

Top 10 Strategies for Increasing Opportunities to Respond

Below are Top 10 Strategies for Increasing Opportunities to Respond with corresponding Structures, Child Academic Engagement, and Skill Domains. Colors denote **Simple**, **Moderate**, and **Complex**.

| Instructional Strategies for Increasing Teacher Literacy Focus and Child Academic Behavior | | | |
|--|--|--|---|
| Intervention | Structure* Large Group Small Group Centers Transition | Child Academic Engagement Academic Verbal Response, Academic Attention, Academic Manipulation, Writing, Recitation, Reading Words or Letters | Skill Domain Vocab/Oral Language Comprehension Print & Alphabet Knowledge Phonological Awareness |
| I do it, We do it, You do it | All | All | All |
| Name Games (Child choice / sign-in / vote) | Transition, Small Group | All | Print & Alphabet Knowledge Phonological Awareness |
| Peer talk | Large/Small Group | Academic Verbal Response, Academic Attention | Vocab, Oral Language & Comp |
| Choral reading | Large/Small Group, Centers | Academic Verbal Response, Academic Attention, Reading Words or Letters, Recitation | Vocab, Oral Language & Comp Print & Alphabet Knowledge |
| Word Bank Games | All | All | All |
| Transition Password Game | Transition | Academic Verbal Response, Academic Attention, Reading Words or Letters, Recitation | All |
| Learning Quests | All | All | All |
| Interactive Writing | Large/Small Group, Centers | All | All |
| IDEAS | Large/Small Group | Academic Verbal Response, Academic Attention, Academic Manipulation, Reading Words or Letters, Recitation | Vocab, Oral Language & Comp Print & Alphabet Knowledge |
| ASK (Ask, Stretch, Kid Repeat) | All | All | All |
| PIC - Pocket Intervention Card (always in con-junction with another strategy) | Centers, Transition | All | All |