

TEACHER & ADMINISTRATOR REFERENCE

Intervention Encyclopedia

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 one or more reading skills (phonemic awareness, decoding, fluency, vocabulary, comprehension).

33

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Comprehension

Overview

As students read, Amira provides interventions to help them work through difficult words, check their comprehension, and deepen their understanding of the story. These interventions occur at various points throughout a text, as well as at its conclusion. Guided by the Amira avatar, students are coached and supported through activities that combine text, audio, and images to keep them engaged and supported. On average, a student receives an intervention about once per page, with additional support provided for emerging readers who need it. Every intervention is grounded in Science of Reading best practices and shaped by ongoing feedback from reading science experts, educators, and students themselves. The entries below make up an encyclopedia of the interventions currently available in Amira Tutor/Tutora.

Most interventions exist in both English (Tutor) and Spanish (Tutora), though the chart below notes a few that are language-specific — a reflection of the distinct approaches to teaching reading in each language. Importantly, every intervention available in English is also available for readers practicing in English but receiving instructions from Amira in Spanish.

The examples below illustrate interventions a student might encounter. When Amira intervenes, its algorithm weighs several factors: the specific mistake the child made, the word in question, the intervention type best suited to address it, and both that child's reading history and patterns observed across other readers. Because of this, Amira's interventions vary widely and no two students will have identical experiences. The images and videos accompanying each entry are meant only as small illustrations of an intervention's structure and purpose — not a complete picture of everything Amira can do to support readers.

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SECTION ONE

DECODING & PHONEMIC AWARENESS

33 interventions that help students hear the sounds in words, map those sounds to graphemes, and attack unfamiliar words.

Articulation Video

LANGUAGE

✓ English

✓ Spanish

READING ROPE DOMAIN

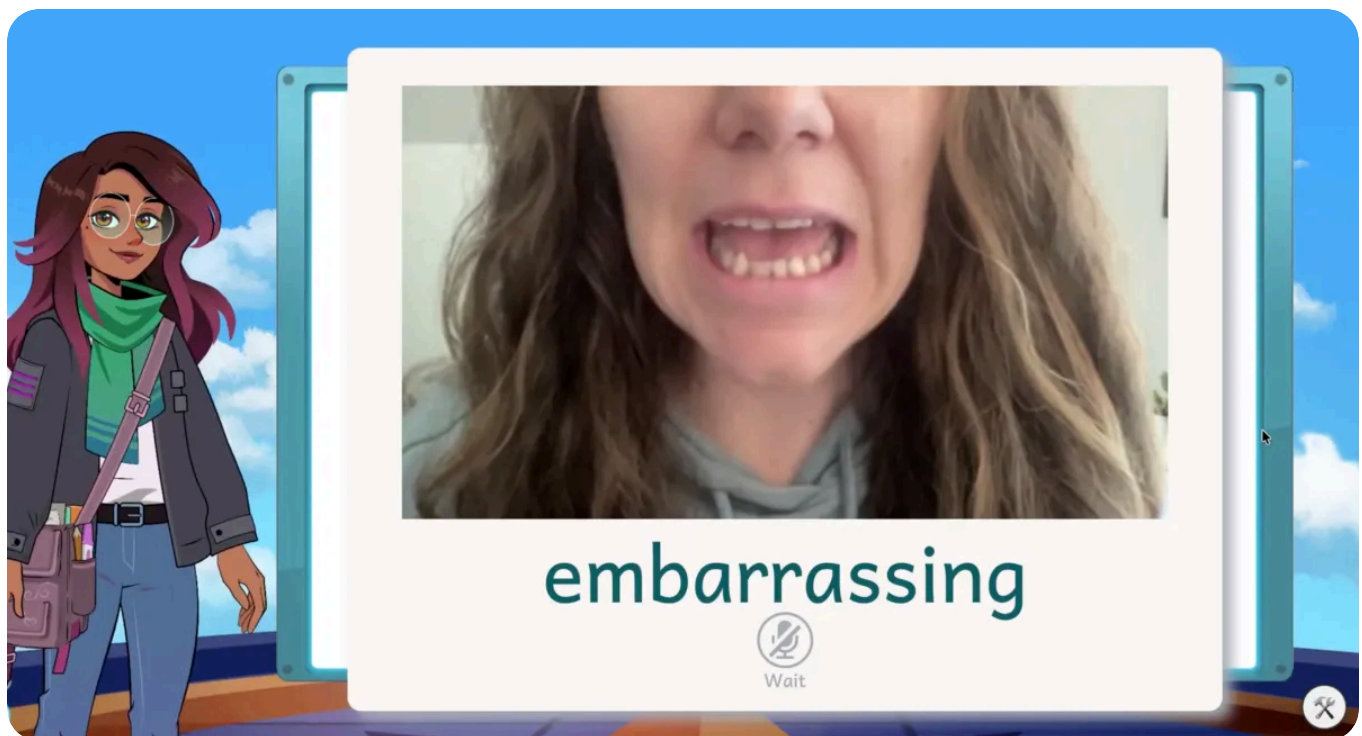
Decoding / Phonemic Awareness

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.

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.

IMAGE



VIDEO

[English](#), [Spanish](#)

Beginning & Ending Sound Isolation

LANGUAGE

✓ English

✓ Spanish

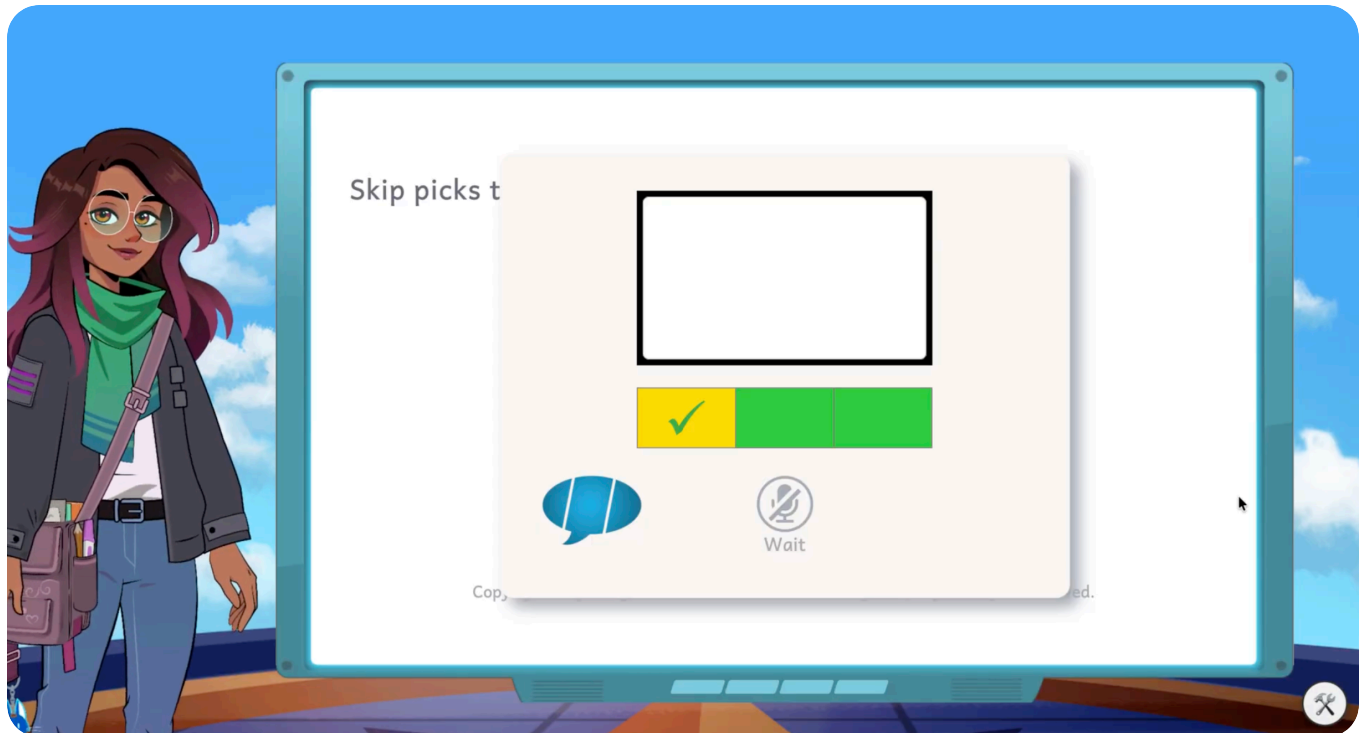
READING ROPE DOMAIN

Phonemic Awareness

DESCRIPTION

Students hear a word pronounced and see boxes representing each sound. Amira models isolating the beginning or ending sound. Then the student says the word and pronounces the beginning or ending sounds (whichever Amira did not model). No graphemes are shown in this intervention.

IMAGE



VIDEO

[English](#), [Spanish](#)

Beginning Sound & Definition

LANGUAGE

✓ English

✓ Spanish

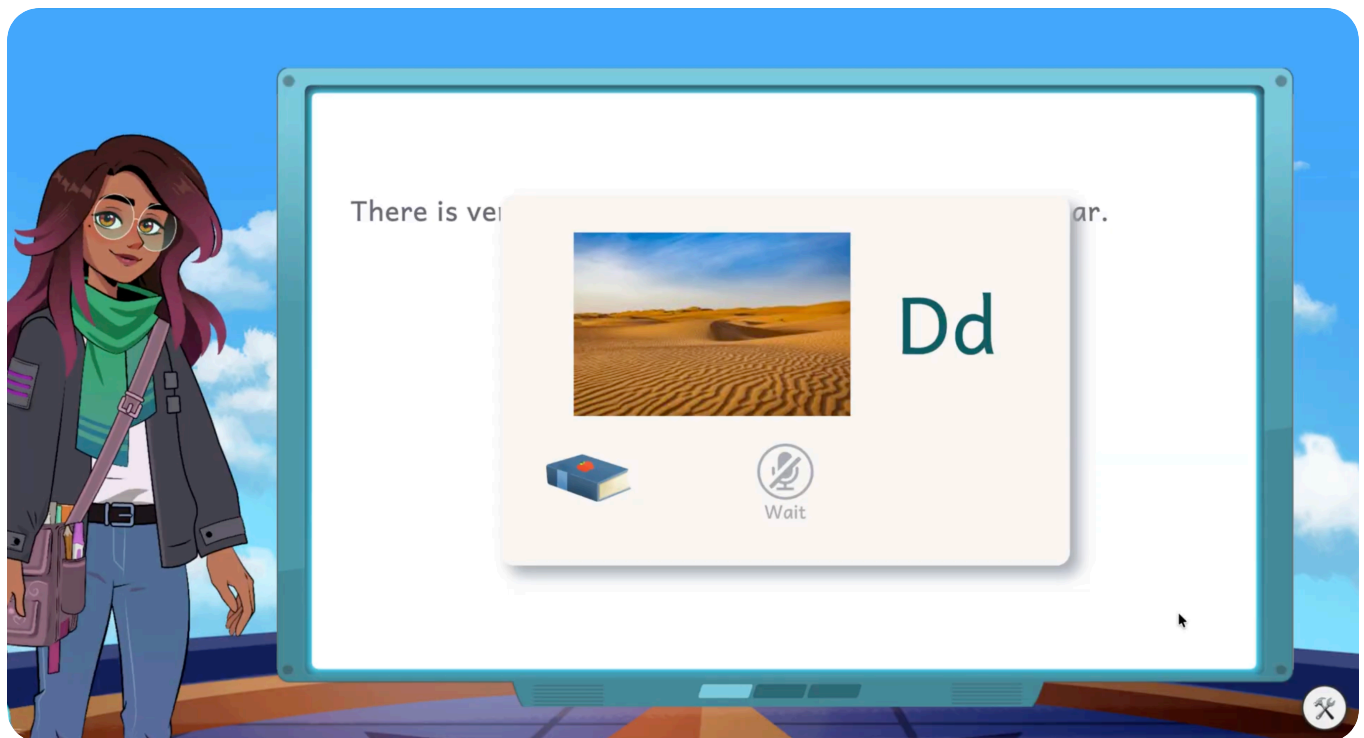
READING ROPE DOMAIN

Phonemic Awareness / Vocabulary

DESCRIPTION

Amira presents the word with a definition and picture. Then Amira asks the student to pronounce the initial sound in the word. The student sees the initial grapheme and hears the word and sound again.

IMAGE



VIDEO

[English](#), [Spanish](#)

Change One Part

LANGUAGE

✓ English

✓ Spanish

READING ROPE DOMAIN

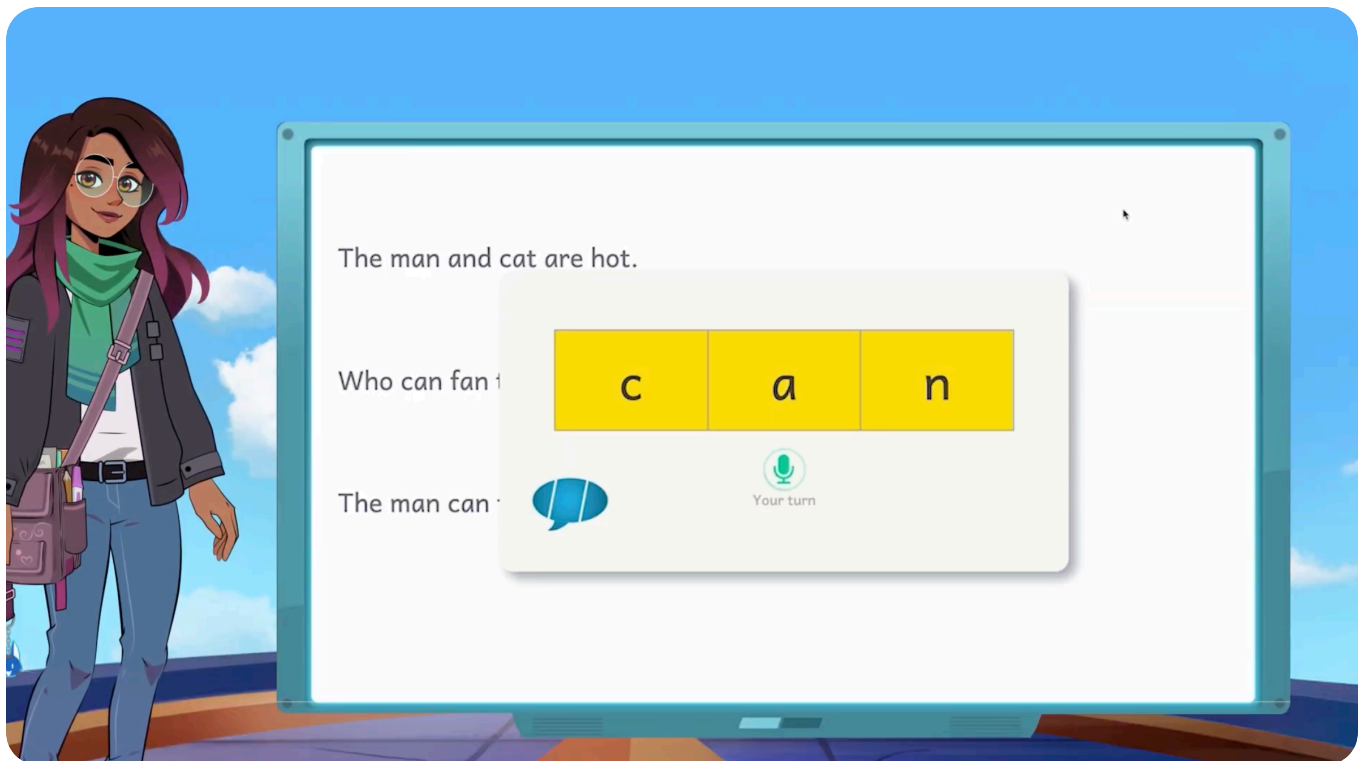
Decoding / Phonemic Awareness

DESCRIPTION

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

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.

IMAGE



VIDEO

[English](#), [Spanish](#)

Elkonin Sound Box – Phonemes Only with Picture

LANGUAGE

✓ English

✓ Spanish

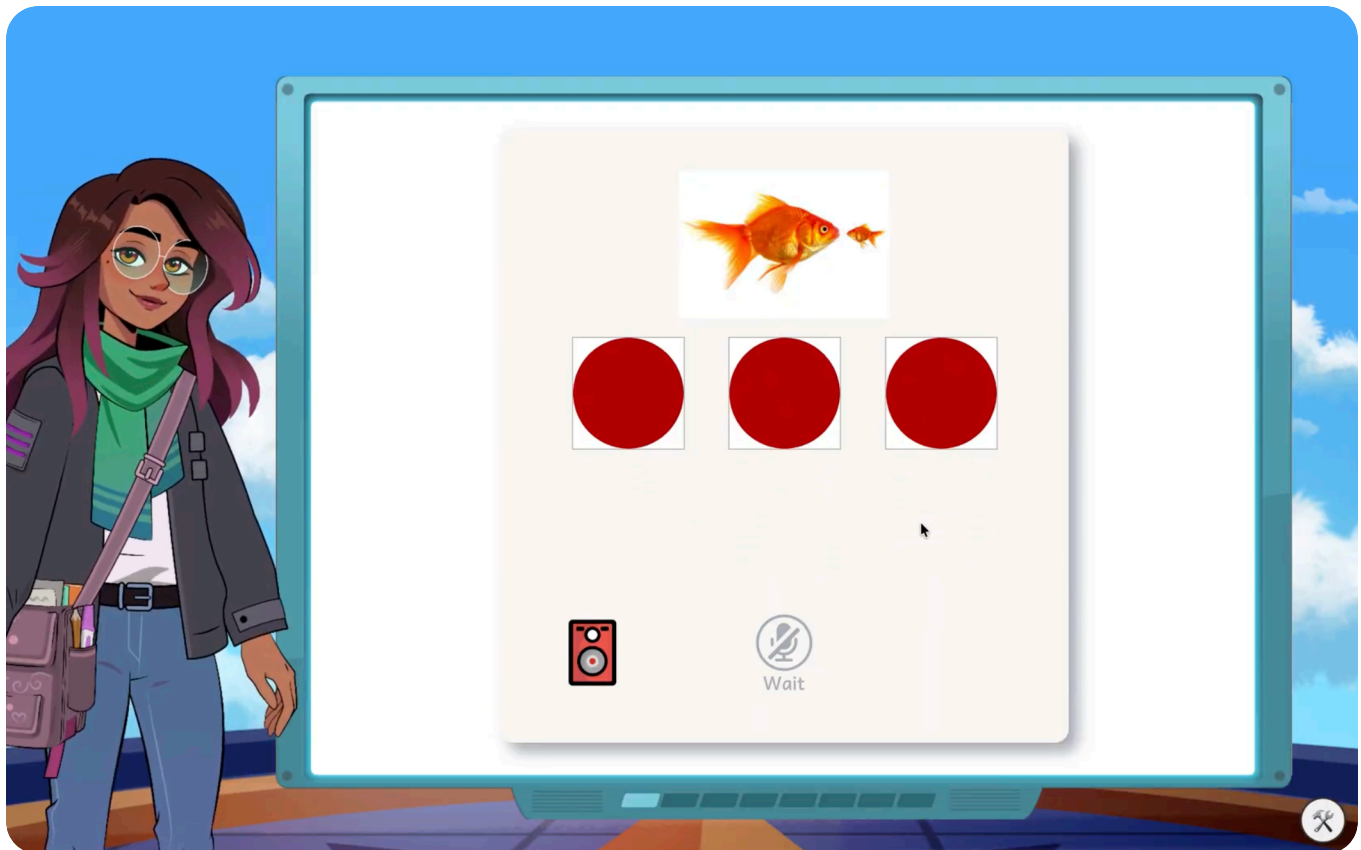
READING ROPE DOMAIN

Phonemic Awareness

DESCRIPTION

Amira tells the student the number of sounds in the word. Amira asks the student to move a ball into each box while saying a sound. Then asks the student to blend the sounds into the word. This version has a picture representing the word and no graphemes, only sounds.

IMAGE



VIDEO

[English](#)

Elkonin Sound Box – Show Graphemes

LANGUAGE

✓ English

✓ Spanish

READING ROPE DOMAIN

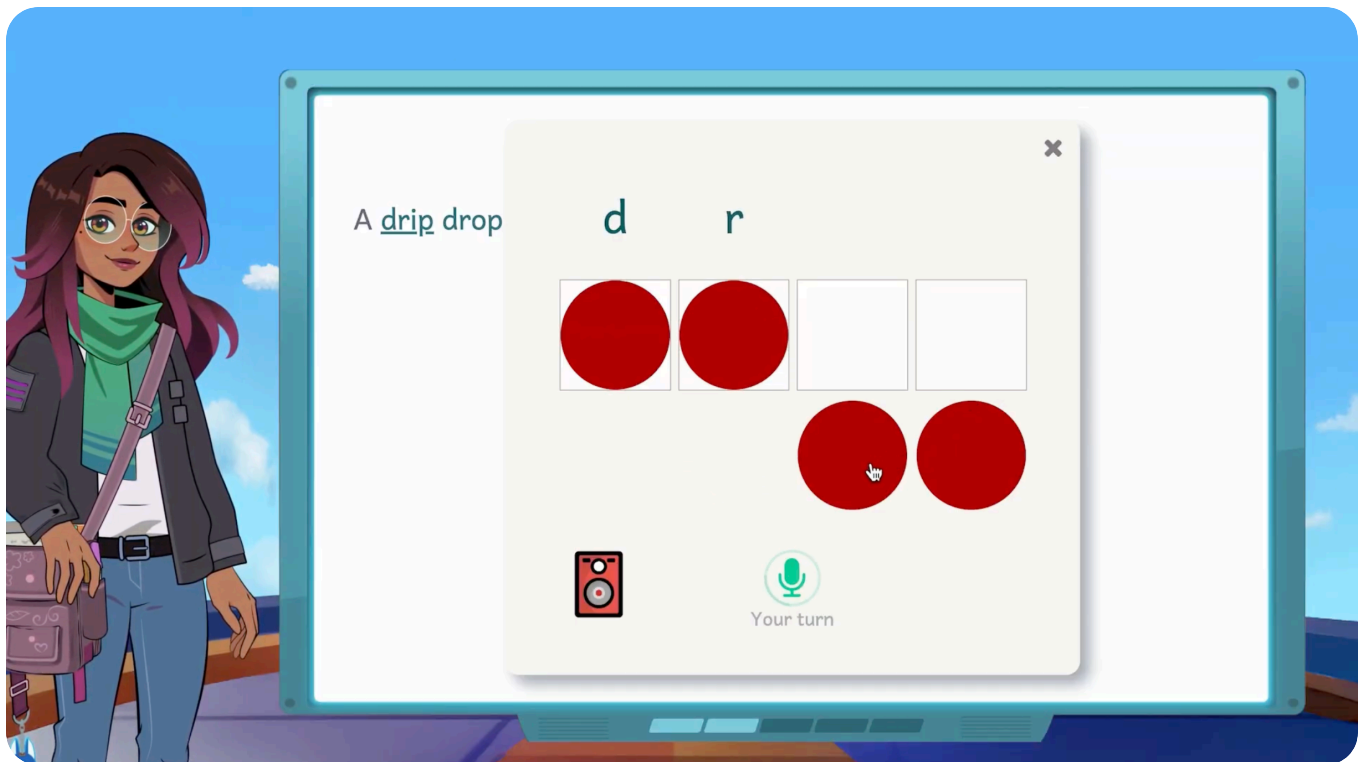
Decoding / Phonemic Awareness

DESCRIPTION

Amira asks students to move red dots into boxes while saying the sounds of a word, then blend the word. As the student moves each dot to the box, the corresponding grapheme is displayed.

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.

IMAGE



VIDEO

[English](#), [Spanish](#)

Elkonin Sound Box – Show Graphemes, Variable Boxes

LANGUAGE

✓ English

✓ Spanish

READING ROPE DOMAIN

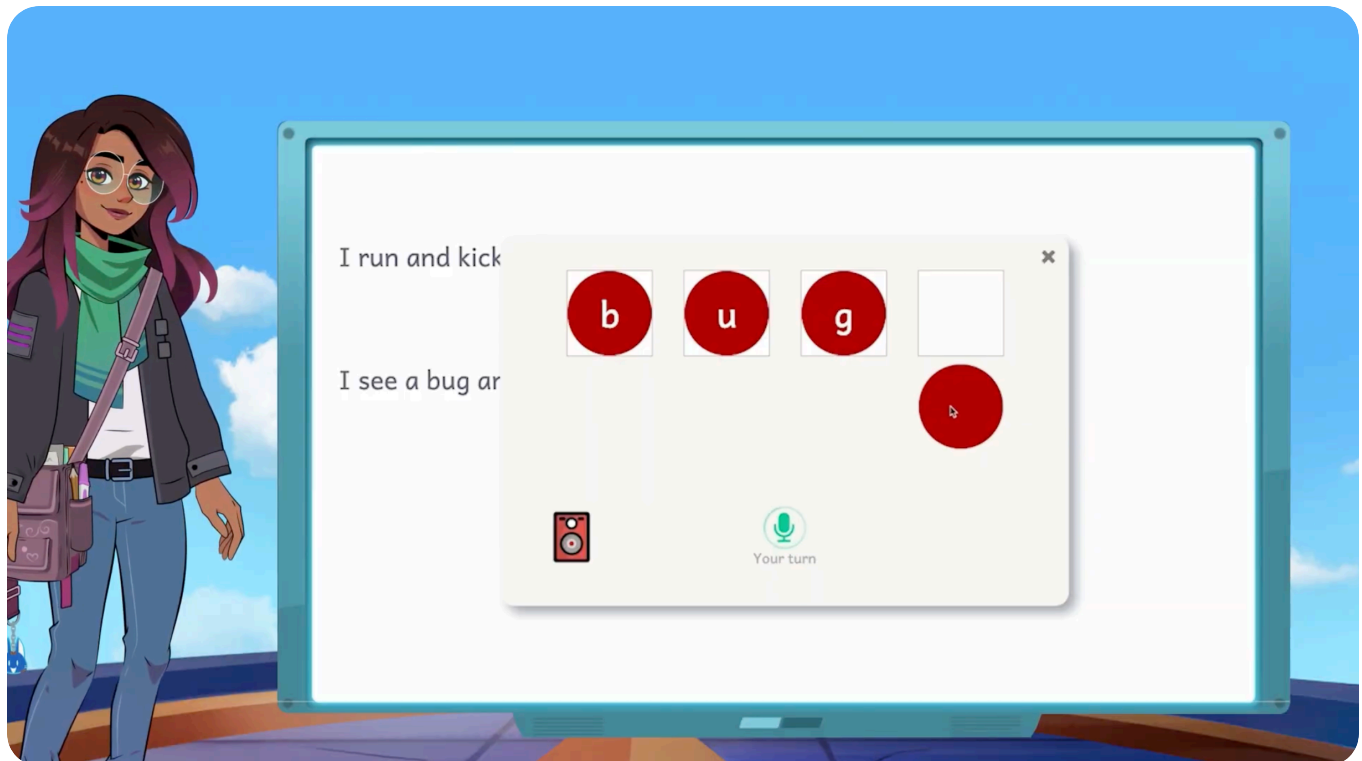
Decoding / Phonemic Awareness

DESCRIPTION

Amira asks students to move red dots into boxes while saying the sounds of a word, then blend the word. As the student moves each dot to the box, the corresponding grapheme is displayed. This version has more boxes than sounds in the word.

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.

IMAGE



VIDEO

[English](#), [Spanish](#)

Elkonin Sound Box – Show Graphemes, Variable Boxes with Picture

LANGUAGE

✓ English

✓ Spanish

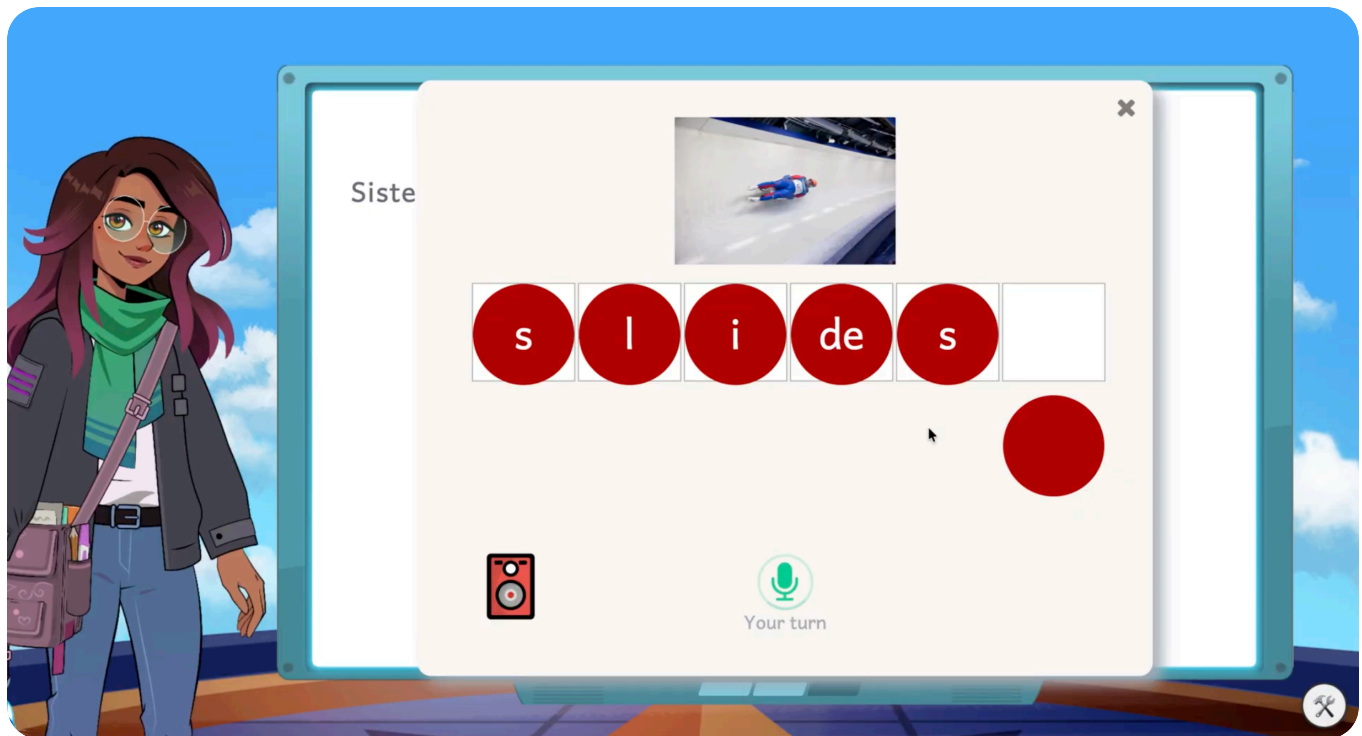
READING ROPE DOMAIN

Decoding / Phonemic Awareness

DESCRIPTION

Amira models moving one ball per sound in a word. Then the student does it with the word from the text while saying each sound. As they move the balls, the graphemes appear. Amira asks the student to blend the sounds into the word. This version has more boxes/balls than sounds in the word and a picture representing the word.

IMAGE



VIDEO

[English](#), [Spanish](#)

Endings Practice

LANGUAGE

✓ English

– Spanish

READING ROPE DOMAIN

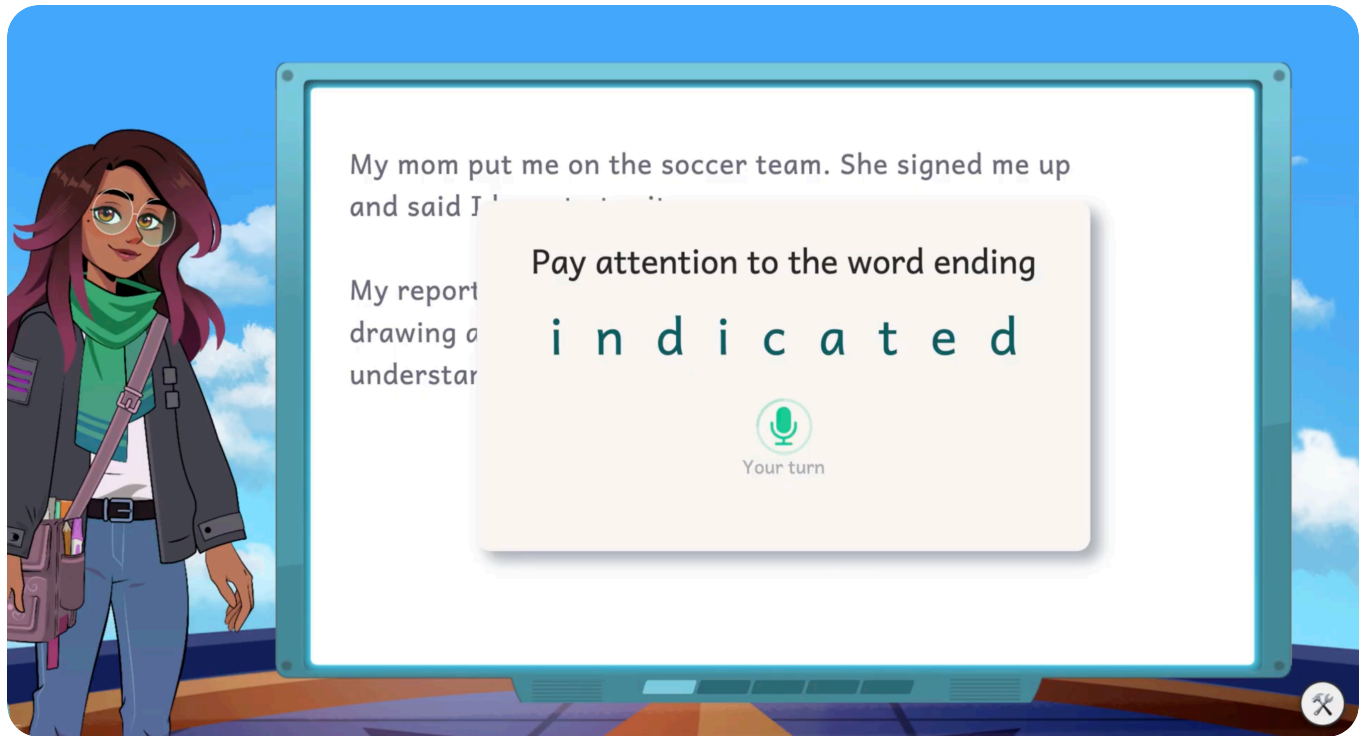
Decoding / Language Structures

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.

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”.

IMAGE



VIDEO

[English](#)

Give & Take A Sound

LANGUAGE

✓ English

✓ Spanish

READING ROPE DOMAIN

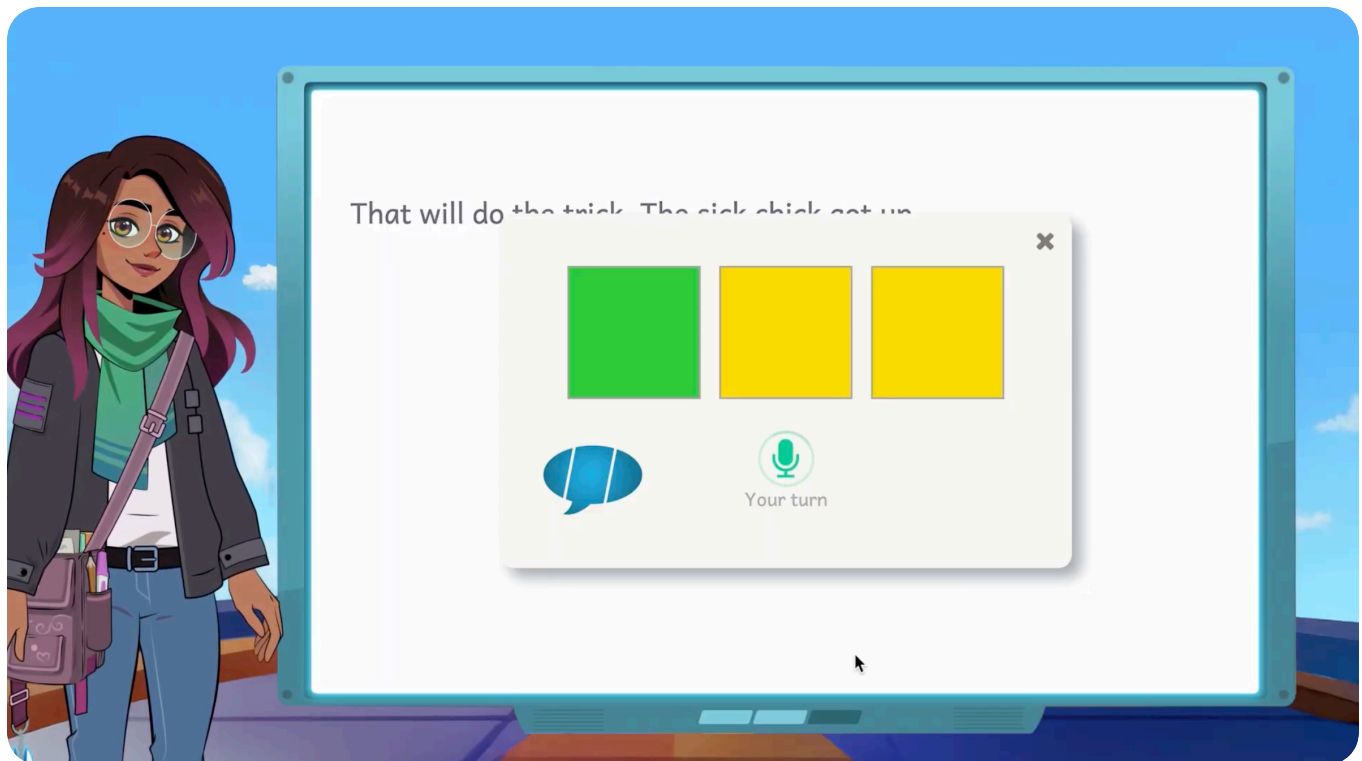
Decoding / Phonemic Awareness

DESCRIPTION

Students practice phoneme blending by saying each sound in a word with a corresponding box. Then the graphemes are shown. Students sound out the word. Amira replaces one of the graphemes, and students have to sound out the new word.

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.

IMAGE



VIDEO

[English](#), [Spanish](#)

Give The Word

LANGUAGE

✓ English

✓ Spanish

READING ROPE DOMAIN

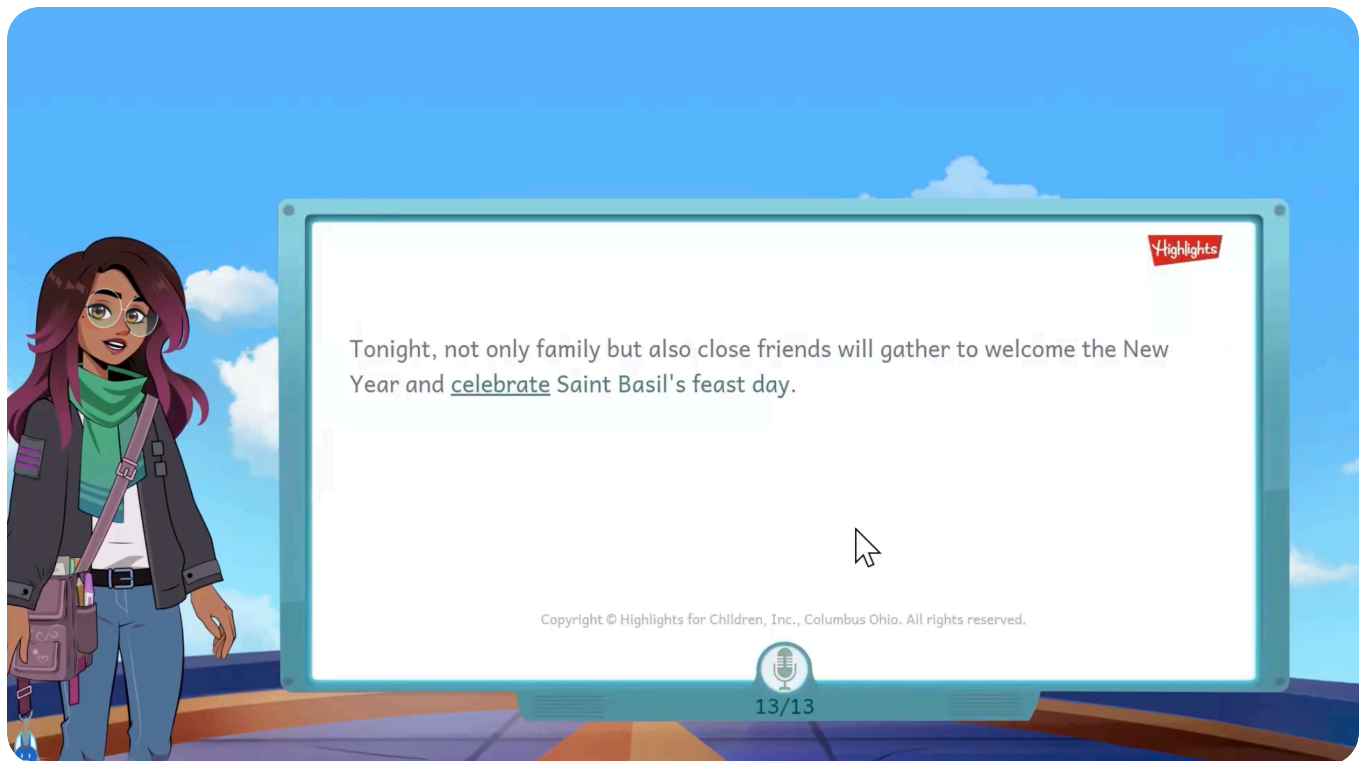
Decoding

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.

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.

IMAGE



VIDEO

[English](#), [Spanish](#)

Graphemic Sound Out (1)

LANGUAGE

✓ English

✓ Spanish

READING ROPE DOMAIN

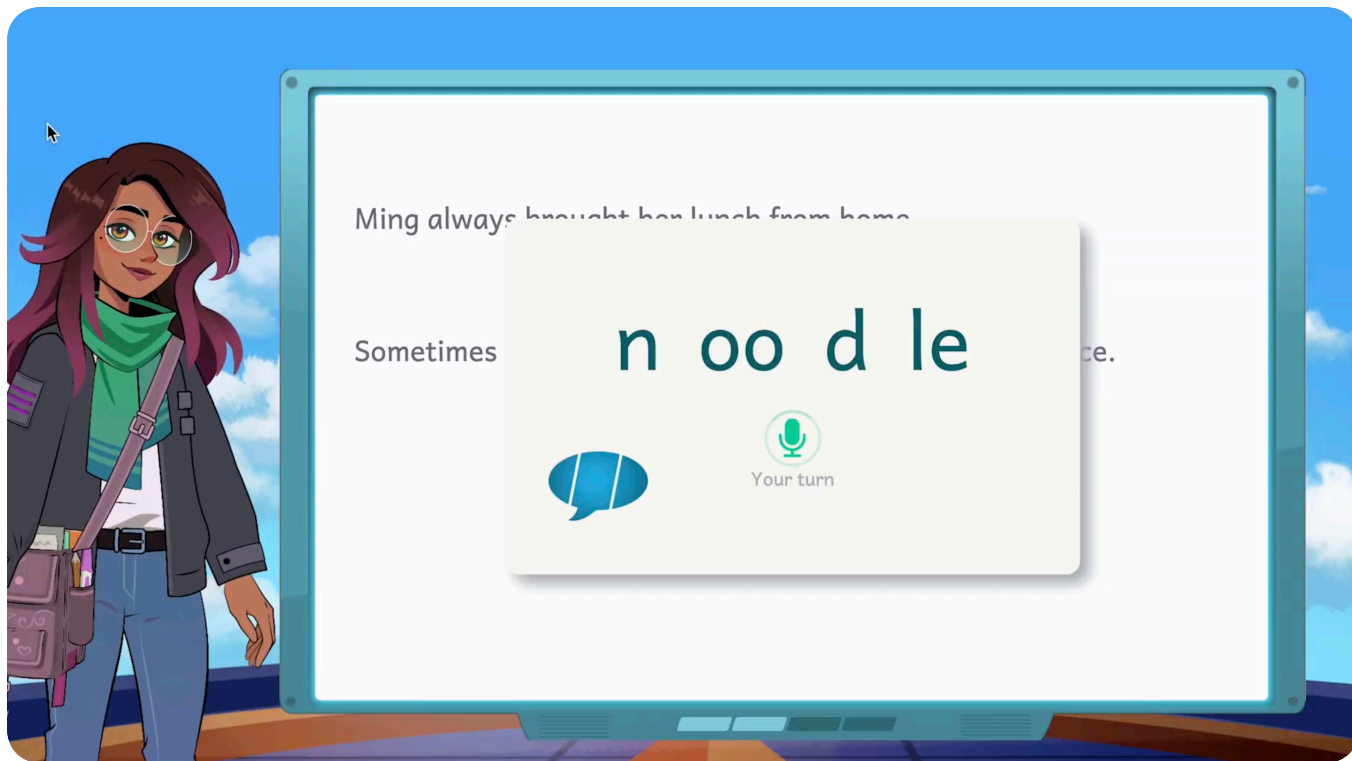
Decoding / Phonemic Awareness

DESCRIPTION

Amira helps a child break a word down into individual graphemes and sound out the word. Students listen to sounds, pronounce each sound, and blend them into a word.

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.

IMAGE



VIDEO

[English](#), [Spanish](#)

Graphemic Sound Out (2)

LANGUAGE

✓ English

✓ Spanish

READING ROPE DOMAIN

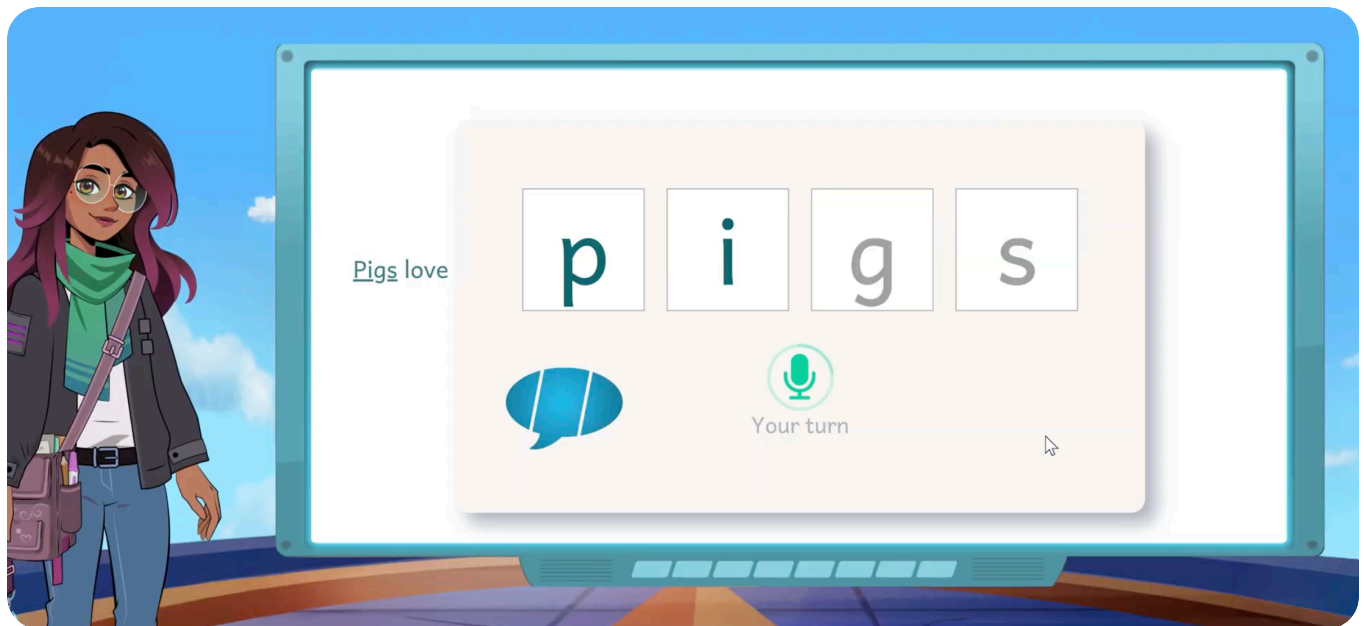
Decoding / Phonemic Awareness

DESCRIPTION

Amira helps a child break a word down into individual graphemes and sound out the word. Each grapheme appears in its own box to help students discern the individual graphemes. Students listen to sounds, pronounce each sound, and blend them into a word.

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.

IMAGE



VIDEO

[English](#), [Spanish](#)

High-Frequency Word Dot Grid

LANGUAGE

✓ English

– Spanish

READING ROPE DOMAIN

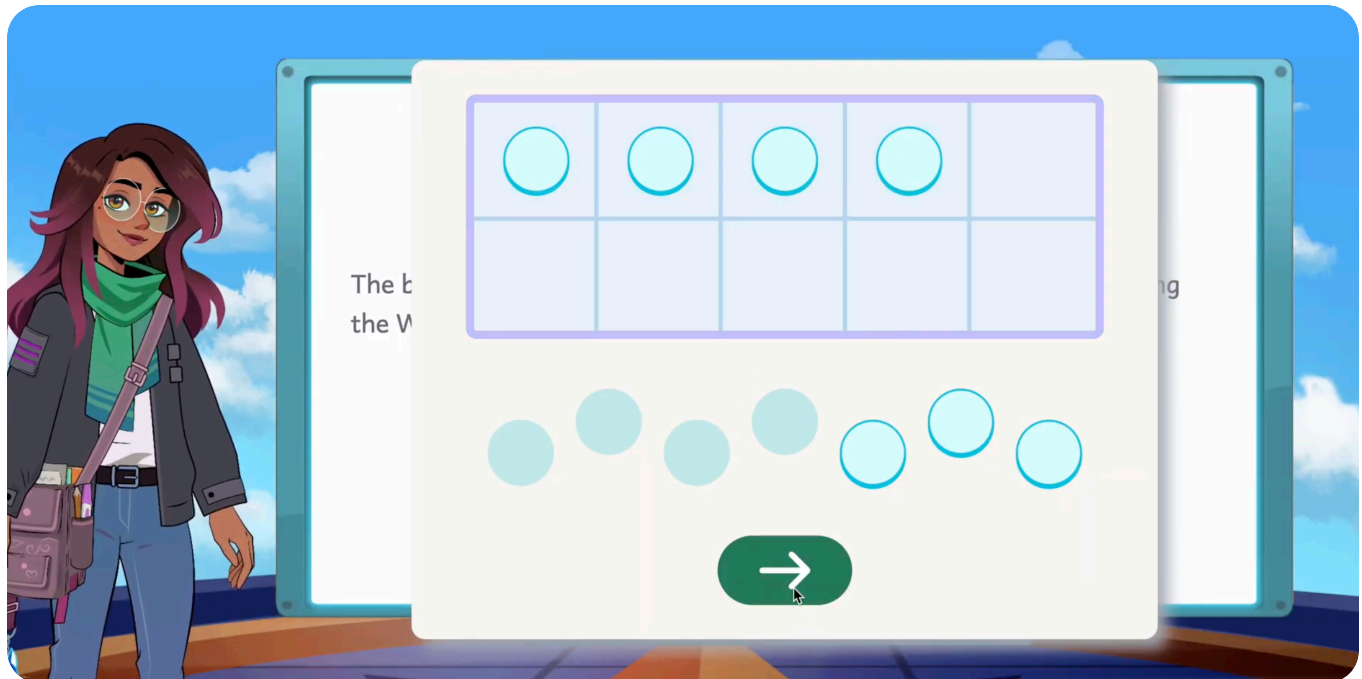
Decoding / Phonemic Awareness

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.

This intervention only fires on high-frequency words.

IMAGE



VIDEO

[English](#)

High-Frequency Word Fluency

LANGUAGE

✓ English

✓ Spanish

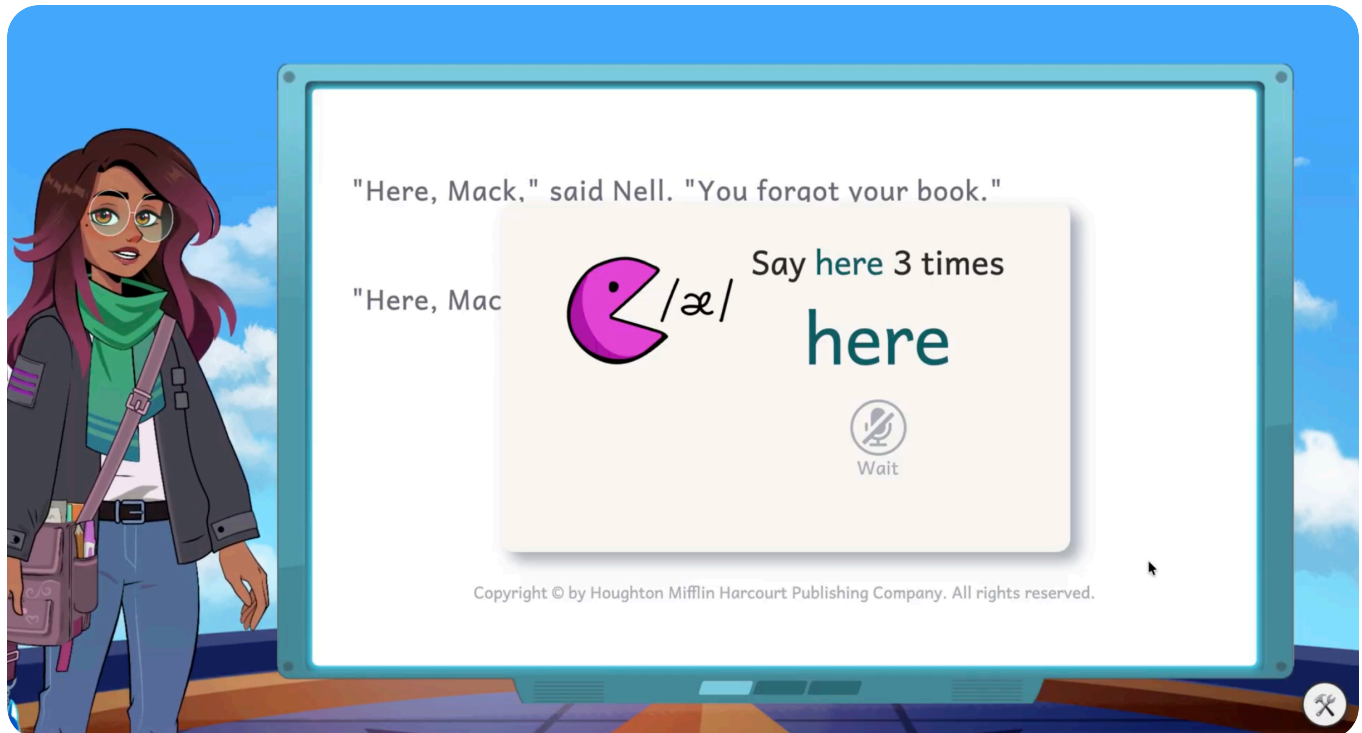
READING ROPE DOMAIN

Fluency

DESCRIPTION

This intervention is used when a student miscues on a high-frequency word. Amira displays the word, explains that it is a high-frequency word, and asks the student to read the word three times quickly. This intervention supports automaticity and fluency of words that students read frequently.

IMAGE



VIDEO

[English](#), [Spanish](#)

Letterflies

LANGUAGE

✓ English

✓ Spanish

READING ROPE DOMAIN

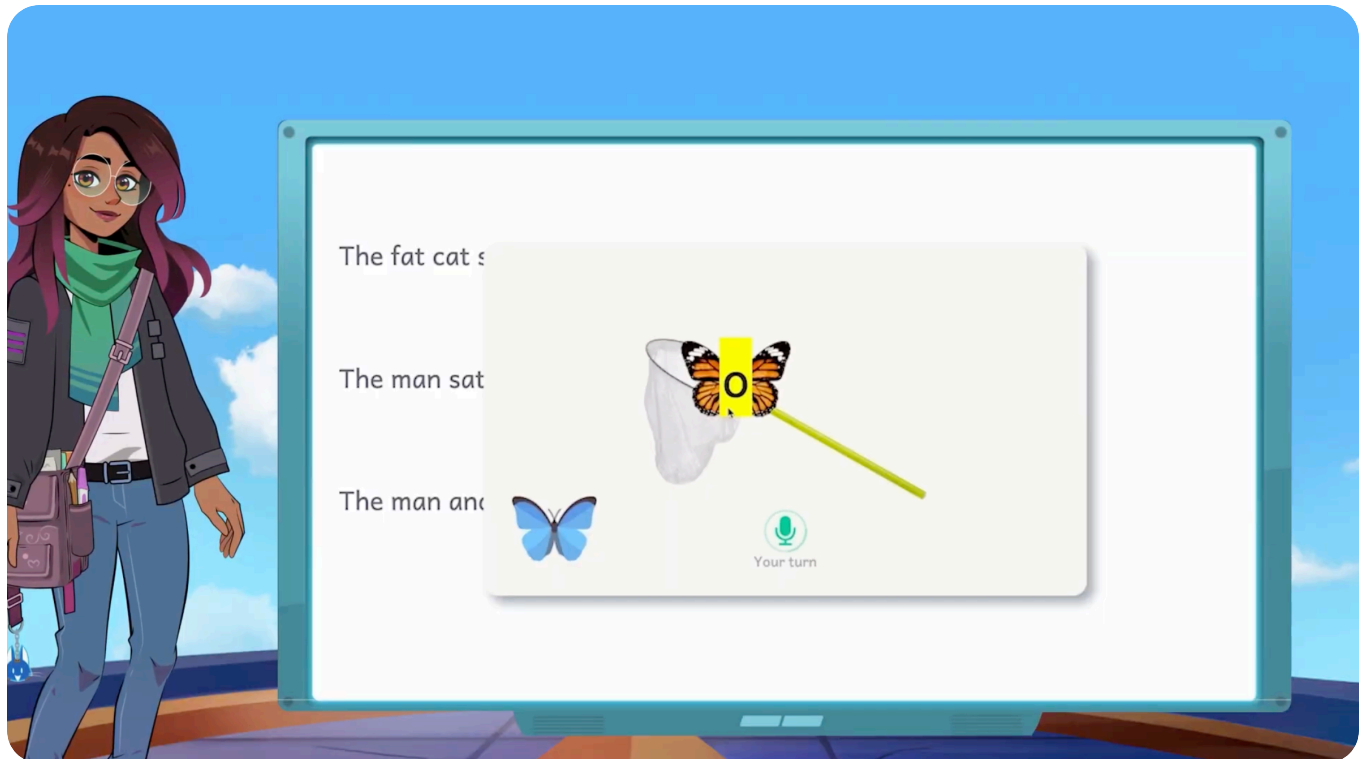
Decoding / Phonemic Awareness

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.

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.

IMAGE



VIDEO

[English](#), [Spanish](#)

Make A Rhyme

LANGUAGE

✓ English

– Spanish

READING ROPE DOMAIN

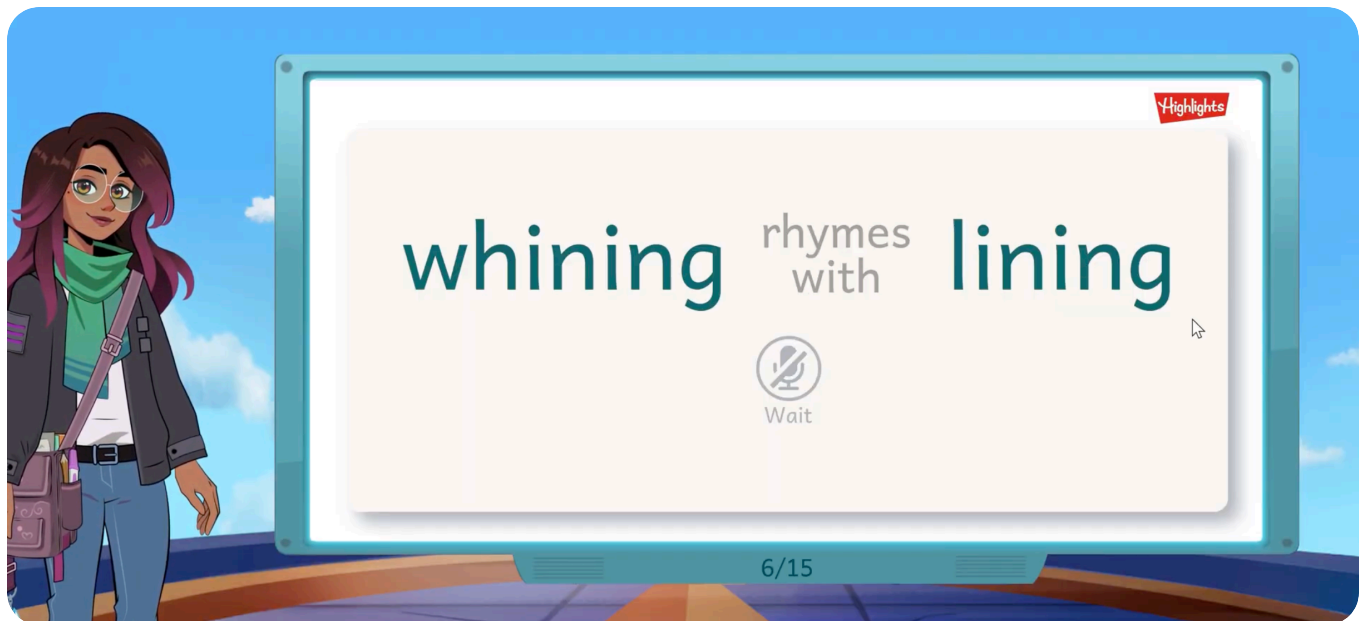
Decoding

DESCRIPTION

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

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.

IMAGE



VIDEO

[English](#)

Phoneme → Syllable → Word

LANGUAGE

– English

✓ Spanish

READING ROPE DOMAIN

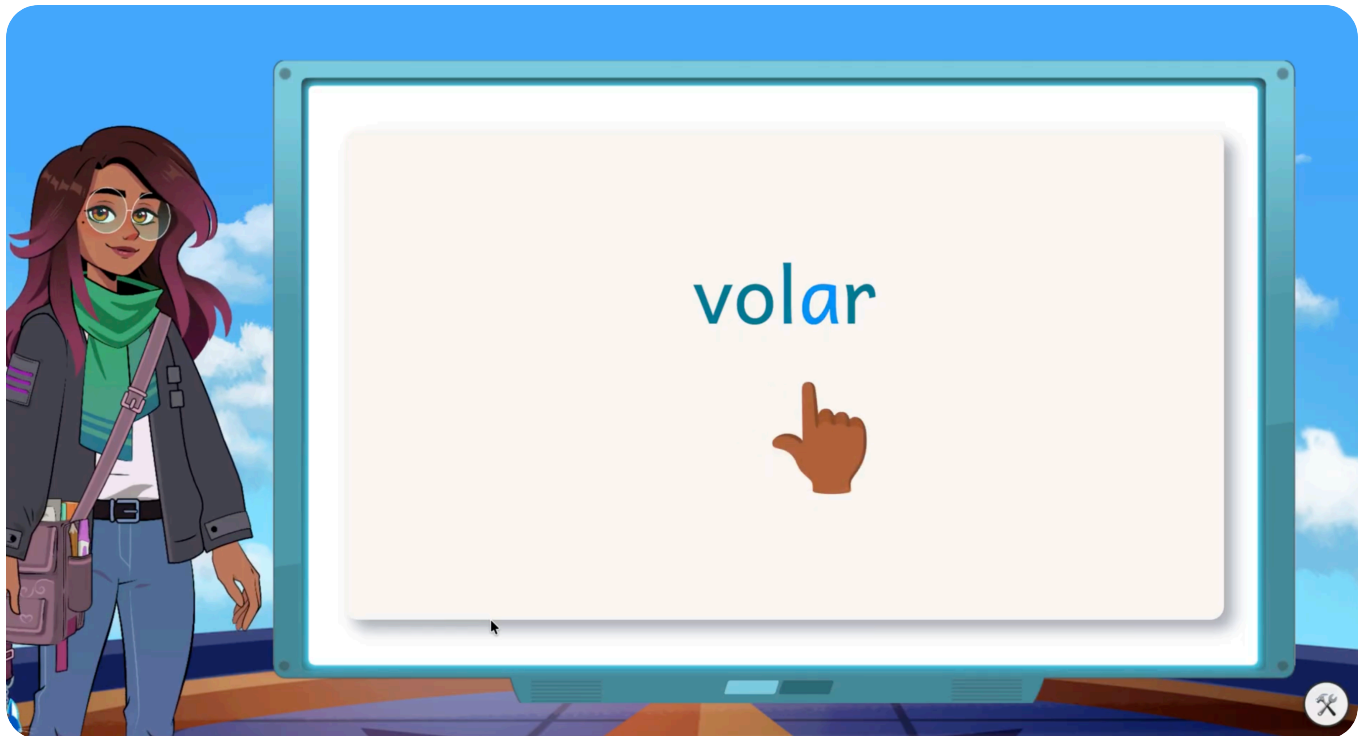
Decoding

DESCRIPTION

The word is displayed on screen. Amira pronounces each phoneme. The student produces each phoneme. The phonemes are grouped into syllables. The student reads each syllable. The syllables combine into the complete word. The student reads the word.

This intervention fires for students bridging from developing fluency in grapho-phonemic correspondences to chunking words into syllables. This intervention is only available in Spanish.

IMAGE



VIDEO

[Spanish](#)

Phonemic Lip Sync

LANGUAGE

✓ English

✓ Spanish

READING ROPE DOMAIN

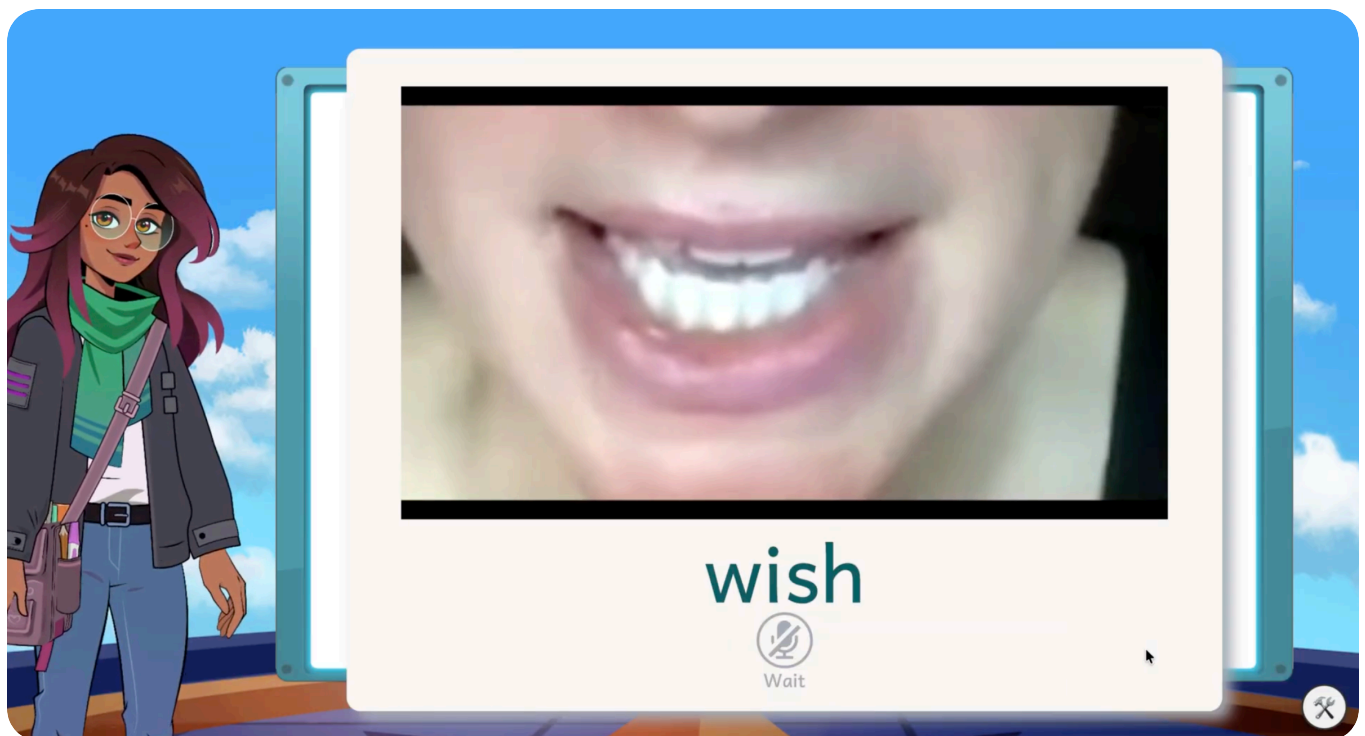
Phonemic Awareness

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.

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

IMAGE



VIDEO

[English](#), [Spanish](#)

Phonemic Lip Sync With Sound Out

LANGUAGE

✓ English

✓ Spanish

READING ROPE DOMAIN

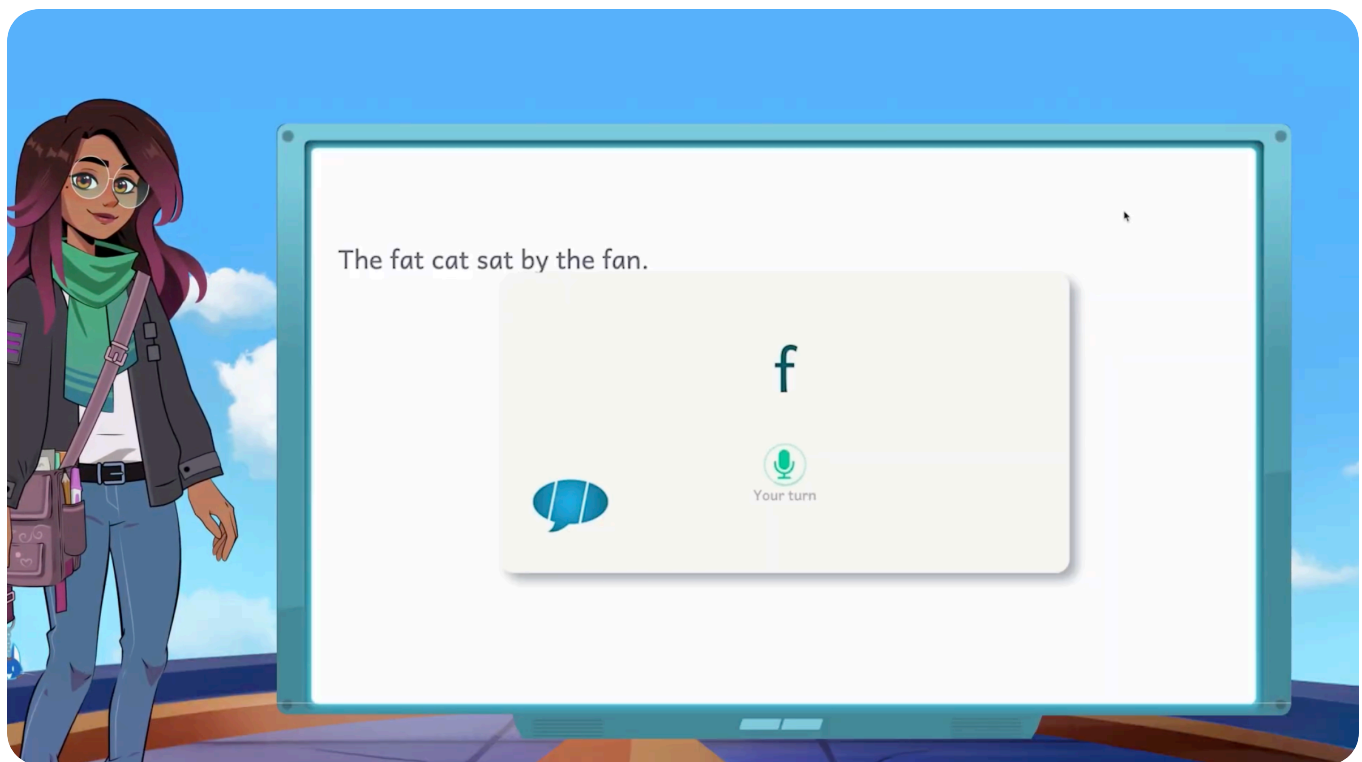
Decoding / Phonemic Awareness

DESCRIPTION

Amira shows a video of an adult pronouncing the sounds of a word. Next, graphemes are displayed. Students say each sound. Finally the full word appears. Students read the whole word.

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

IMAGE



VIDEO

[English](#), [Spanish](#)

Phonics Sound Out

LANGUAGE

✓ English

✓ Spanish

READING ROPE DOMAIN

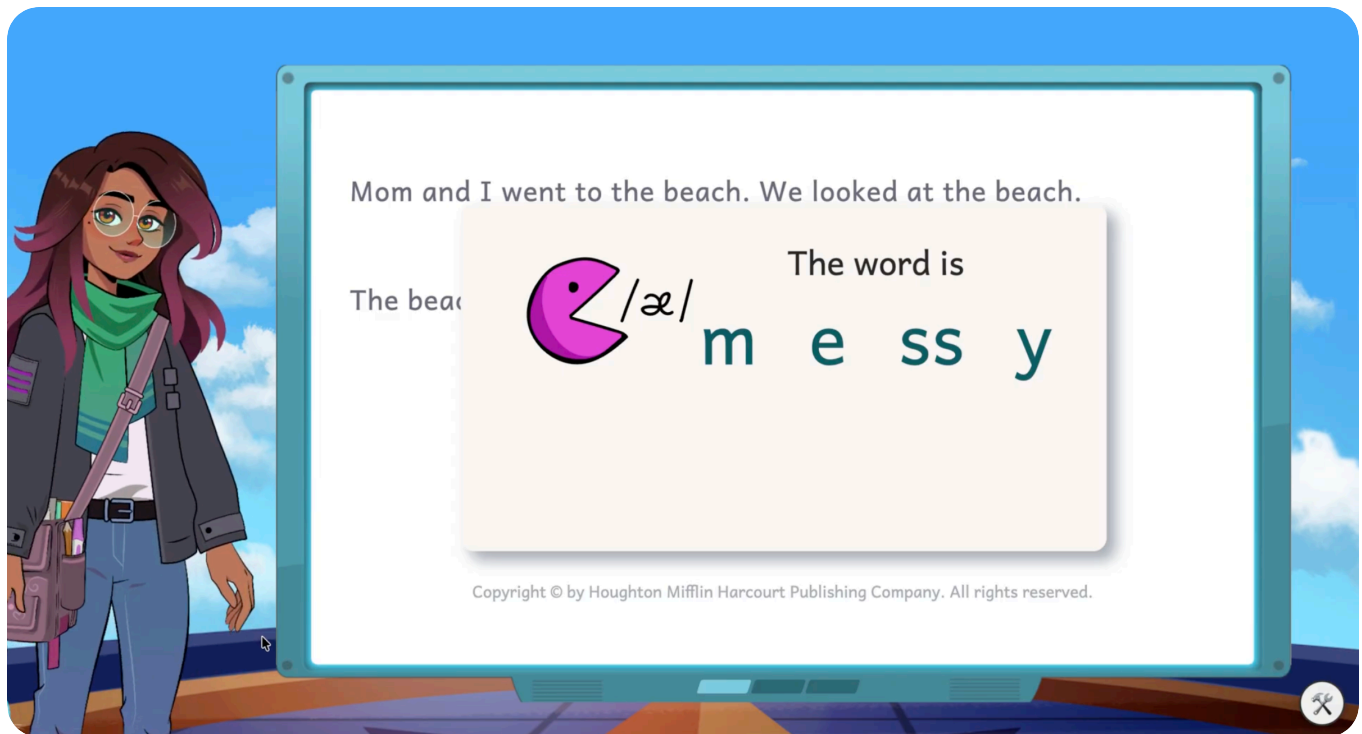
Decoding / Phonemic Awareness

DESCRIPTION

Amira isolates the word, breaks it by graphemes, and models pronouncing each grapheme. Then she reads the entire word.

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.

IMAGE



VIDEO

[English](#), [Spanish](#)

Read To Me

LANGUAGE

✓ English

✓ Spanish

READING ROPE DOMAIN

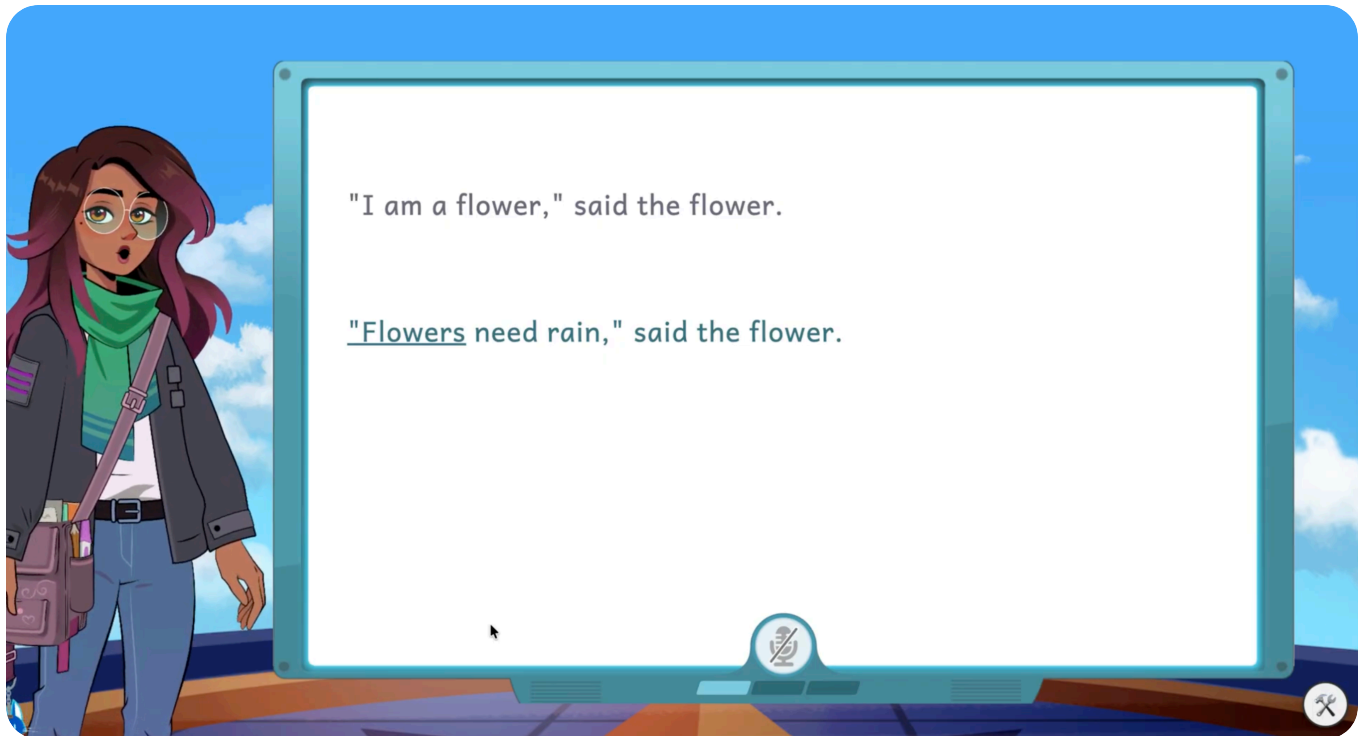
Decoding

DESCRIPTION

In this intervention, Amira reads the next 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.

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.

IMAGE



VIDEO

[English](#), [Spanish](#)

Rhyming Game

LANGUAGE

✓ English

– Spanish

READING ROPE DOMAIN

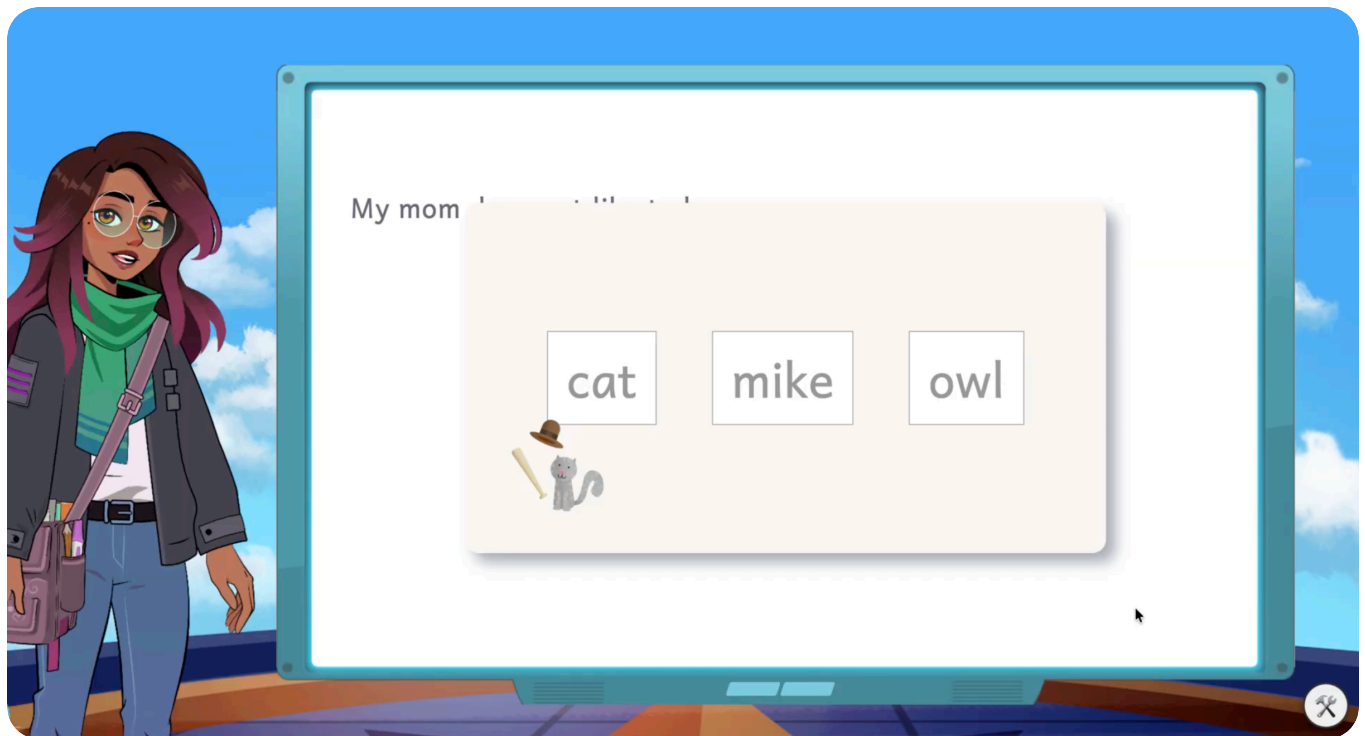
Decoding

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.

The rhyming intervention is targeted at students who have some degree of fluency and decoding mastery but still need stronger phonemic awareness. Students get this intervention if they misread the rhyme sound of a word.

IMAGE



VIDEO

[English](#)

Sentence Re-Read

LANGUAGE

✓ English

✓ Spanish

READING ROPE DOMAIN

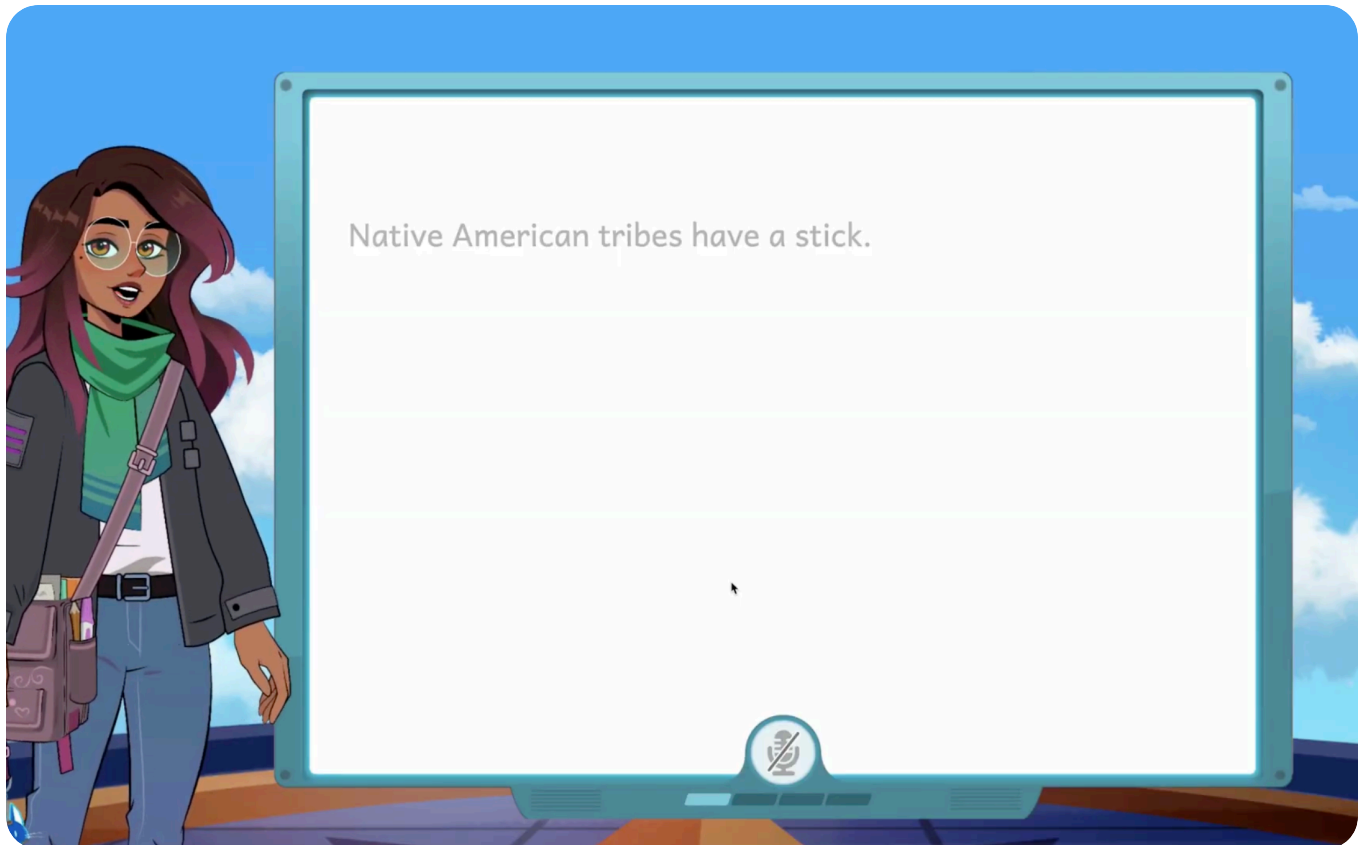
Decoding

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.

This is given when a student struggles to read more than one word in a sentence and is losing persistence and understanding.

IMAGE



VIDEO

[English](#), [Spanish](#)

Sentence Modeling

LANGUAGE

✓ English

✓ Spanish

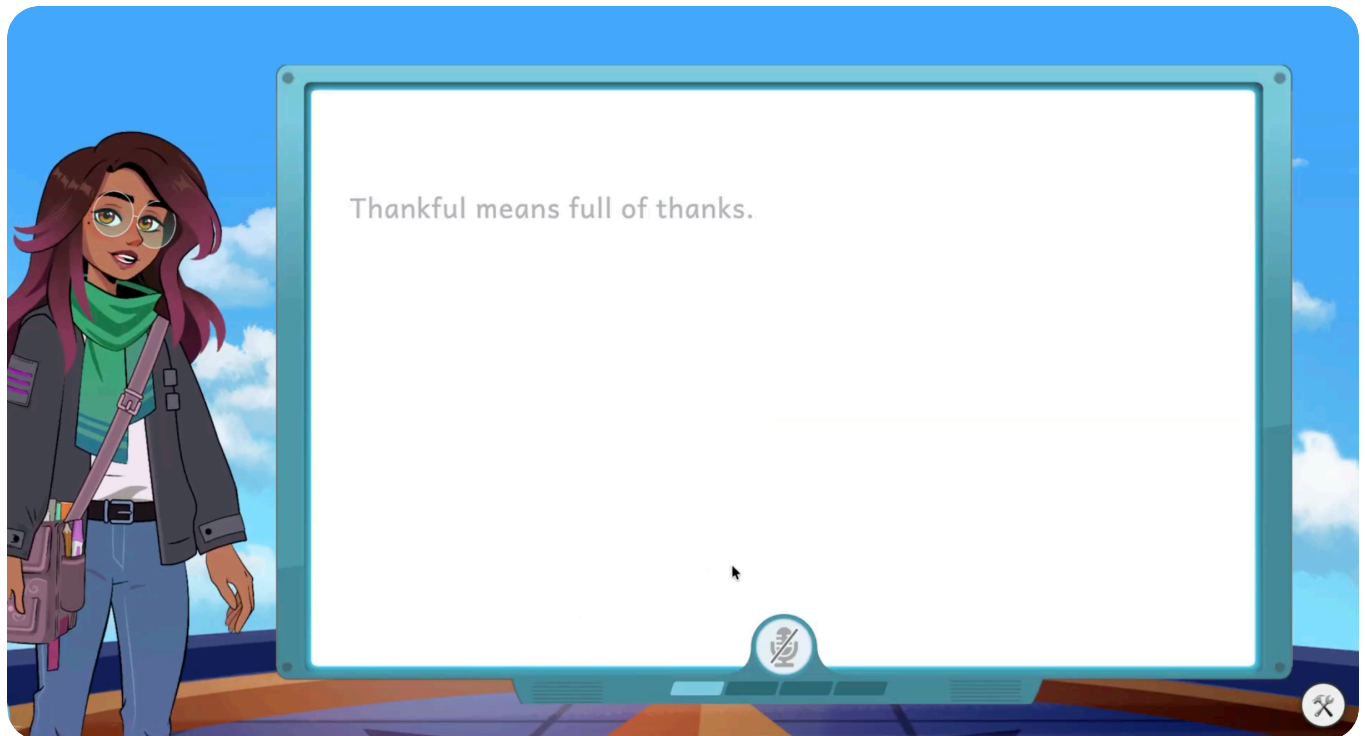
READING ROPE DOMAIN

Decoding

DESCRIPTION

Amira re-reads a sentence where the student has struggled. This is given when a student struggles to read more than one word in a sentence and is losing persistence and understanding.

IMAGE



VIDEO

[English](#), [Spanish](#)

Sound Seeker

LANGUAGE

✓ English

✓ Spanish

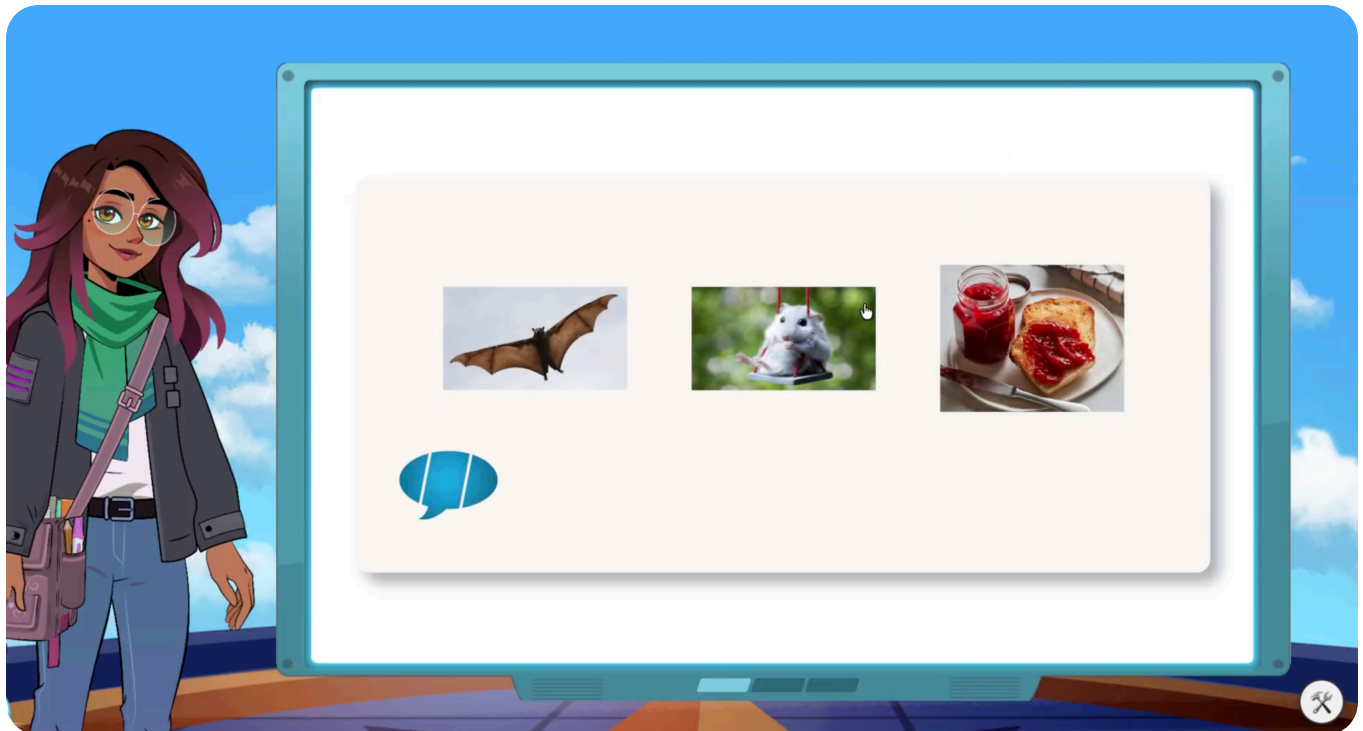
READING ROPE DOMAIN

Phonemic Awareness

DESCRIPTION

Amira asks the student to identify either beginning or ending sounds in a word. Amira displays the word the student struggled with and isolates the initial or final sound. Then the student sees three pictures. Amira asks the student to select the picture that begins/ends with the same sound as the presented word.

IMAGE



VIDEO

[English](#), [Spanish](#)

Spell Out

LANGUAGE

✓ English

– Spanish

READING ROPE DOMAIN

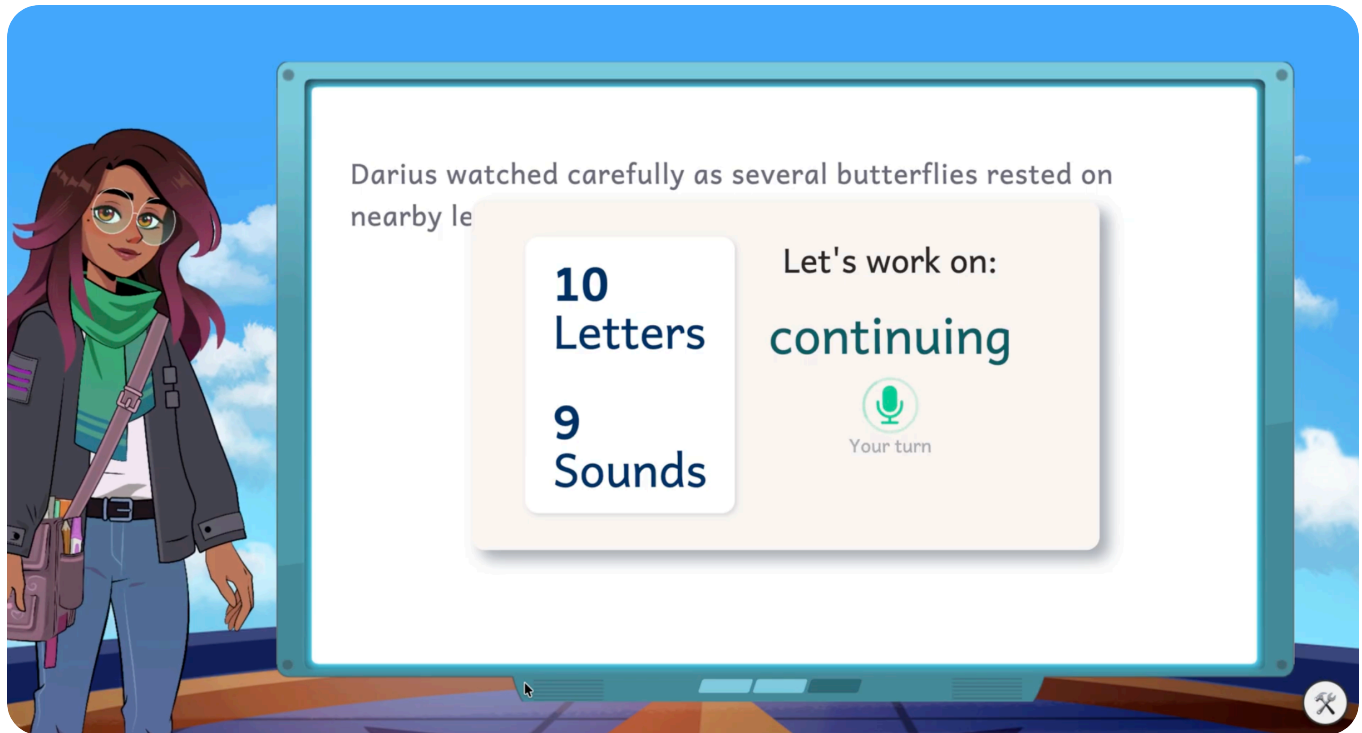
Spelling

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.

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

IMAGE



VIDEO

[English](#)

Syllable Blend Click

LANGUAGE

– English

✓ Spanish

READING ROPE DOMAIN

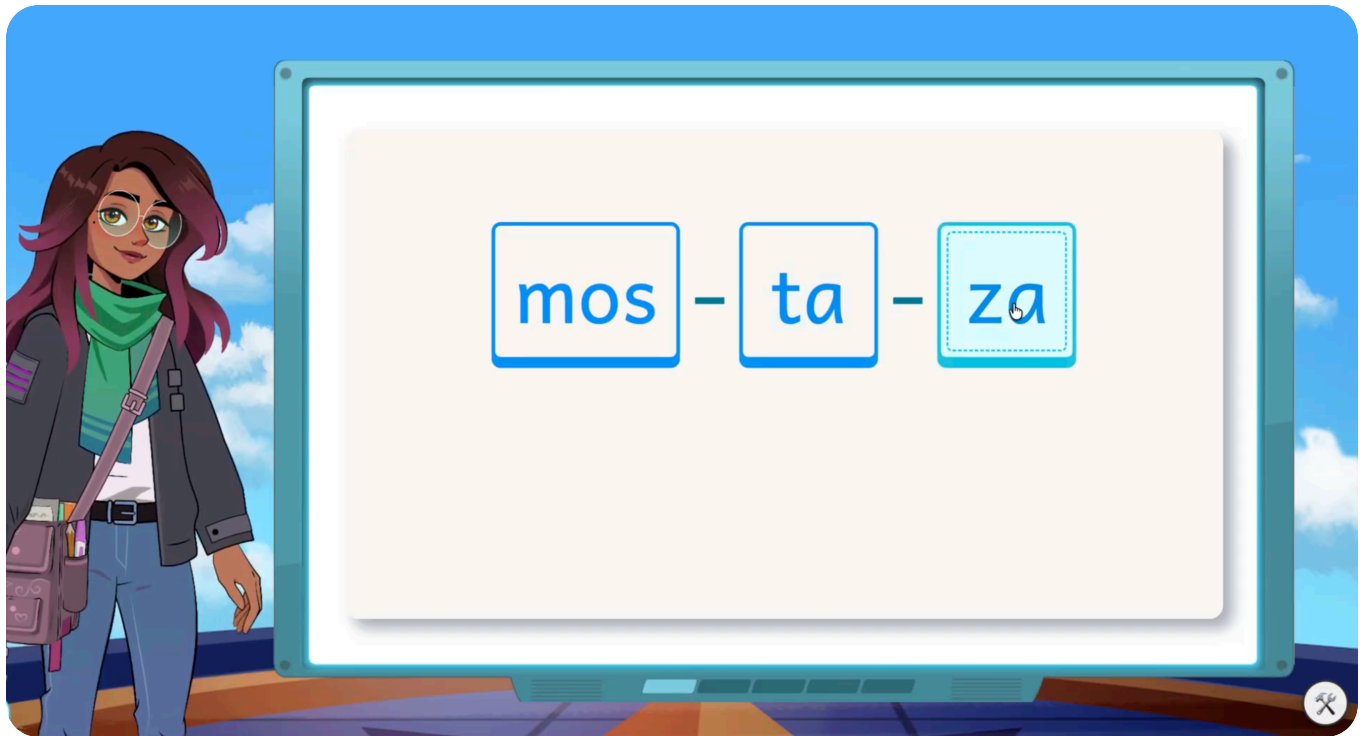
Decoding

DESCRIPTION

Amira presents the word divided into clickable syllable boxes. The student taps each syllable to hear it, then presses "Juntar todo" to blend the complete word.

This intervention fires on multisyllable words for students who have already consolidated grapho-phonemic correspondences into syllable chunks. This intervention is only available in Spanish.

IMAGE



VIDEO

[Spanish](#)

Syllable Decoding

LANGUAGE

– English

✓ Spanish

READING ROPE DOMAIN

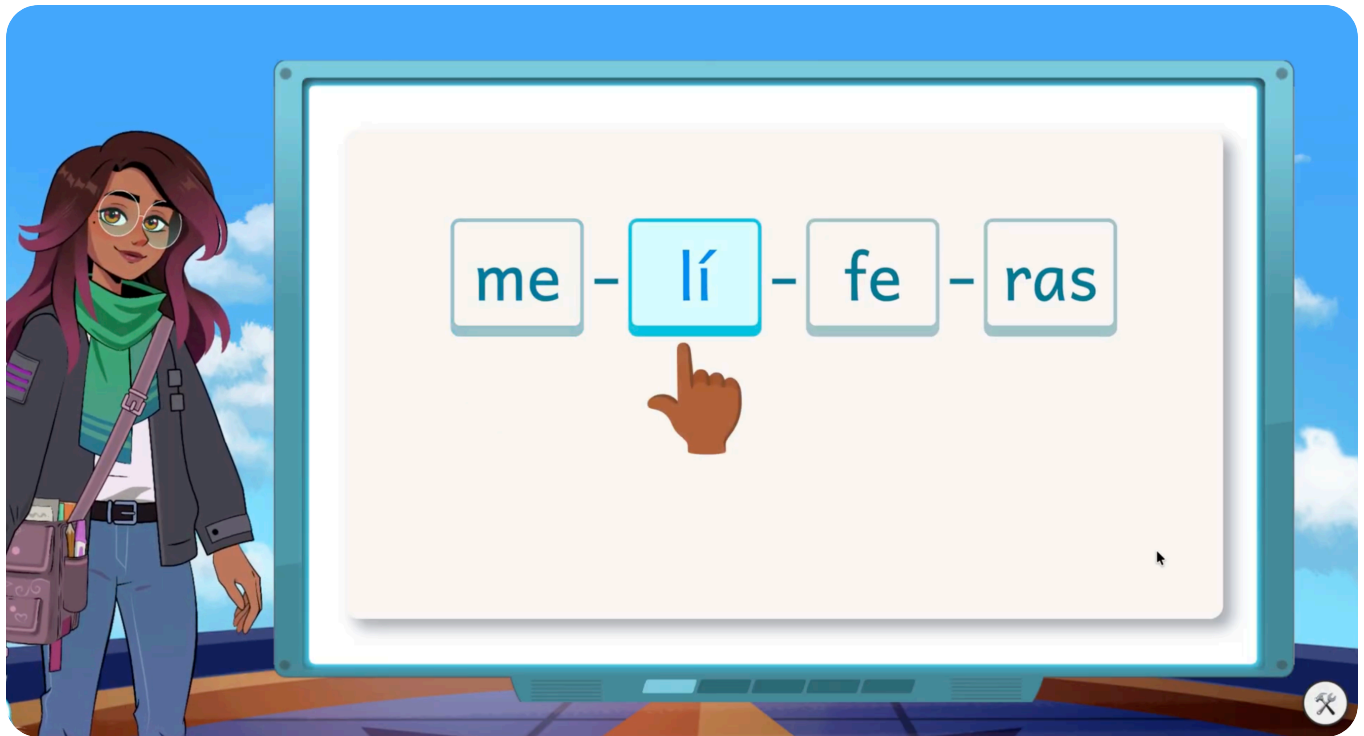
Decoding

DESCRIPTION

The word is shown with each syllable in its own visual box. Amira pronounces each syllable. The student produces each syllable, then reads the complete word.

This intervention fires on multisyllable words for students who have already consolidated grapho-phonemic correspondences into syllable chunks. This intervention is only available in Spanish.

IMAGE



VIDEO

[Spanish](#)

Syllable Segmentation

LANGUAGE

✓ English

– Spanish

READING ROPE DOMAIN

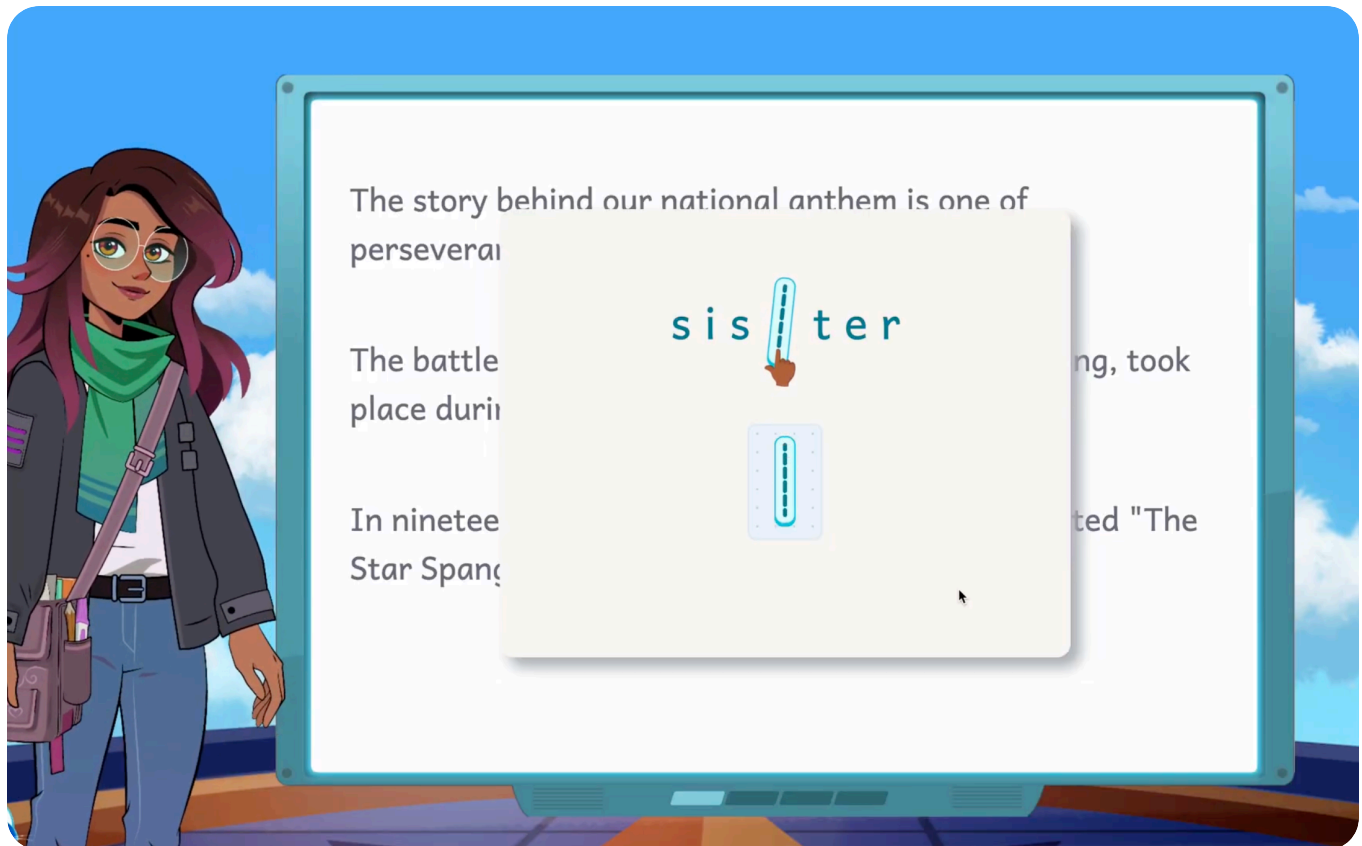
Decoding / Language Structure

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.

This intervention only fires on two syllable words that are not high-frequency words.

IMAGE



VIDEO

[English](#)

Up & Down

LANGUAGE

✓ English

✓ Spanish

READING ROPE DOMAIN

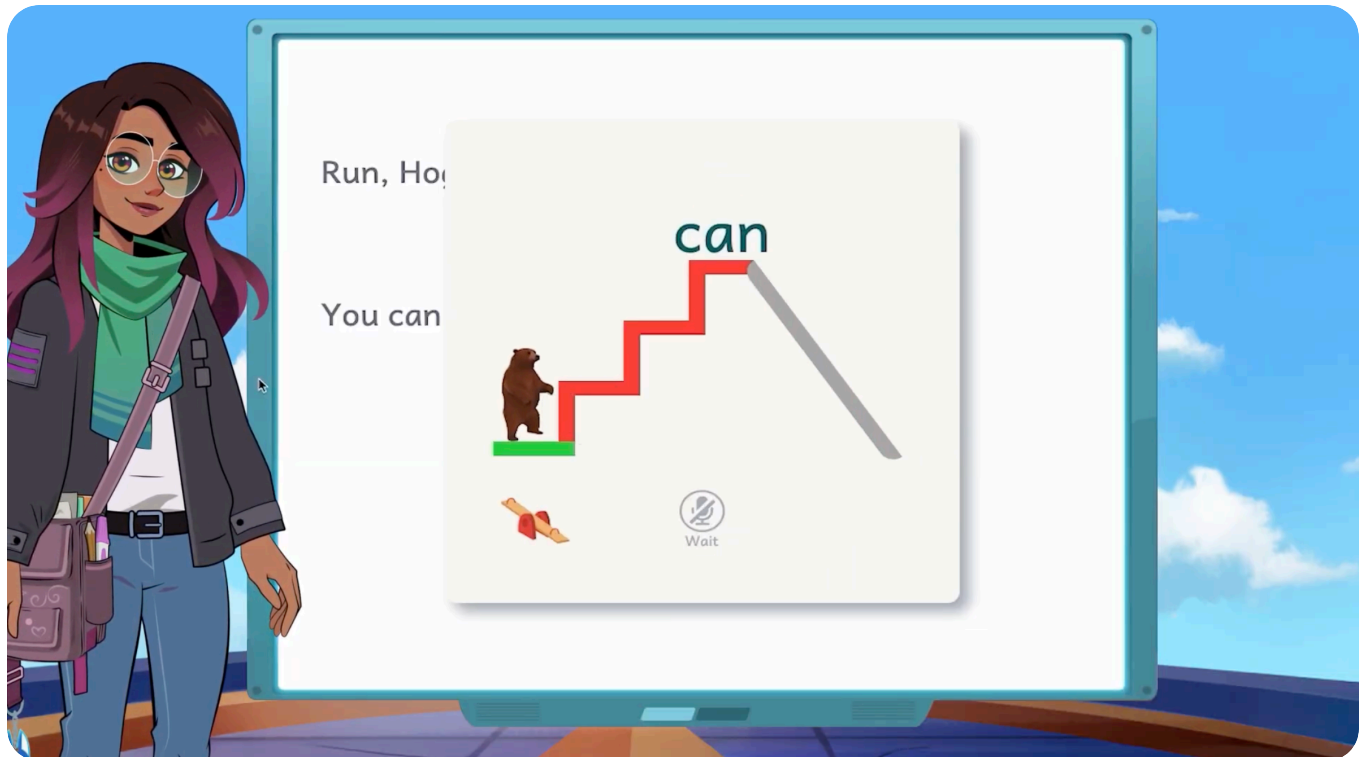
Decoding / Phonemic Awareness

DESCRIPTION

Students practice segmenting the sounds of a word (bear goes up) and then blending the sounds (bear slides down). Different variations include the graphemes shown and the whole word shown.

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.

IMAGE



VIDEO

[English](#), [Spanish](#)

Word Investigator

LANGUAGE

✓ English

✓ Spanish

READING ROPE DOMAIN

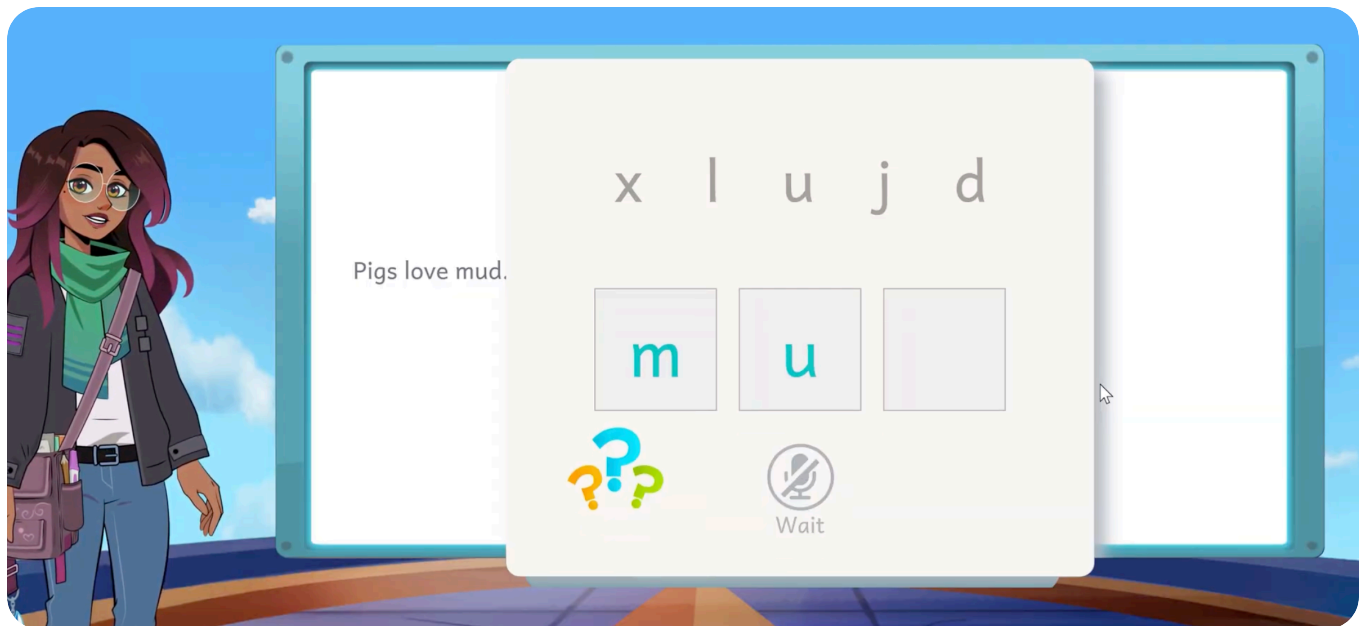
Decoding / Phonemic Awareness

DESCRIPTION

Amira displays a word with a missing letter along with an image. Students have to choose the missing letter in the word from the options. Missing letters can be in the beginning, middle, or ending position.

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.

IMAGE



VIDEO

[English](#), [Spanish](#)

Word Scramble

LANGUAGE

✓ English

✓ Spanish

READING ROPE DOMAIN

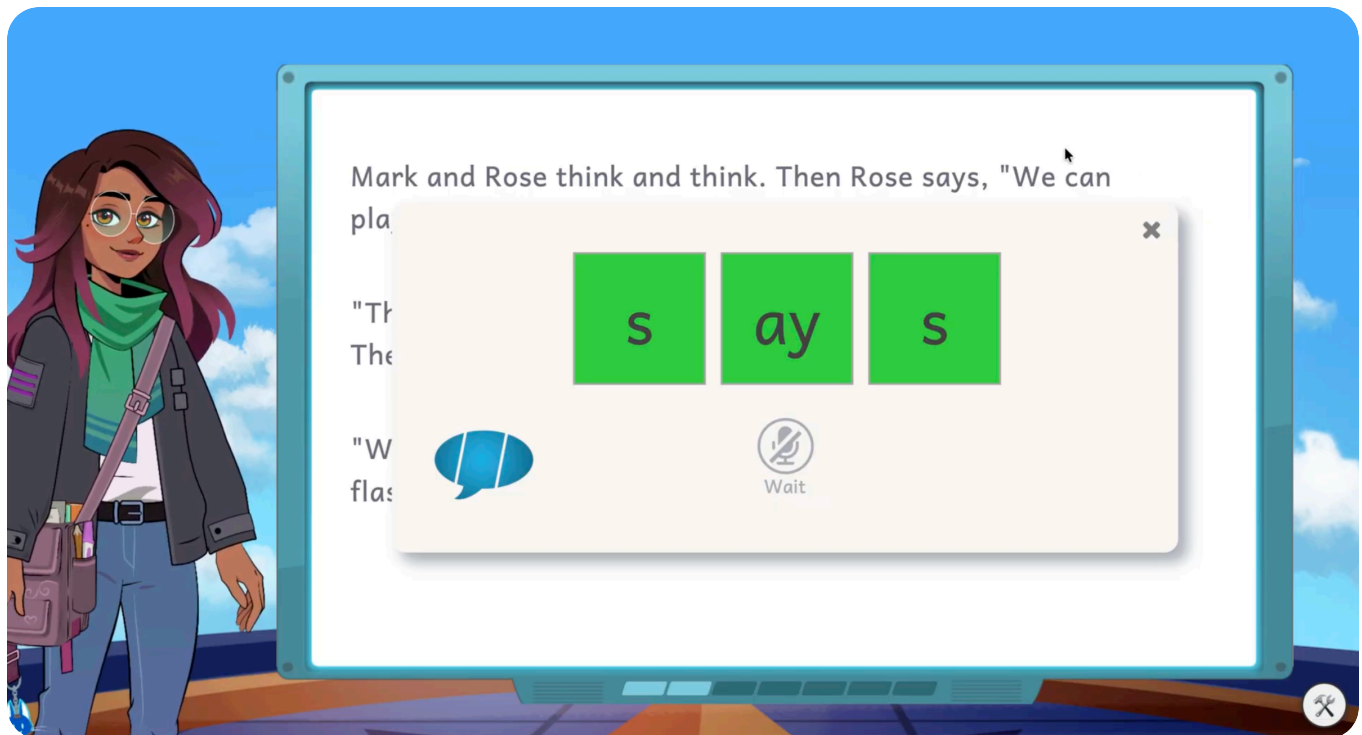
Decoding / Phonemic Awareness

DESCRIPTION

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

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.

IMAGE



VIDEO

[English](#), [Spanish](#)

SECTION TWO

VOCABULARY & BACKGROUND KNOWLEDGE

Nine interventions that build word meaning and world knowledge, from plain definitions to riddles, cognates, and fun facts.

Cognate

LANGUAGE

✓ English

– Spanish

READING ROPE DOMAIN

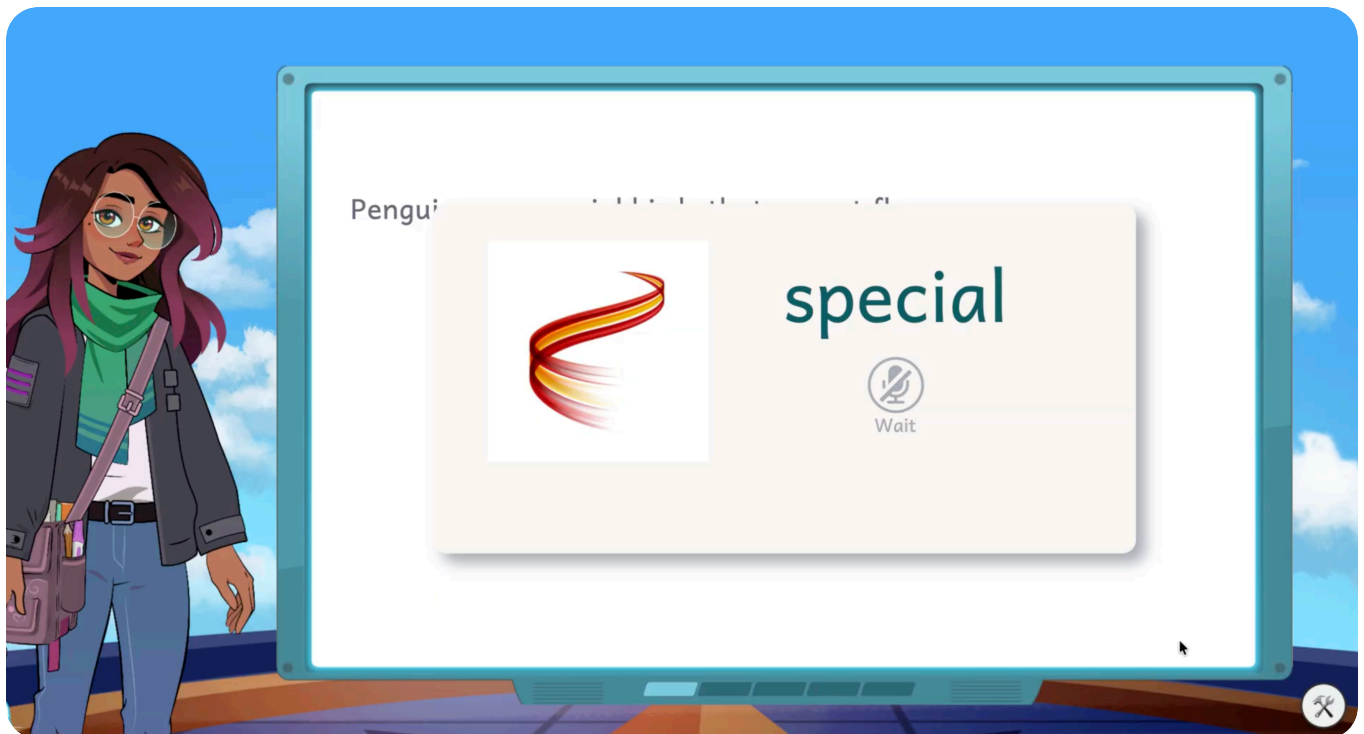
Vocabulary / Decoding

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.

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

IMAGE



VIDEO

[English](#)

Fun Fact

LANGUAGE

✓ English

✓ Spanish

READING ROPE DOMAIN

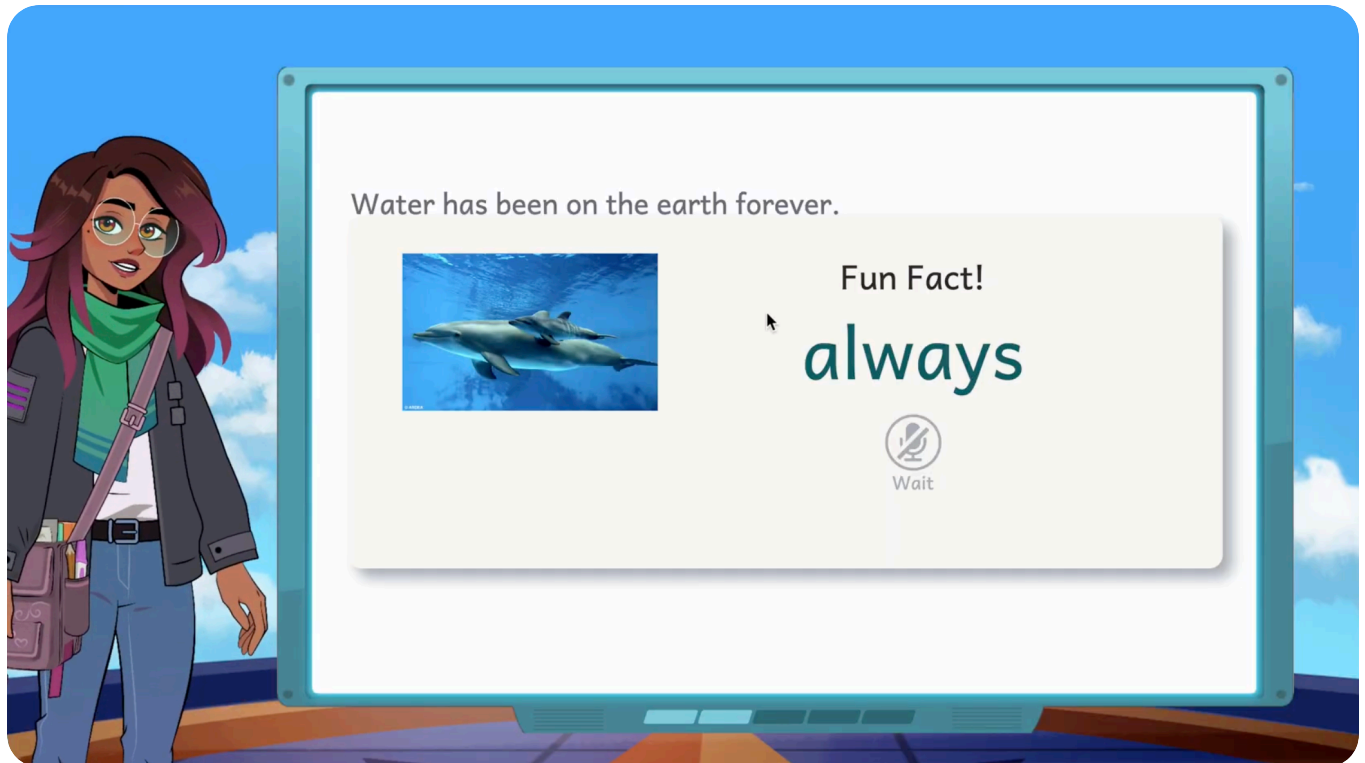
Background Knowledge / Vocabulary

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.

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.

IMAGE



VIDEO

[English](#), [Spanish](#)

Morpheme

LANGUAGE

✓ English

– Spanish

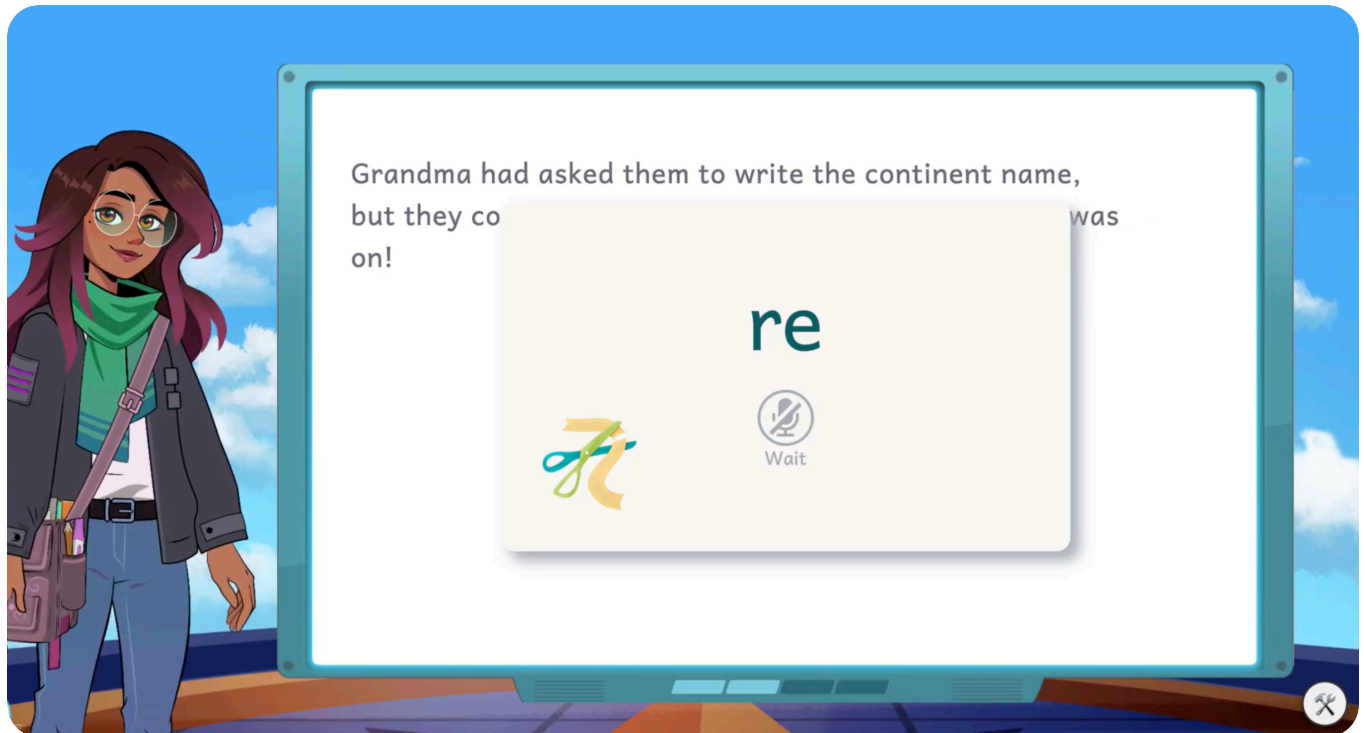
READING ROPE DOMAIN

Vocabulary / Language Structure

DESCRIPTION

Amira explains the morpheme and what it means. The students sees examples of words with the morpheme. Then Amira asks the student to select a word with that morpheme, and gives feedback that reinforces the meaning of the morpheme. This intervention fires on words with common morphemes (prefixes, suffixes, and roots).

IMAGE



VIDEO

[English](#)

Name Fun Fact

LANGUAGE

✓ English

– Spanish

READING ROPE DOMAIN

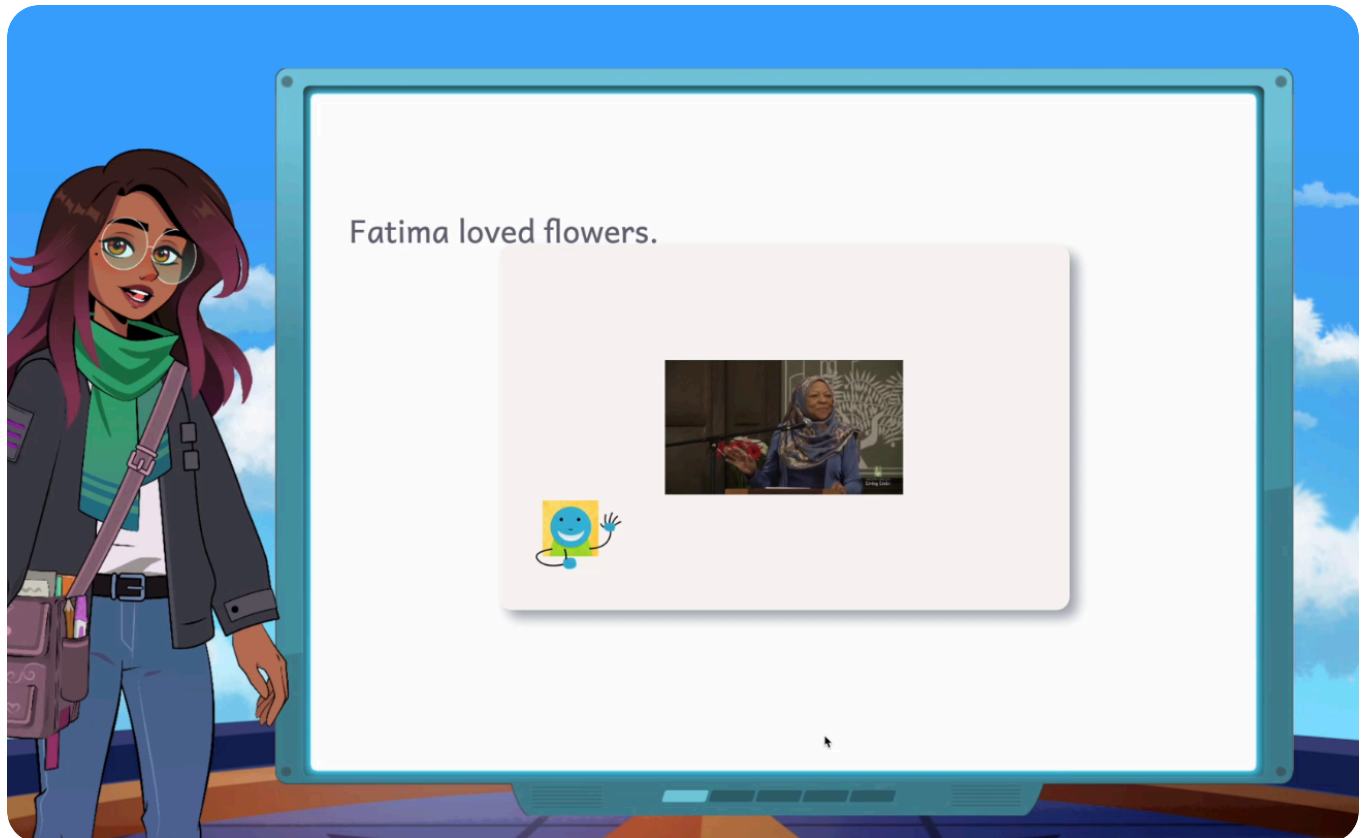
Background Knowledge / Decoding / Vocabulary

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.

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.

IMAGE



Name Knowledge

LANGUAGE

✓ English

– Spanish

READING ROPE DOMAIN

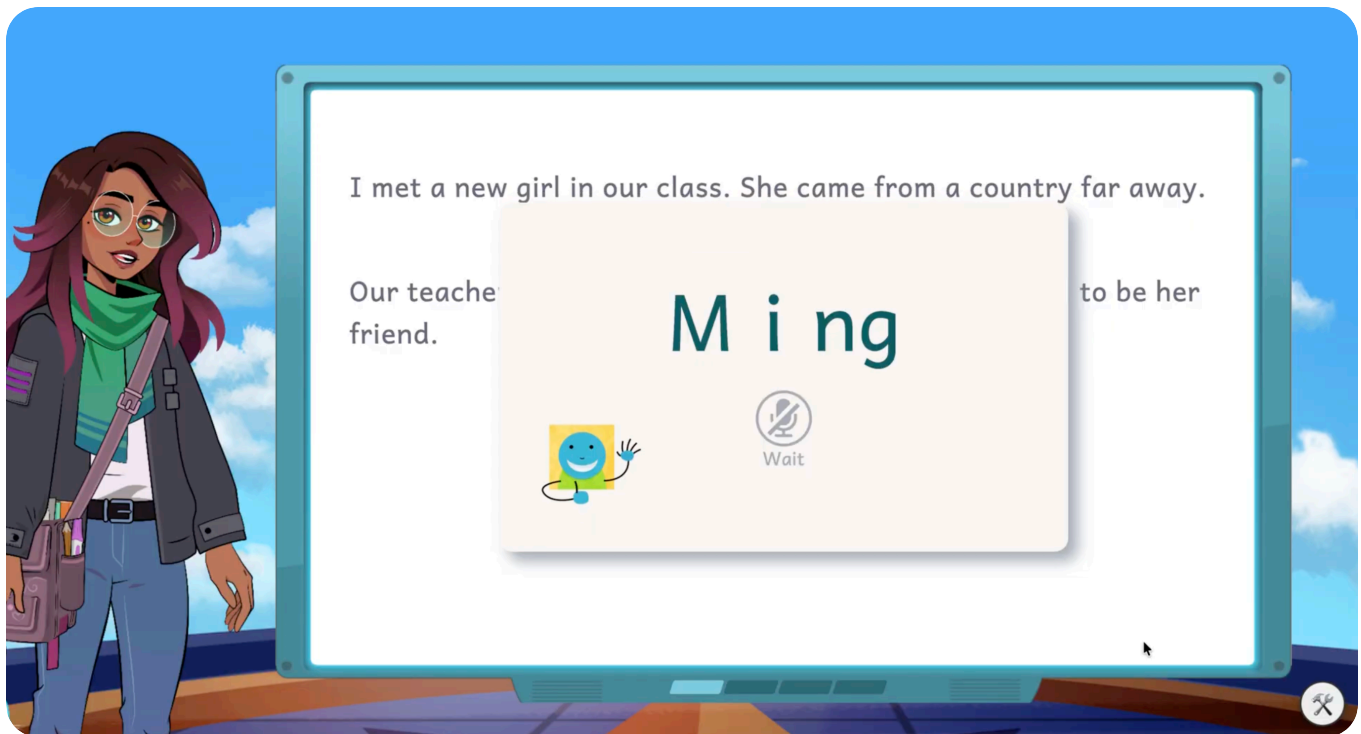
Background Knowledge / Decoding

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.

This intervention fires when a student is struggling with the name of a person in the passage.

IMAGE



VIDEO

[English](#)

Provide A Definition (No Image)

LANGUAGE

✓ English

✓ Spanish

READING ROPE DOMAIN

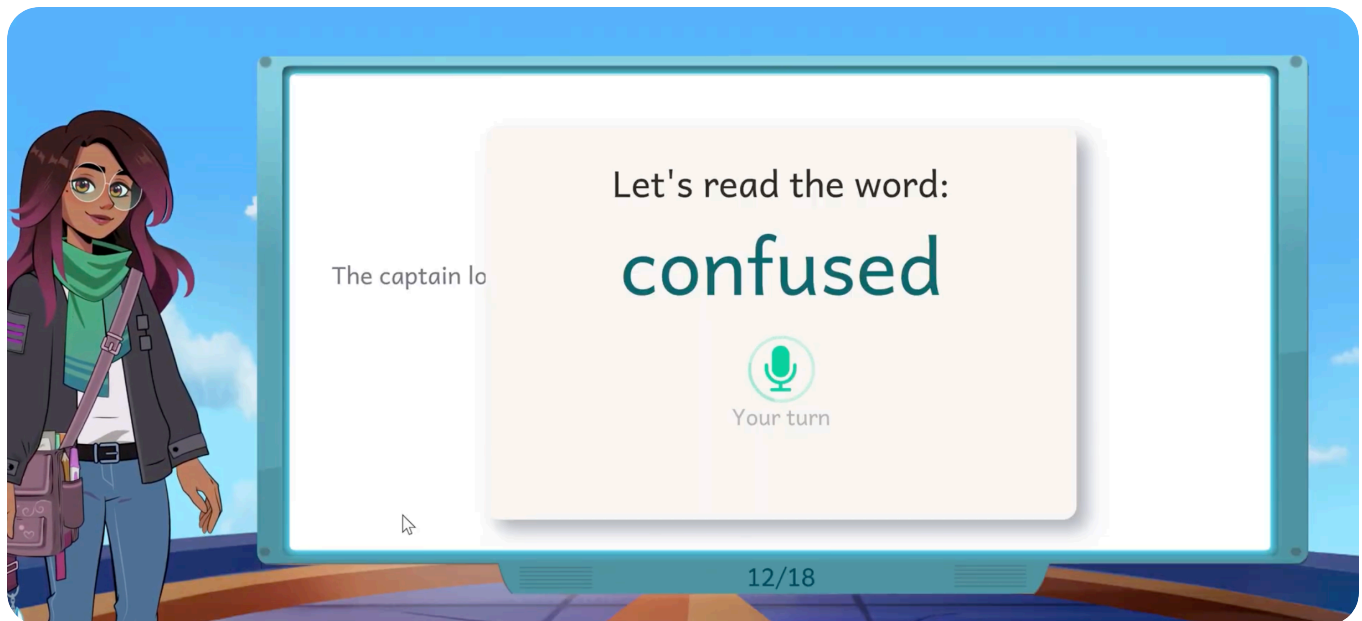
Vocabulary / Background Knowledge

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.

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.

IMAGE



VIDEO

[English](#), [Spanish](#)

Provide A Definition (With Image)

LANGUAGE

✓ English

✓ Spanish

READING ROPE DOMAIN

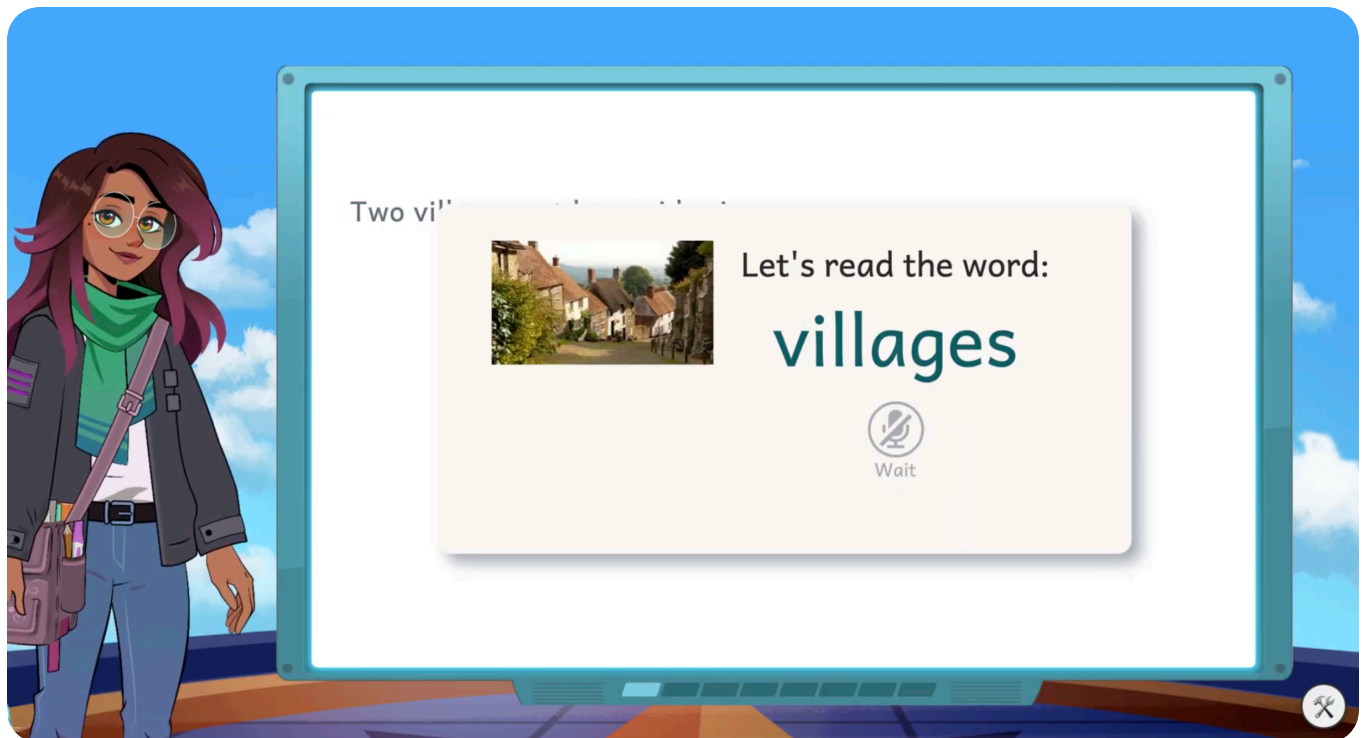
Vocabulary / Background Knowledge

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.

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.

IMAGE



VIDEO

[English](#), [Spanish](#)

Solve A Riddle

LANGUAGE

✓ English

– Spanish

READING ROPE DOMAIN

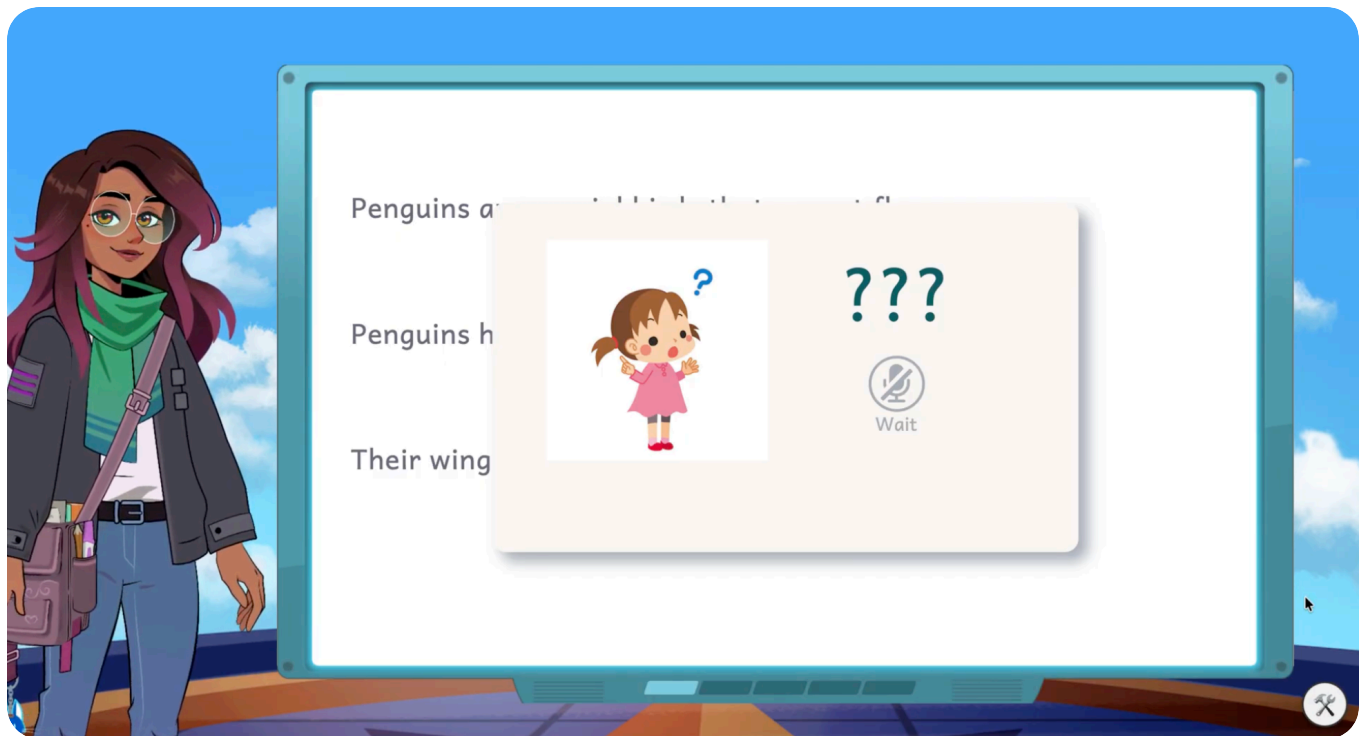
Background Knowledge

DESCRIPTION

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

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.

IMAGE



VIDEO

[English](#)

Vocabulary Quiz

LANGUAGE

✓ English

✓ Spanish

READING ROPE DOMAIN

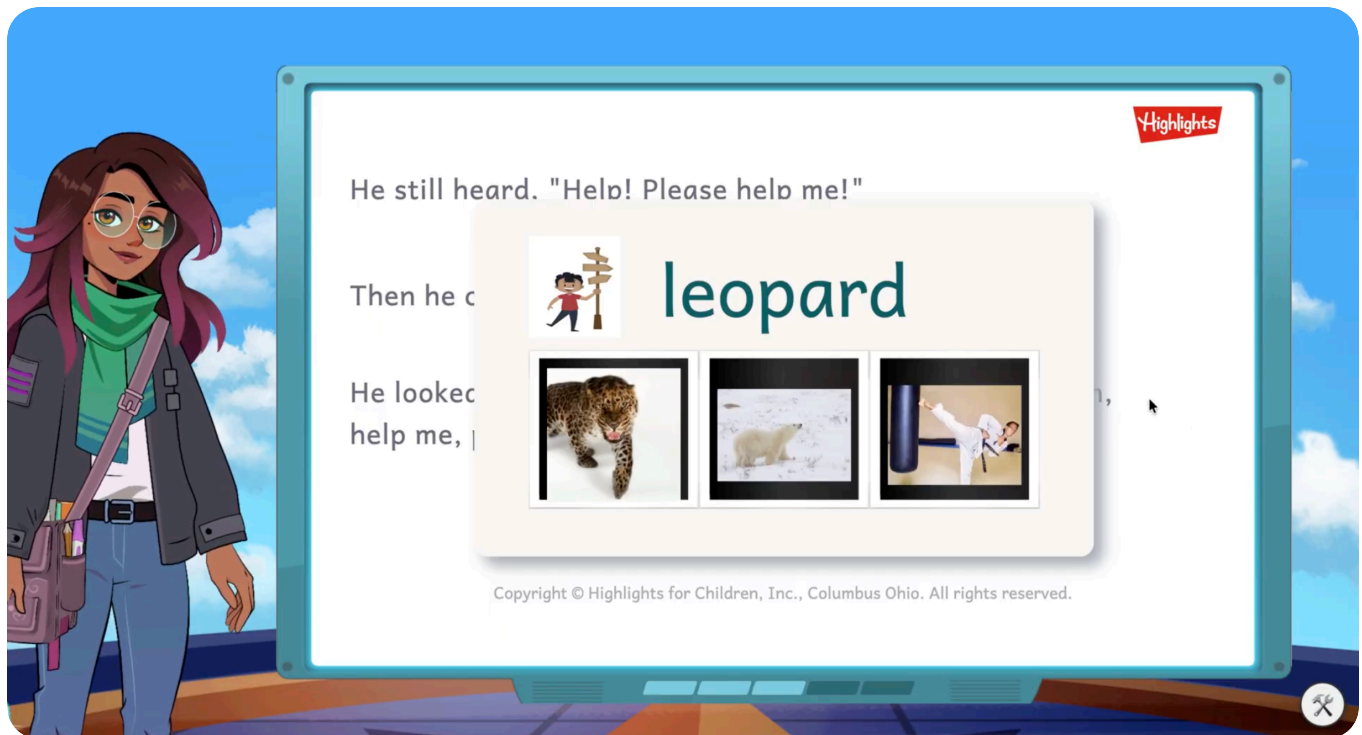
Vocabulary / Background Knowledge

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.

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.

IMAGE



VIDEO

[English](#)

SECTION THREE

COMPREHENSION

Six interventions that check and extend understanding, mid-passage and at the end, from a single question to an open conversation.

Comprehension Conversation

LANGUAGE

✓ English

– Spanish

READING ROPE DOMAIN

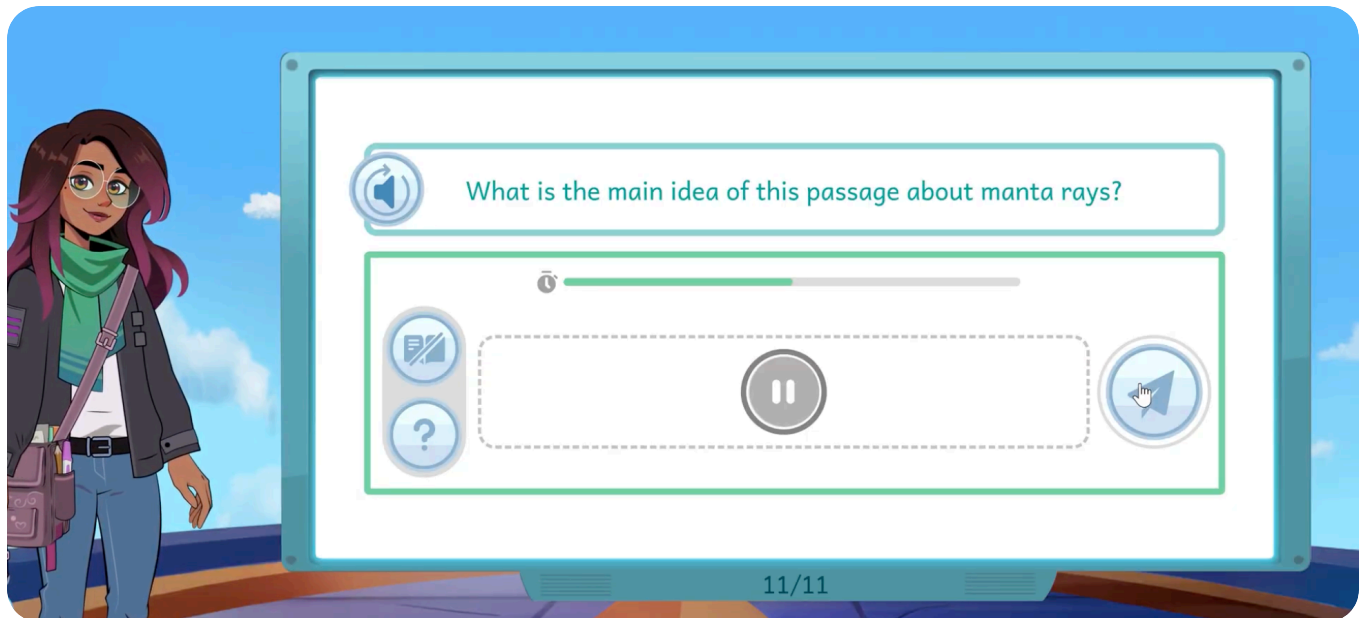
Comprehension

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.

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.

IMAGE



VIDEO

[English](#)

Comprehension Intervention – Matrix

LANGUAGE

✓ English

– Spanish

READING ROPE DOMAIN

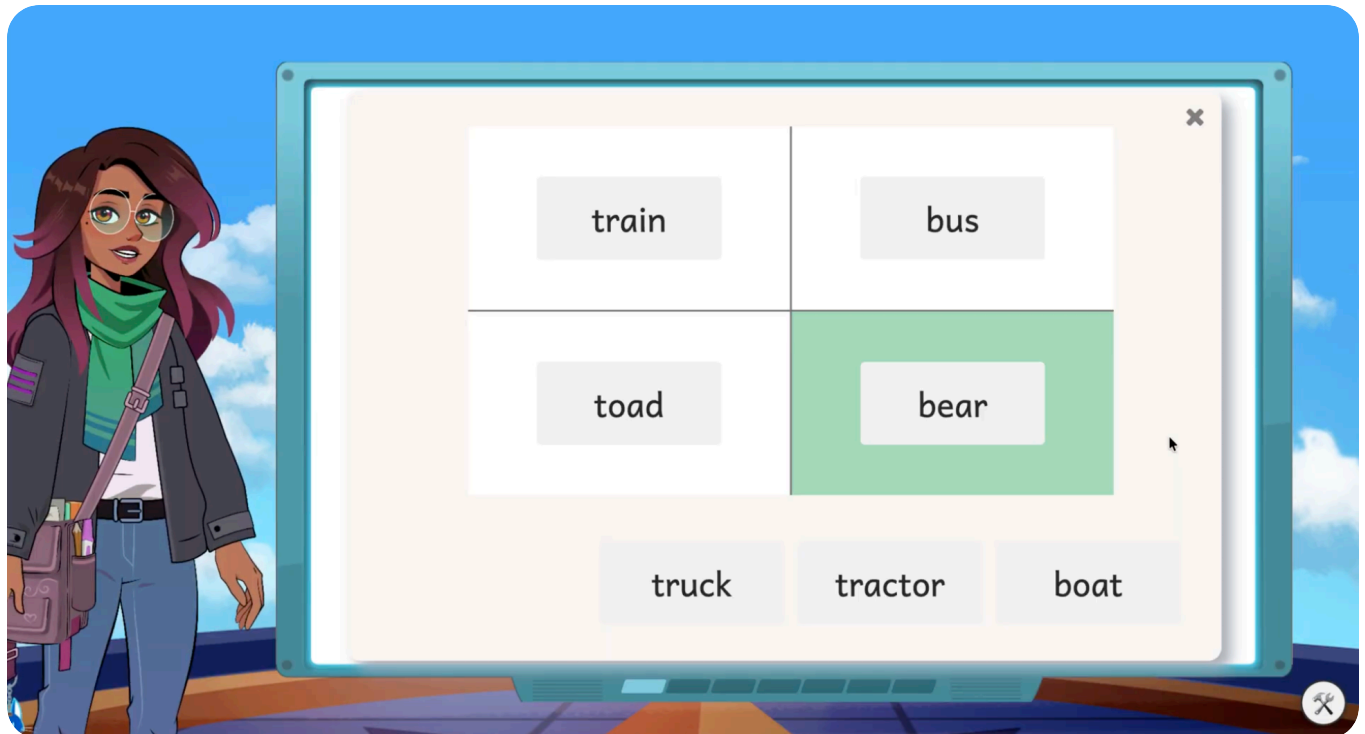
Comprehension / Vocabulary

DESCRIPTION

Amira presents a vocabulary activity where students match words with the same beginning sounds and words in the same category. Students must choose from a selection of known words to complete the grid.

When students practice crossing letter-sound cues with word meanings, it supports deeper comprehension. 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.

IMAGE



VIDEO

[English](#)

Comprehension Quiz

LANGUAGE

✓ English

✓ Spanish

READING ROPE DOMAIN

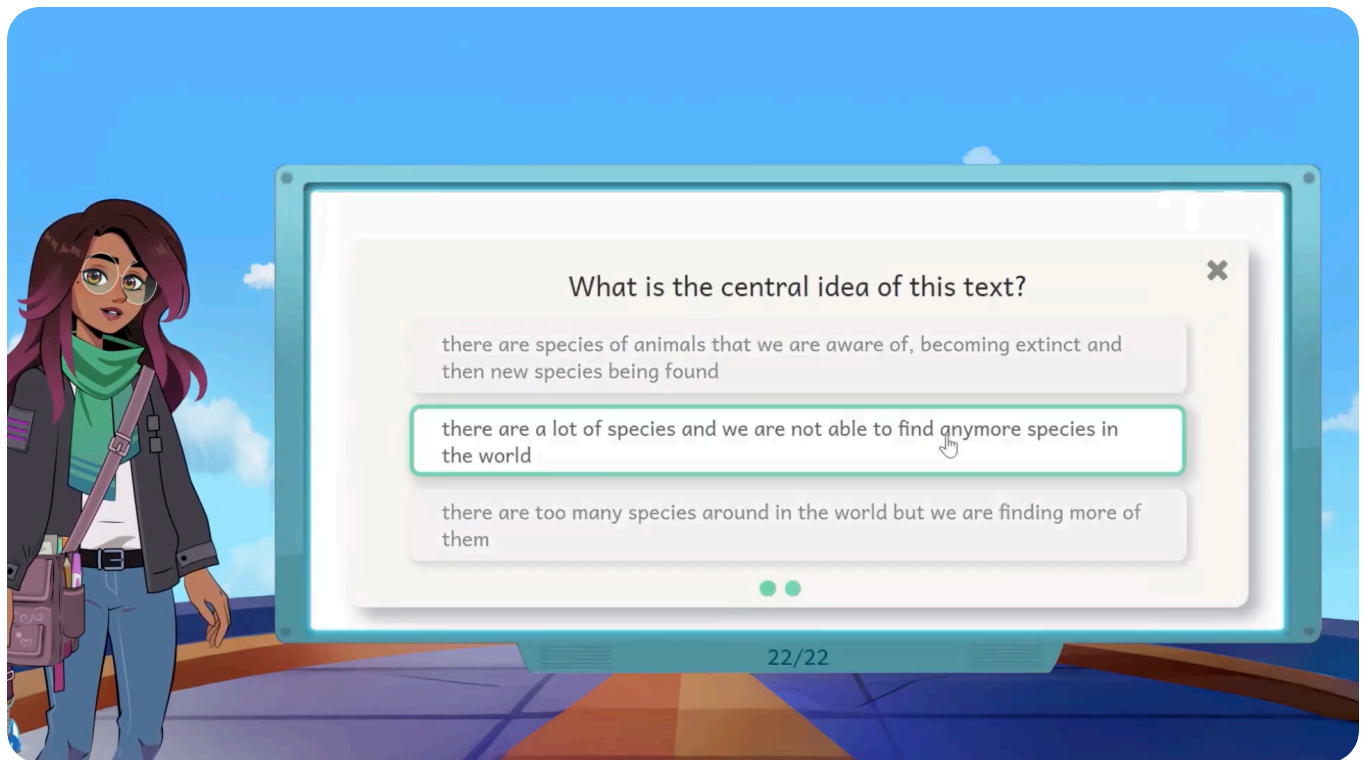
Comprehension

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.

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.

IMAGE



VIDEO

[English](#), [Spanish](#)

Mid-Story Comprehension Question

LANGUAGE

✓ English

✓ Spanish

READING ROPE DOMAIN

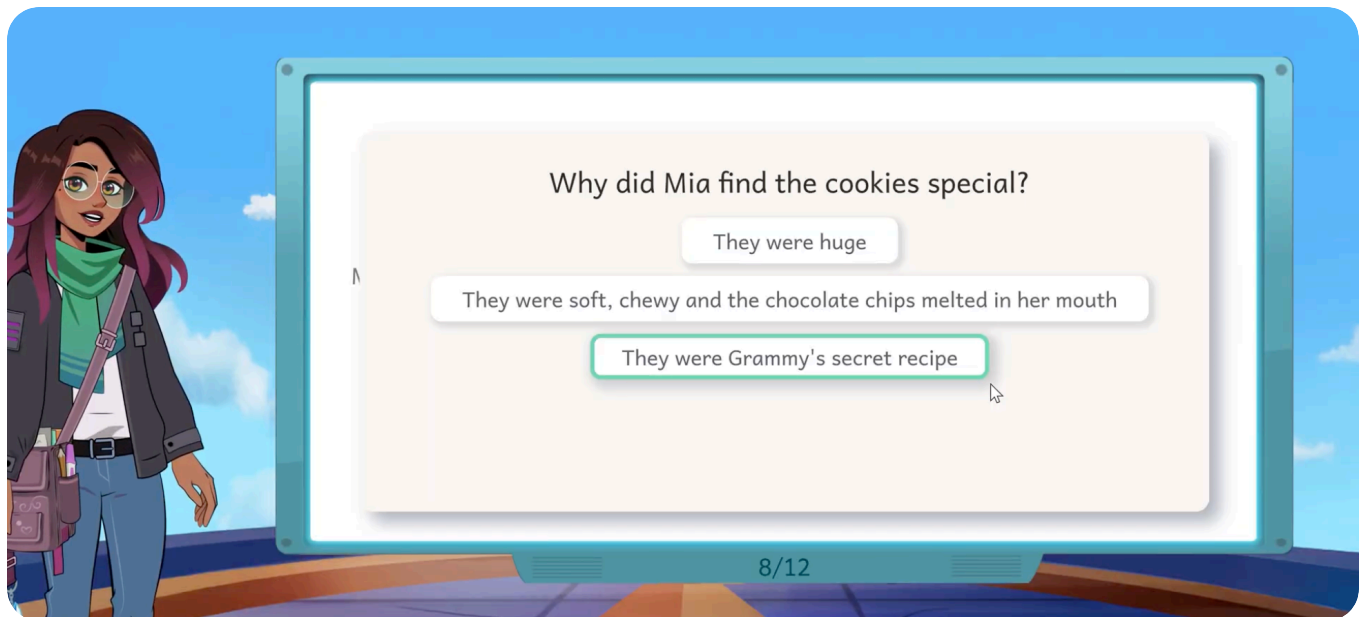
Comprehension

DESCRIPTION

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

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.

IMAGE



VIDEO

[English](#)

Prediction Question

LANGUAGE

✓ English

– Spanish

READING ROPE DOMAIN

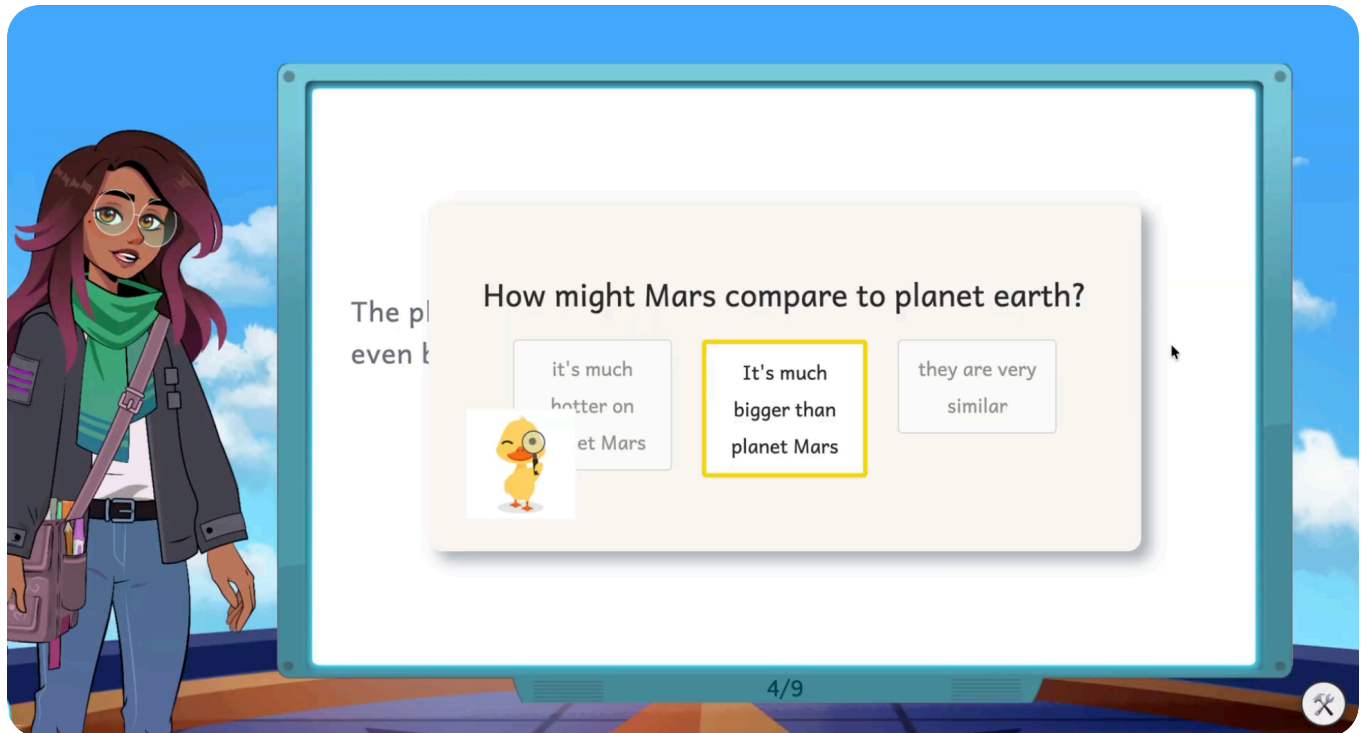
Comprehension

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.

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.

IMAGE



Too Fast Warning

LANGUAGE

✓ English

✓ Spanish

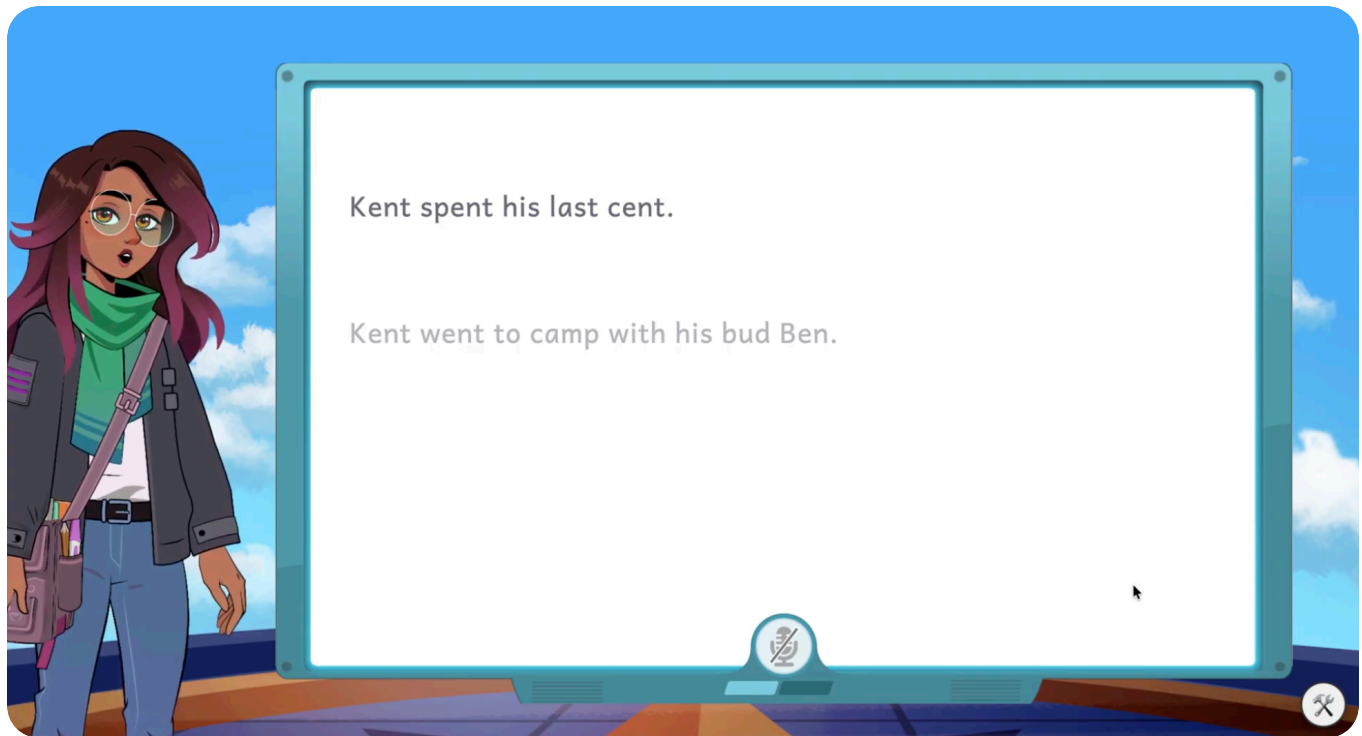
READING ROPE DOMAIN

Comprehension / Fluency

DESCRIPTION

Amira asks a child to slow down their reading as she detects many mistakes that are interfering with meaning making. This intervention fires when the student's WCPM is high and Amira is hearing a lot of miscues and skips.

IMAGE



VIDEO

[English](#), [Spanish](#)