

Student: _____ Teacher: _____

Date: _____ Grade: _____

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? _____