

GOODHUE COUNTY EDUCATION DISTRICT

Word Recognition and Phonics Intervention

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Word Recognition and Phonics Intervention

Core Component

The core component of the intervention is intended to be the core feature of the intervention. Each core component is aligned to a reading category found in the reading standards.

Supplemental Component

The supplemental components are also aligned to the reading standards, but they are used to support the transition of students between reading categories. Each of the core components can be supplemented by several components.

Sequence Across Intervention Categories	
1. Concepts of Print w/ Interactive Read Aloud <ul style="list-style-type: none">a. Letter Namesb. Phonological Awarenessc. Oral Language	2. Phonemic Awareness w/ Sound Boxes <ul style="list-style-type: none">a. Letter Soundsb. Spelling Letter Soundsc. Brief Read Aloud
3. Word Recognition and Phonics w/ Explicit Instruction <ul style="list-style-type: none">a. Spelling by Soundb. High Frequency Wordsc. Connected Text	4. Fluency: Accuracy w/ Repeated Reading <ul style="list-style-type: none">a. Segmenting and Blending Wordsb. Spelling by Soundc. High Frequency Words
5. Fluency: Rate w/ Repeated Reading and Wide Reading	

Word Recognition and Phonics Intervention

Core: Word Recognition and Phonics (w/ explicit instruction using skill sheets)

Objectives:

- Know and apply grade-level phonics and word analysis skills in decoding words.

Materials:

- Word Recognition and Phonics (WRP) sheets for teacher, repeat for each Word List lesson.
- Word List (align w/ WRP sheets) for teacher and students, each sheet has multiple lessons.

Sequence:	Yes (X)
<p>1. Review Previous Sounds (Entire box a)- Teacher holds up WRP sheet.</p> <p>a. Students chorally read previous Sounds.</p> <p style="padding-left: 20px;">i. "We are going to review previous sounds."</p> <p style="padding-left: 20px;">ii. Teacher point to sound box (Box a).</p> <p style="padding-left: 20px;">iii. Teacher points to each individual sound box, cue with a tap (left to right, with pause at end of a line). Students chorally read.</p> <p>b. Errors are immediately corrected. Restart entire sound box.</p> <p>c. Teacher calls on 1-2 students to practice previous sounds aloud (lines or box).</p>	
<p>2. New Sounds (Each sound)- Teacher holds up WRP sheet.</p> <p>a. "We are going to learn new sounds that are used to decode words."</p> <p>b. Point to sound (Box b). "This sound is _____. Again. This sound is _____."</p> <p>c. "Your turn. Get ready." Cue (tap under sounds). "Again." Cue (tap).</p> <p>d. (Repeat steps b-c for each sound.)</p>	
<p>3. New Sound Practice (Entire Box b)- Teacher holds up WRP sheet.</p> <p>a. Students chorally practice new sounds.</p> <p style="padding-left: 20px;">i. "We are going to practice using the new sounds."</p> <p style="padding-left: 20px;">ii. Teacher points to sound (Box b).</p> <p style="padding-left: 20px;">iii. Teacher points to each individual sound box, cue with a tap (left to right, with pause at end of a line). Students chorally read.</p> <p>b. Errors are immediately corrected. Restart entire sound box.</p>	
<p>4. Decoding Practice (Box c)- Teacher holds up WRP sheet.</p> <p>a. Say, "We are going to use our new sounds to decode words."</p> <p style="padding-left: 20px;">i. Teacher models decoding word (Teacher swoops finger and connects dots).</p> <p style="padding-left: 20px;">ii. Students chorally decode word (Teacher swoops finger and connects dots).</p> <p style="padding-left: 20px;">iii. Teacher prompts students to read the word without decoding (Teacher slides finger under entire word quickly).</p> <p style="padding-left: 20px;">iv. (Repeat steps i and ii for each word)</p> <p>b. Errors are immediately corrected. Restart decoding word.</p>	
<p>5. Word List Practice (use aligned word list)- Students use their copy.</p> <p>a. Students are directed to point and follow along.</p> <p>b. Practice reading word list.</p> <p style="padding-left: 20px;">i. Teacher models reading each word (entire list).</p> <p style="padding-left: 20px;">ii. Teacher and students chorally read each word, cue with snap or clap.</p> <p style="padding-left: 20px;">iii. Students chorally read. Teacher cues for each word (<i>snap or clap</i>).</p> <p style="padding-left: 20px;">iv. Teacher calls on 1-2 students to practice reading entire word list.</p> <p>c. Errors are immediately corrected. Restart entire list.</p>	
<p>Standard Error Correction</p> <ul style="list-style-type: none"> • "Stop". That sound/word is _____" • "What sound/word?" (<i>pause</i>). Yes, that sound/word is _____" 	

Interventionist:

Time:

Fidelity Observer:

Date:

Word Recognition and Phonics Intervention

Supplemental: Spelling by Sound

Objectives:

- Apply spelling sound knowledge when writing words.

Materials:

- Word Lists. Use same list for the Word Recognition and Phonics EI component.
- Select a list at instructional level. If an option, link to word sounds targeted in connected text.
- Spelling Sheet.

Interventionist:	Time:
Location:	Group:

Sequence:	Yes (X)
<p>Teacher Instruction- Teacher uses word list(s) from current lesson.</p> <ol style="list-style-type: none"> a. Teacher identifies a target sound for list or lists from current lesson. b. Teacher says targeted sound. “The sound is . . .” c. Teacher explains the spelling pattern. “It’s spelled . . .” (add’l details as needed) d. Teacher asks students to write the sound in top shaded cell of a column (e.g., ea, oo, tch, a_e, er). e. (Repeat steps a-d for each targeted sound from current lesson.) 	
<p>Teacher Model- Teacher uses word list(s) from current lesson.</p> <ol style="list-style-type: none"> a. Teacher selects word from word list for a targeted sound. b. Teacher says word with the targeted sound. c. Teacher spells the word out (letter names). d. Teacher repeats the word. e. Teacher provides the targeted sound. “This word has the targeted sound (<i>sound</i>).” f. Teacher asks students to write it on their Spelling Sheet under the appropriate column. g. (Repeat steps a-f for each header and targeted sound until each has one word.) 	
<p>Student Practice- Teacher uses word list(s) from current lesson to fill in remaining cells.</p> <ul style="list-style-type: none"> • Teacher provides additional 1-2 words for each targeted sound. (Words can be presented to complete a column before moving onto the next or mixed to require students to determine appropriate column.) • Teacher provides words one at a time. • Students correctly spell words under the correct header before teacher provides next word. • Error correction (provided to students individually as errors occur)- Teacher says the word, the sounds, and prompts students to review the sounds and patterns. Direct explanation is provided when necessary after prompts. 	

Interventionist:
Fidelity Observer:

Time:
Date:

Word Recognition and Phonics Intervention

Supplemental: High Frequency Words

Objectives:

- Recognize and read grade-appropriate irregularly spelled words, including high frequency words.

Materials:

- High Frequency Word Sheets.
- Select a list at instructional level.
- Post-it notes.

Interventionist:	Time:
Location:	Group:

Sequence:	Yes (X)
Review Previously Mastered List- a. Teacher directs students to previously mastered list. b. Teacher prompts students to point to first word. c. Teacher and students read list together chorally.	<input type="checkbox"/>
Review Current List (skip if new list)- A review of words on current list. a. Students are directed to current list and to point to first word. b. On the current list, teacher and students chorally read previously practiced words.	<input type="checkbox"/>
Add New Words on Current List- On current list, teacher and students <i>move the post-it note down three words.</i> a. Teacher model. Teacher models each new word. Students follow along. b. Choral reading. Teacher and students say each new word. Students follow along. c. Each student independently practices new words.	<input type="checkbox"/>
Review Current List w/ New Words- On current list, previous and new words are practiced. a. Teacher model. Teacher reads current word list of words. Students follow along. b. Choral reading. Teacher and students chorally read current list. Students follow along. c. Each student independently practice list. d. Teacher calls on 1-2 students to practice current list aloud.	<input type="checkbox"/>
Standard Error Correction a. "Stop. That word is _____." b. "What word? (pause). Yes, that word is _____." c. Restart reading the list.	<input type="checkbox"/>

Interventionist:

Time:

Fidelity Observer:

Date:

Word Recognition and Phonics Intervention

Supplemental: Connected Text Reading

Objectives:

- Read with sufficient accuracy and fluency to support comprehension.

Materials:

- Text at ≈ 95% accuracy. Short passage length 15-45 words (max. 60 words). Approx. 1 minute.
- If available, align passage to sound in Word Recognition and Phonics EI lesson.

Interventionist:	Time:
Location:	Group:

Sequence-approx. 5 min.:	Yes (X)
Fingerpoint -Teacher prompts students to fingerpoint. Teacher checks that students are following along with their finger.	
Modeling - Teacher reads passage (or page) to students. During the reading, the teacher checks that students are following along.	
Echo Reading - Teacher reads a sentence and students repeat. Error correction is provided.	
Choral Reading - Teacher and students read the passage together. Error correction is provided.	
Standard Error Correction - Pause/stop, teacher supplies word, students repeat word, and students repeat the sentence.	

Interventionist:

Time:

Fidelity Observer:

Date:

Before Practice

CUE-

- “We are going to practice reading to improve our accuracy and rate. This will help us increase our understanding of what we read.”
- “At the end of practice, we will need to read with fewer than ____ mistakes and read ____ words per minute.” (Modify as appropriate.)

FINGERPOINT- “When we read together, you need to follow along with your finger. This helps me see who needs help.”

Repeated Reading Sequence

MODELING- “Fingers up.” *Students point to first word.* “Follow along as I read the story to you, I may stop to check that you’re following along. Get ready.”

ECHO READING- “Now, we’re going to practice sentences together. I’ll read the sentence, and you’ll repeat the same sentence. We will do this for the entire passage. Fingers up. Get ready.”

CHORAL READING- “Now, we’re going to read together. Fingers up. Get ready”

Additional

ERROR CORRECTION- “Stop. That word is _____. What word?” (**Cue**) *Students say the word.* “Back to the beginning of the sentence.” (**Cue**) *Students repeat the sentence.*