

Fluency Intervention: Duet Reading

Objective: To increase fluent reading particularly for students who lose their spot or just don't get to the next word quickly enough.

Materials: Short texts that the student can read with at least 95% accuracy

Sequence:

1. **First Reading** – student reads the passage aloud. Teacher provides standard error corrections. (“That word is _____. What word?” The student repeats the word. Teacher says, “Yes. That word is _____.” Student goes back to the beginning of the sentence to begin again.)
2. **Second Reading** – Teacher and student take turns reading EVERY OTHER WORD. Teacher first this time. Teacher should read with excellent expression to avoid typewriter style output. Teacher should push the pace forward by reading each next word as soon as the student read the last word. Teacher provides standard error corrections immediately following any error. (“That word is _____. What word?” The student repeats the word. Teacher says, “Yes. That word is _____.” Student goes back to the beginning of the sentence to begin again.)
3. **Third Reading** – Teacher and student take turns reading EVERY OTHER WORD. Student first this time. Teacher continues to model excellent expression and to press the pace forward. Teacher provides standard error corrections immediately following any error. (“That word is _____. What word?” The student repeats the word. Teacher says, “Yes. That word is _____.” Student goes back to the beginning of the sentence to begin again.)
4. **Fourth Reading** – Student reads the entire passage alone.

What If I Don't See Progress?

1. Is the reading material at a level the student can read at 95% accuracy?
2. Have repeated reading sessions been regular and frequent?
3. Has there been sufficient praise?
4. Are the error correction procedures being delivered correctly?
5. Does the student have serious decoding issues that need to be addressed?

Duet Reading Intervention Integrity Checklist

INTERVENTION SEQUENCE	YES	NO
Teacher provides copy of text to student		
Reading 1: Student reads passage aloud and teacher provides standard error correction procedure <u>immediately</u> after each student error		
Reading 2: Teacher and student read, alternating each word. Teacher reads first word. Teacher and student sit side beside, sharing the same passage		
Teacher reads with excellent expression		
Teacher presses the pace forward during reading		
Teacher provides immediate error correction for any student error		
Reading 3: Teacher and student read, alternating each word. Student reads first word		
Teacher reads with excellent expression		
Teacher presses the pace forward during reading		
Teacher provides immediate error correction for any student error		
Reading 4: Student reads entire passage alone		

Prosody Intervention: Newscaster Reading

Objective: To increase prosody for students who have difficulty with phrasing and expression

Materials: Short texts at the student's instructional level (can read with at least 95% accuracy)

Sequence:

1. The first time this intervention is practiced with a student, the teacher will explain how newscasters on television do not have the news memorized. They need to be able to read from a television screen off camera. They need to read well and with good expression to keep the audience's attention.
2. Teacher says, "Today we will be reading as if we were newscasters reading the evening news."
3. **First Reading** - Have the student read a paragraph or a few sentences aloud. Teacher provides standard error corrections. ("That word is _____. What word?" The student repeats the word. Teacher says, "Yes. That word is _____." Student goes back to the beginning of the sentence to begin again.)
4. **Second through Fourth Readings** - Teacher then reads the same passage aloud with his/her best expression while the student tracks. (Important for student to have eyes and finger on page following along actively – not just listening). This is done 2 more times. Teacher says, "I will read the passage now as if I were the newscaster. Your job will be to follow along and track as I read. I will do this three times." Read the passage. Then say, "Back to the top" and repeat twice more for a total of three readings.
5. **Fifth through Seventh Readings** – Teacher and student read the same passage again together, as the student tries to match his/her voice to the teacher's voice. Do this three times also. Teacher says, "Now we will read the passage together. You will try to match my voice and my speed.
6. **Eighth Reading** – Student reads the passage alone with best prosody.

*If the student's error increase across readings (for instance if they think they have the passage memorized and aren't attending to the text) try the following:

begin a new passage (or farther down the page)

try a slightly longer passage

provide motivator for error free reading

consider fewer repetitions of steps 4 and 5 – try two repetitions of each instead

Newscaster Reading Intervention Integrity Checklist

INTERVENTION SEQUENCE	YES	NO
First time through, teacher gives background explanation		
Teacher says, "Today we will be reading as if we were newscasters reading the evening news."		
First Reading: Student reads a paragraph or few sentences aloud		
Teacher provides standard error correction procedure		
Second through Fourth Readings: Teacher reads same passage aloud 3 times in a row		
Student actively tracks along with teacher while teacher reads		
Fifth through Seventh Readings: Teacher and student read same passage aloud together 3 times in a row		
Eighth Reading: Student reads same passage aloud one time alone		
Student expression improves over course of intervention time		

Fluency Intervention: Partner Reading

Objective: Given a selected text, students will increase fluency by rereading it

Materials: Copies of short texts at the lower-performing reader's instructional level for each pair of participating students. (This can be a whole class intervention!)

Sequence:

1. Pair higher-performing readers with lower-performing readers for fluency practice. To do this, rank the students according to performance level (you can use the most recent benchmark data to do this), then split the class in half, pairing the highest-performing student in the class with the top-ranked student from the lower half, and so on for the remaining students.
2. Provide each pair with reading texts at the lower-performing student's instructional-reading level. (Lower performing student must be able to read these texts with at least 95% accuracy).
3. Model and explain Partner Reading procedures below. Be prepared to model and practice the procedures over several days including specific training on the correction procedure in order to ensure implementation integrity for your students.
4. Assign roles to student pairs, with Partner A being the stronger reader and Partner B the lower-performing reader. You do not need to explain to students what A or B stands for.
5. Have students take turns reading. Partner A reads the text aloud first, modeling fluent reading, for one minute. Partner B follows along (actively with eyes and finger on page). Then Partner B reads aloud the same text for one minute.

Partner Reading Procedures:

1. Partner A reads for 1 minute while Partner B follows along silently.
2. Partner B reads the same text for one minute.
3. Students discuss text, with listening student asking questions and the reading partner answering
4. Repeat steps 1-3 until story is complete

Rules:

1. Talk only to your partner using a quiet voice
2. Talk only about reading
3. Work together

Possible Errors in Reading

1. Reading the word incorrectly
2. Leaving out a word
3. Adding a word
4. Waiting longer than three seconds

Feedback on Incorrect Pronunciation

1. The listening partner points to the incorrectly read word and asks the reading partner, "Do you know this word? Then if the reading partner cannot decode the word, "That word is _____." What word?" When the reading partner says the word correctly, the listening partner says, "Yes, that word is _____. Now read the sentence again."

Bos & Vaughn (2002); Delquadri, Greenwood, Wharton, Carta, & Wall (1986); Greenwood, Delquadri, & Hall (1989); Fuchs, Fuchs, Mathes, & Simmons (1997), Vaughn & Linan-Thompson (2004)

Partner Reading Intervention Integrity Checklist

INTERVENTION SEQUENCE	YES	NO
Partners identified appropriately		
Text provided to each pair matches lower performing member's instructional level		
Partner reading procedures & rules are explained and modeled		
Students are assigned correctly as Partner A or Partner B with A as stronger reader in each pair		
Teacher manages time (1 min) for each partner to be reading		
Teacher actively monitors room to support on-task behavior throughout intervention period		
Reading Partner reads aloud using a soft voice his/her partner can hear		
Listening Partner follows along actively, and performs standard correction procedure each time needed		
After 1 minute, listening partner asks questions of reading partner about text		
Partners switch listening and reading roles, and continue alternating until passage is complete		

Accuracy Intervention: Pencil Tap

Objective: To increase self-monitoring and self-correction of errors in reading among students who read with low accuracy.

Materials: Short texts at the student's instructional level (can read with at least 95% accuracy)

Sequence:

1. Teacher says, "When I tap the pencil, you stop, fix your error, then go back to the beginning of the sentence. Remember, stop, fix, go back. What will you do when I tap my pencil?"
2. Student begins reading from text. Teacher taps pencil immediately each time the student makes a reading error.
3. After tapping the pencil, the teacher waits silently for 5 seconds. If the student makes the correction, praise him/her for good reading. He/She goes back to the beginning of the sentence and starts again.
4. If the student does not know the word they missed, go to the standard correction, "That word is _____. What word?" The student repeats the word. Teacher says, "Yes. That word is _____." Student goes back to the beginning of the sentence to begin again.
5. **Student reads the same passage three times.** Follow the same format each time.

*** If a student is not able to make most corrections without teacher assistance the passage is too hard or this is not the right intervention for the student. Consider interventions to build decoding skills in this case.

Pencil Tap Intervention Integrity Checklist

INTERVENTION SEQUENCE	YES	NO
Teacher provides copy of text to student		
Teacher says, "When I tap the pencil, you stop, fix your error, then go back to the beginning of the sentence. Remember, stop, fix, go back"		
Teacher says, "What will you do when I tap my pencil?" and gets a correct student response		
Reading 1: Student begins reading, and teacher taps pencil immediately each time the student makes a reading error.		
After tapping the pencil, the teacher waits silently for 5 seconds		
If the student makes the correction, teacher praises him/her for good reading and direct student to go back to the beginning of that sentence and start again.		
If the student does not know the word he/she missed, teacher performs standard correction procedure		
Reading 2: Student begins reading, and teacher taps pencil immediately each time the student makes a reading error.		
After tapping the pencil, the teacher waits silently for 5 seconds		
If the student makes the correction, teacher praises him/her for good reading and direct student to go back to the beginning of that sentence and start again.		
If the student does not know the word he/she missed, teacher performs standard correction procedure		
Reading 3: Student begins reading, and teacher taps pencil immediately each time the student makes a reading error.		
After tapping the pencil, the teacher waits silently for 5 seconds		
If the student makes the correction, teacher praises him/her for good reading and direct student to go back to the beginning of that sentence and start again.		
If the student does not know the word he/she missed, teacher performs standard correction procedure		

Fluency Intervention: Repeated Reading

Objective:

1. To increase fluent reading on passages students read with high accuracy
2. In repeated readings of the same passage, the student tries to “beat” his/her previous score (errors and rate).

Materials: Texts that the student can read with at least 95% accuracy

Sequence:

1. Teacher explains that students will be reading a passage multiple times to work on increasing fluency (fluency is rate and accuracy and expression – not just speed)
2. Teacher gives copies of passages to student
3. Students whisper read passage to themselves while tracking with their fingers to figure out unknown words. Students may ask about any unknown words.
4. Teacher explains that for the next reading, students will read for 1 minute.
5. Teacher says “Begin” and starts stop watch
6. Student reads passage.
7. Teacher marks errors and monitors stopwatch. At one minute, teacher says “stop” and marks the last word read by the student.
8. Teacher records number of correct words per minute and graphs results.
9. Teacher provides standard error correction for each word the student read in error. (“That word is _____. What word?” The student repeats the word. Teacher says, “Yes. That word is _____.” Student goes back to the beginning of the sentence to begin again.)
10. Repeat steps 5-9 approximately four times (student reads, teacher times, words read correctly are recorded, and errors are corrected).

Notes Regarding Repeated Reading:

1. When students are 95% accurate at word recognition, with fluency rates below 45 wcm, begin with stories on tape so they can listen and read along. Tapes support them and give them a sense of phrasing and speed of fluent reading. When students reach 60 wcm on the first reading of a passage, have them read without the tape. (Read Naturally program is an example of a program with tapes if you need materials)

What If I Don't See Progress?

1. Is the reading material at a level the student can read at 95% accuracy? (Try a lower level passage)
2. Have repeated reading sessions been regular and frequent?
3. Has there been sufficient praise?
4. Are the error correction procedures being delivered correctly?
5. Does the student have serious decoding difficulty that needs to be addressed?

Repeated Reading Intervention Integrity Checklist

INTERVENTION SEQUENCE	YES	NO
Teacher provides copy of text to student, has a copy of his/her own & a stopwatch		
Reading 1: Teacher allows time for students to whisper read passages and ask about any unknown words		
Students actively track as they whisper read		
Reading 2: Teacher times student reading for 1 minute and marks on his/her copy ending point		
Teacher records WRC/min and graphs the score, showing graph to student		
Teacher provides correction procedure for every incorrectly read word		
Reading 3: Teacher times student reading the same passage from the same starting point for 1 minute and marks on his/her copy ending point		
Teacher records WRC/min and graphs, showing graph to student		
Teacher provides correction procedure for every incorrectly read word		
Reading 4: Teacher times student reading the same passage from the same starting point for 1 minute and marks on his/her copy ending point		
Teacher records WRC/min and graphs, showing graph to student		
Teacher provides correction procedure for every incorrectly read word		
Reading 5: Teacher times student reading the same passage from the same starting point for 1 minute and marks on his/her copy ending point		
Teacher records WRC/min and graphs, showing graph to student		
Teacher provides correction procedure for every incorrectly read word		
Reading 6: Teacher times student reading the same passage from the same starting point for 1 minute and marks on his/her copy ending point		
Teacher records WRC/min and graphs, showing graph to student		
Teacher provides correction procedure for every incorrectly read word		

Prosody Intervention: Stop / Go

Objective: For students who read through periods and have poor phrasing to improve prosody

Materials: Short texts at the student's instructional level (can read with at least 95% accuracy)

Sequence:

1. Give the student the reading passage. Explain that they will read aloud one sentence at a time fluently. (Not fast, but like having a conversation or like reading a bedtime story to someone).
2. **First Reading** - At the end of each sentence, teacher says, "Stop." Wait 2-5 seconds (this feels like a long time!), depending upon the difficulty of the next sentence. Teacher says, "Go."
3. Student continues reading aloud, one sentence at a time, with teacher direction, "Stop. Go."
4. Student should read the entire passage this way.
5. **Second reading** - Student should read the passage again, this time without teacher cues,
6. Teacher says, "At the end of each sentence, stop and take a breath."
7. **Third reading** - Student reads naturally, briefly pausing at the end of each sentence.

*** this can also be used to get students to pause at commas later on (same procedure - shorter pause.)

Stop / Go Intervention Integrity Checklist

INTERVENTION SEQUENCE	YES	NO
Teacher provides copy of text to student, has a copy of his/her own		
Teacher explains that student will read one sentence at a time		
Reading 1: Student begins reading. Teacher says "stop" as the student completes each sentence		
Teacher waits 2-5 seconds in between each sentence (longer pause when next sentence is more complex) and then says "go"		
Procedure is repeated the same way for each sentence in the passage		
Reading 2: Teacher tells student "Read the passage again. At the end of each sentence, stop and take a breath"		
Reading 3: Teacher tells student to read the passage naturally with a brief pause at the end of each sentence		

Letter/ Sound Correspondence

Objective: To increase fluent identification of letter sounds for students who

- Have not yet mastered all letter sounds
- Know letter sounds, but do not identify them with high rates of automaticity

Materials: Five flash cards with 1 letter each on them. Three of these cards should have letters that the student has previously mastered, and the other two are new or un-mastered letter sounds.

Sequence:

1. **Explain:** Teacher says to the student, “Today you’re going to practice saying the sounds for some letters to help you become an even better reader. When I point to the left of a letter, figure out the sound in your head. When I touch under the letter, say the sound as long as I continue to touch under the letter.” This explanation may be shortened for students who have had experience with this intervention, but some explanation and rationale must be given at the start of every session.
2. **Model:** Teacher says to the student, “I’ll model for you how to say the sound of the first 2 letters when I touch under them. My turn.” Teacher models for the student, using the signaling procedure described above. An adult model is to be provided at the start of every session, even if the student is familiar with the expectations of the task.
3. **Practice:** Teacher says to the student, “Each time I touch under a letter, you say the sound it makes. Your turn.” Teacher begins with two letter sounds used during the modeling phase then practices new letter sounds with student, going through the 5 cards repeatedly until the student consistently responds correctly and immediately to all cards. Teacher may put cards in a different order each time through. Teacher maintains brisk pace, with little pause between cards.
4. **Correction:** Any time a student responds incorrectly to a letter sound, the teacher immediately says, “My turn,” demonstrates the correct response, then says, “Your turn,” has the student respond to the same card, backs up two letters and continues forward so that the letter sound identified incorrectly comes back up again.
5. **Substitute:** If a student demonstrates consistent mastery and automaticity with the 5 letter cards you started with, substitute 2 new un-mastered letter cards in, and pull 2 mastered cards out of the stack so you are back to a 3-known to 2-unknown letter card ratio.

What If I Don’t See Progress?

1. Reduce the number of unknown letter cards to 1
 2. Model the unknown card several times before asking the student to identify it in practice.
 3. Within the practice session, hold your finger to the left of the letter for a slightly longer period of time before sliding your finger under the letter to cue the student to give the sound.
 4. Be certain that error correction procedures are being delivered correctly
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Letter / Sound Correspondence Intervention Integrity Observation Checklist

Site: _____ Grade Level of Student: _____ Date: _____

Member: _____ Observer: _____

The observer today is the (check one): MRC Internal Coach MRC Master Observer

INTERVENTION SEQUENCE	YES	NO
Teacher has 5 letter cards with 3 known and 2 unknown letters included. Teacher is not using more than 5 letter cards at any given time.		
Teacher explains task to student & gives rationale at least briefly every session		
Teacher models task with at least two letter cards every session		
Teacher uses appropriate hand signaling during model		
Teacher initiates practice by repeating task directions		
Teacher uses appropriate hand signaling for each letter during practice phase		
Teacher follows error correction procedure immediately for every error. Also, mark "Yes" if the student did not make any errors during the observed session		
Teacher maintains brisk pace of presentation		

Phoneme Blending

Objective: To increase skill in phoneme blending for students who

- Have not yet mastered this skill

Materials: ²⁻³~~3-4~~ cubes or chips
List of words for blending

Sequence:

1. Teacher sits next to the student sharing a table
2. **Explain:** Teacher says to the student, “Today you’re going to practice blending sounds to make words to help you become an even better reader. I’ll tap a cube as I say each sound in the word. When I slide my finger under the cubes you’ll say the whole word.” This explanation may be shortened for students who have had experience with the intervention, but some explanation & rationale must be given at the start of every session.
3. **Model:** Teacher says to the student, “I’ll model for you how to blend the sounds I say into a word. I’ll model two words. My turn.” Teacher models for the students, using the signaling procedure described above with only the teacher responding. An adult model is to be provided at the start of every session even if the student is familiar with the expectations of the task.
4. **Practice:** Teacher says to the student, “I’ll say the sounds in a word. When I signal, you say the word. Your turn.” Teacher practices new words with student. Teacher begins with the 2 words used during modeling phase, then maintains brisk pace, with little pause between words.
5. **Correction:** Any time a student responds incorrectly, the teacher immediately says, “My turn,” demonstrates the correct response, then says, “Your turn,” has the student respond to the same word, backs up 2 words and continues forward so that the word identified incorrectly comes back up again (i.e., “My turn. /f/ /i/ /g/ fig. Your turn. /f/ /i/ /g/.” [signal for student to say word]).

What If I Don’t See Progress?

1. Work on only two phoneme words or words with only continuous letter sounds until immediate mastery is noted on these
2. Provide a model for more words
3. Be certain that error correction procedures are being delivered correctly

Phoneme Blending Intervention Integrity Observation Checklist

Site: _____ Grade Level of Student: _____ Date: _____

Member: _____ Observer: _____

The observer today is the (check one): MRC Internal Coach MRC Master Observer

INTERVENTION SEQUENCE	YES	NO
Teacher has a list of words for blending		
Teacher explains task & gives rationale to student at least briefly every session		
Teacher models task with at least two words every session		
Teacher uses appropriate hand signaling during model		
Teacher initiates practice by repeating task directions		
Teacher uses appropriate hand signaling for each word during phase		
Teacher follows error correction procedure immediately for every error. Also mark "Yes" if the student did not make any errors during the observed session.		
Teacher maintains brisk pace of presentation		

Phoneme Segmenting

Objective: To increase skill in phoneme segmenting for students who

- Have not yet mastered this skill

Materials: List of words for segmenting

Sequence:

1. Teacher sits opposite the student
2. **Explain:** Teacher says to the student, “Today you’re going to practice saying the sounds in words to help you become an even better reader. I’ll say a word. Each time I hold up a finger, you’ll say a sound in that word.” This explanation may be shortened for students who have experience with this intervention, but some explanation & rationale must be given at the start of every session.
3. **Model:** Teacher says to the student, “I’ll model for you how to say the sounds in two words. I’ll say a sound each time I hold up a finger. My turn.” Teacher models for the students, using the signaling procedure described above with only the teacher responding. Teacher is certain to hold up fingers in left to right order from the student’s perspective. An adult model is to be provided at the start of every session, even if the student is familiar with the expectations of the task.
4. **Practice:** Teacher says to the student, “I’ll say a word. Each time I hold up a finger, you say a sound in that word. Your turn.” Teacher begins with the 2 words used during the modeling phase then practices new words with student. Teacher maintains brisk pace, with little pause between words.
5. **Correction:** Any time a student responds incorrectly, the teacher immediately says, “My turn,” demonstrates the correct response, then says, “Your turn” has the student respond to the same word, backs up again (i.e., “My turn. Tag /t/ /a/ /g/. Your turn. Tag” [signals for student to respond]).

What If I Don’t See Progress?

1. Work on only two phoneme words or words with only continuous letter sounds until immediate mastery is noted on these
2. Provide a model for more words
3. Be certain that error correction procedures are being delivered correctly

Phoneme Segmenting Intervention Integrity Observation Checklist

Site: _____ Grade Level of Student: _____ Date: _____

Member: _____ Observer: _____

The observer today is the (check one): MRC Internal Coach MRC Master Observer

INTERVENTION SEQUENCE	YES	NO
Teacher has a list of words for segmenting		
Teacher explains task & gives rationale to student at least briefly every session		
Teacher models task with at least two words every session		
Teacher uses appropriate hand signaling during model		
Teacher holds up fingers in left to right order from student's perspective		
Teacher uses initiates practice by repeating task direction		
Teacher uses appropriate hand signaling for each word during practice phase		
Teacher follows error correction procedure immediately for every error. Also mark "Yes" if the student did not make any errors during the observed session.		
Teacher maintains brisk pace of presentation		

Blending Words

- Objective:** To increase skill in blending letter sounds to make simple words for students who
- Have mastered letter sound correspondence with the letters in the words you will be blending
 - Have not yet mastered this skill

Materials: ★ List of words printed from the Reading Corps website in a size students can read.

Sequence:

1. **Explain:** Teacher says to the student, “Today you’re going to practice blending sounds to make words to become an even better reader. When I touch under a letter you’ll say the sound for that letter. When you blend, don’t stop between sounds. When I slide my finger under the whole word, you’ll say the word.” This explanation may be shortened for students who have had experience with this intervention, but some explanation & rationale must be given at the start of every session.
2. **Model:** Teacher says to the student, “I’ll model for you how to blend two words. My turn.” Teacher models for the students, using the signaling procedure described above with only the teacher responding. An adult model is to be provided at the start of every session, even if the student is familiar with the expectations of the task.
3. **Practice:** Teacher says to the student, “Your turn.” Teacher practices with student. Teacher maintains brisk pace, with little pause between words.
4. **Correction:** Any time a student responds incorrectly, the teacher immediately says, “My turn,” demonstrates the correct response, then says, “Your turn,” has the student respond to the same word, backs up 2 words and continues forward so that the word identified incorrectly comes back up again. (i.e., “My turn. /m/ /o/ /m/ mom. Your turn.” [signal for student response]).

What If I Don’t See Progress?

1. Reduce the number of words on the list you are practicing and repeat the list more times
 2. Work on only two phoneme words or words with only continuous letter sounds until immediate mastery is noted on these
 3. Provide a model for more words
 4. Be certain that error correction procedures are being delivered correctly
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Blending Words Intervention Integrity Observation Checklist

Site: _____ Grade Level of Student: _____ Date: _____

Member: _____ Observer: _____

The observer today is the (check one): MRC Internal Coach MRC Master Observer

INTERVENTION SEQUENCE	YES	NO
Teacher has a list of words for blending formatted in a size the student can read		
Teacher explains task & gives rationale to student at least briefly every session		
Teacher models task with at least two words every session		
Teacher uses appropriate hand signaling during model		
Teacher initiates practice		
Teacher uses appropriate hand signaling for each word during practice phase		
Teacher follows error correction procedure immediately for every error. Also mark "Yes" if the student did not make any errors during the observed session.		
Teacher maintains brisk pace of presentation		