



Enhanced Core Reading Instruction™

Tier III: Intensification of Interventions

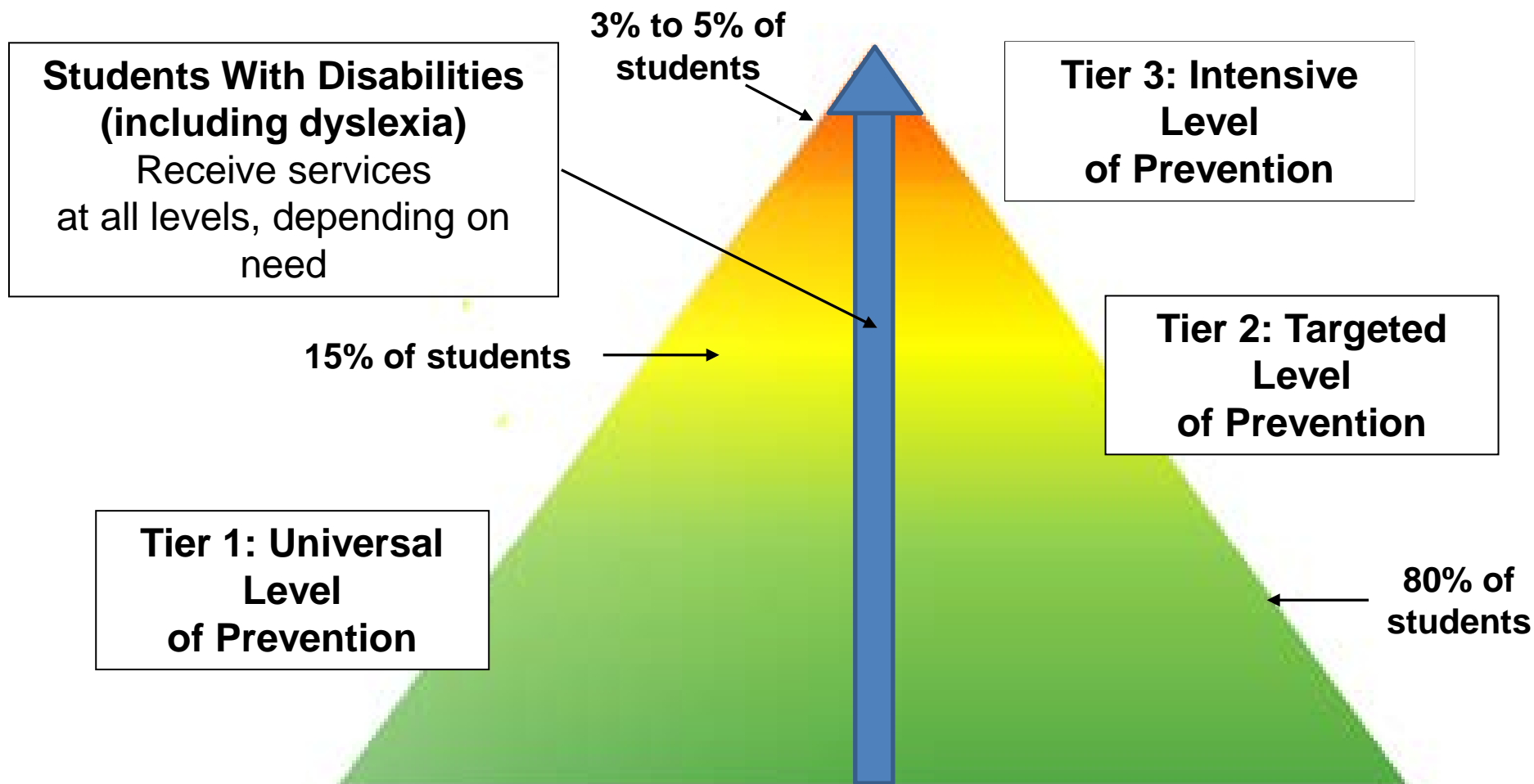




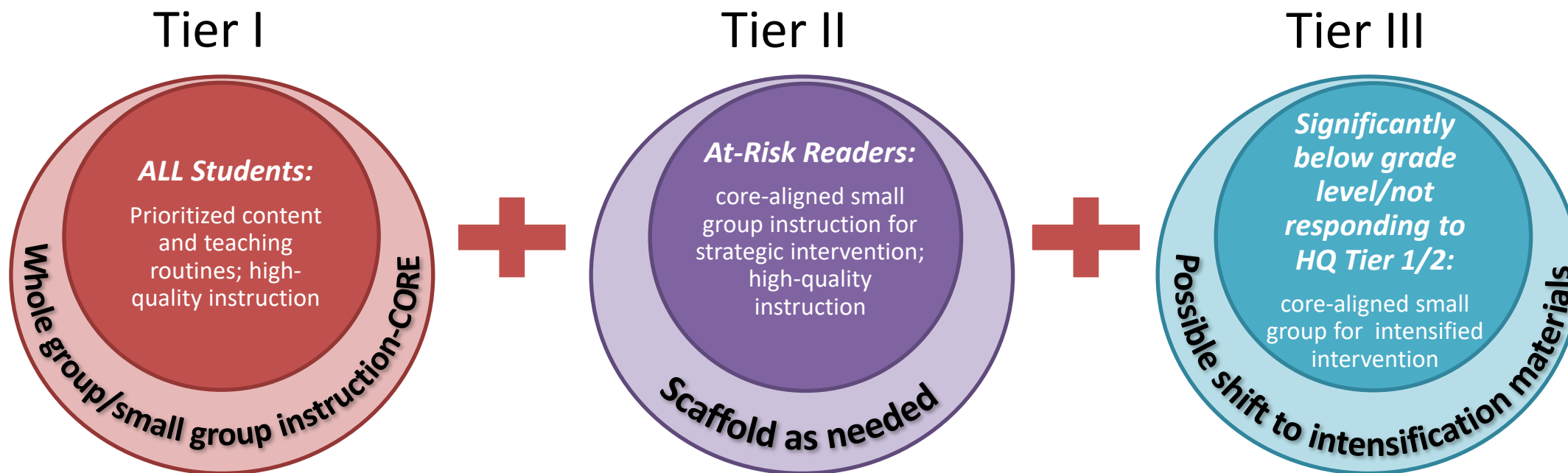
Session Topics

- Intensifying Interventions Practice Categories
 - #1: Change Intervention Dosage or Time
 - #2: Change the Learning Environment to Promote Attention and Engagement
 - #3: Combine Cognitive Processing Strategies with Academic Learning
 - #4: Modify Delivery of Instruction
- Intensifying ECRI routines
- Mastery Data and Remedies

Providing a structure of support for All students including students with disabilities!



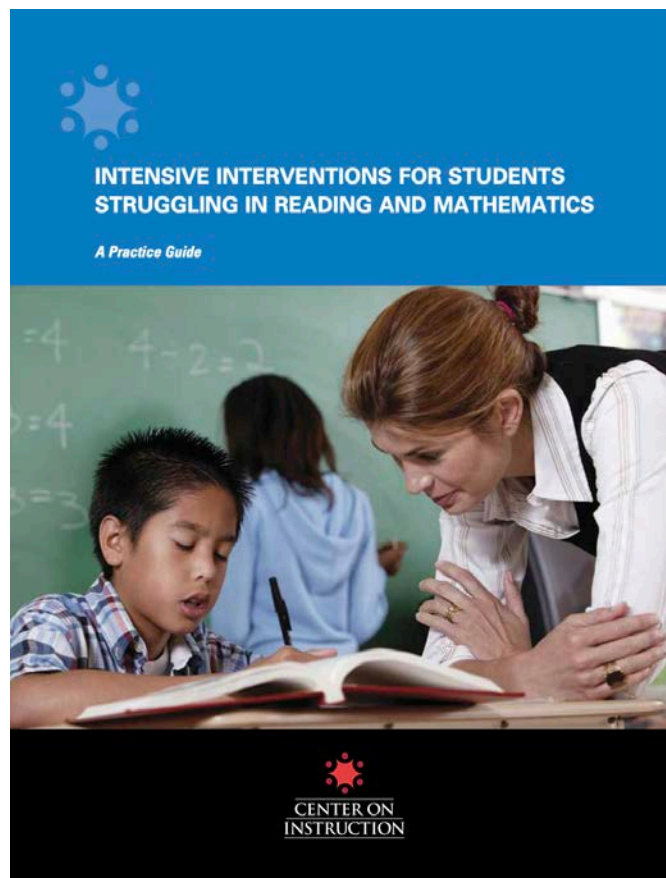
What does the ECRI model look like with Tier 3 intensification?





Resource: Center on Instruction-Guide for Intensifying Interventions

Read: PAGE 7



(Vaughn, Wanzek, Murray, & Roberts, 2012)



Intensive Intervention Practice Categories Checklist

1. Change Intervention Dosage or Time
2. Change the Learning Environment to Promote Attention and Engagement
3. Combine Cognitive Processing Strategies with Academic Learning
4. Modify Delivery of Instruction Content

(National Center on Intensive Intervention)



Intensive Intervention Practice Categories Checklist

Intensive Intervention Practice Categories Checklist

The following checklist is intended to help teachers and intervention teams think about practices for intensifying interventions across various dimensions. This list is not exhaustive, and teams may add to it over time.

Intensification Practice Category #1: Change Intervention Dosage or Time

- Increase daily intervention time.
- Increase duration/number of sessions.
- Increase frequency of sessions (e.g. twice per day).
- Provide extended instruction (e.g. after school).

Intensification Practice Category #2: Change the Learning Environment to Promote Attention and Engagement

- Reduce group size.
- Create homogeneous groups.
- Change the instructional setting.

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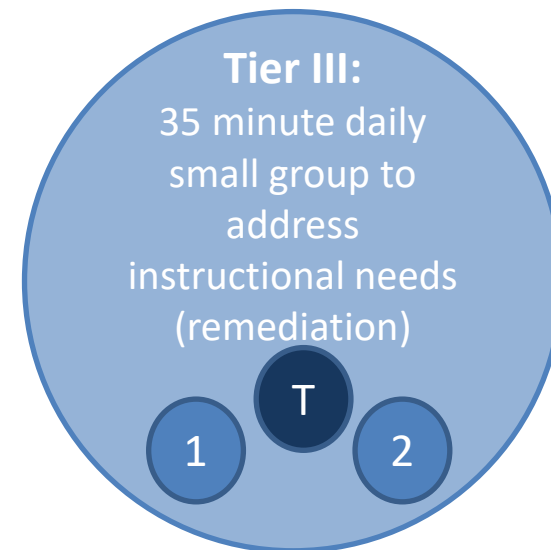
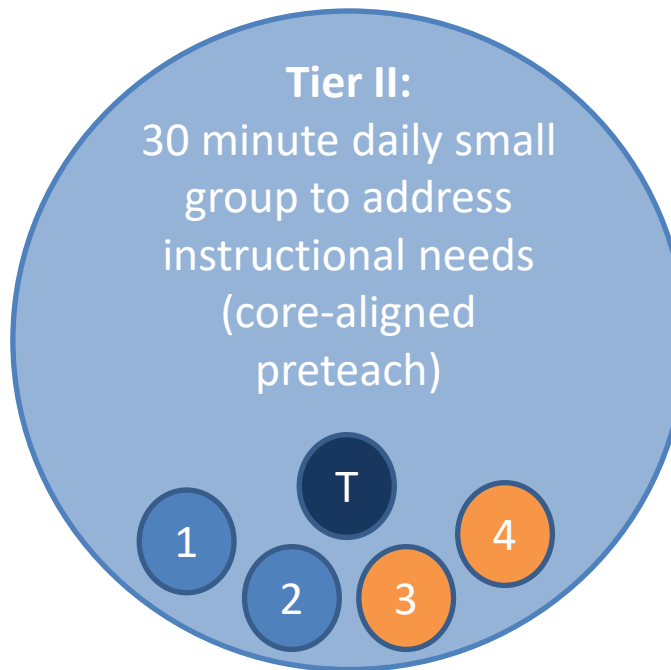
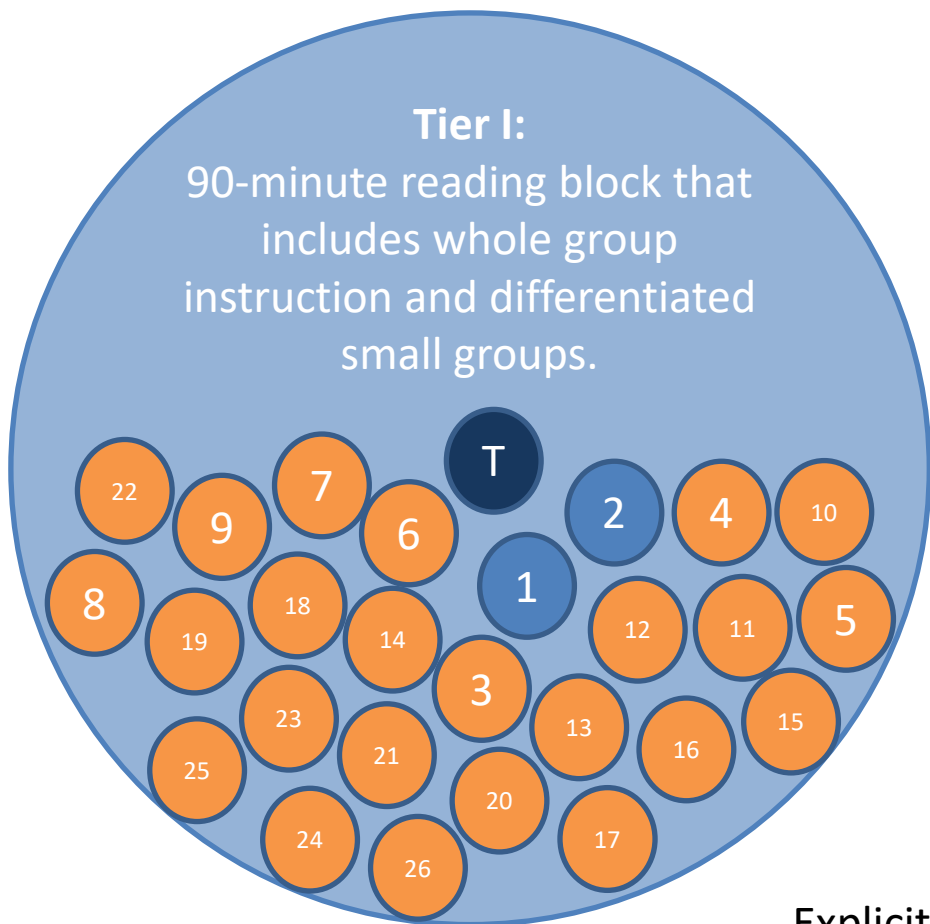


Intensification Practice Category #2: Change the Learning Environment to Promote Attention and Engagement

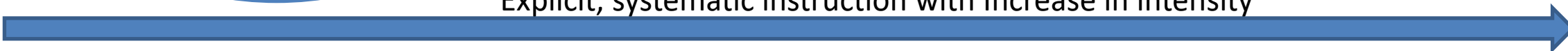
- Reduce group size.
- Create homogeneous groups.
- Change the instructional setting.



Instructional Delivery



Explicit, systematic instruction with Increase in intensity





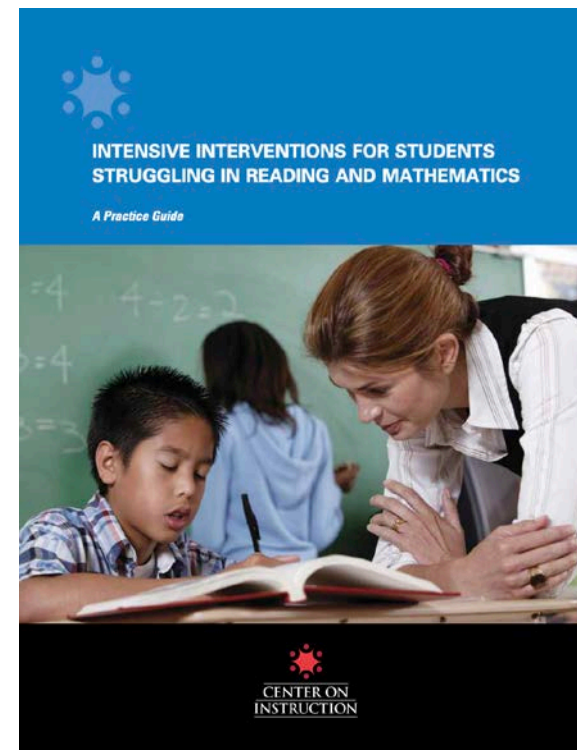
Extending Warren Framework to MTSS for Literacy

- **Dose:** The number of properly administered teaching episodes during a single intervention session (i.e., fidelity of implementation of high quality, interactive, instruction or intervention)
- **Dose Form:** The typical task or activity within which teaching episodes are delivered (e.g., explicit instruction to teaching a discrete reading skill)
- **Dose Frequency:** The number of times a dose of intervention is provided per day and per week
- **Total Intervention Duration:** The time period over which the intervention is delivered
- **Cumulative Intervention Intensity:** The product of dose x dose frequency x total intervention duration

Intensification Practice Category #3: Combine Cognitive Processing Strategies with Academic Learning

Three Groups:

1. *Research on learners with cognitive processing difficulties (p. 9-10)*
2. *How do cognitive processing difficulties impede academic success? (p. 10-11)*
3. *How can teachers integrate these findings into their teaching? (p. 12-13)*



(Vaughn, Wanzek, Murray, & Roberts, 2012)



Processes that Help Control Learning are **Executive Functions**

- Cue the use of other cognitive capacities including reasoning, language, visual and spatial orientation, and **memory**
- Enable a person to engage in behavior that is: purposeful, organized, strategic, **self-regulated**, & goal-directed
- Refer to a diverse group of cognitive processes that act in a coordinated way to direct perception, emotion, thought, and action (e.g., **attribution** – how an individual perceives their own learning abilities)

Intensification Practice Category #3: Combine Cognitive Processing Strategies with Academic Learning

Memory

- Review prior learning before presenting new information.
- Model procedures to provide students with a visual image of the steps.
- Teach routines for important procedures.
- Use visual or verbal cues as reminders.
- Develop a mnemonic device to help students remember information or routines.
- Speak and write/draw/project information as you present it.
- Repeat important instructions, key words, and so on.
- Teach students to visualize information in a text, including stories, word problems, and so on.
- Model out-loud verbal rehearsal.
- Check for understanding frequently.
- Teach students to self-check for understanding and ask for clarification when needed.
- Teach note-taking skills.

What is Working Memory?

- “Our ability to hold and manipulate information in our mind over short periods of time-provides a mental workspace or a “jotting pad” to store important information over short periods of time.”

Gathercole & Alloway, 2008



“...preservation of information while simultaneously processing same or other information.”

Working Memory Functions Like a Mental Spotlight

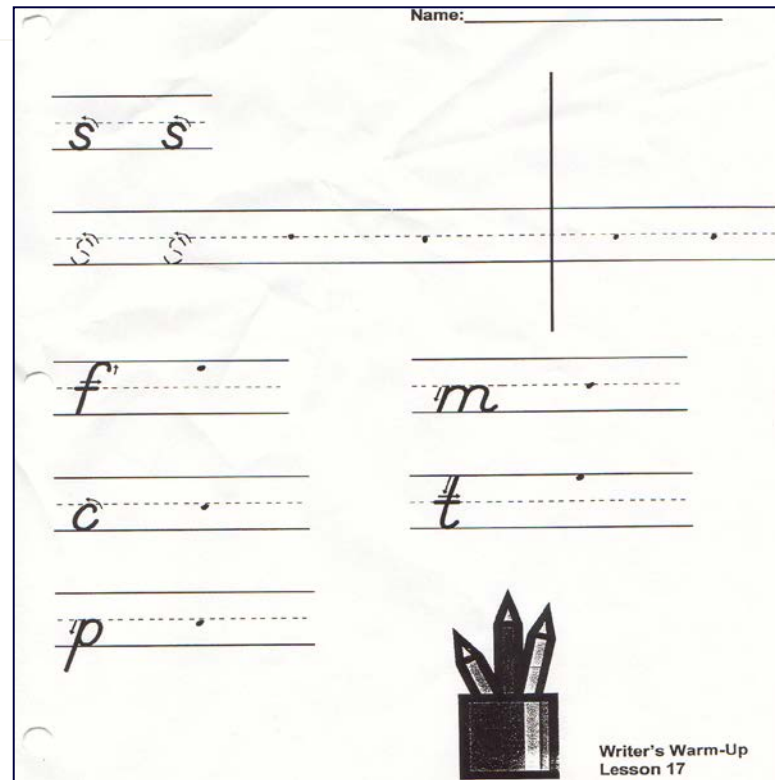
- Working memory is of limited capacity dedicated to temporarily holding information available for processing
- It is characterized by:
 - The amount of information individuals can process at roughly the same time to perform complex tasks
 - Mental multitasking
 - Making distinctions between what is and isn't important



Intensify by Integrating Writing

Handwriting Warm-Up - Practice Sheet

- Trace
- Copy
- Cover
- Compare



Before we practice reading words in our word list, let's warm-up some of the letters we'll be seeing in our words. ...After writing the letters, we'll practice saying the letter name and sound.

(included in Scott Foresman *Early Reading Intervention*)



Intensify by Reinforcing How to Remember Key Information During Learning

- Review prior learning before presenting new information.
- Speak and write/draw information as it is taught.
- Repeat instructions, key words, etc. (...and have students write key words, etc.)
- Model procedures to provide students with a visual image of the steps.
- Teaching students to visualize information in a text, including story grammar, etc.
- Use visual or verbal cues as a reminder.
- Develop a mnemonic device to help students remember information.
- Check for understanding frequently.
- Teach students to self-check for understanding and ask clarifications.



Self-Regulation and Self-Monitoring

- Model thinking aloud when you introduce new concepts.
- Include students in goal setting and monitoring their progress.
- Explicitly teach and model use of strategies and routines.
- Offer specific feedback that highlights behaviors leading to improved achievement.
- Ask students to read the text aloud and think about what the author is saying.
- Teach students to ask, “Does my answer make sense?”
- Keep track of how long it takes a student to achieve mastery of a new skill.
- Teach students to ask for help when they need it.
- Teach students to graph and monitor their progress toward their goals.


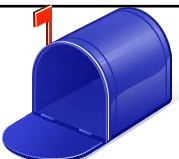

Self-Regulation

“Self-regulated learners” are learners who plan, set goals, organize, **self-monitor**, and **self-evaluate their learning**.

Self-regulation is the ownership of learning.



Teach routines for important procedures







1. Get your coat and backpack	
2. Pick up your sack lunch in the hall bin.	
3. Check your mailbox	
4. Put papers in your accordion folder.	

- Use consistent routines
- Provide a cue sheet/poster for multi-step processes
- Review steps regularly reteach as needed.

(Sharon Vaughn and Rebecca Zumela)

Self-Monitoring Bookmarks

 <p>What?</p>
 <p>Watch!</p>
 <p>Practice and Correct!</p>
 <p>Turns.</p>


 <p>Who?</p>
 <p>Where?</p>
 <p>First?</p>
 <p>Next?</p>
 <p>End?</p>

Intensify By Modeling “Think Aloud” Strategies

Phonemic Segmentation

We are going to practice saying the sounds in words. I am going to remember to hold up a finger for each sound.

Vocabulary

We just read that the bear was slumbering. I’m not sure what slumbering means. Let’s reread this page to see if we can figure out what slumbering means.

Comprehension

I an going to retell the story Bear Snores On. [Teacher models the retell]. Now, I want to reflect on how I did. Did I include all the story information in my retell? Did I tell who the main character was, what happened first, what happened next, and what happened at the end?



Intensify by Incorporating Procedural Checklists and Prompt Sheets

- Procedural checklists and prompt sheets identify the steps students need to take to accomplish a task.

**Word
Identification
Strategy
DISSECT**

Step 1:	<u>D</u> iscover the context
Step 2:	<u>I</u> solate the prefix
Step 3:	<u>S</u> eparate the suffix
Step 4:	<u>S</u> ay the stem
Step 5:	<u>E</u> xamine the stem
Step 6:	<u>C</u> heck with someone
Step 7:	<u>T</u> ry the dictionary

Intensify by Incorporating Procedural Checklists and Prompt Sheets

- Prompt Card to help students independently study a word's spelling.

1. Examine the spelling of the word closely.
2. Copy the word.
3. Cover the word and write from memory.
4. Check the word and correct if needed.
5. If the word is spelled correctly, go to the next word.
6. If spelled incorrectly, repeat steps 1-4.



Intensify by Helping Students Focus on Goals

- Involve students in setting goals and monitoring their own academic gains with progress monitoring data
- Keep track (with the student) of how many trials it takes for a student to achieve mastery of a new skill
- Teach students to ask themselves questions to determine if they are working well and making progress



Attribution

- Help students to develop strategies or scripts when they engage in negative self-talk and reinforce them for using those strategies or scripts.
- Include students in goal setting and monitoring to help them connect their hard work with increased academic success.
- Celebrate progress and provide explicit feedback that connects it with their use of new/appropriate learning strategies, skills, or behaviors.

Positive Attribution Requires a Growth-based Mindset

- Growth-based Mindset is the belief basic qualities are things you can cultivate through effort

versus

- Fixed Mindset is the belief that basic qualities are fixed
 - Internal Attribution: “I did poorly on the spelling test because I’m stupid.”
 - External Attribution: “I was really lucky to get an ‘A’ on my spelling test because the teacher gave easy words.”

Self-Efficacy is Linked to a Growth-based Mindset

- When reading, I know how to figure out words I don't know.
- When reading, I have a way to decode long words.
- When reading an informational text, I know how to find the key ideas and details.
- When writing a report, I know how to organize my ideas.
- When retelling a story, I know what parts to include.
- When writing a story, I know how to write my ideas in good sentences.

I know what to do and how to do it. I'm confident when reading because I have a strategy for...



Intensify with Social Scripts to Support Growth-based Self-talk

- I've tried reading this type of word before. I can look at the "Sound Walls" in my classroom for other words with the same pattern.
- I can use my word reading strategy to decode.
- If I get really stuck, I can ask for help.
- If I make a mistake, it'll be okay.



Attribution and Self-Efficacy

- Self-efficacy is the belief in your capabilities to achieve a goal or an outcome, and a belief you can cultivate abilities through your own effort.

Self-efficacy centers on a growth-based mindset. . . “I can do it!”

Begin every lesson with...



I can



read

and



write

m	a	s	p
s	p	a	m
p	a	m	s

sounds

and

we	a	the	see
I	we	see	a
see	the	a	we

words

.



ECRI Tier 3 – Intensification Framework

Cognitive Processing - Attribution

Content

Self-Efficacy

Examples of Intensification

- Incorporate reward charts to support growth-based self-talk.
- Include goal setting and graphing (to visualize growth/goals).

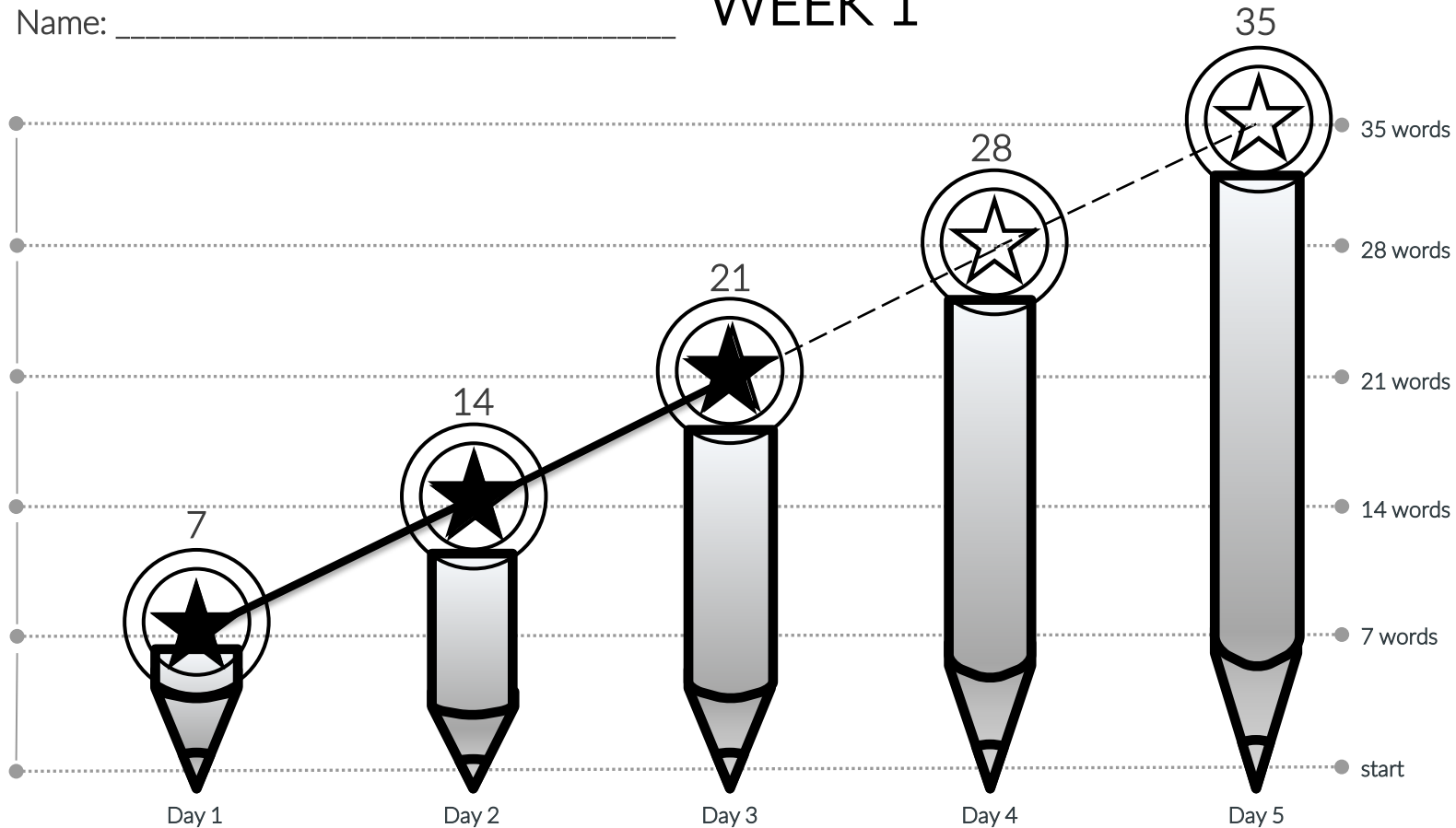
Integrated in Lessons

- Cheer Breaks and positive specific feedback.
- Celebrate Success with reward statement chart and student graphs.








WEEK 1

Name: _____

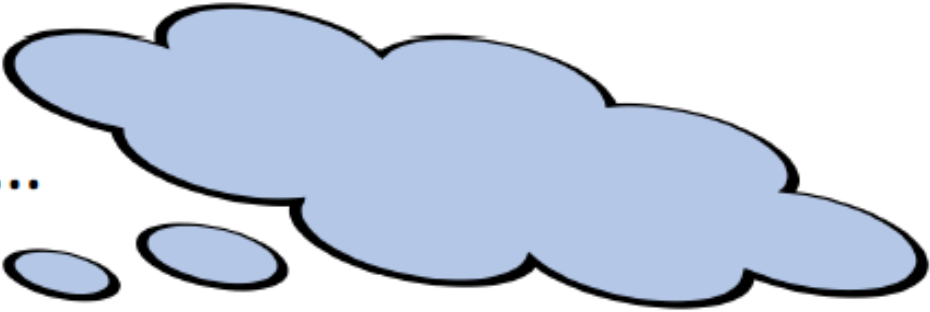


End every lesson with...

I am...

				
successful	smart	a hard worker	amazing	happy

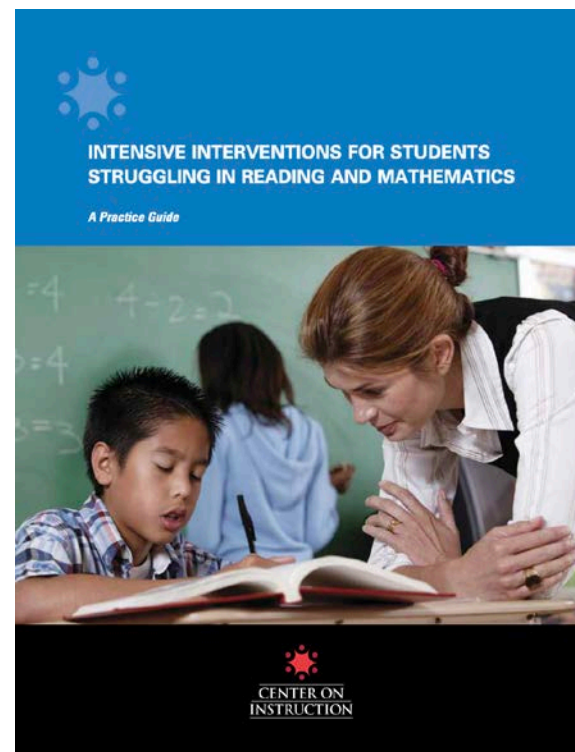
because...



Resource: Center on Instruction-Guide for Intensifying Interventions

FIVE Groups:

1. *How can I teach...*(p. 14)
2. *How can I support...*(p. 14)
3. *What are some examples...*(p. 15)
4. *What are some practices...*(p. 15-16)
5. *How can I provide feedback...* (p. 16)



(Vaughn, Wanzek, Murray, & Roberts, 2012)



Intensification Practice Category #4: Modify Delivery of Instruction

- Prioritize and engage students in what you want them to know.
- Ensure instructional content aligns with students' demonstrated needs.
- Use precise, frequent progress monitoring to determine if learning is occurring.



Intensification Practice Category #4: Modify Delivery of Instruction

Systematic and Explicit Instruction

- Sequence learning chunks from easier to more difficult.
- Break steps into small, simple chunks.
- Provide temporary supports to control the level of difficulty.
- Tell students what you want them to know.
- Provide an organizer.
- Assess background knowledge.
- Model (“I do”).
- Provide extensive guided practice (“You do”).
- Provide independent practice (“We do”).
- Check for maintenance of skills.
- Provide concrete learning opportunities with manipulatives or visual aids.
- Scaffold instruction, and fade levels of support as students demonstrate independence.

Intensification Practice Category #4: Modify Delivery of Instruction

Precise, Simple, Replicable Language

- Plan precise, specific language for parts of your lessons that involve the explanation of an important idea.
- Use correct vocabulary for the discipline that is appropriate for students.
- Use the same language every time.

Intensification Practice Category #4: Modify Delivery of Instruction

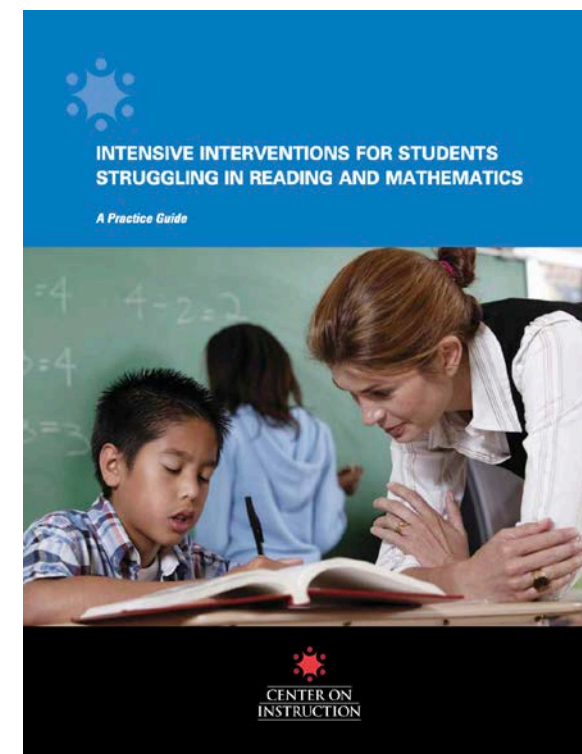
Feedback and Error Correction

- Tie your feedback directly to the student's actions and the learning goals.
- If students make errors, explain why they are incorrect, model the correct response, and have the student provide a correct response before moving on.

Resource: Center on Instruction-Guide for Intensifying Interventions

Three Groups:

1. *Explicit instruction...(p. 17-18)*
2. *Systematic Instruction...(p. 18)*
3. *Opportunities for student...(p. 18-19)*



(Vaughn, Wanzek, Murray, & Roberts, 2012)

Reading and Spelling Difficulties

The scientific community has reached consensus:

- most reading and spelling difficulties originate with a specific impairment of language processing,
- not with general visual-perceptual deficits, inability to construct meaning from context, or other more general problems with attention or memory.

(Adams 1990; Goswami and Bryant 1990; Gough, Ehri, and Treiman 1992; Stanovich 1991; Vellutino 1991a)



Reading and Spelling Difficulties

“Poor readers, depending on the severity of their lack of phonemic awareness, need intensive, systematic exposure to examples and explicit teaching of linguistic concepts.”

~Louisa Moats



Consonant and Vowel Phonemes

The 44 English sounds can be divided into two major categories – consonants and vowels. A consonant sound is one in which the air flow is cut off, either partially or completely, when the sound is produced. In contrast, a vowel sound is one in which the air flow is unobstructed when the sound is made.

www.dyslexia-reading-well.com



Classifying Consonant Sounds

- By Manner of Articulation-based on air stream (stop sounds and continuous sounds)
- By Point of Articulation- where sounds are made in the mouth
- By Vocal Cord Vibration-movement of vocal cords (voiced and unvoiced sounds)

*Instructors need to be aware of manner of articulation, point of articulation, and vocal cord vibration when teaching letter-sound correspondence and listening to speech/oral reading.



Why is it Important?

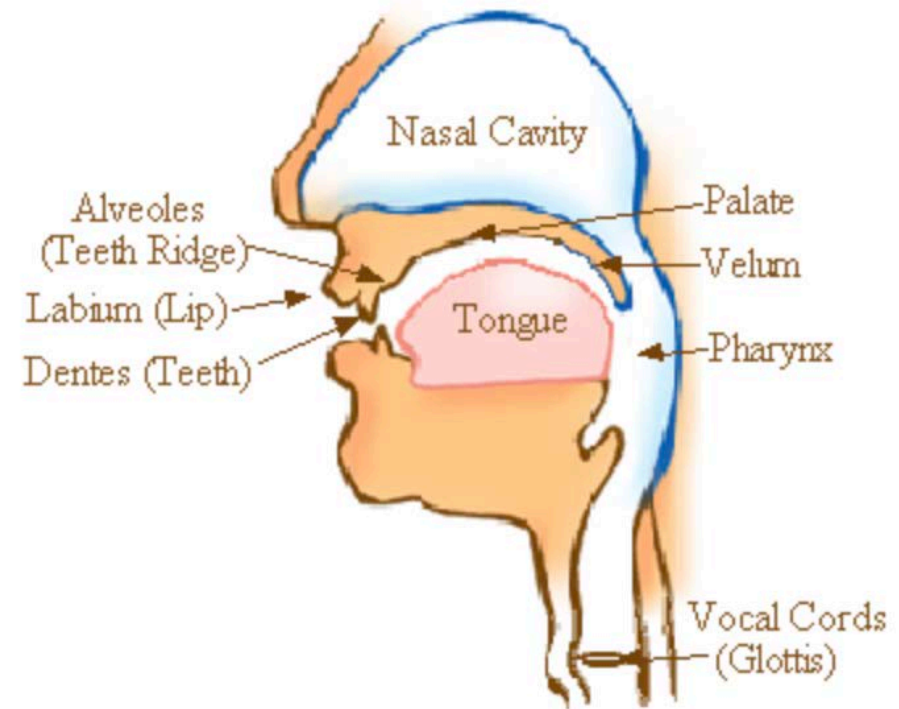
- Knowing how sounds are articulated helps teach students how to produce sounds correctly.
- Continuous sounds should be used when first teaching students how to blend sounds
- Voiced and unvoiced pairs are often confused in reading and spelling
- Voiced sounds that are stop sounds are hardest to pronounce without the added schwa ('uh') sound at the end

1. By Manner of Articulation

- Is the air stream continuous or quickly cut off?
 - Continuous sounds are sounds that can be stretched out or pronounced for a sustained period of time
 - /mmmmmmm/
 - /ffffffffffff/
 - Stop sounds can only be said for an instant (quick puff of air)
 - /b/
 - /t/

2. By Point of Articulation

How is the sound made using the different places of articulation (tongue placement, lips, teeth, etc.)?



3. By Vocal Cord Vibration

Is a sound voiced or unvoiced?

- Touch throat to feel if vocal cords are sounding
 - /z/ and /f/
- Cup hands over your ears-which sound is louder?
 - /b/ and /t/

Activity: Consonant and Vowel Classifications

Consonant Phonemes:

- Point of articulation
- Manner of articulation
 - Continuous or Stop



Activity: Consonant and Vowel Classifications

Consonant and Vowel Classifications

Part 1 – Consonant Classification

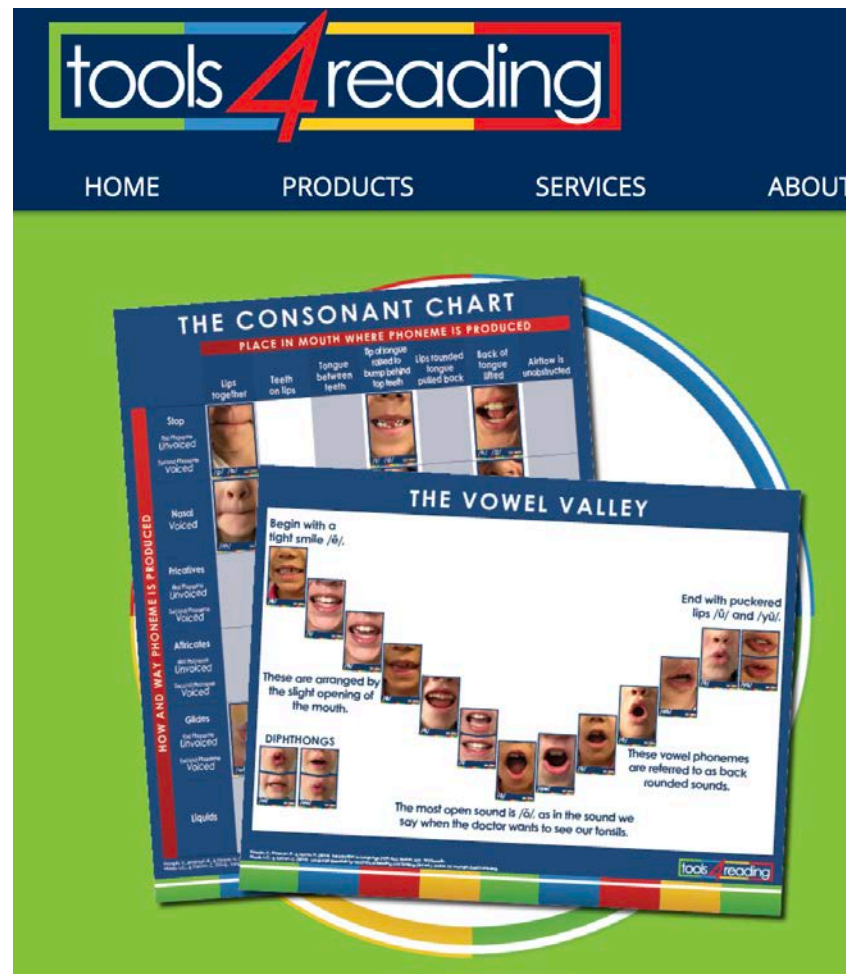
In the chart below, place an "x" in each box that classifies the consonant phoneme listed.
(This chart represents a partial list of classifications and is not intended to be comprehensive.)

Consonant Phonemes	/m/	/ch/	/g/	/l/	/v/	/r/
Point of Articulation						
Lips						
Bottom lip and teeth						
Back of mouth/tongue						
Tongue between teeth						
Tip of tongue and roof of mouth						
Tongue and roof of mouth						
Manner of Articulation						
Nasal – formed with closed mouth, forcing air through nose.						
Plosive – formed by blocking off airflow and then creating a puff of air.						
Liquids – formed when there is some obstruction of the airstream, but not enough to cause friction.						
Fricative – formed by narrowing the air channel and then forcing air through the channel causing friction.						
Voiced or Unvoiced						
Voiced – vocal cords vibrate.						
Unvoiced – vocal cords do not vibrate.						
Continuous or Stop						
Continuous – a sound that can be prolonged without distortion.						
Stop – a sound that cannot be prolonged without distortion.						

Part 2 – Vowel Classification

Practice describing your **tongue, lips, and jaw position** to a partner after making the following vowel sounds: /ē/, /o/, and /ew/.

Tools4reading.com



Phonics Tool Kit
By Mary Dahlgren

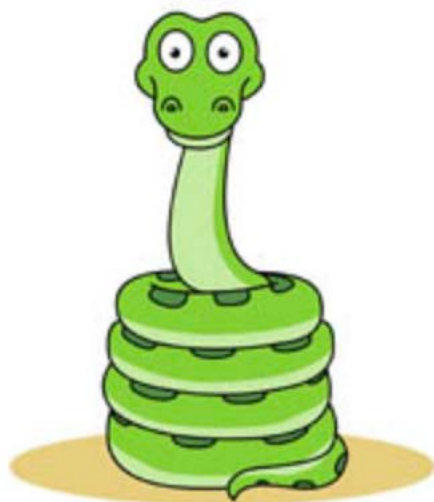
Activity: Consonant and Vowel Classifications

Vowel Phonemes:

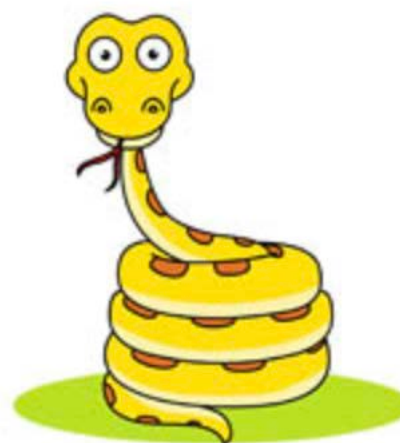
- Tongue position
- Lip rounding
- Jaw position

Activity: Sound Snakes

- Quiet Snake (unvoiced)



- Noisy Snake (voiced)







Activity: Sound Snakes

Place the following phonemes with their sound partner on the chart under the correct snake.

/t/ /g/

/b/ /s/

/f/ /j/

 Quiet Snake (unvoiced)	 Noisy Snake (voiced)
	/v/
/p/	
	/d/
	/z/
/k/	
/ch/	



Minimally Contrasting Sounds

- Sounds that differ by place of articulation, manner of articulation, or voicing:
- Place of Articulation-m and n: sum and sun
 - Sounds are nasal and voiced
- Manner of Articulation-s and t: mess and met
 - The tongue is behind the teeth and unvoiced
- Voice-t and d: tan and Dan
 - The tongue is behind teeth and stop



What are Minimal Pairs?

- Pairs of words or phrases different in only one phonological element (e.g., phoneme) and have a distinct meaning
- For example:
 - Met; yet
 - might; night
 - Sue; zoo
 - Fairy; very



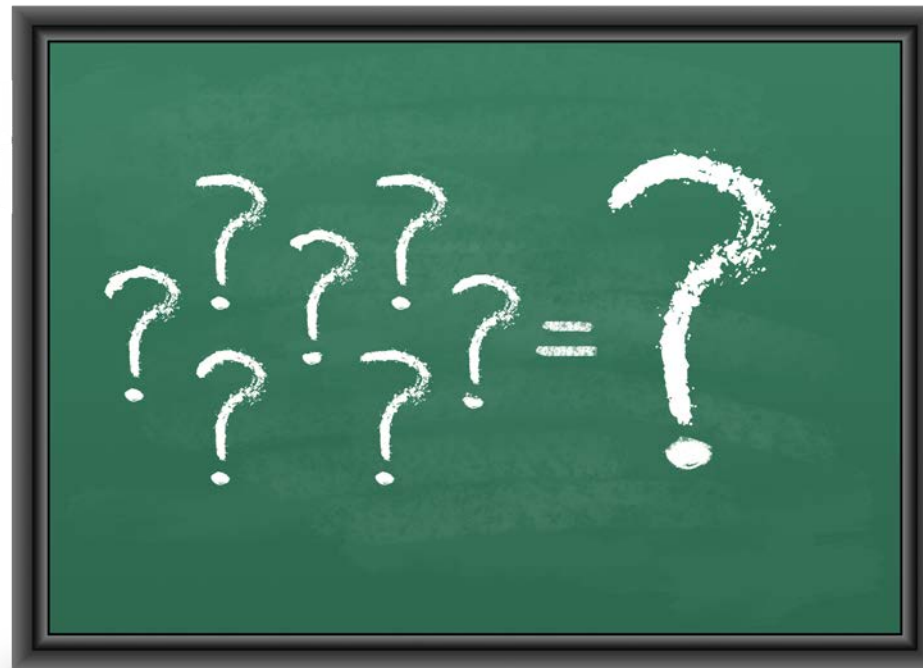
Minimal Pairs

“If students can distinguish the sounds in minimal pairs of words and identify which sound makes one word different from another, then they are likely to have attained a level of awareness that will fully support word recognition, spelling, and vocabulary development.

~Louisa Moats (Speech to Print)

How Can We Intensify ECRI Routines?

- **What?**
 - Reading
 - Cognitive Processing
- **How?**
 - Instructional Design
 - Instructional Delivery









Explicit instructional elements incorporated into each routine:

- Materials
- Teacher Explanation
- Teacher Model
- Practice for all Students
- Signal (Unison Oral Responding)
- Pacing
- Correcting Student Errors
- Check for Understanding

Four Parts of a Clear Signal

1. FOCUS	2. CUE	3. THINK TIME	4. SIGNAL
<p>Touch to the left or Pinch the left of the card</p>	<p>Name? Sound? Word? Contraction? Prefix/Suffix? Meaning?</p>	<p>Often 2 seconds (follow routine cards for time per routine)</p>	<p>Tap Slide Swoop</p>
			
<ul style="list-style-type: none"> Do NOT move the focus (finger) until the signal (step 4). 	<ul style="list-style-type: none"> Say the cue quickly and clearly. No droning. Say the cue for each item in the practice chart. 	<ul style="list-style-type: none"> Keep the think time consistent between each item. The goal is for each student to be successful practicing with the group. 	<ul style="list-style-type: none"> Follow the routine as written. Signal clearly. Provide a narrow window of response. Immediately move to the next item.

Spell-it

- Spelling is a multifaceted linguistic skill that integrates and depends upon several layers of knowledge: phonological awareness of speech sounds in words, morphological awareness, semantic knowledge, and orthographic knowledge of the letter sequences and patterns that are used to spell word.

Practicing a word's spelling is a concrete way to reinforce phonemic awareness and facilitate word reading.

Write-it

- Writing promotes an analysis of spoken words and a student's sense of how those sounds and word are represented in print.

Handwriting is *not* just a motor process or penmanship exercise.

Compare-it

- Visually comparing written forms reinforces orthographic connections and solidifies letter forms (and written words) in memory.

During instruction, compare and contrast features of a target letter or word.



Irregular Word Reading -- Signal for each word:

1. My turn. Word?
2. Your turn. Word?
3. Spell [word].
4. Word?
5. Pick up your pen and write [word]. Say the letters out loud as you write them.
6. Touch under the word you just wrote. Think! Word?

An example of materials with scaffolds:

A *Irregular Word Reading Part 1: Say-It, Spell-It, Say-It, Write-It, Read-It*

★ I	♥ the	■ see	😊
★	♥	■	😊
★	♥	■	😊
★	♥	■	😊
★	♥	■	😊

Individualizing Checks for Understanding:

B

Irregular Word Reading Part 2 (Individual Turns)

★	I	the	see	I
♥	see	I	the	see
■	the	see	I	the

Practice!





How can you intensify phonological awareness practice?

How can you intensify sound-spelling practice?

Lesson 1

Beginning Sound-Spelling Review: Part 1

m

a

s





















p

Signal for each new sound-spelling:

1. Sound?
2. Pick up your pen and write the spelling for [sound].
3. Say the sound out loud as you write it.
4. Put your finger under the sound-spelling you just wrote.
5. Think. Sound?

An example of materials with scaffolds:

E *Sound-Spelling Review Part 1: Say-It, Write-It, Say-It*

 m	 a	 s	 p
			
			
			
			



Practice!

Lesson 1

Beginning Sound-Spelling Review: Part 1

m	a	s	p
---	---	---	---



Teacher Materials:

Lesson 1

Beginning Sound-Spelling Review: Part 2

m	a	s	p
s	p	a	m
p	a	m	s

Individualizing Checks for Understanding:

F *Sound-Spelling Review Part 2 (Individual Turns)*

★	m	a	s	p
♥	s	p	a	m
■	p	a	m	s

Practice!





Continuous Blending Tips and Techniques

- When students struggle to master the blending strategy, take them back to easier words to blend:
- CVC words with all continuous sounds (example: man).
- CVC words with stop sound at the end of the word only (example: mop).
- CVC words with stop sound at the beginning (example: pan).
- CCVC words with a blend at the beginning that includes a stop sound (example: spun).
- CCVC words with a blend at the beginning that includes a stop sound and a stop sound at the end of the word (example: step).



Blending Progression

- Continuous Blending
 - All continuous sounds
 - Stop sound at the end of the word
 - Stop sound at the beginning of the word
 - Stop sound in the middle of the word
- Sound-by-Sound Blending
- Spelling-Focused Blending (includes multisyllabic word blending)



Student Materials:





G *Continuous Blending Part 1: Blend-It, Read-It, Write-It, Compare-It, Read-It*

★ am	♥ Sam	■ map	☺ sap
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺



Individualizing Checks for Understanding:

H *Continuous Blending Part 2 (Individual Turns)*

<p>am</p> 	<p>Sam</p> 
<p>map</p> 	<p>sap</p> 

Individualizing Checks for Understanding:

I

Regular Word Reading (Individual Turns)

★	am	Sam	map	sap
♥	map	am	sap	Sam

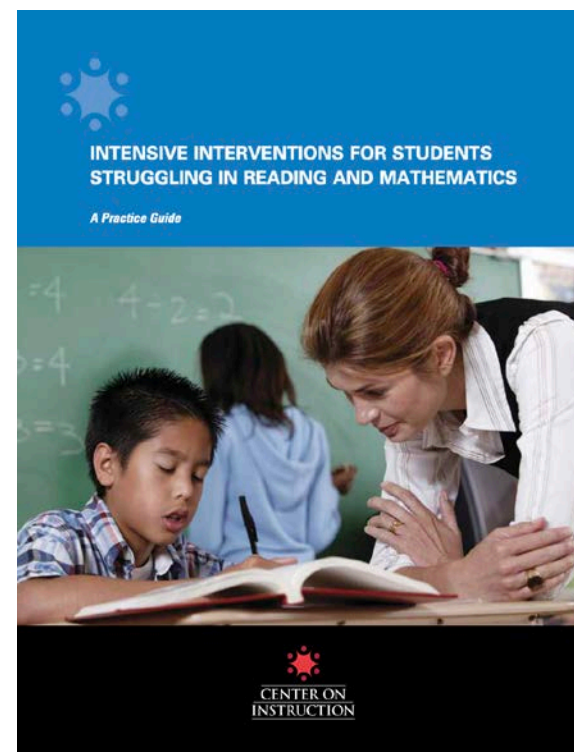
Practice!



Resource: Center on Instruction-Guide for Intensifying Interventions

FOUR Groups:

1. *How can I intensify...*(p. 20)
2. *What is the most...*(p. 20-21)
3. *When is the best time...*(p. 21)
4. *When should independent...*(p. 21)



(Vaughn, Wanzek, Murray, & Roberts, 2012)



Daily and Weekly Data

- Data is gathered daily and summarized on a weekly basis.
- Data determines areas of mastery and areas in need of additional practice (remedy)

Instructional planning is based on instructional needs of students.

To Intensify or Stay the Course...

What do observable behaviors indicate?

INTENSIFY (non-responsive)

- Errors in current Tier 1 and Tier 2 lessons
- Encoding/Spelling errors in Tier 1 and Tier 2
- Disengagement from lesson due to level of difficulty
- Negative self-attribution

RECOMMENDATION

*Administer other diagnostic measures

STAY THE COURSE (responsive)

- Little to no errors in Tier 1 and Tier 2 lessons
- Accurate and fluent reading of the decodable text
- Engagement in the lesson
- Positive self-attribution

RECOMMENDATION

*Keep student in current placement/core aligned instruction; add scaffolds as needed



Daily Intervention Log

Intervention Log: Fill out this log each day for each supplemental or intervention group.
Instructor: _____

Monday, Date: _____

Was the Intervention Offered? Yes No

Actual Intervention Duration (# of minutes): _____

Was the Intervention Implemented as Planned? Yes Partially No

Student Name	Was the Student Present?		Was the Student Successful in the Lesson?			Was the Student Engaged?			Did the Student have a Positive Self-Attribution?		
	Yes	No	Yes	Partially	No	Yes	Partially	No	Yes	Partially	No
	<input type="checkbox"/> Y <input type="checkbox"/> N	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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Tuesday, Date: _____

Was the Intervention Offered? Yes No

Actual Intervention Duration (# of minutes): _____

Was the Intervention Implemented as Planned? Yes Partially No

Student Name	Was the Student Present?		Was the Student Successful in the Lesson?			Was the Student Engaged?			Did the Student have a Positive Self-Attribution?		
	Yes	No	Yes	Partially	No	Yes	Partially	No	Yes	Partially	No
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Wednesday, Date: _____

Was the Intervention Offered? Yes No

Actual Intervention Duration (# of minutes): _____

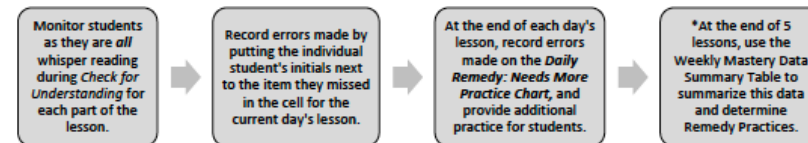
Was the Intervention Implemented as Planned? Yes Partially No

Student Name	Was the Student Present?		Was the Student Successful in the Lesson?			Was the Student Engaged?			Did the Student have a Positive Self-Attribution?		
	Yes	No	Yes	Partially	No	Yes	Partially	No	Yes	Partially	No
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Daily Mastery Data Table, Part 1: Errors

Daily Mastery Data Table, Part 1: Errors



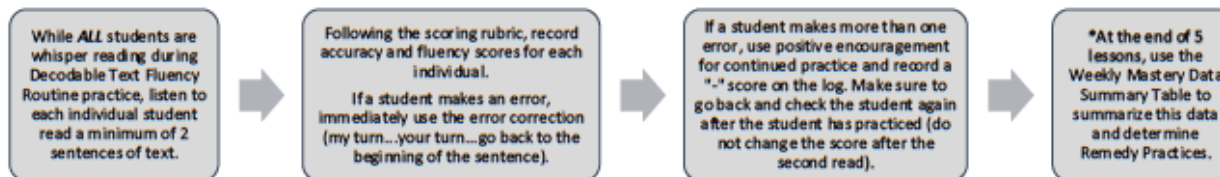
		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5*
Part 1: Irregular Words	we					
	I					
	see					
	the					
	a					
Part 2: Phonological Awareness	Blending					
	Segmenting					
	Other PA Task					
Part 3: Sounds	m					
	a					
	s					
	p					
Part 4: Blending/Regular Word Reading	Reading (or decoding) of Words: (NOTE: write student initials and the error made)					
	Writing (or encoding) of words: (NOTE: write student initials and the error made)					

NOTE: Each day also use the Daily Mastery Data Table, Part 2: Accuracy and Fluency Log to record student data during decodable text reading.



Daily Mastery Data Table, Part 2: Accuracy and Fluency Log

Daily Mastery Data Table, Part 2: Accuracy and Fluency Log



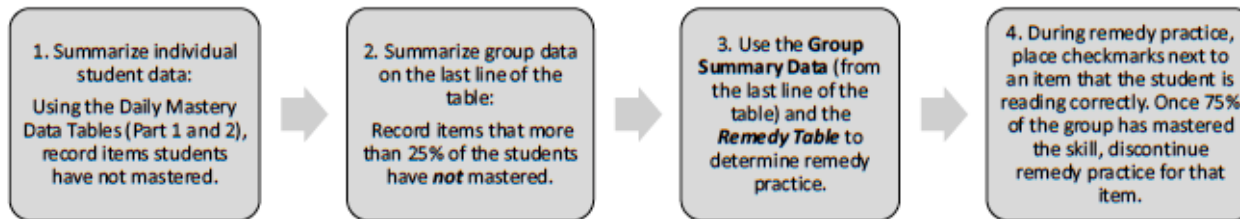
Scoring Rubric		
Area	Score	Criteria
Accuracy	+	1 error or less per 2 sentences of text.
	-	More than 1 error per 2 sentences of text.
Fluency	-	Student received a "-" score for accuracy.
	+	3 seconds or less per word AND received a "+" score for accuracy.
	-	More than 3 seconds per word.

Student Initials:	Lesson 1		Lesson 2		Lesson 3		Lesson 4		Lesson 5*	
	Accuracy	Fluency	Accuracy	Fluency	Accuracy	Fluency	Accuracy	Fluency	Accuracy	Fluency



Weekly Mastery Data Summary

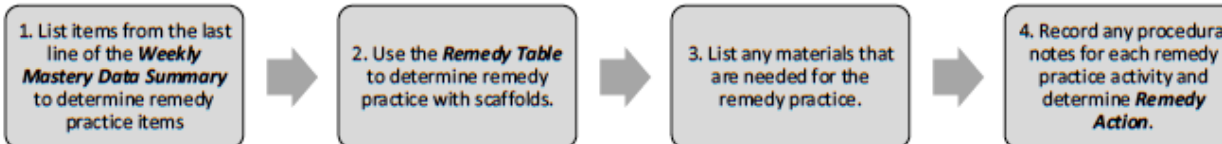
Weekly Mastery Data Summary:



Student Initials:	Part 1	Part 2	Part 3	Part 4	Part 5	
	Irregular Word Reading	Phonological Awareness	Sounds	Blending and Regular Word Reading	Connected Text Accuracy and Fluency	
Group Summary Data: Use to Determine Remedy Practice Areas and Items: Record items that more than 25% of the group have not mastered:						

Remedy Practice Plan

Remedy Practice Plan:



	Part 1	Part 2	Part 3	Part 4	Part 5
	Irregular Word Reading	Phonological Awareness	Sounds	Blending and Regular Word Reading	Connected Text Accuracy and Fluency
List items from the last line of the Weekly Mastery Data Summary					
Materials Needed (see Remedy Table)					
Procedure Notes (see Remedy Table)					

Remedy Action: # of 5 parts that require remedy: _____

- All parts mastered, no remedies are needed = Continue to the next lesson.
- 1-2 parts not mastered = Add remedies for those parts only while also continuing to the next lesson(s).
- 3+ parts not mastered = Reteach 2 days of lessons using remedy before continuing to the next lesson.



Remedy Practice Page

Practice Page

★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺
★	♥	■	☺



Daily Mastery Data Table, Part 1: Errors

Example: Group of 3 Students-
JM, KS, MP

Daily Mastery Data Table, Part 1: Errors

Monitor students as they are *all* whisper reading during *Check for Understanding* for each part of the lesson.

Record errors made by putting the individual student's initials next to the item they missed in the cell for the current day's lesson.

At the end of each day's lesson, record errors made on the *Daily Remedy: Needs More Practice Chart*, and provide additional practice for students.

*At the end of 5 lessons, use the *Weekly Mastery Data Summary Table* to summarize this data and determine Remedy Practices.

		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5*
Part 1: Irregular Words	we	JM				
	I		MP			
	see	KS JM	JM			
	the	KS	MP			
	a					
Part 2: Phonological Awareness	Blending					
	Segmenting					
	Other PA Task					
Part 3: Sounds	m	MP		MP		MP
	a					
	s	JM			JM	JM
	p					
Part 4: Blending/Regular Word Reading	Reading (or decoding) of Words: (NOTE: write student initials and the error made)	MP-map	MP-map JM-sap			
	Writing (or encoding of words): (NOTE: write student initials and the error made)	MP-map			MP-map JM-sap	MP-map JM-sap

NOTE: Each day also use the Daily Mastery Data Table, Part 2: Accuracy and Fluency Log to record student data during decodable text reading.

Daily Mastery Data Table, Part 2: Accuracy and Fluency Log

Example: Group of 3 Students-
JM, KS, MP

Daily Mastery Data Table, Part 2: Accuracy and Fluency Log

While ALL students are whisper reading during Decodable Text Fluency Routine practice, listen to each individual student read a minimum of 2 sentences of text.

➔

Following the scoring rubric, record accuracy and fluency scores for each individual.

If a student makes an error, immediately use the error correction (my turn...your turn...go back to the beginning of the sentence).

➔

If a student makes more than one error, use positive encouragement for continued practice and record a "-" score on the log. Make sure to go back and check the student again after the student has practiced (do not change the score after the second read).

➔

*At the end of 5 lessons, use the Weekly Mastery Data Summary Table to summarize this data and determine Remedy Practices.

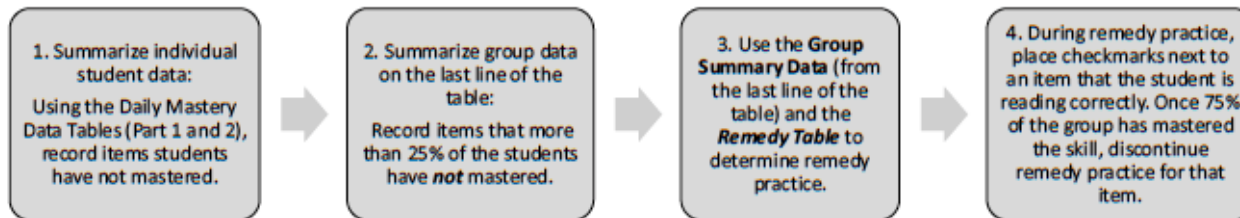
Scoring Rubric		
Area	Score	Criteria
Accuracy	+	1 error or less per 2 sentences of text.
	-	More than 1 error per 2 sentences of text.
Fluency	-	Student received a "-" score for accuracy.
	+	3 seconds or less per word AND received a "+" score for accuracy.
	-	More than 3 seconds per word.

Student Initials:	Lesson 1		Lesson 2		Lesson 3		Lesson 4		Lesson 5*	
	Accuracy	Fluency	Accuracy	Fluency	Accuracy	Fluency	Accuracy	Fluency	Accuracy	Fluency
JM	-	-	-	-	+	-	+	-	+	-
MP	-	-	-	-	+	-	+	-	+	-
KS	-	-	-	-	+	-	+	+	+	+

Weekly Mastery Data Summary

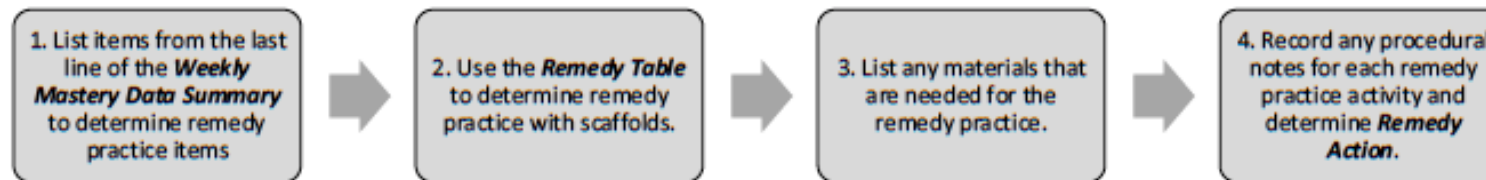
Example: Group of 3 Students-
JM, KS, MP

Weekly Mastery Data Summary:



Student Initials:	Part 1	Part 2	Part 3	Part 4	Part 5	
	Irregular Word Reading	Phonological Awareness	Sounds	Blending and Regular Word Reading	Connected Text Accuracy and Fluency	
JM			s	sap (e)	+	-
MP			m	map (e)	+	-
KS					+	+
Group Summary Data: Use to Determine Remedy Practice Areas and Items: Record items that more than 25% of the group have not mastered:			s m	sap (e) map (e)		F

Remedy Practice Plan:



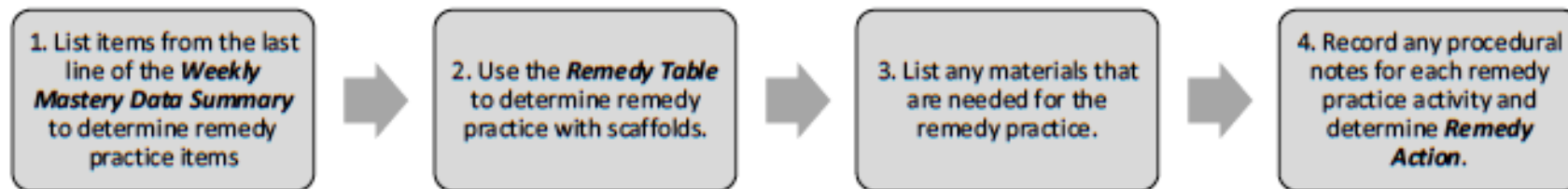
	Part 1	Part 2	Part 3	Part 4	Part 5
	Irregular Word Reading	Phonological Awareness	Sounds	Blending and Regular Word Reading	Connected Text Accuracy and Fluency
List items from the last line of the <i>Weekly Mastery Data Summary</i>			s m	sap (e) map (e)	Fluency
Materials Needed (see <i>Remedy Table</i>)			*m and s sound spelling card *m and s flashcard *Teacher flip chart *remedy practice sheet/marker	*Charts/Flip chart for words *remedy practice sheet/marker	*Student workbooks-day 5 sentences
Procedure Notes (see <i>Remedy Table</i>)			*We do with s-s cards *We do/you do with flashcards/write sounds *Day 5 review chart	*T says word/S say sounds *T says word/ S say sounds and touch boxes *S writes sounds/word	*S are going to partner read the sentences

Remedy Action: # of 5 parts that require remedy: _____

- All parts mastered, no remedies are needed = Continue to the next lesson.
- 1-2 parts not mastered = Add remedies for those parts only while also continuing to the next lesson(s).
- 3+ parts not mastered = Reteach 2 days of lessons using remedy before continuing to the next lesson.



Remedy Practice Plan:



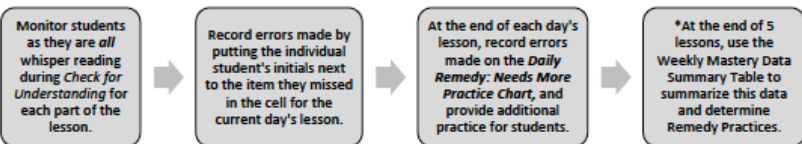
	Part 1	Part 2	Part 3	Part 4	Part 5
	Irregular Word Reading	Phonological Awareness	Sounds	Blending and Regular Word Reading	Connected Text Accuracy and Fluency
List items from the last line of the <i>Weekly Mastery Data Summary</i>			s m	sap (e) map (e)	Fluency
Materials Needed (see <i>Remedy Table</i>)			*m and s sound spelling card *m and s flashcard *Teacher flip chart *remedy practice sheet/marker	*Charts/Flip chart for words *remedy practice sheet/marker	*Student workbooks- day 5 sentences
Procedure Notes (see <i>Remedy Table</i>)			*We do with s-s cards *We do/you do with flashcards/write sounds *Day 5 review chart	*T says word/S say sounds *T says word/ S say sounds and touch boxes *S writes sounds/word	*S are going to partner read the sentences

Remedy Action: # of 5 parts that require remedy: _____

- All parts mastered, no remedies are needed = Continue to the next lesson.
- 1-2 parts not mastered = Add remedies for those parts only while also continuing to the next lesson(s).
- 3+ parts not mastered = Reteach 2 days of lessons using remedy before continuing to the next lesson.



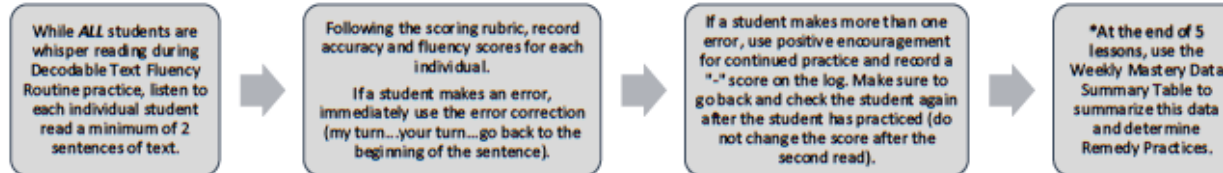
Daily Mastery Data Table, Part 1: Errors



		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5*
Part 1: Irregular Words	we				TT	TT
	l					
	see	CD	CD LS			
	the	CD LS	JS	TT JS	TT JS	TT JS
	a					
Part 2: Phonological Awareness	Blending					
	Segmenting					
	Other PA Task					
Part 3: Sounds	m					
	a					
	s					
	p					
Part 4: Blending/Irregular Word Reading	Reading (or decoding) of Words: (NOTE: write student initials and the error made)	LS-map JS-map	JS-sap	CD-Sam		
	Writing (or encoding) of words: (NOTE: write student initials and the error made)					

NOTE: Each day also use the Daily Mastery Data Table, Part 2: Accuracy and Fluency Log to record student data during decodable text reading.

Daily Mastery Data Table, Part 2: Accuracy and Fluency Log



Scoring Rubric		
Area	Score	Criteria
Accuracy	+	1 error or less per 2 sentences of text.
	-	More than 1 error per 2 sentences of text.
Fluency	-	Student received a "-." score for accuracy.
	+	3 seconds or less per word AND received a "+" score for accuracy.
	-	More than 3 seconds per word.

Student Initials:	Lesson 1		Lesson 2		Lesson 3		Lesson 4		Lesson 5*	
	Accuracy	Fluency	Accuracy	Fluency	Accuracy	Fluency	Accuracy	Fluency	Accuracy	Fluency
JS	-	-	-	-	-	-	+	-	+	-
CD	-	-	+	-	+	-	+	+	+	+
LS	-	-	-	-	+	-	+	-	+	-
TT	-	-	-	-	+	-	+	-	+	-

Weekly Mastery Data Summary

Example: Group of 4 Students-
CD, JS, LS, TT

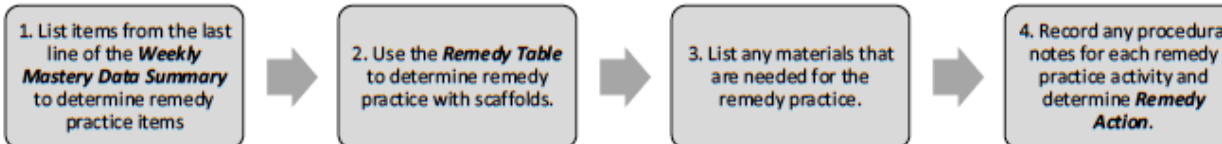
Weekly Mastery Data Summary:

1. Summarize individual student data:
Using the Daily Mastery Data Tables (Part 1 and 2), record items students have not mastered.
2. Summarize group data on the last line of the table:
Record items that more than 25% of the students have **not** mastered.
3. Use the **Group Summary Data** (from the last line of the table) and the **Remedy Table** to determine remedy practice.
4. During remedy practice, place checkmarks next to an item that the student is reading correctly. Once 75% of the group has mastered the skill, discontinue remedy practice for that item.

Student Initials:	Part 1	Part 2	Part 3	Part 4	Part 5	
	Irregular Word Reading	Phonological Awareness	Sounds	Blending and Regular Word Reading	Connected Text Accuracy and Fluency	
Group Summary Data: Use to Determine Remedy Practice Areas and Items: Record items that more than 25% of the group have not mastered:						

Remedy Practice Plan

Remedy Practice Plan:



	Part 1	Part 2	Part 3	Part 4	Part 5
	Irregular Word Reading	Phonological Awareness	Sounds	Blending and Regular Word Reading	Connected Text Accuracy and Fluency
List items from the last line of the Weekly Mastery Data Summary					
Materials Needed (see Remedy Table)					
Procedure Notes (see Remedy Table)					

Remedy Action: # of 5 parts that require remedy: _____

- All parts mastered, no remedies are needed = Continue to the next lesson.
- 1-2 parts not mastered = Add remedies for those parts only while also continuing to the next lesson(s).
- 3+ parts not mastered = Reteach 2 days of lessons using remedy before continuing to the next lesson.