



Supporting Instruction

Reading Intervention Guide

Volume One:

“If this... Then this...”



November 2015

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Dear Colleagues,

The Schenectady City School District is committed to improving the literacy proficiency of all students. The district has made significant changes and is providing resources to support teachers in efforts to improve student proficiency. It is our belief that all students can increase proficiency in reading and writing. The district is committed to supporting all teachers in furthering their expertise in improving the literacy skills of all students. This professional development begins with teachers becoming deeply familiar with the *District Literacy Plan K-3* and the *Phonics and Phonemic Awareness Curriculum*. The district is currently working on creating the *District Literacy Plan 4-6*.

Supporting Instruction: Reading Intervention Guide Volume One: "If this...Then this..." is another resource that can improve student achievement while advancing teacher expertise. Teachers can use data driven assessments for instructional decision making while using progress monitoring to gather data throughout the intervention cycle. We believe that these documents will help all of us respond to student needs through instruction that is explicit, systematic and direct.

Teachers can use the *Intervention Development Charts* in this guide to analyze student strengths and needs, target instruction and provide interventions, as well as develop a tool to progress monitor the intervention. These interventions will provide additional support and instructional time to our students. The goal is that all teachers will continue building expertise in providing Explicit Systematic Direct Instruction (ESDI) to meet the needs of our students.

Reading Intervention Guide Volume Two: Interventions and Resources is available in a digital format. Volume Two is a compilation of sample lessons and progress monitoring tools that were suggested in Volume One. It is a fluid guide that will be updated quarterly by the District. Volume Two can be found on the Teacher Toolkit icon on your computer.

What is the *Reading Intervention Guide Volume One: “If this... Then this...”?*

This document is a tool that supports the development of teacher expertise and student achievement with literacy interventions. The **Intervention Development Charts** support the implementation and analysis of assessments to form targeted reading interventions. The *Intervention Student Support Plan and Response Record* is used to document goals, progress monitoring, reflection and adjustment of intervention cycles.

The *Reading Intervention Guide* includes **Intervention Development Charts** in an “If this... Then this...” format for the following components of literacy:

- Phonological and Phonemic Awareness (PA)
- Phonics and Decoding
- Comprehension

The *Reading Intervention Guide* addresses each component of literacy using the following assessments:

- Early Literacy Skills Assessment (ELSA)
- Informal Phonics Inventories
- Fountas and Pinnell Benchmark Assessment
- Qualitative Reading Inventory-5 (QRI-5)

What is the *Reading Intervention Guide Volume Two: Interventions and Resources?*

Volume Two is a digital document. It can be found in the teacher toolkit on your desktop, titled *Volume Two*. It contains the sample interventions, progress monitoring tools, assessments and supporting documents suggested by the **Intervention Development Charts**.

Volume Two is digital because it is filled with a large amount of sample interventions and progress monitoring tools. As teachers engage in intervention cycles we anticipate they will kindly share interventions and progress monitoring tools they create and use. We will add these to *Volume Two* quarterly.

The resources are digital; therefore, they are reproducible and may be edited. The digital format lends itself to efficient access and use of these resources.

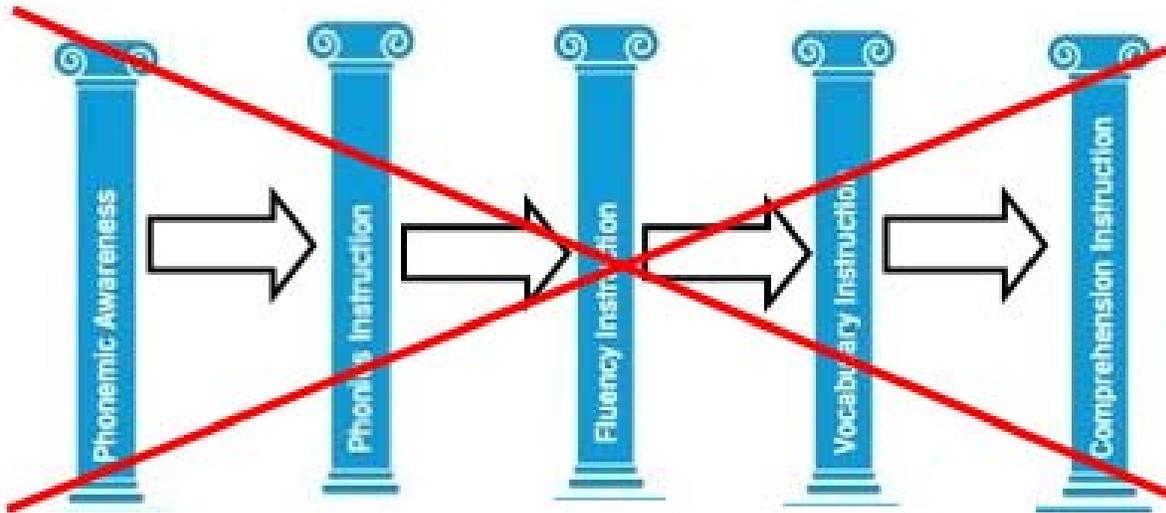
We hope you find this guide helpful.

Please contribute feedback, resources or ask questions by emailing:

If_this@schenectady.k12.ny.us

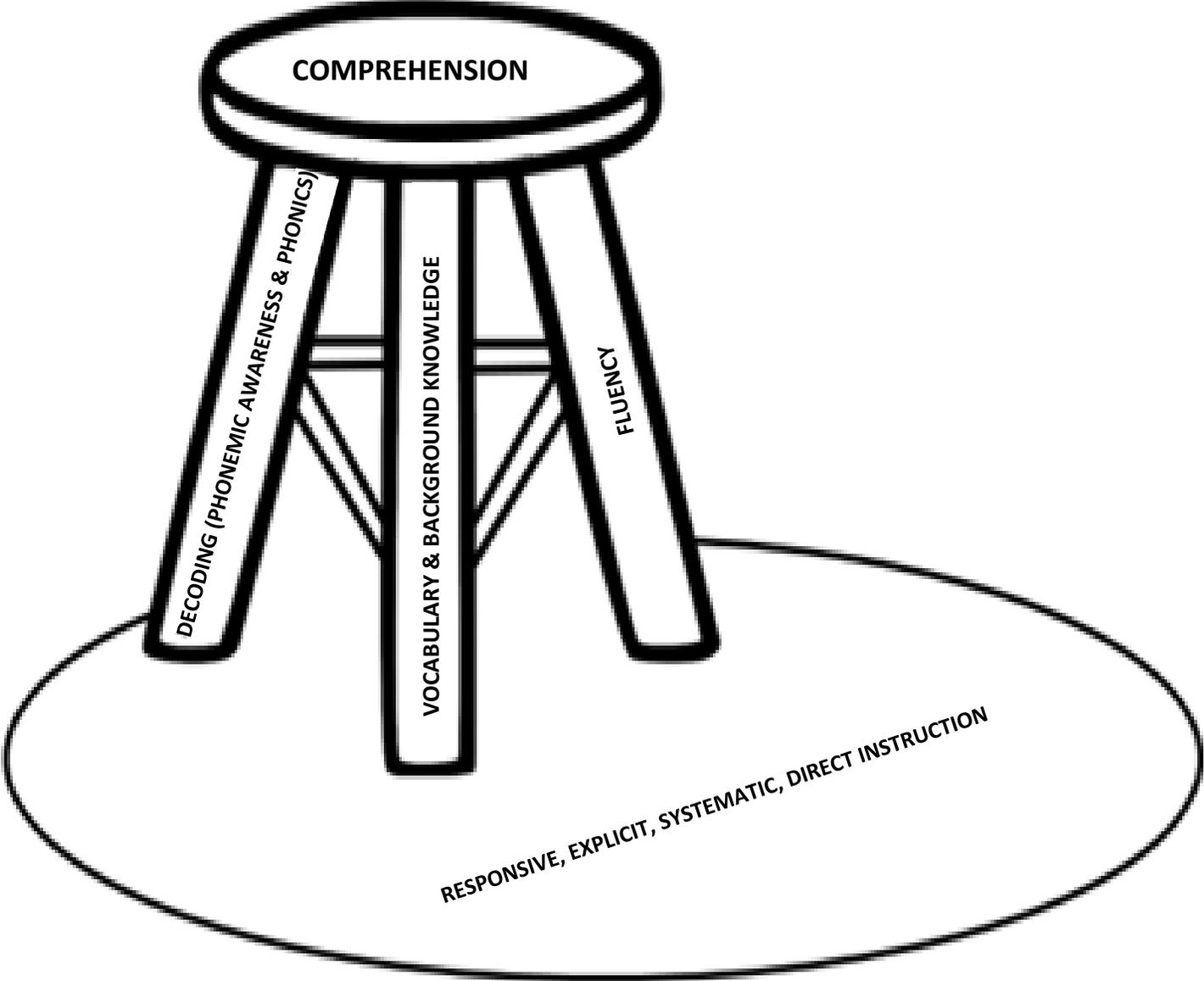
Understanding How the Components of Literacy Support Reading Acquisition

The purpose of reading is to make meaning of print. According to the National Reading Panel (2005), the five components in which students must develop skills in order to become successful readers are: *phonemic awareness, phonics, fluency, vocabulary and comprehension*. Although the five components work together in an interdependent manner to create a successful reading system, the way they are presented often leads to misconceptions regarding their relationship. One misconception is that students acquire skills in a linear fashion and thus must master one area before they can begin to learn the next. For example a student must master phonemic awareness and then phonics and then fluency. The graphic below illustrates this misconception.

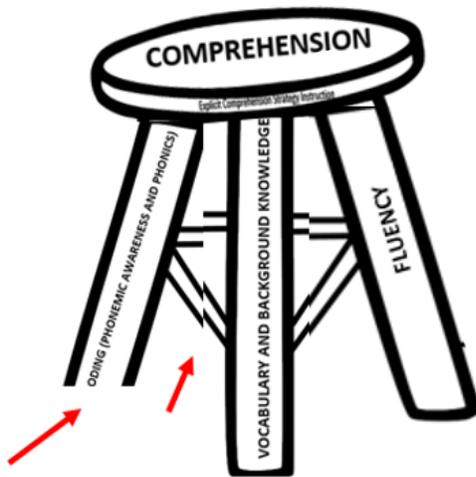


The acquisition of these skills is more complex. The five components of literacy are interdependent and thus develop in an interdependent manner. If any of the components are lacking at any time, then the reading system will be ineffective.

Comprehension is the outcome of both acquisition of skills and the result of responsive, explicit, systematic direct instruction. The following graphic demonstrates the complex relationship of the five components of literacy.



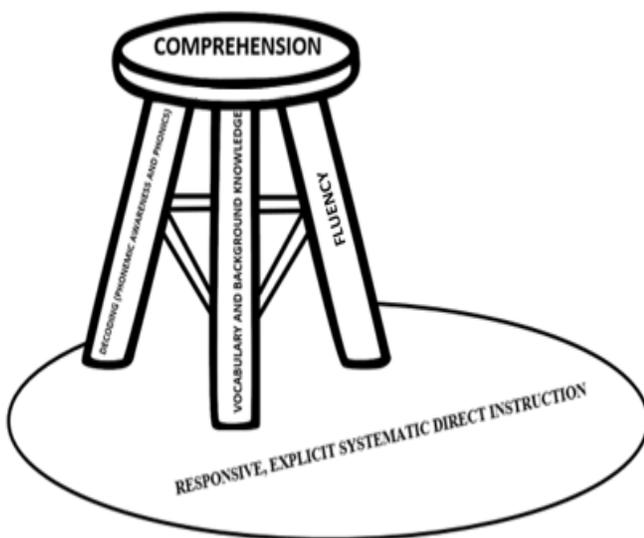
Comprehension Breakdown



Any area in which a student is lacking development would render the “leg” short. In addition, any area that is not transferring or interconnecting with the “cross bars” would render the “legs” weak and affect the strength and stability of the stool. Each of these scenarios will result in a wobbly stool therefore weak comprehension.

The Foundation...

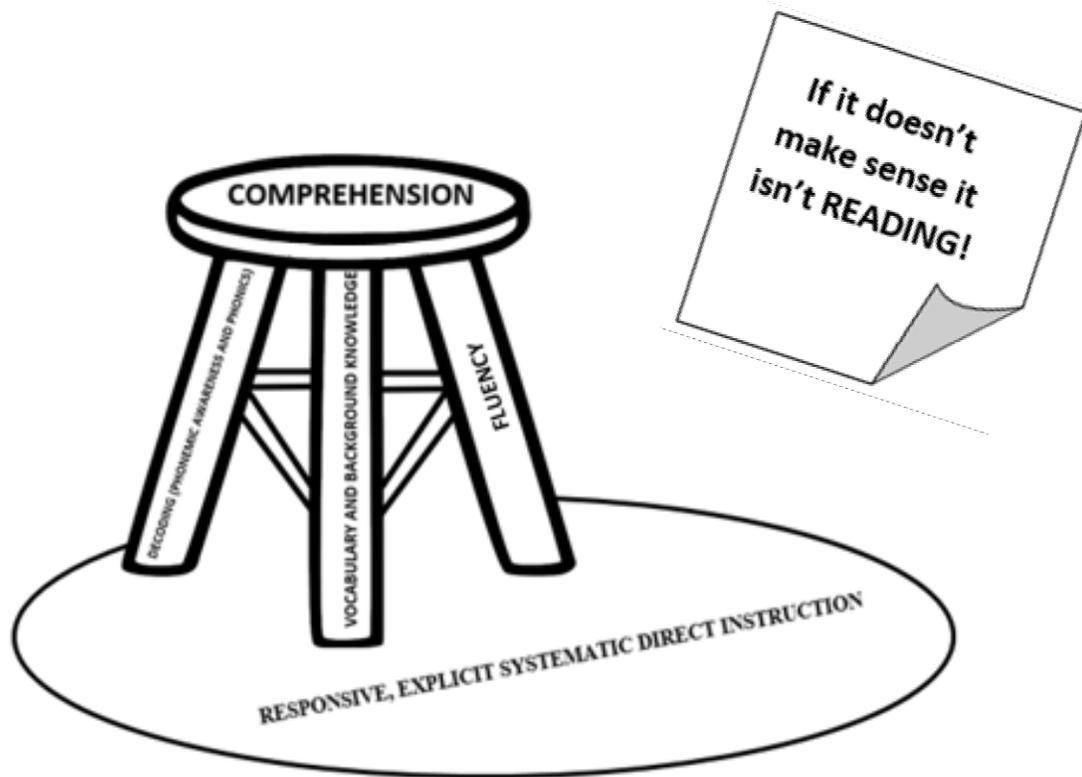
Responsive, Explicit Systematic Direct Instruction (ESDI)



In order for the reading/meaning making process to develop successfully all of the components must be addressed with optimal instructional practices. Teachers need to have a clear understanding of which components of the reading process students need further explicit instruction. They must be responsive to what each child is struggling with and address those needs with optimal instruction. The instructional practices and resources implemented are the foundation for mastery of all of the components of literacy.

The Components of Literacy and Reading Intervention

To teach students how to read successfully we must provide interventions to address any “short” or “unstable” components. Implementing assessments and analyzing them to target instruction, helps to support students in mastering the skills necessary to develop a solid processing system for successful reading.

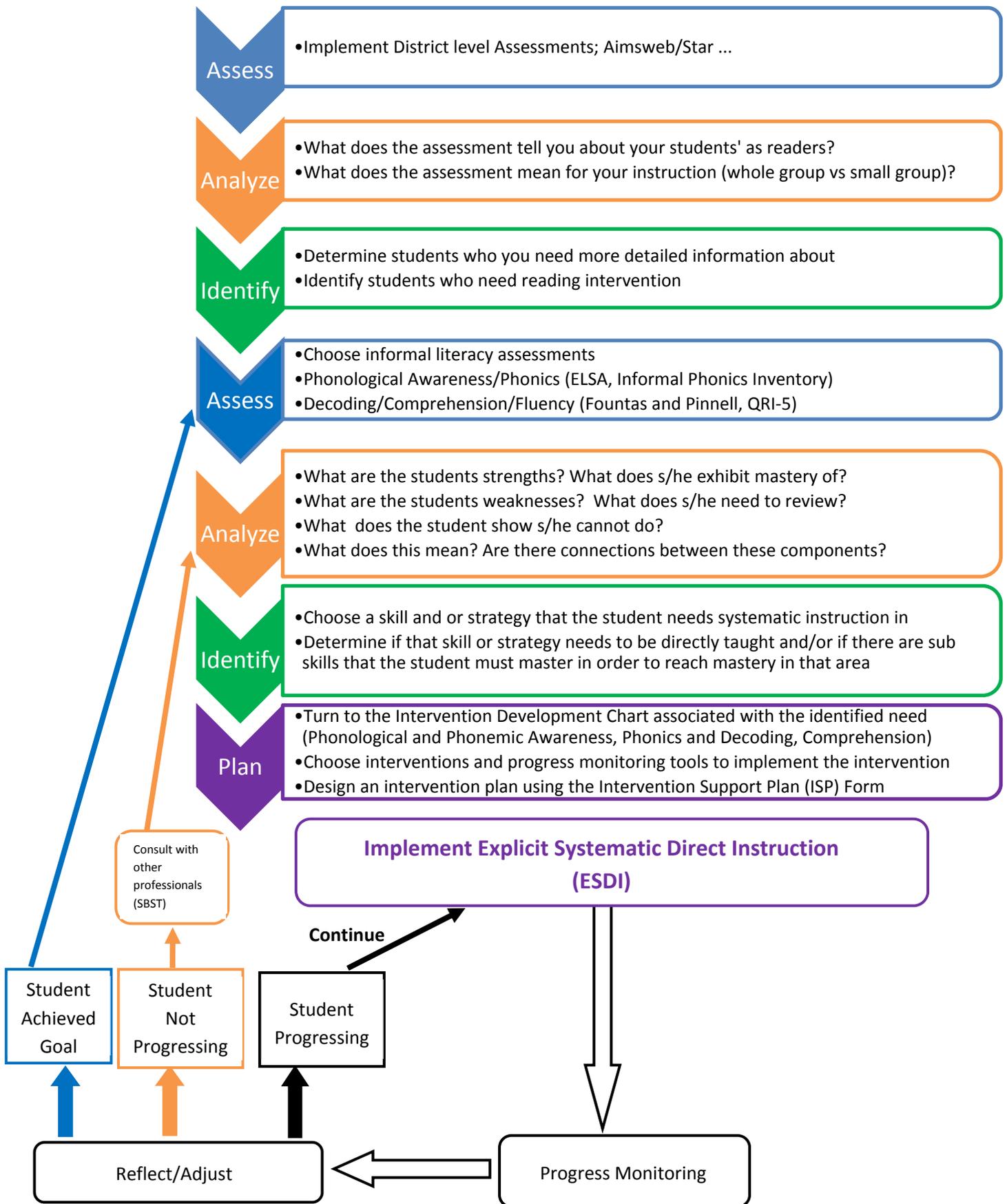


Explicit Systematic Direct Instruction (ESDI)

*“In the quest to maximize students’ academic growth, one of the best tools available to educators is **explicit instruction**, a structured systematic and effective methodology for teaching academic skills. It is called **explicit** because it is an unambiguous and direct approach to teaching that includes both instructional design and delivery procedures. Explicit instruction is characterized by a series of supports or scaffolds, whereby students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery has been achieved. Rosenshine (1987) described this form of instruction as a systematic method for teaching with emphasis proceeding in small steps, checking for student understanding, and achieving active and successful participation by all students.”*

Explicit Instruction: Effective and Efficient Teaching by Anita L. Archer & Charles A. Hughes

Instructional Intervention Decision Process



What Is the *Intervention Student Support Plan and Response Record* form?

This form is used to document and support the organization of information as you develop an intervention. Assessment data and progress monitoring data should be recorded. This form helps the teacher organize the intervention plan, create a SMART goal and allows for a common place to record ongoing data. In addition, it is critical to reflect upon the intervention effectiveness and adjust the plan as needed. For the Special Education Teacher, this information can lead to writing IEP goals that are targeted and data driven. This form can be found in your Teacher Toolkit in *Volume Two*.

The diagram illustrates the structure of the *Intervention Student Support Plan and Response Record* form. It includes a title box with a logo and the text: "Intervention Student Support Plan and Response Record. This form is to document reading intervention cycles." Below this are several sections:

- Teacher/Professional Information:** Fields for "Teacher providing the intervention" and "Other Professionals Consulted".
- Student Information:** Fields for "Student(s) and Grade", "IEP Goals Addressed (if student is identified)", and "Additional Information".
- Assessment and Planning Table:** A table with three columns:

ASSESS: Identify data sources (assessments)	ANALYZE and IDENTIFY: What standards, concepts, skills need to be taught?	PLAN: What interventions will you use to address the area of need? Identify a SMART goal.

Callouts provide additional context:

- A box on the left states: "Student information is added here. If student is classified as a Special Education student, the IEP goal being addressed is included." with arrows pointing to the Student Information section.
- Another box on the left states: "Initial assessment data used to determine student need" with an arrow pointing to the ASSESS column of the table.
- Below the table, a box says: "Use data to identify which concepts, skills or strategies need to be targeted with the student using data" with an arrow pointing to the ANALYZE and IDENTIFY column.
- To the right, a box says: "A SMART* goal should be written using analyzed data. Specific interventions are identified to meet the student needs." with an arrow pointing to the PLAN column.

***What makes a goal SMART?**
They are...

- S - Specific**
- M - Measurable**
- A - Attainable**
- R - Results-Based**
- T - Time-Bound**

***Please attach copies of assessment data, intervention logs / anecdotal notes and relevant student work

Record your ongoing Progress Monitoring data here to keep a record in one place.

Assessment data that informed the intervention, serves as a starting point from which the student will grow.



Intervention Student Support

Response Record
This form is to document reading intervention cycles

Intervention Data Summary		Environment: (#students in group)
Frequency: (#sessions per week)	Duration: (#minutes)	
Start Date:	Review Date:	End date:
Baseline Data:	Progress Monitoring Data:	Post Assessment Data*:
	Reflect/Adjust:	Reflect/Adjust:
	Goal Progressing	Goal Progressing / Goal Achieved

*The skill levels attained at the end of an intervention

***Please attach copies of assessments, intervention logs / anecdotal records

relevant student work

There should be a review of the Progress Monitoring at the midway point in the intervention. Teachers should reflect upon the data and determine if the intervention should continue as is or if it needs to be adjusted to better meet student's needs.

At the end of the intervention cycle, the teacher reviews data to determine if student has achieved the goal or if another round of intervention is needed.

How to Read the Intervention Development Charts

The literacy component being assessed

Intervention Development Chart
Phonological and Phonemic Awareness

Assess with...
Primary (K-3): Early Literacy Skills Assessment (ELSA) - Initial Sound subtest

The Literacy Component the Student is Struggling With

Initial Sound		
If a student is challenged then use... to further diagnose	Then... Possible Interventions	Then... Possible Progress Monitoring Tools
Comprehensive Letter Sounds Assessment	<p>Letter Sounds Intervention Sorting Pictures by Sound (see steps 4 and 5)</p> <p>F&P Phonics Kindergarten: PA7 Saying Words Slowly to Hear Sounds</p> <p>PA8, PA 9 Hearing Beginning Sounds</p> <p>PA10 - PA12 Hearing Ending Sounds</p>	<p>Beginning Sounds Assessment</p> <p>Ending Sounds Assessment</p> <p>Middle Vowel Sounds Assessment</p>

The assessment you can use to further diagnose why the student is struggling

This can be found in *Volume Two* in the teacher toolkit on your desktop

Sample interventions you can use

These are found in *Volume Two* in the teacher toolkit on your desktop

The progress monitoring tools you can use

These are found in *Volume Two* in the teacher toolkit on your desktop

Phonological and Phonemic Awareness (PA)

Intervention Development Charts

Phonological and Phonemic Awareness (PA)

What is Phonological Awareness?

“The ability to reflect on and manipulate the component sounds of spoken words (e.g., syllables, onsets and rimes, and phonemes)” (Scanlon et al., 2010).

What is Phonemic Awareness?

Phonemic Awareness is a particular type of phonological awareness. It is the ability to reflect on and manipulate the phonemes in spoken words. “Phonemic awareness is the most important type of phonological awareness relative to reading and writing development” (Scanlon et al., 2010).

Why are they important?

Research demonstrates that children who have strong phonological and phonemic awareness are more successful with reading development.

Letter Identification

What is it?

“The child will be able to name, rapidly and accurately, all 26 letters of the alphabet, both upper and lower case versions” (Scanlon et al., 2010).

Why is it important?

Slow letter naming requires readers to expend more cognitive energy on this lower-level skill. This leaves few cognitive resources for word solving, and comprehension. This is an important sub skill for reading.

Phonological and Phonemic Awareness Intervention Development Chart

Assess with...	
Primary (K-3): Early Literacy Skills Assessment (ELSA) - Letter Name subtest Post Primary (3-8): Informal Phonics Inventory (IPI) - Consonant/Vowel Name subtest	
If the student is struggling with...	
Letter Identification	
Then: Possible Interventions	Then: Possible Progress Monitoring Tools
<p><i>Letter Identification Interventions</i> Sorting Letters by Attributes Alphabet Chart Lessons Alphabetical Order Sorting Consonants and Vowels</p> <p><i>F&P Phonics First Grade:</i> LK 3 Identifying Letters LK 4 Learning Letter Names LK 5 Forming Letters 1 LK 6 Forming Letters 2 LK 7 Recognizing Letters LK 8 Looking at Letters LK 9 Recognizing and Naming Letters LK 11 Matching Letters LK 12 Identifying Letters LK 13 Uppercase and Lowercase Letters LK 14 Identifying Consonants and Vowels</p> <p><i>Foundations Learning Activity Overview:</i> <i>Level 1 Manual:</i> Alphabetical Order pg. 27 Drill Sounds / Warm-Up pg. 39 Echo Find Letters pg. 41 Echo Letter Formation pg. 47 Sky Write Letter Formation pg. 51</p>	<p>Capital Letter Identification Assessment</p> <p>Lower Case Letter Identification Assessment</p>

*** All sample interventions and progress monitoring tools can be found in the **PA Folder** in **Volume Two** in the Teacher Toolkit on your desktop

Resources

- Handbook of Reading Strategies* by O'Connor & Vadnay
- Phonics Lessons K/1/2* by Fountas and Pinnell
- Early Intervention for Reading Difficulties* by Scanlon, Anderson, and Sweeny
- Foundations Teacher's Manual* by Wilson

Letter Sound Identification

What is it?

The child will be able to associate the most common sounds of individual letters with their printed representations (Scanlon et al., 2010).

Why is it important?

Knowledge and understanding of letter sound correspondence is essential in reading and writing.

- In order to read a word, the learner must recognize the letters in the word and associate each letter with its sound.
- In order to write a word, the learner must break the word into its component sounds and know the letters that represent these sounds.

Phonological and Phonemic Awareness Intervention Development Chart

Assess with...	
Primary (K-3): Early Literacy Skills Assessment (ELSA) - Letter Sound subtest Post Primary (3-8): Informal Phonics Inventory (IPI) - Consonant/Vowel Sound subtest	
If the student is struggling with...	
Letter Sound Identification	
Then: Possible Interventions	Then: Possible Progress Monitoring Tools
<i>F&P Phonics Kindergarten:</i> LS 1 Beginning Consonant Letters and Sounds-Pocket Chart Match LS 3 Beginning Consonant Letters and Sounds- Picture Sort LS 4 Beginning Consonant Letters and Sounds-Picture Lotto LS 7 Learning Letter Names and Sounds- ABC Board <i>F&P Phonics First Grade:</i> LS 2 Learning Letter Names and Sounds – Alphabet Wall <i>Foundations Learning Activity Overview:</i> <i>Level 1 Manual:</i> Dictation Sounds pg. 29 Drill Sounds / Warm-Up pg. 39 Letter-Keyword-Sound pg. 49	Reading and Saying Letter Sounds Assessment Letter Sounds Identification Assessment

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Handbook of Reading Strategies by O'Connor & Vadnay
Phonics Lessons K/1/2 by Fountas and Pinnell
Early Intervention for Reading Difficulties by Scanlon, Anderson, and Sweeny
Foundations Teacher's Manual by Wilson

Sound Discrimination

What is it?

Letter sound correspondence is the knowledge of the sounds represented by the letters of the alphabet. Students must be able to isolate the beginning sound of a word as they learn to discriminate between sounds.

Why is it important?

The second biggest predictor of reading achievement is the ability to discriminate the smallest units of sound called phonemes (Adams, 1990; Juel, 1994; Snow, et al., 1998).

Why do we go beyond assessment and instruction of initial sound?

“Generally, understanding of the alphabetic principle and skill with the alphabetic code develop gradually and in a predictable sequence. The sequence tends to parallel the sequence described for phonemic awareness:

1. Beginning letters and sounds
2. Ending letters and sounds
3. Middle letters and larger orthographic units (chunks)

Therefore, in teaching children about the alphabetic principle, we begin by engaging them in making (building), reading, and writing words that involve changes only in the beginning letter (e.g., bat, mat, fat, cat)” (Scanlon et al., 2010).

Phonological and Phonemic Awareness Intervention Development Chart

Assess with...		
Primary (K-3): Early Literacy Skills Assessment (ELSA) - Beginning Sound subtest		
If the student is struggling with...		
Sound Discrimination		
If the student is challenged then use... to further diagnose	Then... Possible Interventions	Then... Possible Progress Monitoring Tools
Comprehensive Letter Sounds Assessment	<p><i>Letter Sounds Intervention</i> Sorting Pictures by Sound (see steps 4 and 5)</p> <p><i>F&P Phonics Kindergarten:</i> PA 7 Saying Words Slowly to Hear Sounds</p> <p>PA 8, PA 9 Hearing Beginning Sounds</p> <p>PA 10 – PA 12 Hearing Ending Sounds</p> <p>PA 15 Hearing Long Vowel Sounds in the Middle of Words – Picture Match</p> <p>PA 17, PA 18 Hearing and Saying First and Last Sounds</p> <p>PA 22 Hearing Middle Sounds</p>	<p>Beginning Sounds Assessment</p> <p>Ending Sounds Assessment</p> <p>Middle Vowel Sounds Assessment</p>

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Resources

Handbook of Reading Strategies by O'Connor & Vadnay

Phonics Lessons K/1/2 by Fountas and Pinnell

Early Intervention for Reading Difficulties by Scanlon, Anderson, and Sweeny

Foundations Teacher's Manual by Wilson

Phoneme Blending

What is it?

Blending is the ability to smoothly and fluidly combine individual sounds together into words. For example, smooth blending is sounding out the word 'nest' as /nnneessst/ instead of choppy or segmented /n/.../e/.../s/.../t/. In simple terms, blending is smoothly "hooking" sounds together to make a word or to sound out a word in print.

Why is it important?

"Practice with phoneme blending is helpful because, when beginning readers attempt to decode a word they do not recognize immediately, one approach they may use is to identify the individual letters, think of the sound each letter makes (or could make), hold the individual sounds in memory while other sounds are retrieved, and finally blend all of individual sounds together. Difficulty with the blending process (or any of the other processes involved) may interfere with retrieval of the name of the printed word and, ultimately, with comprehension of the text" (Scanlon et al., 2010).

Phonological and Phonemic Awareness Intervention Development Chart

Assess with...		
Primary (K-3): Early Literacy Skills Assessment (ELSA) – Phoneme Blending subtest		
If the student is struggling with...		
Phoneme Blending		
If the student is challenged then use... to further diagnose	Then... Possible Interventions	Then... Possible Progress Monitoring Tools
Comprehensive Blending Assessment	F&P Phonics Kindergarten: PA 19, PA 20 Hearing, Identifying and Blending Onsets with Rimes	Blending Word Parts Assessment
	F&P Phonics Kindergarten: PA 23 Hearing Sounds in Sequence PA 24 Blending Sounds in Words Foundations Manual Level K: Tapping Sounds CVC Word pp.190-191	Blending Phonemes Assessment
	F&P Phonics Kindergarten: PA 21 Hearing and Substituting Sounds PA 24 Blending Sounds in Words- Lotto Game F&P Phonics First Grade: PA 10-11 Hearing and Changing First and Last Sounds WSA 2 Changing the First Letter of a Word WSA 3 Changing and Adding Beginning Sounds WSA 5 Using What You Know About Words WSA 6, WSA 7 Changing the Last Letter of a Word	Changing and Blending New Words Assessment

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Resources

Foundations by Wilson

Handbook of Reading Strategies by O'Connor & Vadnay

Phonics Lessons K/1/2 by Fountas and Pinnell

Early Intervention for Reading Difficulties by Scanlon, Anderson, and Sweeny

Phoneme Segmenting

What is it?

Segmenting is the ability to divide words into individual sounds. For example, when orally given the word 'flip', a student should be able to isolate each phoneme by saying, /f/.../l/.../i/.../p/.

Why is it important?

"Phoneme segmentation is, for most children, the hardest of the phonemic analysis tasks. For that reason, it comes last in the sequence of instructional procedures for promoting phonemic awareness" (Scanlon, 2010).

When reading, children should be able to segment the number of phonemes they hear in words and combine these to identify unknown words. "In order to write effectively at the early stages, children must be able to segment individual words into their component sounds" (Scanlon et al., 2010).

Phonological and Phonemic Awareness Intervention Development Chart

Assess with...		
Primary (K-3): Early Literacy Skills Assessment (ELSA) – Phoneme Segmenting subtest		
If the student is struggling with...		
Phoneme Segmenting		
If the student is challenged then use... to further diagnose	Then... Possible Interventions	Then... Possible Progress Monitoring Tools
Comprehensive Word Parts and Segmenting Assessment	Segmenting Intervention Sorting Pictures by Syllables F&P Phonics Kindergarten: PA 4-6 Hearing, Clapping and Saying Syllables	Counting Syllables Assessment
	F&P Phonics Kindergarten: PA 4-6 Hearing, Clapping and Saying Syllables PA 7 Saying Words Slowly to Hear Sounds	Word Segmentation (Syllables) Assessment
	F&P Phonics Kindergarten: PA 19-20 Hearing and Blending Onsets and Rimes F&P Phonics First Grade: WSA 8 Noticing Word Parts WSA 9 Changing End Parts of Words WSA 12 Changing First and Last Word Parts	Segmenting Onset-Rimes Assessment
	F&P Phonics Kindergarten: PA 25 Hearing, Saying and Deleting Beginning Sounds PA 26 Hearing and Deleting Sounds F&P Phonics First Grade: WSA 11 Adding and Removing Letters to Make Words	Phoneme Deletion Assessment
	Segmenting Intervention Sound Boxes F&P Phonics Kindergarten: PA 7 Saying Words Slowly to Hear Sounds	Word Segmentation (Phonemes) Assessment

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Resources

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Phonics Lessons K/1/2 by Fountas and Pinnell
Early Intervention for Reading Difficulties by Scanlon, Anderson, and Sweeny
Foundations Teacher's Manual by Wilson

Rhyming – Expressive

What is it?

According to Scanlon (2010), the onset is the portion of a spoken word or syllable that precedes the first vowel (/s/ in the word 'some' or /tr/ in the word 'trick'). The rime is the vowel and what comes after it in a spoken word or syllable (i.e. /ink/ in the word 'shrink').

Generating rhymes is the ability to identify the rime in a word and then generate a new word with a matching rime.

Why is it important?

According to Scanlon (2010), children are generally more successful in the early stages of learning to read when they understand that spoken words are composed of individual and small units of sounds and when they can manipulate those sounds. Rhyming teaches children how language works, supporting them to notice and work with the sounds within words as they experience the rhythm of language. Rhyming supports children in their learning of word families and welded sounds.

Phonological and Phonemic Awareness Intervention Development Chart

Assess with...		
Primary (K-3): Early Literacy Skills Assessment (ELSA) – Rhyming - Expressive subtest		
If the student is struggling with...		
Rhyming - Expressive		
If the student is challenged then use... to further diagnose	Then... Possible Interventions	Then... Possible Progress Monitoring Tools
Comprehensive Rhyming and Word Family Assessment	<i>Rhyming and Word Family Intervention</i> Hearing Rhymes <i>F&P Phonics Kindergarten:</i> PA 1-3 Hearing Rhymes	Hearing Rhymes Assessment
	<i>Rhyming and Word Family Intervention</i> Rhyming Picture Sort <i>F&P Phonics Kindergarten:</i> PA 13 Making Rhymes	Saying Rhymes Assessment
	<i>F&P Phonics Kindergarten:</i> PA 19 Hearing and Blending Onsets and Rimes PA 20 Identifying and Blending Onsets and Rimes	Identifying Word Families Assessment

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Phonics Lessons K/1/2 by Fountas and Pinnell

Early Intervention for Reading Difficulties by Scanlon, Anderson, and Sweeny

Foundations Teacher's Manual by Wilson

Phonics and Decoding

Intervention Development Charts

Phonics and Decoding

What is Phonics?

Phonics is the ability to attend to, learn about, and efficiently use information about letters, sounds, and words (Pinnell and Fountas, 2003). The goal of phonics instruction is always that students apply their skills to when they are both reading and writing.

Phonics instruction should be targeted and focus on exactly what children are ready to learn. This information is typically gathered through informal phonics assessments and/or observations. Voracious reading of connected text and writing are critical for children to develop and apply phonics skills in an authentic manner.

Why is it important?

According to Pinnell and Fountas (2003) the true purpose and promise of phonics instruction is to expand and refine children's reading and writing powers.

What is Decoding?

Decoding is the ability to apply your knowledge of letter-sound correspondences (code-based strategies), including knowledge of letter patterns to read syllables and words. It is also a process that should include the incorporation of "meaning based strategies" to read words (Scanlon et al., 2010).

Why is it Important?

Decoding is important because it is a skill that functions interdependently with vocabulary, background knowledge and fluency to construct meaning when reading.

Phonics and Decoding Intervention Development Charts

Assess with...		
Informal Phonics Inventory or F&P Benchmark Assessment or Running Record		
If the student is struggling with...		
Phonics and Decoding		
If the student is challenged by...	Then... Possible Interventions	Then... Possible Progress Monitoring Tools
Consonant Sounds Phonemes where the flow of air is cut off partially or completely	<i>F&P Phonics Kindergarten:</i> LS 1 Beginning Consonant Letters and Sounds LS 2 Connecting Beginning Sounds and Letters- picture-word match LS 3 Beginning Consonant Letters and Sounds – picture sort LS 4 Beginning Consonant Letters and Sounds – picture lotto LS 5 Beginning Consonant Letters and Sounds – find words in print <i>F&P Phonic First Grade:</i> LS 2 Learning Letter Names and Sounds-alphabet wall LS4 Learning About Beginning Consonant Letters and Sounds	Consonant Sounds Assessment
Consonant Digraphs Two consonants together that represent one phoneme (usually a sound not associated with either constituent letter) like sh ip, ch ip, ph one, laugh	<i>F&P Phonics First Grade:</i> LS 17 Recognizing Common Consonant Digraphs LS 18 Summarizing Digraph Knowledge <i>F&P Phonics Second Grade:</i> LS 13 Summarizing Consonant Digraphs <i>Foundations Manual Level K:</i> Consonant Digraph Sounds p.302 Digraph Detectives p.307 <i>Foundations Manual Level 1:</i> Teach Digraphs (pg.132, 133, 135, 138, 139, 145, 147, 151)	Consonant Digraphs Assessment
Beginning and/or Final Consonant Blends A sequence of two or three consonants, each which is heard (st ep, li ft, ju mp, be nd, str ap)	<i>F&P Phonics Second Grade:</i> LS 1 Recognizing Consonant Clusters with r LS 5 Recognizing Beginning Consonant Clusters with s LS 6 Recognizing Beginning Consonant Clusters – word sort LS 10 Recognizing Ending Consonant Clusters LS 18 Recognizing <i>st</i> Consonant Clusters in Words LS 19 Recognizing <i>mp, nd, nk, nt</i> Ending Consonant Clusters	Beginning and/or Final Consonant Blends Assessment

*** All sample interventions and progress monitoring tools can be found in the **Decoding Folder** in **Volume Two** in the Teacher Toolkit on your desktop

Resources

Foundations Teacher Manuals by Wilson
Phonics Lessons K/1/2 by Fountas and Pinnell
Continuum of Literacy Learning by Fountas and Pinnell

Phonics and Decoding Intervention Development Charts

Assess with...		
Informal Phonics Inventory or F&P Benchmark Assessment or Running Record		
If the student is struggling with...		
Phonics and Decoding		
If the student is challenged by...	Then... Possible Interventions	Then... Possible Progress Monitoring Tools
<p>Short Vowel Sounds in Isolation and/or in CVC Words</p> <p>This syllable can only have one vowel.</p> <p>The vowel is followed by one or more consonants (closed in).</p> <p>The vowel sound is short, marked with a breve (˘).</p> <p>This syllable can be combined with other syllables to make multisyllabic words.</p>	<p>F&P Phonics Kindergarten: WSA 2 Using Letter/Sound Analysis</p> <p>F&P Phonics First Grade: LS 6 Noticing Vowels in Words LS 12-15 Recognizing Long and Short Vowel Sounds LS 16 Consolidating Knowledge about Vowels SP 1-2 Learning Common Short Vowel Word Patterns</p> <p>F&P Phonics Second Grade: LS 2 Identifying Words with Short Vowel Sounds LS 3 Identifying Words with Long Vowel Sounds LS 4 Identifying Long and Short Vowel Sounds in Words</p> <p>Foundations Manual Level K: Distinguish Long and Short Vowel Sounds (pg. 239, 249, 259, 269, 279, 289)</p> <p>Foundations Manual Level 1: Tapping Sounds/CVC words (pg. 106-111)</p>	<p>Short Vowel Sounds in Isolation and/or in CVC Words Assessment</p>
<p>Closed Syllable</p> <p>This syllable can have only one vowel. The vowel is followed by one or more consonants (closed in). The vowel sound is short and marked with a breve. (Examples: up, hat, ship, last)</p>	<p>F&P Phonics Second Grade: WS 26 Recognizing Closed Syllables (Taking Words Apart) WS 28 Recognizing Open and Closed Syllables (Say and Sort)</p> <p>Foundations Manual Level 1: Closed Syllable Concept (pg. 298, 302, 303, 304)</p>	<p>Closed Syllable Assessment</p>

*** All sample interventions and progress monitoring tools can be found in the **Decoding Folder** in **Volume Two** in the Teacher Toolkit on your desktop

Resources

Foundations Teacher Manuals by Wilson
Phonics Lessons K/1/2 by Fountas and Pinnell
Continuum of Literacy Learning by Fountas and Pinnell

Phonics and Decoding Intervention Development Charts

Assess with...		
Informal Phonics Inventory or F&P Benchmark Assessment or Running Record		
If the student is struggling with...		
Phonics and Decoding		
If the student is challenged by...	Then... Possible Interventions	Then... Possible Progress Monitoring Tools
Open Syllable This syllable has only one vowel which is the last letter in the syllable and the vowel sound is long.	F&P Phonics Second Grade: WS 27 Recognizing Open Syllables WS 28 Recognizing Open and Closed Syllables Foundations Manual Level 1: Open Syllable Concept (pg. 306, 308, 312-315)	Open Syllable Assessment
The Rule of Silent e When a syllable ends in a silent “e”, the silent “e” is a signal that the vowel in front of it is long.	F&P Phonic First Grade: LS 19 Recognizing Vowel Sounds: Silent <i>e</i> SP 5 Learning Phonograms – <i>ate</i> , – <i>ake</i> , – <i>ike</i> SP 10 Learning about Vowels and Silent <i>e</i> (Building Words) F&P Phonics Second Grade: SP 3 Learning the Silent <i>e</i> Pattern SP 4 Learning Onsets and Rimes: – <i>ame</i> , – <i>ate</i> , – <i>ake</i> SP 5 Learning Onsets and Rimes: – <i>ice</i> , – <i>ide</i> , – <i>ine</i> SP 6 Learning Onsets and Rimes: – <i>obe</i> , – <i>oke</i> , – <i>ore</i> , – <i>ope</i> Foundations Manual Level 1: Vowel-Consonant-e Syllable (pg. 362-397)	CVCe Words Assessment
Vowel Teams Vowel Digraphs: When a single syllable or one syllable word has two vowels beside one another, the first vowel usually stands for the long sound, and the second vowel is silent.	F&P Phonics Second Grade: LS 16 Recognizing and Using <i>ai</i> , <i>ay</i> , <i>oa</i> , <i>ee</i> , <i>ea</i> SP 9 Learning Patterns with <i>ee</i> Double Vowels SP 13 Learning About CVVC Patterns (Making Words) SP 17 Learning About Vowel Combination Spelling Patterns Foundations Manual Level 1: Vowel Teams (pg. 298, 306, 308, 314, 324, 328, 334, 342, 350)	Long Vowel Digraphs Assessment

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Phonics and Decoding Intervention Development Charts

Assess with...		
Informal Phonics Inventory or F&P Benchmark Assessment or Running Record		
If the student is struggling with...		
Phonics and Decoding		
If the student is challenged by...	Then... Possible Interventions	Then... Possible Progress Monitoring Tools
Vowel Teams Vowel Diphthongs: A sound made by combining two vowels , specifically when it starts as one vowel sound and goes to another, like the /oy/ sound in oil	F&P Phonics Second Grade: LS 21 Recognizing <i>ou</i> , <i>ow</i> and <i>aw</i> Vowel Sounds Foundations Manual Level 1: Vowel Teams (pg. 298, 306, 308, 314, 324, 328, 334, 342, 350)	Diphthong Assessment
r-Controlled Vowels Contains a single vowel followed by the letter r. The vowel is neither long nor short it is controlled by the r	F&P Phonics First Grade: LS 20 Learning About Word Structure: <i>r</i> with a Vowel (making words) Foundations Manual Level 1: R-controlled Vowels (pg. 276-278, 285)	r-Controlled Vowel Assessment
Consonant – le Consonant-le combinations found only at the end of words. If a Consonant-le syllable is combined with an open syllable, there is no doubled consonant. If one is combined with a closed syllable, the consonant is doubled.	Foundations Manual Level 2: Consonant – le (pg. 490-513)	Consonant –le Assessment
Analyze miscues for meaning/syntax/visual to determine what systems the student is or is not using (see The Quick Guide to MSV) Analyze if/when and how the student: -self corrects -self monitors -rereads for accuracy and or meaning	Teach the code based and or meaning based strategies from Chapter 10 in <i>Early Intervention for Reading Difficulties</i> by Scanlon, Anderson, and Sweeny	Running Record at least 1X week or after every 5 interventions

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Phonics and Decoding Intervention Development Charts

Assess with...		
Informal Phonics Inventory or F&P Benchmark Assessment or Running Record		
If the student is struggling with...		
Phonics and Decoding		
If the student is challenged then use... to further diagnose	Then... Possible Interventions	Then... Possible Progress Monitoring Tools
<p>Do an error analysis (see error analysis form from QRI-5)</p> <p>As indicated use: ELSA or Informal Phonics Inventory</p> <p>F&P subtests as indicated by analysis:</p> <ul style="list-style-type: none"> • Phonograms I and II • Consonant Blends • Vowel Clusters I, II & III • Suffixes/Prefixes • Compound words • Syllables • Word Features Test 	<p>Any skill or strategy from the Phonological and Phonemic Awareness or Phonics and Decoding section that matches the student's challenge</p> <p><i>F&P Phonics Second Grade:</i> WSA 10 Using Word Parts to Solve Words WSA 11 Using What is Known to Solve Words</p> <p><i>Foundations Manual Level 2:</i> Decoding Multisyllabic Words (pg. 172-185)</p>	<p>F&P Phonics subtests</p> <p>CBM for specific skill</p>

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Comprehension

Intervention Development Charts

Fluency

What is it?

Fluency is the ability to read the text accurately with understanding and appropriate expression, prosody and rate (Allington, 2009).

Why is it important?

Oral reading fluency is one of several critical components required for successful reading comprehension. Students who read with automaticity and have appropriate speed, accuracy, and proper expression are more likely to comprehend material because they have more cognitive resources to focus on the meaning of the text. Fluency is important because it functions interdependently with decoding, background knowledge, and vocabulary to process text for meaning.

“When reading is phrased like spoken language and the responding is fluent (and some people say fast), then there is a fair chance that the reader can read for meaning and check what he reads against his language knowledge” (Clay, 1993).

Intervention Development Chart

Comprehension - Fountas and Pinnell Benchmark Assessment

Assess with...		
Fountas & Pinnell Benchmark Assessment (Analyze the assessment for student strengths/challenges)		
If the student is struggling with...		
Fluency		
If the student is challenged by...	Then... Possible Interventions	Then... Possible Progress Monitoring Tools
Fluency (Use the F&P rubric to determine the area/areas of fluency to focus on)	Expression Focus on Expression component of EARS fluency intervention lesson	Analyze and evaluate student rubrics and conduct teacher evaluation using F&P rubric at student's independent and instructional reading levels (1x week or after every 5 intervention lessons)
	Accuracy Focus on Accuracy component of EARS fluency intervention lesson	Analyze and evaluate student rubrics and conduct teacher evaluation using F&P rubric at student's independent and instructional reading levels (1x week or after every 5 intervention lessons)
	Rate Focus on Rate component of EARS fluency intervention lesson	Analyze and evaluate student rubrics and conduct teacher evaluation using F&P rubric at student's independent and instructional reading levels (1x week or after every 5 intervention lessons)
	Smoothness Focus on Smoothness component of EARS fluency intervention lesson	Analyze and evaluate student rubrics and conduct teacher evaluation using F&P rubric at student's independent and instructional reading levels (1x week or after every 5 intervention lessons)
	Punctuation Focus on Punctuation component of EARS fluency intervention lesson	Analyze and evaluate student rubrics and conduct teacher evaluation using F&P rubric at student's independent and instructional reading levels (1x week or after every 5 intervention lessons)

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Resources

QRI-5 Manual by Leslie and Caldwell
Continuum of Literacy Learning by Fountas and Pinnell
When Readers Struggle by Fountas and Pinnell

Comprehension

(Fountas and Pinnell Benchmark Assessment)

“Reading is the construction of meaning. Comprehension is not a product of reading it is the process.”

(Fountas and Pinnell, 1996)

The Continuum of Literacy Learning written by Fountas and Pinnell (2011) is a resource designed for teachers to set goals and design instruction to support readers to think within, beyond and about the text.

“The cognitive processes that readers employ while processing print are essentially the same across levels. Readers are simply applying them to successively more demanding levels of text” (Fountas and Pinnell, 2011).

Within the Text Comprehension:

“To effectively and efficiently process a text and derive the literal meaning, readers must solve words and monitor and self-correct their reading. They must self-monitor their understanding, remember information in summary form, and adjust their thinking to the understanding of different fiction and nonfiction genres” (Fountas and Pinnell, 2011).

Beyond the Text Comprehension:

“Readers make predictions and connections to previous knowledge and their own lives. They also make connections between and amongst texts. They bring background knowledge to the reading of a text, synthesize new information by incorporating it into their own understandings, and think about what the writer has not stated but implied. Readers may infer the feelings and motivations of characters in fiction texts or the implications of the writer’s statements in nonfiction” (Fountas and Pinnell, 2011).

About the Text Comprehension:

“Readers think analytically about the text as an object, noticing and appreciating elements of the writer’s craft, such as use of language, characterization, organization, and structure. Reading like a writer helps students notice aspects of craft more fully enjoy a text, sometimes revisiting it. Reader’s also think critically about texts, evaluating the quality and considering the writer’s accuracy and objectivity” (Fountas and Pinnell, 2011).

Intervention Development Chart

Comprehension - Fountas and Pinnell Benchmark Assessment

Assess with...		
F&P Benchmark Assessment (Analyze the assessment for student strengths/challenges)		
If the student is struggling with...		
Comprehension		
If the student is challenged by...	Then... Possible Interventions	Then... Possible Progress Monitoring Tools
Comprehension Within the Text	Sequencing Intervention Retelling Intervention Main Idea and Details Intervention Clarifying and Monitoring Intervention Generating Mental Images Intervention	CBM probe for specific skill
Comprehension Beyond the Text	Predicting Intervention Synthesis Intervention Inferring Intervention Character Intervention Questioning Intervention	CBM probe for specific skill
Comprehension About the Text	Comprehension About the Text Intervention	CBM probe for specific skill

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Comprehension

(Qualitative Reading Inventory - 5)

Prediction

What is it?

Making predictions is a strategy in which readers combine clues from the text with background knowledge to anticipate what will come next in the reading. The important thing about prediction as a reading strategy is that it is an ongoing process. Readers are constantly confirming or adjusting their predictions based on new information in their reading (Rog, 2014).

Oral Reading Accuracy

What is it?

Oral Reading Accuracy is how accurately a reader orally reads a specific text. The practitioner must make distinctions between oral language pronunciation of a word and a reading error (Leslie and Caldwell, 2011).

Retelling

What is it?

Retelling is when readers reconstruct a text that they have read. Retelling requires readers to synthesize what they are reading and activate their knowledge of text structure and apply it to the new reading. The retelling should include the important parts, with supporting details, in the right order.

Explicit Comprehension

What is it?

The word "explicit" means clear and fully expressed. If something is explicit, there is no question as to what it means, no hidden connotations and no room for misunderstanding. Explicit comprehension is a clear understanding of explicit facts in a reading comprehension passage.

Implicit Comprehension

What is it?

When something is implicit, it is not stated, but the reader understands it by inferring using clues in the text and their background knowledge.

Intervention Development Chart

Comprehension - Qualitative Reading Inventory - 5

Assess with...		
QRI – 5 (Analyze the assessment for student strengths/challenges)		
If the student is struggling with...		
Comprehension		
If the student is challenged by...	Then... Possible Interventions	Then... Possible Progress Monitoring Tools
Prediction	Predicting Intervention Context Clue Intervention	CBM or probe specific to predicting
Oral Reading Accuracy	Analyze the running record and target instruction as described in the Phonics and Decoding section	Running Record CBM probe for specific skill
Retelling	Sequence Intervention Fiction Text Structure Intervention Nonfiction Text Structure Intervention Retelling Intervention Main Idea Intervention	CBM probe for specific skill

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When Readers Struggle by Fountas and Pinnell

Intervention Development Chart

Comprehension - Qualitative Reading Inventory -5

Assess with...		
QRI – 5 (Analyze the assessment for student strengths/challenges)		
If the student is struggling with:		
Comprehension		
If the student is challenged by...	Then... Possible Interventions	Then... Possible Progress Monitoring Tools
Explicit Questions	Sequence Intervention Retell Intervention Main Idea and Details Intervention Questioning Intervention (use hand questions) Monitoring and Clarifying Intervention	CBM probe for specific skill
Implicit Questions	Inferring Intervention Monitoring and Clarifying Intervention Synthesizing Intervention Questioning Intervention (head/heart questions) Generating Mental Images Intervention Prediction Intervention	CBM probe for specific skill
Fluency	If the reading rate was extremely slow and seemed to affect comprehension consider expression, accuracy, rate, smoothness and punctuation Use F&P rubric and recommended interventions	Analyze and evaluate student rubrics Conduct evaluation using F&P rubric at student’s independent and instructional reading levels (1x week or after every 5 intervention lessons)

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