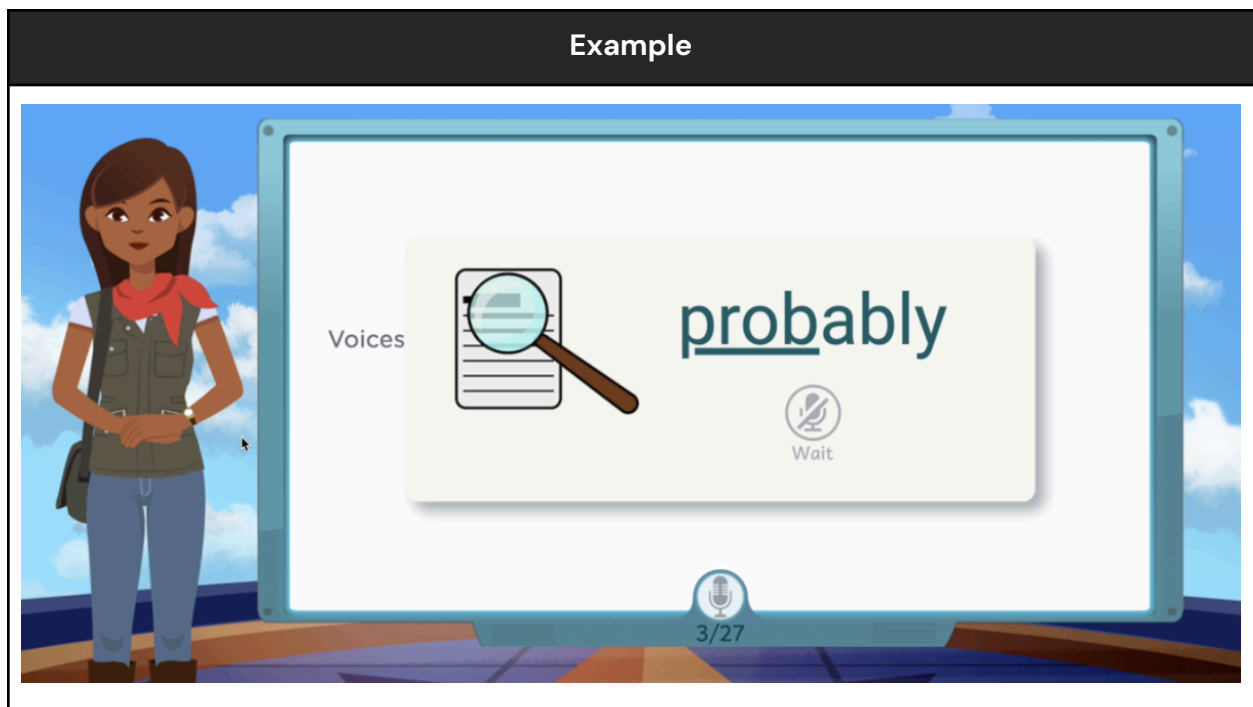
Description: In this intervention, Amira highlights a prefix. Then Amira explains what the prefix means. The student is asked to name another word that uses the prefix. Amira then provides the word.

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

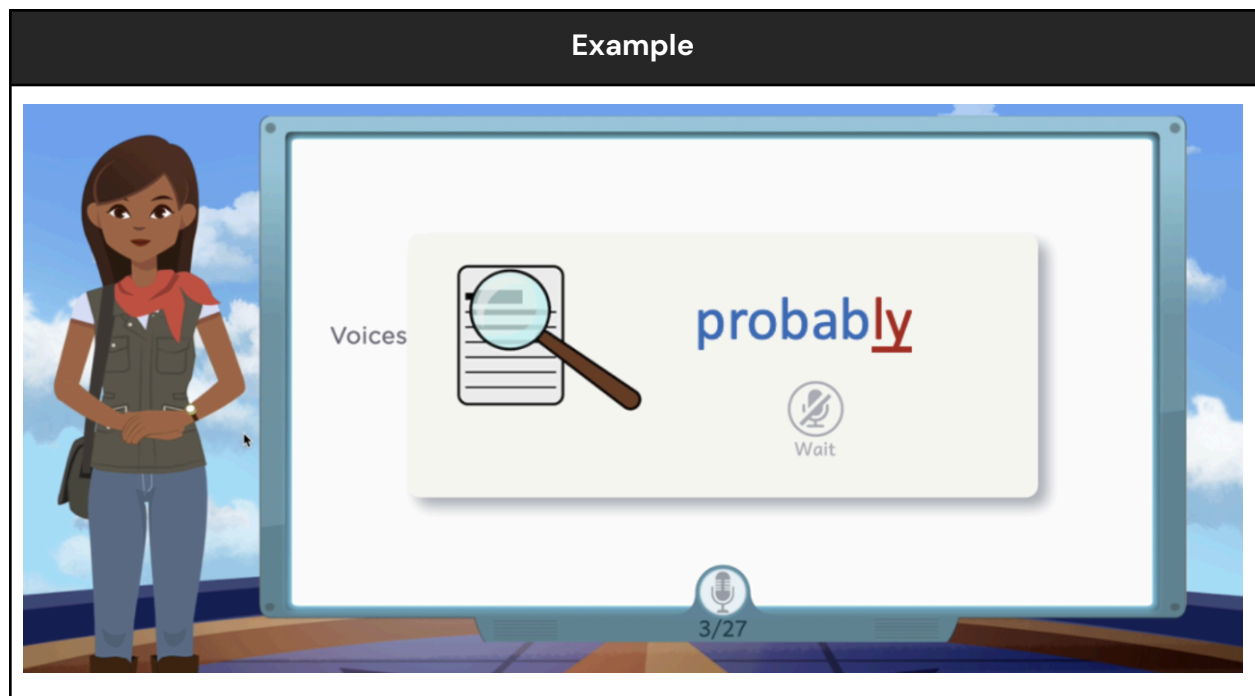
Description: In this intervention, Amira highlights a suffix. Then Amira explains what the suffix means. The student is asked to name another word that uses the suffix. Amira then provides a word.

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

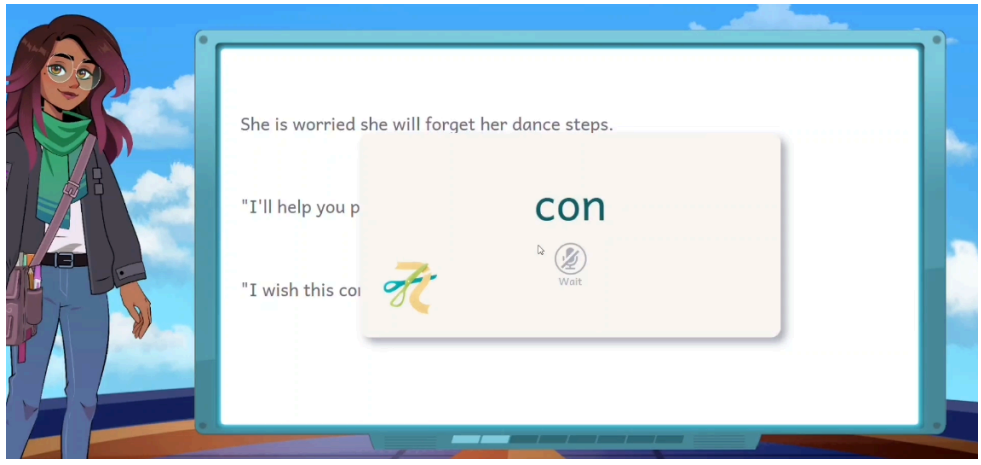
Description: In this intervention, Amira highlights a prefix. Then Amira explains what the prefix means. The student sees other words containing the prefix. Then the student is asked to choose which of 3 words contains the prefix.

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.

Example	
Video Link	

Morpheme Suffix Quiz

Description: In this intervention, Amira highlights a suffix. Then Amira explains what the suffix 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.

Example	
Video Link	

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.

Syllable Segmentation

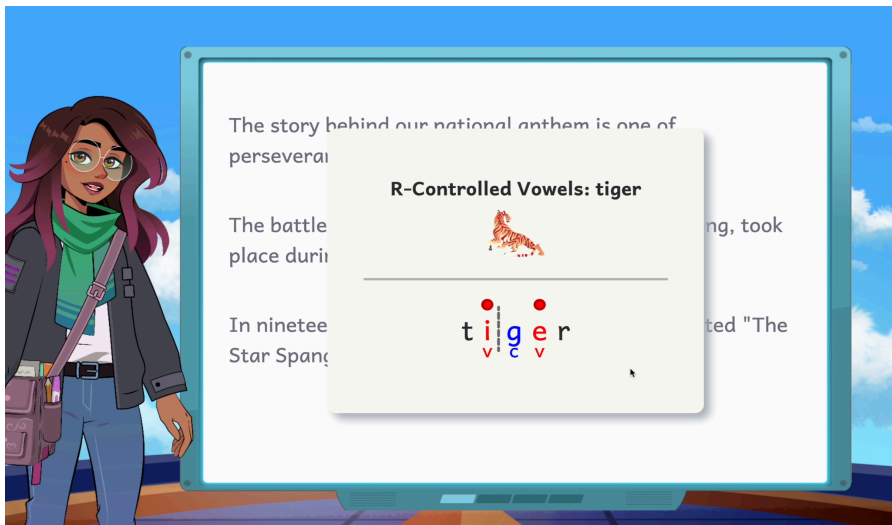
Description: This intervention teaches students to systematically segment two-syllable words into recognizable syllable types before blending them together. Students learn to identify and decode the six syllable types within complex words. Through explicit instruction in syllable division patterns, students develop orthographic mapping skills to accurately decode unfamiliar two-syllable words, replacing inefficient guessing strategies with reliable pattern recognition.

Intervention Moment: End Of Phrase

Reading Rope Domains: Decoding / Language Structure

[Backing Research](#)

Rules & Notes: This intervention only fires when the following is true: Words should not be high-frequency words and must contain exactly two syllables. Students should demonstrate an ARM score above 1, and the word should have a global error rate that is not low. Student attempts should not be close matches to the target word unless the syllable split type involves V-Ce, R-controlled vowels, or consonant-le patterns.

Example	
Video Link	 The screenshot shows a character on the left and a large screen on the right. The screen displays the text: 'The story behind our national anthem is one of perseverance', 'The battle place during', and 'In nineteen Star Spangled'. A central box titled 'R-Controlled Vowels: tiger' contains a tiger illustration and a syllable segmentation diagram for 'tiger' showing the split as 'ti-ger' with 'i' and 'e' marked as vowels.

High-Frequency Word Dot Grid

Description: This intervention develops phonological awareness through explicit phoneme segmentation practice with high-frequency words. Students listen to target words and use visual dots to represent the phonemes they hear. Incorrect responses receive immediate corrective feedback with modeling. This multimodal approach—combining auditory input, visual manipulation, and explicit correction—builds foundational phonological skills essential for orthographic mapping and automatic word recognition.

Intervention Moment: End Of Phrase

Reading Rope Domains: Phonological Awareness

[Backing Research](#)

Rules & Notes: This intervention only fires on high-frequency words.

