**Reading Intervention**

This intervention is designed to build fluency in letter-sound associations, blending sounds, and oral reading. Requires approximately 10 minutes each day.

**Materials Needed:** blending consonant and short vowels probe, 2 copies of the reading probe (i.e., reading passage controlled to reflect only instructional level words) timer, and pencil.

**Teacher Coach Card** (complete these steps every day):

- Take out the blending probe.
- Read all the words aloud to the student.
- Now have the student read the words aloud with you.
- Have the student read the words independently while you provide help (i.e., immediately correct mistakes, prompt correct answers, and give the student the word after a 3-second hesitation).
- Mark the words that you have to help the student to read correctly.
- Take out the reading passage.
- MODEL: Read the first 60 words aloud to the student at a slightly slower than normal pace.
- GUIDE PRACTICE: Have the student read the first 60 words aloud. Help the student to pronounce all the words correctly. Prompt strategies.
- Set the timer for 1 minute.
- INDEPENDENT PRACTICE: Have the student read aloud independently for 1 minute, while you follow along on a separate copy of the same passage. If the student hesitates on a word for 3 seconds, tell the student the word.
- Mark errors (see below) as the student reads. When the timer rings, draw a vertical line after the last word read ( | ).
- Count number of words read correctly. Write this number at the top of the page.

**What is a missed word?** skipped words, mispronounced words, and words told to the student after the 3-second hesitation.
Sample Chart for Monitoring Student Progress

CHART FOR _____________________ IN _____________________

Student’s Name   Subject (Math, Reading, or Writing)

MONDAY

My best score is: _______
My score on the timed test is: _______
Did I beat my score? _____

TUESDAY

My best score is: _______
My score on the timed test is: _______
Did I beat my score? _____

WEDNESDAY

My best score is: _______
My score on the timed test is: _______
Did I beat my score? _____

THURSDAY

My best score is: _______
My score on the timed test is: _______
Did I beat my score? _____

FRIDAY

My best score is: _______
My score on the timed test is: _______
Did I beat my score? _____