

## Phoneme Blending

Objective: To increase skill in phoneme blending for students who

- Have not yet mastered this skill

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

Sequence:

1. Teacher **sits opposite** the student with a table surface in between
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 above 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 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 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 being delivered correctly

# Phoneme Blending

## Intervention Integrity Observation Checklist

Site: \_\_\_\_\_ Grade Level of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Member: \_\_\_\_\_ 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 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 – Pairs Protocol

**Objective** To increase skill in phoneme blending for students who

- Have not yet mastered this skill

**Materials** 3-4 cubes, chips, blank sticky notes  
List of words for blending

### **Sequence**

1. Teacher sits between the students.
2. **Explain:** Teacher says to the students, *“Today we’re going to practice blending sounds to make words. I’ll tap a (cube/chip/note) as I say each sound in a word. When I slide my finger under the cubes/chips/notes, you’ll say the word.”* This explanation may be shortened for students who have experience with this intervention, but some explanation must be given at the start of every session.
3. **Model:** Teacher says to the students *“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. **Group Practice:** Teacher says to the students, *“I’ll say the sounds in a word. When I signal you say the word, with your voices together. Your turn.”* Teacher practices with **students responding in unison.** Teacher maintains brisk pace, with little pause between words.
5. **Correction:** Any time one or both of the students respond incorrectly, the teacher immediately says, *“My turn,”* demonstrates the correct response, then says, *“Your turn”* (i.e., *“My turn. /b/ /a/ /g/, bag, Your turn, /b/ /a/ /g/...”*) has the students chorally respond to the same word, backs up two words and continues forward so that the word identified incorrectly comes back up again.
6. **Individual Practice:** Once the students consistently blend a group of words correctly in unison, teacher says, *“Now it is time to take turns. I’ll say the sounds in a word. If I call your name, you say the word when I signal. Your turn.”* Teacher goes through the same group of words practiced as a group, but **calling on individual students in an unpredictable pattern.**
7. **Correction:** Any time a student responds incorrectly to a word, 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 blended incorrectly comes back up again for the student who made the original error.



**Phoneme Blending – Pairs Protocol**  
Intervention Integrity Observation Checklist

Site: \_\_\_\_\_ Grade Level of Students: \_\_\_\_\_ Date: \_\_\_\_\_

Member: \_\_\_\_\_ Observer: \_\_\_\_\_

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

INTERVENTION SEQUENCE	Yes	No
Teacher has a list of words for blending		
Teacher explains task to students at least briefly every session		
Teacher models task with at least two words every session		
When modeling, teacher points to each chip/cube/note for each phoneme, and slides their finger under all chips/cubes/notes, to blend the word.		
Teacher initiates practice by repeating task directions		
Teacher uses appropriate pointing to each chip/cube/note, and sliding under the chips/cubes/notes, for each word during choral practice phase.		
Teacher follows error correction procedure immediately for every error during choral practice. Also mark, "yes" if the students did not make any errors during this portion of the observation session.		
Teacher transitions to individual turns only when group is consistently responding to a group of phoneme blending words correctly.		
Teacher uses appropriate hand signaling and calling on students during individual turns phase.		
Teacher follows error correction procedure immediately for every error in individual turns practice phase. Also mark, "yes" if students did not make any errors during this portion of 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 for 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 practices 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 2 words and continues forward so that the word identified incorrectly comes back 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 being delivered correctly

# Phoneme Segmenting

## Intervention Integrity Observation Checklist

Site: \_\_\_\_\_ Grade Level of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Member: \_\_\_\_\_ 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 hold up fingers in left to right order from student's perspective		
Teacher initiates practice by repeating task directions		
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		

## Phoneme Segmenting – Pairs Protocol

**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 students
2. **Explain:** Teacher says to the students, *“Today we’re going to practice saying the sounds in words. 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 must be given at the start of every session.
3. **Model:** Teacher says to the students *“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, for 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. **Group Practice:** Teacher says to the students, *“I’ll say a word. Each time I hold up a finger, you say a sound in that word, with your voices together. Your turn.”* Teacher practices with **students responding in unison**. Teacher maintains brisk pace, with little pause between words.
5. **Correction:** Any time one or both of the students respond incorrectly, the teacher immediately says, *“My turn,”* demonstrates the correct response, then says, *“Your turn”* has the students chorally respond to the same word, backs up two words and continues forward so that the word identified incorrectly comes back up again. (i.e., *“My turn. Tag, /t/ /a/ /g/. Your turn, tag.”*)
6. **Individual Practice:** Once the students consistently segment a group of words correctly in unison, teacher says, *“Now it is time to take turns. I’ll say a word. If I call your name, each time I hold up a finger, you say a sound in that word. Your turn...”* Teacher goes through the same group of words practiced as a group, but **calling on individual students in an unpredictable pattern**.
7. **Correction:** Any time a student responds incorrectly to a word, 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 segmented incorrectly comes back up again for the student who made the original error.



# Phoneme Segmenting – Pairs Protocol

## Intervention Integrity Observation Checklist

Site: \_\_\_\_\_ Grade Level of Students: \_\_\_\_\_ Date: \_\_\_\_\_

Member: \_\_\_\_\_ Observer: \_\_\_\_\_

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

INTERVENTION SEQUENCE	Yes	No
Teacher has a list of words for segmenting.		
Teacher explains task to students 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 students' perspective.		
Teacher initiates practice by repeating task directions.		
Teacher uses appropriate hand signal for each word during choral practice phase.		
Teacher follows error correction procedure immediately for every error during choral practice. Also mark, "yes" if the students did not make any errors during this portion of the observation session.		
Teacher transitions to individual turns only when students are consistently responding to a group of segmenting words, correctly.		
Teacher uses appropriate hand signaling and calling on students during individual turns phase.		
Teacher uses appropriate hand signaling and calling on students during individual turns phase.		
Teacher follows error correction procedure immediately for every error in individual turns practice phase. Also mark, "yes" if students did not make any errors during this portion of the observed session.		
Teacher maintains brisk pace of presentation.		

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Three Phoneme Words for ORAL Blending and Segmenting  
NOT ALL FOR WORD BLENDING

MAT	SAT	SIT	MITT	SAD
SAM	FIT	FAT	MAD	AND
RAM	RAT	RID	FIN	FAN
RAN	RUN	ROT	RIM	RAG
HOT	TIM	DAD	TOP	TIP
HAM	DIM	MOM	HAT	DID
TAD	HAD	MAN	MID	ROD
FIN	DOG	FIG	GOT	IT'S
DIM	FOG	HID	GAS	GET
RED	MILL	HILL	LOT	DOLL
DOG	FILL	FELL	GET	HIT
LESS	MEG	BELL	FIB	BED
ROB	RIB	TIN	BEG	SOB
BOG	WET	PILL	PULL	NAP
BEG	CHIP	TUB	LEG	SHUT
PASS	SEEM	HUSH	NOTE	CHIN
RIP	JOKE	BET	KIT	SUN
PET	JAM	BOB	TUNE	HOP
COOL	WHAT	BEG	COB	MAP
WAVE	WIG	TOP	CAP	TAG
COAT	LOG	MAP	POP	POT
TAP	TOP	BAT	BIB	CAN
COP	PIN	DOT	LIP	LEG
PEN	TEN	GUM	LAKE	LICK
LINE	LOCK	FEET	READ	ROAD
ROLL	RUG	HEAD	PEEK	PIPE
TOOL	WELL	WIPE	SHIP	SHUT
SOCK	SUN	BED	SACK	FILL
HID	MOVE	LOVE	LEAD	RIDE
HUG	AND	YELL	BET	WOKE
WAIT	NOSE	BITE	SITE	PIG
RACE	PAN	VAN	LOCK	

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Two Phoneme Words for ORAL Blending and Segmenting  
NOT ALL FOR WORD BLENDED

AT  
IT  
OFF  
EGG  
WHY  
ON  
TOE  
GO  
IS  
US  
SEE  
DAY  
KEY  
TO  
HI  
RYE  
SIGH  
BEE  
FEE  
HE  
KNEE  
TEA  
WE  
DO  
MOO  
ZOO  
YOU  
ALL

AM  
IF  
ILL  
UP  
ME  
SO  
BOO  
IN  
AN  
TIE  
PIE  
HAY  
JAY  
MAY  
PAY  
RAY  
SAY  
WAY  
GEE  
PEA  
SHE  
BYE  
GUY  
MY  
DOE  
HOE  
LOW  
MOW

NO  
ROW  
SEW  
SHOW  
CHEW  
SHOE  
WHO  
ACE  
AGE  
AIM  
EAT  
EACH  
ICE  
OAK  
OAT  
OWN  
ADD  
AT  
ODD  
ON



## EXPLICIT INSTRUCTION GUIDE FOR SOUND SEGMENTATION IN THE PHONEMIC AWARENESS READING STRAND

**MATERIALS:** mat with picture, chips, list of words containing 3 sounds

**Set Context (WHAT) – Identify Strategy and Establish Purpose (WHY):** (Include introductory statement about what students will be learning to do and a brief explanation of why or how the concept, process, skill, or strategy will be useful to them as readers)

Today we are going to practice segmenting or separating the sounds we hear in words. This helps us learn to hear all of the little sounds in a big word.

**Teacher Models/Demonstrates Strategy and Thinking (HOW): “I DO”:** (Teacher talks through the task as he/she performs it, “think aloud”)

I have a picture of a square. All 3 of my chips need to be stored on the square until I need to move them for a sound. I am only going to use one finger from one hand to move the chips. I want my first sound chip to start on the dot at the end of the line (*students should always place sounds in left to right order*). Listen and watch me. My word is “cat” so I have my moving finger ready as I slowly stretch out the sounds c.....a.....t cat. I moved one chip for each sound that I heard in my word as I slowly stretched the word out and then I said the whole word again while I pushed all of the sounds and the chips back together to make my word.

**Student Guided Practice: “WE DO”** (Teacher and student(s) perform the task together)

Now let’s do the same word all together. Everyone should have their chips on the picture of the square and have your moving finger ready. Make sure that your first sound chip starts at the end of the line with a dot. Cat is our first word, everyone say it. “CAT” Now let’s slowly stretch out the sounds and move a chip for each sound we hear “c.....a.....t”. Let’s say our word again “cat”. How many sounds did you hear in cat? “3”

**Student Application: “YOU DO”:** (Student(s) apply process or strategy; teacher monitors for transfer)

Now let’s try some other words on your own. (fit, map, rod) Each student in the group has a turn to segment a word individually. If an error is made the teacher says “My turn. Listen and watch” The teacher demonstrates how to segment the word and then has the student try again. Offer support as necessary.

**Observation and Data Collection:** (Provide additional modeling based on observation. What data will you collect to determine student progress? Quantitative (measurable) and/or Qualitative (observable)

Observe whether students were able to independently segment three sound words. Are students able to correctly identify the initial sounds? Medial sounds? Final sounds? Is a student having difficulty identifying a particular vowel sound?

**Suggestions for Students having Difficulty**

Identify which sound position in the words are causing the most trouble for the student; initial, medial, or final. Keep that sound in that position the same until they gain confidence with the skill. For example if the initial sound is where the errors occur, then give the student all words with the same initial sound to segment (cat, can, cab, cap). If the student is making final sound errors then give words with the same final sound (cap, mop, tip, rip, pup). If the student is making medial sound errors, these will usually be related to a specific vowel sound. Start with words containing all short a sounds (cat, lap, ram, tan), then add in words with short i sounds (map, lit, rip, rim, tin) and add a new vowel sound once mastery has been achieved, while continuing to work with the vowel sounds previously mastered.

## Say It and Move It Card





## EXPLICIT INSTRUCTION GUIDE FOR ELKONIN BOXES IN THE PHONEMIC AWARENESS READING STRAND

**MATERIALS:** mat with connected Elkonin boxes (with or without a picture), blank chips, chips with targeted letter sounds, list of 2, 3, or 4 sound words

**Set Context (WHAT) – Identify Strategy and Establish Purpose (WHY):** (Include introductory statement about what students will be learning to do and a brief explanation of why or how the concept, process, skill, or strategy will be useful to them as readers)

We are going to practice **segmenting the sounds we** hear in words and today we are also going to use some chips with letters on them so we have to listen to decide if we hear that letter sound at the beginning of a word or the end of the word.

**Teacher Models/Demonstrates Strategy and Thinking (HOW): “I DO”:** (Teacher talks through the task as he/she performs it, “think aloud”)

I am going to put one chip above each square. I also have a chip with a ‘m’ on it and I know that the letter m makes the /m/ sound. So I know that I need to listen to hear where the /m/ sound is in the word. My word is map. I hear the /m/ sound at the beginning of map so I know that the chip with the letter m on it needs to go in the first box: m.....a.....p, map. I put the ‘m’ chip in the first box and a blank chip in the next 2 boxes. My word only had 3 sounds so the last box is empty.

**Student Guided Practice: “WE DO”** (Teacher and student(s) perform the task together)

Let’s try a word together. Put a chip above each box. What letter is on one of our chips? M. What sound does M make? /m/ Good. We are listening for the /m/ sound. Our first word is mat. Where do you hear the /m/ sound? Beginning. Good, it is at the beginning of the word. Let’s do the whole word now. M.....a.....t. Good, we put the chip with the letter m in the first box and two blank chips in the next 2 boxes. Let’s try another word: ram. Where do you hear the /m/ sound in this word? At the end. Good, the /m/ sound is at the end of this word. Let’s try the whole word, ram. Ready, r.....a.....m, ram. Very good, we put blank chips in the first two boxes and the m chip in the last box.

**Student Application: “YOU DO”:** (Student(s) apply process or strategy; teacher monitors for transfer)

Now each of you can try some words on your own. Give each student a couple of turns completing words independently. (Mac, rim, bam, mad, Cam, mop, mug, Tim) If a student makes an error, stop them and say *My turn*. Model the correct way to segment the word and have the student try again.

**Observation and Data Collection:** (Provide additional modeling based on observation. What data will you collect to determine student progress? Quantitative (measurable) and/or Qualitative (observable)

Are students able to correctly segment the sounds of words using the Elkonin boxes? Are students able to identify where they hear targeted sounds in words?

### Activity Extensions

Use chips with other targeted letter sounds, including vowel sounds. Present chips with 2 or 3 different targeted sounds for students to choose between. Include 2 sound, 3 sound, and 4 sound words.





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## 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 sounds 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 two letters when I touch under them. My turn." Teacher models for the students, 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 practices 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 2 letters and continues forward so that the letter sound identified incorrectly comes back up again.
5. **Substituting Letters:** 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 letter 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 being delivered correctly

## Letter / Sound Correspondence Intervention Integrity Observation Checklist

Site: \_\_\_\_\_ Grade Level of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Member: \_\_\_\_\_ 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		



## Letter / Sound Correspondence – Pairs Protocol

- Objective** To increase fluent identification of letter sounds for students who
- Know letter sounds, but do not identify them with high rates of automaticity
  - Have not yet mastered all letter sounds

**Materials** Five flash cards with 1 letter each on them. Three of these cards should have letters that both students have previously mastered, and two are un-mastered letter sounds.

### Sequence

1. Teacher sits between the students.
2. **Explain:** Teacher says to the students, *“Today we’re going to practice saying the sounds for some letters, to help you become even better readers. When I point to the of a letter, figure out the sound in your head. When I touch under the letter, say the sound for as long as I continue to touch under the letter.”* This explanation may be shortened for students who have experience with this intervention, but some explanation must be given at the start of every session.
3. **Model:** Teacher says to the students *“I’ll model for you how to say the sounds of the first two letters when I touch under them. 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 students are familiar with the expectations of the task.
4. **Group Practice:** Teacher says to the students, *“When I touch under a letter, you’ll say the sound for that letter, with your voices together. Your turn.”* Teacher practices with students responding in unison. Teacher maintains brisk pace of cuing, with little pause between letters. Teacher rearranges the sequence of the letter cards after every pass through the group of five.
5. **Correction:** Any time one or both of the student(s) respond incorrectly, the teacher immediately says, *“My turn,”* demonstrates the correct response, then says, *“Your turn,”* has the students chorally respond to the same letter, backs up two letters and continues forward so that the letter identified incorrectly comes back up again.
6. **Individual Practice:** Once the students consistently identify all five letter sounds correctly in unison, teacher says, *“Now it is time to take turns. When I point to the left of a letter, figure out the sound in your head. If I call your name, you say the sound out loud when I touch under the letter.”* Teacher goes through the same five letter sound cards practiced as a group, but calling on individual students in an unpredictable pattern. Teacher rearranges the sequence of the letter cards after every pass through the group of five.
7. **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 letter card, backs up two letters and continues forward so that the letter sound card identified incorrectly comes back up again. The student who made the original error, is asked to say the sound.
8. **Substituting Letters:** If students demonstrate consistent mastery and automaticity with the five letter cards during choral and individual responding, substitute two new unknown or emerging letter cards, and pull two mastered letter cards out of the group of five, so you are back to a 3-known to 2-unknown letter card ratio.

**Letter/Sound Correspondence – Pairs Protocol**  
Intervention Integrity Observation Checklist

Site: \_\_\_\_\_ Grade Level of Students: \_\_\_\_\_ Date: \_\_\_\_\_

Member: \_\_\_\_\_ Observer: \_\_\_\_\_

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

INTERVENTION SEQUENCE	Yes	No
Teacher has 5 letter cards with 3 known and 2 un-mastered letters included. Teacher is not using more than 5 letter cards at any given time.		
Teacher explains task to students at least briefly every session.		
Teacher models task with at least two letter cards every session.		
When modeling, teacher points to the left and then under each letter.		
Teacher initiates practice by repeating task directions.		
Teacher uses appropriate pointing, to left, and then under, each letter.		
Teacher follows error correction procedure immediately for every error in group practice. Also mark, “yes” if the students did not make any errors during this portion of the observation session.		
Teacher transitions to individual turns only when students are consistently responding to the 5 cards correctly.		
Teacher uses appropriate pointing and calling on students during individual turns phase.		
Teacher follows error correction procedure immediately for every error in individual turns practice phase. Also mark, “yes” if students did not make any errors during this portion of 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 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 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 being delivered correctly



## Blending Words

### Intervention Integrity Observation Checklist

Site: \_\_\_\_\_ Grade Level of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Member: \_\_\_\_\_ 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		

## Blending Words– Pairs Protocol

- 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 for blending

### **Sequence**

1. Teacher sits between the students.
2. **Explain:** Teacher says to the students, *“Today we’re going to practice blending sounds to make words. 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 experience with this intervention, but some explanation must be given at the start of every session.
3. **Model:** Teacher says to the students *“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.
4. **Group Practice:** Teacher says to the students, *“When I touch under a letter, you’ll say the sound for that letter, with your voices together. When you blend, don’t stop between sounds. Your turn.”* Teacher practices with students responding in unison. Teacher maintains brisk pace of cuing, with little pause between words.
5. **Correction:** Any time one or both of the students respond incorrectly, the teacher immediately says, *“My turn,”* demonstrates the correct response, then says, *“Your turn”* and has the students chorally respond to the same word, (i.e., *“My turn. /m/ /o/ /m/, mom. Your turn”*), backs up two words and continues forward so that the word identified incorrectly comes back up again.
6. **Individual Practice:** Once the students consistently read a group of words correctly in unison, teacher says, *“Now it is time to take turns. If I call your name, you say the sounds in the word as I point under them, and read the whole word when I signal. Your turn.”* Teacher goes through the same group of words practiced as a group, but calling on individual students in an unpredictable pattern.
7. **Correction:** Any time a student responds incorrectly to a word, 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 blended incorrectly comes back up again for the student who made the original error.

**Blending Words – Pairs Protocol**  
Intervention Integrity Observation Checklist

Site: \_\_\_\_\_ Grade Level of Students: \_\_\_\_\_ Date: \_\_\_\_\_

Member: \_\_\_\_\_ Observer: \_\_\_\_\_

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

INTERVENTION SEQUENCE	Yes	No
Teacher has a list of words for blending.		
Teacher explains task to students at least briefly every session.		
Teacher models task with at least two words every session.		
When modeling, teacher points under each letter, then slides their finger under the whole word.		
Teacher initiates practice by repeating task directions		
Teacher uses appropriate pointing under each letter, and sliding under the whole word during choral practice phase.		
Teacher follows error correction procedure immediately for every error in choral practice. Also mark, “yes” if the students did not make any errors during this portion of the observation session.		
Teacher transitions to individual turns only when students are consistently responding to a group of words correctly.		
Teacher uses appropriate pointing and calling on students during individual turns phase.		
Teacher follows error correction procedure immediately for every error in individual turns practice phase. Also mark, “yes” if students did not make any errors during this portion of the observed session.		
Teacher maintains brisk pace of presentation.		



Word Blending pages are numbered and increase in difficulty. It is recommended that all students start with the first page, and progress in order. Students should respond quickly and accurately through an entire page before moving to the next page.

**Word Blending (CVC Pattern-short a)**

Row 1 & 2 contain continuous sounds

Row 3 & 4 contain 1 stop sound

Row 5 & 6 contain 2 stop sounds

(Blend words going across the page from left to right.)

Sam	man	van
fan	Sal	ran
can	lab	sat
tan	lap	nap
dad	cat	cab
tap	bat	hat

# Word Blending (CVC Pattern-short e)

Row 1 & 2 contain continuous sounds

Row 3 & 4 contain 1 stop sound

Row 5 & 6 contain 2 stop sounds

(Blend words going across the page from left to right.)

men      Len      zen

Mel      hen      Les

ten      set      fed

net      pen      let

Ted      bet      jet

beg      pet      bed

**Word Blending (CVC Pattern-short i)**

Row 1 & 2 contain continuous sounds

Row 3 & 4 contain 1 stop sound

Row 5 & 6 contain 2 stop sounds

(Blend words going across the page from left to right.)

win

fin

him

sis

rim

ran

tin

lip

lit

sit

bin

Tim

did

tic

kit

tip

kid

bit



**Word Blending (CVC Pattern-short o)**

Row 1 -4 contain all continuous sounds or 1 stop sound

Row 5 & 6 contain 2 stop sounds

(Blend words going across the page from left to right.)

mom	hop	nod
rod	sod	Don
mop	not	Tom
sob	fog	lot
dog	bop	dot
tot	top	jog

# Word Blending (CVC Pattern-short u)

Row 1 -4 contain all continuous sounds or 1 stop sound

Row 5 & 6 contain 2 stop sounds

(Blend words going across the page from left to right.)

fun

run

hug

gum

sun

Gus

lug

bus

bun

bum

nut

sub

bud

tub

cup

dug

Tut

cub

Word Blending (CVC Pattern-short a, i)

(Blend words going across the page from left to right.)

Tim sit mad

lip cab gap

pat hit sip

cub man fin

Sid rap tin

bad rim had



Word Blending (CVC Pattern-short e, o)

(Blend words going across the page from left to right.)

pen	got	bet
hop	men	dog
Ben	sob	lot
mom	pet	jog
fed	mop	let
not	set	fog

Word Blending (CVC Pattern-short u, a )

(Blend words going across the page from left to right.)

tub sat mud

gum cab lug

pat hum sun

cub man fun

sub rap pun

bus had rug

Word Blending (CVC Pattern-short o, i)

(Blend words going across the page from left to right.)

Tom

hot

dig

bop

Bob

rot

pit

cop

wit

cob

Kip

lot

did

pop

tin

bid

hog

top



Word Blending (CVC Pattern-short i, u)

(Blend words going across the page from left to right.)

pin

sun

nip

cup

tub

him

rip

pun

fin

mug

dim

bun

sum

rig

gum

yum

lip

nut

## Word Blending (CVC Pattern-short a, o)

(Blend words going across the page from left to right.)

Tom sat mad

pot cab gap

Pat hot sob

cab man fog

rap sod Dan

bad Ron had

Word Blending (CVC Pattern-short a, e)

(Blend words going across the page from left to right.)

mat set mad

lap met bam

bet hat let

pat man net

sad rap ten

bad men had



Word Blending (CVC Pattern-short i, e)

(Blend words going across the page from left to right.)

Tim

sit

led

lip

wet

yip

pet

hit

sip

get

met

fin

Sid

red

tin

Deb

rim

pin

Word Blending (CVC Pattern-short o, u)

(Blend words going across the page from left to right.)

mop	lug	mud
tot	lob	pug
pub	hut	gut
cod	jut	fog
sub	hug	got
bud	cut	tug

Word Blending (CVC Pattern-short e, u)

(Blend words going across the page from left to right.)

cut

leg

pun

but

let

tug

wet

mug

pet

jet

rut

get

sub

tug

den

rug

Len

hug



## Word Blending VC Pattern

Top words contain continuous  
sounds and progress to stop  
sounds toward the bottom of page.

(Blend words going across the page from left to right.)

an	if	on
us	in	am
Al	up	it
ad	Ed	at

## Word Blending (CVC Pattern-Mixed Vowels)

(Blend words going across the page from left to right.)

had

let

top

rug

cat

not

hit

fed

mom

let

tub

log

nap

tin

hut

can

hen

kid

## Word Blending (CVC Pattern-Mixed Vowels)

(Blend words going across the page from left to right.)

big

hop

wet

had

zip

rub

lap

fit

bed

net

him

tan

jog

hug

red

bus

lid

rat

## Word Blending (CVC Pattern-Mixed Vowels)

(Blend words going across the page from left to right.)

not

win

zap

fog

pen

dot

hat

cop

nut

rat

bug

hip

hit

dad

lot

leg

zap

bet



## Word Blending (CVC Pattern-Mixed Vowels)

(Blend words going across the page from left to right.)

fan

did

ten

cup

hot

mat

led

bit

rot

sum

dig

sat

fin

cut

bop

mat

dug

van

## Word Blending (CVC Pattern-Mixed Vowels)

(Blend words going across the page from left to right.)

pan hid den

sun job cat

cub wig got

fat vet lit

pig mat not

nap hot sip

## Word Blending (CVC Pattern-Mixed Vowels)

(Blend words going across the page from left to right.)

dip

met

cap

tub

bib

tap

set

den

fed

rob

him

rib

fib

dot

pen

got

bet

hip

## Word Blending (CCVC Pattern-Mixed Vowels)

(Blend words going across the page from left to right.)

slop	club	trip
crop	fled	twin
blog	spin	clam
trot	flat	spit
grin	stop	glad
slam	flap	skim
drop	clap	sled



## Word Blending (CVCC Pattern-Mixed Vowels)

(Blend words going across the page from left to right.)

camp	rest	just
ramp	list	damp
test	nest	hunt
fast	junk	cost
dump	lost	test
last	best	jump
sunk	pest	dump

### Multidimensional Fluency Scale

Use the following scales to rate reader fluency on the dimensions of expression and volume, phrasing, smoothness, and pace. Scores range from 4 to 16. Generally, scores below 8 indicate that fluency may be a concern. Scores of 8 or above indicate that the student is making good progress in fluency.

Dimension	1	2	3	4
<b>A. Expression and Volume</b>	Reads with little expression or enthusiasm in voice. Reads words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice.	Some expression. Begins to use voice to make text sound like natural language in some areas of the text, but not others. Focus remains largely on saying the words. Still reads in a quiet voice.	Sounds like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with good expression and enthusiasm throughout the text. Sounds like natural language. The reader is able to vary expression and volume to match his/her interpretation of the passage.
<b>B. Phrasing</b>	Monotonic with little sense of phrase boundaries, frequent word-by-word reading.	Frequent two- and three-word phrases giving the impression of choppy reading; improper stress and intonation that fail to mark ends of sentences and clauses.	Mixture of run-ons, mid-sentence pauses for breath, and possibly some chopiness; reasonable stress/intonation.	Generally well phrased, mostly in clause and sentence units, with adequate attention to expression.
<b>C. Smoothness</b>	Frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.	Several "rough spots" in text where extended pauses, hesitations, etc., are more frequent and disruptive.	Occasional breaks in smoothness caused by difficulties with specific words and/or structures.	Generally smooth reading with some breaks, but word and structure difficulties are resolved quickly, usually through self-correction.
<b>D. Pace (during sections of minimal disruption)</b>	Slow and laborious.	Moderately slow.	Uneven mixture of fast and slow reading.	Consistently conversational.

Source: Adapted from "Training Teachers to Attend to Their Students' Oral Reading Fluency," by J. Zutell and T. V. Rasinski, 1991, *Theory Into Practice*, 30, pp. 211-217.

## Prompt----Don't Correct

- Read that sentence again.
- Can you divide the word into syllables and sound it out that way?
- Do you see a part of the word you recognize?
- Can you get your mouth ready to say the first few letters?
- What word makes sense at this point?
- Can you try sounding it out slowly to see if that helps?



## Duet Reading

- Objective: To increase fluent reading particularly for students
- who often lose their spot while reading
  - who just don't get to the next word quickly enough.
  - who benefit from a delayed model for correct word reading

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

Sequence:

1. Teacher sits next to, not across from the student. Teacher and student will share one copy of the passage.
2. **Explain** – Teacher explains the duet procedure to the student at least briefly every session.
3. **First Reading** – student reads the passage aloud. Teacher provides immediate 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 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.)
5. **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.)
6. **Fourth Reading** – Student reads the entire passage out loud alone.

What If I Don't See Progress?

1. Does the student make no more than 5% errors on the text being utilized?
2. Has there been sufficient praise?
3. Are the error correction procedures being delivered correctly and consistently?



## Duet Reading

### Intervention Integrity Observation Checklist

Site: \_\_\_\_\_ Grade Level of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Member: \_\_\_\_\_ Observer: \_\_\_\_\_

INTERVENTION SEQUENCE	YES	NO
Teacher provides copy of text to student.		
Teacher sits next to the student (not across from student), sharing the same passage.		
Teacher explains the duet procedure to the student at least briefly every session.		
<b>Reading 1:</b> Student reads passage aloud and teacher provides standard error correction procedure <u>immediately</u> after each student error. Also mark "Yes" if the student did not make any errors during this reading.		
<b>Reading 2:</b> Teacher and student read, alternating each word. Teacher reads first word.		
Teacher reads with excellent expression.		
Teacher tracks with her/his finger under the words being read.		
Teacher presses the pace forward during reading.		
Teacher provides immediate error correction for each student error. Also mark "Yes" if the student did not make any errors during this reading.		
<b>Reading 3:</b> Teacher and student read, alternating each word. Student reads first word.		
Teacher reads with excellent expression.		
Teacher tracks with her/his finger under the words being read.		
Teacher presses the pace forward during reading.		
Teacher provides immediate error correction for each student error. Also mark "Yes" if the student did not make any errors during this reading.		
<b>Reading 4:</b> Student reads entire passage alone.		
Teacher provides immediate error correction for each student error. Also mark "Yes" if the student did not make any errors during this reading.		

## Stop / Go

- Objective: To increase reading fluency for students who:
- appear to ignore sentence end marks or other punctuation
  - need assistance in reading at the phrase or sentence level

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

Sequence:

1. **Explain** - Give the student a reading passage. Explain that he/she will read aloud one sentence at a time fluently, and explain the stop / go procedure. (Fluent reading is not speed reading, but sounds like having a conversation or like reading a bedtime story to someone).
2. **First Reading** – Student begins reading. Teacher delivers standard error correction procedure immediately for any error as needed. 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 between sentences. Teacher says, “At the end of each sentence, stop and take a big breath.”
6. **Third reading** – Student reads naturally, briefly pausing at the end of each sentence.

What If I Don't See Progress?

1. Has there been sufficient praise?
2. Try increasing the wait time between sentences (students use this time to preview)

## Stop / Go

### Intervention Integrity Observation Checklist

Site: \_\_\_\_\_ Grade Level of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Member: \_\_\_\_\_ Observer: \_\_\_\_\_

INTERVENTION SEQUENCE	YES	NO
Teacher provides copy of text to student, has a copy of his/her own		
Teacher explains the stop / go procedure at least briefly at the start of each session.		
<b>Reading 1:</b> 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."		
Teacher provides standard error correction procedure immediately for any student error. Also mark "Yes" if the student did not make any errors during this reading.		
Procedure is repeated the same way for each sentence in the passage		
<b>Reading 2:</b> Teacher tells student "Read the passage again. At the end of each sentence, stop and take a breath"		
Teacher provides standard error correction procedure immediately for any student error. Also mark "Yes" if the student did not make any errors during this reading.		
<b>Reading 3:</b> Teacher tells student to read the passage naturally with a brief pause at the end of each sentence		
Teacher provides standard error correction procedure immediately for any student error. Also mark "Yes" if the student did not make any errors during this reading.		



## Pencil Tap

- Objective:** To increase reading fluency for students who:
- make many reading errors which they do not independently self correct
  - demonstrate the skills to correct words read in error when cued to do so
- Materials:** Short texts in which the student is able to self correct most errors if given a cue from the teacher to do so
- Either a highlighter you can wipe off a page protector over the passage between each reading, or 3 copies of the passage
  - Pencil with eraser for tapping

### Sequence:

1. **Explain:** Teacher says, "Today you are going to do some reading out loud for me. Each sentence you read without any errors, I am going to highlight. If you do make a mistake, I am going to tap my pencil. If I tap my pencil, you stop, fix your error, then go back to the beginning of the sentence to read again. Remember, stop, fix, go back. What will you do if I tap my pencil?" Student demonstrates understanding of this procedure each session.
2. **First Reading:** Student begins reading from text. Teacher quickly highlights each sentence the student reads without error as soon as the student has finished that sentence. Teacher taps pencil lightly but immediately each time the student makes a reading error. Suggestion: tap lightly with the eraser of a pencil.
3. After tapping, the teacher waits silently for 5 seconds. If the student makes the correction, praise him/her for correcting his/her own mistake. He/She goes back to the beginning of the sentence and starts reading again.
4. If the student does not self-correct the word he/she missed, use 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. **Second and Third Readings:** Follow the same format each time, repeating the same passage for a total of 3 readings.

### What If I Don't See Progress?

1. Make sure pencil tap is being delivered immediately after each error
2. Does the student self correct most errors when given a cue but no additional assistance?
3. Has there been sufficient praise?
4. Are the error correction procedures being delivered correctly and consistently?



# Pencil Tap

## Intervention Integrity Observation Checklist

Site: \_\_\_\_\_ Grade Level of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Member: \_\_\_\_\_ Observer: \_\_\_\_\_

INTERVENTION SEQUENCE	YES	NO
Teacher provides copy of text to student		
Teacher says, "Each sentence you read without any errors, I will highlight" each session		
Teacher says, "If I tap the pencil, you stop, fix your error, then go back to the beginning of the sentence. Remember, stop, fix, go back" each session.		
Teacher says, "What will you do if I tap my pencil?" & gets a correct response each session		
<b>Reading 1:</b> Student begins reading. Teacher quickly highlights sentences student reads without error immediately after student has read each one. Mark no if highlighting is taking too long so as to interrupt the flow of reading more than necessary.		
Teacher taps pencil immediately each time the student makes a reading error. Mark "Yes" to all remaining Reading 1 items if the student did not make any errors during this reading.		
Tap is loud enough to cue, but not so strong as to startle, or appear as a scolding.		
After tapping the pencil, the teacher waits silently for 5 seconds.		
For every error, if the student makes the correction, teacher praises him/her for correcting his/her own error and directs student to go back to the beginning of that sentence and start reading again. If the student does not self-correct the word he/she missed, teacher performs standard correction procedure.		
<b>Reading 2:</b> Student begins reading. Teacher quickly highlights sentences student reads without error immediately after student has read each one. Mark no if highlighting is taking too long so as to interrupt the flow of reading more than necessary.		
Teacher taps pencil immediately each time the student makes a reading error. Mark "Yes" to all remaining Reading 2 items if the student did not make any errors during this reading.		
Tap is loud enough to cue, but not so strong as to startle, or appear as a scolding		
After tapping the pencil, the teacher waits silently for 5 seconds		
For every error, if the student makes the correction, teacher praises him/her for correcting his/her own error and directs student to go back to the beginning of that sentence and start reading again. If the student does not self-correct the word he/she missed, teacher performs standard correction procedure.		
<b>Reading 3:</b> Student begins reading. Teacher quickly highlights sentences student reads without error immediately after student has read each one. Mark no if highlighting is taking too long so as to interrupt the flow of reading more than necessary.		
Teacher taps pencil immediately each time the student makes a reading error. Mark "Yes" to all remaining Reading 3 items if the student did not make any errors during this reading.		
Tap is loud enough to cue, but not so strong as to startle, or appear as a scolding		
After tapping the pencil, the teacher waits silently for 5 seconds		
For every error, if the student makes the correction, teacher praises him/her for correcting his/her own error and directs student to go back to the beginning of that sentence and start reading again. If the student does not self-correct the word he/she missed, teacher performs standard correction procedure.		

## Newscaster Reading

Objective: To increase fluency and prosody for students

- who have difficulty with phrasing and expression
- who benefit from repeated modeling to increase accuracy

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

Sequence:

1. **Explain:** 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 but make it seem like they are just talking. They need to read well and with good expression to keep the audience's attention.
2. **Explain:** Each session, 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 immediate 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). 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. Teacher models good expression, and a reading pace that is slightly faster than the reading pace the student demonstrated in the first reading.
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. If the student does not read in sync with the teacher, the teacher corrects by saying "keep your voice with mine", and backing up to the beginning of the current sentence.
6. **Eighth Reading** – Student reads the passage alone with best prosody. Teacher provides immediate error correction procedure for any errors made.

What If I Don't See Progress?

1. Does the student make no more than 5% errors on the text being utilized?
2. Has there been sufficient praise?
3. Are the error correction procedures being delivered correctly and consistently?
4. 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:
  - a. begin a new passage (or farther down the page)
  - b. try a slightly longer passage
  - c. provide motivator for error free reading



## Newscaster Reading Intervention Integrity Observation Checklist

Site: \_\_\_\_\_ Grade Level of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Member: \_\_\_\_\_ Observer: \_\_\_\_\_

INTERVENTION SEQUENCE	YES	NO
First time with this intervention, teacher gives background explanation. Also mark "Yes" if this is not the student's first experience with the intervention.		
Each session, Teacher says, "Today we will be reading as if we were newscasters reading the evening news."		
<b>First Reading:</b> Student reads a paragraph or few sentences aloud.		
Teacher provides standard error correction procedure immediately for every error made. Also mark "Yes" if the student did not make any errors.		
<b>Second through Fourth Readings:</b> Teacher reads same passage aloud 3 times in a row.		
Student actively tracks along with teacher (with eyes and finger) while teacher reads passage 3 times.		
Teacher's reading demonstrates good expression and a pace that is slightly faster than the pace the student demonstrated in the first reading.		
<b>Fifth through Seventh Readings:</b> Teacher and student read same passage aloud together 3 times in a row.		
If necessary, teacher uses "keep your voice with mine" correction, and goes back to beginning of current sentence. Also mark "Yes" if error correction procedure was not necessary.		
<b>Eighth Reading:</b> Student reads same passage aloud one time alone.		
Teacher provides standard error correction procedure immediately for every error made. Also mark "Yes" if the student did not make any errors.		

## Repeated Reading with Comprehension Strategy Practice

Objective: To increase fluent reading on passages for students who

- read with high accuracy
- show benefit from repeated practice on the same passage

Materials: 2 copies each of texts that the student can read with at least 95% accuracy  
Stop-watch  
Pencil/pen for teacher to mark errors  
Scrap paper for teacher to make notes as needed about student responses to questions

### Sequence:

1. Prior to working with a student, teacher previews the passage to be sure he/she is comfortable responding to the questions that will be asked during the intervention sequence.
2. Teacher explains that students will be reading a passage multiple times to work on increasing fluency, that fluency is rate and accuracy and expression – not just speed, and that the student will be answering questions about the passage.
3. Teacher gives copies of passages to student
4. Teacher explains that for the first reading out-loud, the student will read for 1 minute.
5. Teacher says “Begin” (not “Start”) and starts stop-watch.
6. Student reads passage out-loud.
7. Teacher marks errors on own sheet 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, showing the graph to the student or has the student quickly graph the score.
9. Teacher provides explicit feedback to the student regarding student rate and number of errors and quality of reading expression.
10. 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.)
11. Teacher explains that the student will read the same passage a second time, and that after reading, the student will be asked to say “who or what the passage is mostly about.” (Note to teacher: the answer to this question should be the main character if it is a narrative passage or the main subject if it is an expository passage).
12. Repeat steps 5-7
13. Teacher asks student “Tell me who or what this passage is mostly about.” Teacher provides praise if the student’s response is reasonable, or briefly models an appropriate response if the student’s response is not reasonable. (“I think this passage is mostly about...”).
14. Repeat steps 8-10
15. Teacher explains that the student will read the same passage a third time, and that after reading, the student will be asked to say the “most important thing he/she learned about (the who or what).” (Note to teacher: the answer to this question should be the main idea/theme based on what they have read so far).
16. Repeat steps 5-7
17. Teacher asks student “Tell me the most important thing you learned about (restate the who or what).” Teacher provides praise if the student’s response is reasonable, or briefly models an appropriate response if the student’s response is not reasonable. (“I learned that...”).
18. Repeat steps 8-10
19. Teacher explains that the student will read the same passage a final time, and that after reading, the student will be asked to “predict what the rest of the passage will be about.”



20. Repeat steps 5-7
21. Teacher asks student "Based on what you have read so far, what do you predict the rest of the passage will be about?" Teacher provides praise if the student's predication is reasonable and not too general, or briefly models an appropriate prediction if the student's response is not reasonable, or is too general. ("I predict that...")
22. Repeat steps 8-10
23. Teacher says, "Now keep your voice with mine as we read the rest of the passage together so we can find out if your prediction was accurate." Student matches teacher pace, reading aloud while teacher reads with good expression at a pace that the student can follow.
24. Teacher says "You predicted that the rest of this passage would be about \_\_\_\_\_. Was your prediction accurate? Teacher provides praise if student correctly identifies that his/her prediction was accurate, or correctly identifies that his/her prediction was not accurate. Teacher briefly models the correct response if student does not provide it.
25. If the student did not provide a reasonable answer to any of the comprehension question, teacher models a final statement including a concise statement of who or what the passage was mostly about, the most important thing about the who or what, the prediction given, whether the prediction was accurate, and if the prediction was not accurate, what the rest of the passage was actually about. ("This passage was about \_\_\_\_, and we learned that \_\_\_\_\_. You predicted that in the rest of the passage we would learn about \_\_\_\_, and you were correct (or) but actually...."). If student responses were all reasonable, skip this step.
26. Teacher asks "What does this passage make you think about? Almost any response is acceptable, but teacher does model if the student does not give any response. (Note to teacher: The purpose of this question is to encourage the student to make a text to text, text to self, or text to world connection).

### Repeated Reading Chart

Date:	Date:	Date:	Date:	Date:
140	140	140	140	140
130	130	130	130	130
120	120	120	120	120
110	110	110	110	110
100	100	100	100	100
90	90	90	90	90
80	80	80	80	80
70	70	70	70	70
60	60	60	60	60
50	50	50	50	50
40	40	40	40	40
30	30	30	30	30
20	20	20	20	20
10	10	10	10	10
WRC	WRC	WRC	WRC	WRC
Errors	Errors	Errors	Errors	Errors

Monica Garrett

### Repeated Reading Chart

Date:

[illegible]

Date:

[illegible]

Date:

[illegible]

Date:

[illegible]

Date:

[illegible]



## Repeated Reading with Comprehension Strategy Practice Intervention Integrity Observation Checklist

Site: \_\_\_\_\_ Grade Level of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Member: \_\_\_\_\_ Observer: \_\_\_\_\_

INTERVENTION SEQUENCE	YES	NO
Teacher provides copy of text to student, has a copy of his/her own & a stopwatch.		
Teacher explains fluency as rate + accuracy + expression, and explains that student will be working on building fluency and on answering questions about the passage.		
<b>Reading 1:</b> Teacher times student reading for 1 min. and marks on his/her copy errors & last word.		
Teacher records WRC/min and graphs the score, showing graph to student or has student quickly graph own score.		
Teacher provides brief explicit feedback to the student regarding student rate <u>and</u> number of errors <u>and</u> quality of reading expression.		
Teacher provides correction procedure for every incorrectly read word. Also mark "Yes" if the student did not make any errors during this reading.		
<b>Reading 2:</b> Teacher explains that after the next reading, student will be asked to say "who or what the passage is mostly about."		
Teacher times student reading the same passage from the same starting point for 1 minute and marks on his/her copy errors and last word read.		
Teacher asks student to say who or what passage is mostly about <u>and</u> either gives praise for a reasonable answer or provides a brief and appropriate model if the student answer is not reasonable.		
Teacher records WRC/min and graphs, showing graph to student or has student quickly graph own score.		
Teacher provides explicit feedback to the student regarding student rate <u>and</u> number of errors <u>and</u> quality of reading expression.		
Teacher provides correction procedure for every incorrectly read word. Also mark "Yes" if the student did not make any errors during this reading.		
<b>Reading 3:</b> Teacher explains that after the next reading, student will be asked to say "the most important thing about (the who or what)" from the passage		
Teacher times student reading the same passage from the same starting point for 1 minute and marks on his/her copy errors and last word read.		
Teacher asks student to say the most important thing about the who or what they learned from the passage <u>and</u> either gives praise for a reasonable answer or provides a brief and appropriate model if the student answer is not reasonable.		
Teacher records WRC/min and graphs, showing graph to student. Or has student quickly graph own score.		
Teacher provides brief explicit feedback to the student regarding student rate <u>and</u> number of errors <u>and</u> quality of reading expression.		
Teacher provides correction procedure for every incorrectly read word. Also mark "Yes" if the student did not make any errors during this reading.		
<b>Reading 4:</b> Teacher explains that after the next reading, student will be asked to "predict what the rest of the passage will be about."		
Teacher times student reading the same passage from the same starting point for 1 minute		



and marks on his/her copy errors and last word read.		
Teacher asks student to make a prediction about what the rest of the passage will be about <u>and</u> either gives praise for a reasonable answer that is not too general or provides a brief and appropriate model if the student answer is not reasonable or is too general.		
Teacher records WRC/min and graphs, showing graph to student or has student quickly graph own score.		
Teacher provides explicit feedback to the student regarding student rate <u>and</u> number of errors <u>and</u> quality of reading expression.		
Teacher provides correction procedure for every incorrectly read word. Also mark “Yes” if the student did not make any errors during this reading.		
<b>Passage Completion Reading:</b> Teacher says, “Now keep your voice with mine as we read the rest of the passage together so we can find out if your prediction was accurate.”		
Student matches teacher pace, reading aloud while teacher reads with good expression at a pace that the student can follow.		
Teacher says “You predicted that the rest of this passage would be about _____. Was your prediction accurate? Teacher provides praise if student correctly identifies that his/her prediction was accurate, or correctly identifies that his/her prediction was not accurate. Teacher briefly models the correct response if student does not provide it		
If student gave an unreasonable response to any of the questions, teacher models a final statement including a concise statement of who or what the passage was mostly about, the most important thing about the who or what, the prediction given, whether the prediction was accurate, and if the prediction was not accurate, what the rest of the passage was actually about. (“This passage was about ____, and we learned that _____. You predicted that in the rest of the passage we would learn about ____, and you were correct (or) but actually....”). If student gave reasonable answers to all questions, skip this step (and mark yes).		
Teacher asks, “What does this passage make you think about?” and provides praise for any acceptable answer or provides a model in response to an unacceptable answer or no response.		
This protocol is completed with one passage in approximately 10 minutes. (Completing two passages in a typical 20-minute session). If not, indicate how long each passage took.		
Student was reading out loud for at least 50% of the total number of minutes in the session.		

## Partner Reading – Group Protocol

### 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

### Sequence

1. Pair a higher-performing reader with a lower-performing reader for fluency practice.
2. Assign roles to the student pair, with Partner A being the stronger reader and Partner B the lower-performing reader. Do not explain to students what A or B stands for.
3. Provide the pair with a text at Partner B's instructional-reading level. (Partner B, the lower performing student, must be able to read those texts with at least 95% accuracy).
4. Explain the Partner Reading procedures to the students: *"Today you're going to practice together to read this passage with good speed, accuracy, and expression. Practice will make you a better reader. First partner A will read aloud for 1 minute. Partner B will be the listening partner and will follow along, and help Partner A with any words. Then Partner B will read the same text aloud for 1 minute while Partner A listens and follows along, and helps Partner B with any words. You will take turns reading 1 minute each on this page."*
5. Explain the error correction procedure. *"When you are the listening partner, you have a job to do. You will need to help the partner who is reading if he/she has trouble with a word. The listening partner will point to the incorrectly read word and say, 'That word is \_\_\_\_\_. What word?' When the reading partner says the word correctly, the listening partner says 'Yes, \_\_\_\_\_. Please re-read the sentence.' Then the reading partner starts reading again at the beginning of the sentence."*
6. Model and practice the error correction procedure. *"Let's take a minute to practice that part. Say the word on the page was 'coat' and I read 'cart'. You would say, 'That word is coat. What word?' Then I would say 'coat', and you'd say, 'yes, coat' and I'd read the sentence again. Let's try one. I am going to read this sentence, and when I make a mistake, you correct me."* (Do one practice sentence with each student).
7. My job will be to tell you when each reading minute ends, and to help out if you have trouble fixing errors. I'll be listening to hear your best reading that is at a good speed with not many errors and sounds like talking."
8. Explain the discussion procedure. *"After the reading partner finishes one minute of reading, I will ask a question about the text for one of you to answer. The questions I will ask will help you to find the main idea of the passage. Knowing the main idea will help you remember things you learn from reading. First I will ask 'who or what is the passage mostly about?' Second, I'll ask, 'Tell me the most important things you learned about the who or what?' Third, I'll ask 'Tell me the main idea of this passage in 10 words or less.' Fourth I'll ask 'Tell me what you predict will happen next in the passage.'"*
9. When partners are very familiar with the procedure, shortened explanations may be given, but a review of the error correction procedure, and rationale for practice should be given at the start of every session.
10. Partner Reading. Have students begin procedure, with partner A reading for the first minute while partner B follows along, assisting with errors if any are present. At the end of the minute, Member asks "Who or what is this passages mostly about?" which partner A answers.
11. Partner B begins reading the passage again from the start point. Partner A follows along, assisting with errors if any are present. At the end of the minute, Member asks *"Tell me the most important things you learned from this passage about \_\_\_\_\_ (the who or what)"* which partner B answers.
12. Partner A begins reading again at the same start point while partner B follows along, assisting with errors if any are present. At the end of the minute, Member asks, *"Tell me the main idea of this passage in 10 words or less."*
13. Partner B begins reading the passage again from the start point. Partner A follows along, assisting with errors if any are present. At the end of the minute, Member asks *"What do you predict the rest of the passage will be about?"*
14. Repeat procedure steps 10-13 beginning with the next section of text for the length of intervention time.



**Partner Reading – Paris Protocol**  
Intervention Integrity Observation Checklist

Site: \_\_\_\_\_ Grade Level of Students: \_\_\_\_\_ Date: \_\_\_\_\_

Member: \_\_\_\_\_ Observer: \_\_\_\_\_

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

INTERVENTION SEQUENCE	Yes	No
Partners identified appropriately with one higher and one lower performing reader.		
Students are assigned correctly as Partner A or Partner B with A as stronger reader in each pair. It remains constant that Partner A reads first.		
Text provided to the pair matches lower performing student's instructional level.		
Partner reading general procedures are explained as in script – fully to start, and in short after partners are comfortable.		
Error correction procedures are modeled and practiced at least briefly every session, but sufficiently to be sure partners can accurately perform the task..		
Rationale is given for practicing reading and finding the main idea each session.		
Teacher manages time (1 min) for each partner to be reading.		
Partner A reads aloud for the first minute.		
Partner B follows along actively, and performs standard correction procedure each time needed, independently or with help from the teacher.		
After 1 minute, Member asks Partner A, "Who or what is this passage mostly about?"		
Partner A responds. Member provides praise or corrective feedback as warranted.		
Partners switch listening and reading roles. Partner B reads aloud starting from the beginning of the passage again, for 1 minute.		
Partner A follows along actively, and performs standard correction procedure each time needed, independently, or with help from the teacher.		
After 1 minute, Member asks Partner B, "Tell me the most important things about ____ (the who or what)."		
Partner B responds. Member provides praise or corrective feedback as warranted.		
Partner A begins reading again (for minute #3) beginning at the start of the passage.		
After 1 minute, Member asks Partner A, "Tell me the main idea of this passage in 10 words or less."		
Partner A responds. Member provides praise or corrective feedback as warranted.		
Partner B begins reading again (for minute #4) beginning at the start of the passage.		
After 1 minute, Member asks Partner B, "What do you predict will happen in the rest of the passage?"		
Partner B responds. Member provides praise or corrective feedback as warranted.		
Based on where the students finished reading, Member selects a new start point, to begin the intervention again, either using the same passage or a new passage. Partner A reads (minute #1) Partner B follows along, but now <i>Partner B has to answer question #1</i> . Partner B then reads (for minute #2), beginning at the same start point, and <i>Partner A answers question #2</i> . Partner A reads, (for minute #3), again beginning at the same start point, and <i>Partner B answers question #3</i> . Partner B reads, (for minute #4) and <i>Partner A answers question #4</i> .		
Teacher provides assistance as needed to be sure that partners are accurately completing their roles.		

## 18 Minute Solution

### Objective:

- ☐ To increase fluent reading of connected text for students

### Materials:

- ☐ Copies of the passage for both students and teacher

### Sequence:

1. Teacher provides a copy of the passage to all students.
2. Teacher reads 2-3 paragraphs or approximately 100 words of the passage aloud while the students follow along with their eyes and fingers. Teacher's pace should be only slightly faster than typical pace of students
3. Teacher and students read the same passage again, this time chorally. Teacher's voice is loudest, and rule for students is to "keep your voices with mine (teacher)."
4. Teacher reads the first sentence from the passage, then students read the same sentence out loud. Continue taking turns for each sentence in the passage.
5. Teacher and students take turns reading one word at a time (duet reading), with teacher reading the first word.
6. Teacher and students take turns reading one word at a time (duet reading), with students reading the first word.
7. Students read the passage out loud to a partner. Each student reads the passage while the other student listens and follows along with eyes and fingers, providing error correction as needed.
8. Students continue alternating reading while the teacher circulates throughout the room, checking each individual student's reading.
9. Teacher provides standard error correction procedure with each reading error at each step of the intervention: "That word is \_\_\_\_? What word? \_\_\_\_ Yes, that word is \_\_\_\_\_. Now please begin reading from the beginning of the sentence."



# 18 Minute Solution Intervention Integrity Checklist

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Staff Name: \_\_\_\_\_ Observer: \_\_\_\_\_

INTERVENTION SEQUENCE	YES	NO
Teacher provides a copy of the passage to all students.		
Teacher reads the passage out loud while the students follow along with their eyes and fingers. Teacher's pace should be only slightly faster than typical pace of students		
Teacher and students read the same passage again, this time chorally. Teacher's voice is loudest, and rule for students is to "keep your voices with mine (teacher)."		
Teacher reads the first sentence from the passage, then students read the same sentence out loud. Continue taking turns for each sentence in the passage.		
Teacher and students take turns reading one word at a time (duet reading), with teacher reading the first word.		
Teacher and students take turns reading one word at a time (duet reading), with students reading the first word.		
Students read the passage out loud to a partner. Each student reads the passage one time while the other student listens and follows along with eyes and fingers, providing error correction as needed		
Students continue alternating reading while the teacher circulates throughout the room, checking each individual student's reading.		
Teacher provides standard error correction procedure with each reading error at each step of the intervention: "That word is ____? What word? _____. Yes, that word is _____. Now please begin reading from the beginning of the sentence."		

## Guidelines for Selecting Interventions

Student Grade	Data	Intervention
K	0 sounds	Phoneme Blending or Phoneme Segmenting
K	Some sounds	Letter / Sound Correspondence
1	LSF – High NWF - Low	Blending Words
1	LSF – Low NWF – Low	Letter/Sound Correspondence then Blending Words
2 or 3	ORF >5 (5 or more errors)	Duet Reading
2 or 3	ORF <5 (5 or fewer errors)	Repeated Reading with Comp.

## Where to find Reading Passages to do Fluency Interventions

DIBELS

EasyCBM

Read Naturally

Six Minute Solution

Reading A-Z

The HELPS (passages for grades 1-4)