

GOODHUE COUNTY EDUCATION DISTRICT

Fluency-Accuracy Intervention

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Fluency-Accuracy 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	

Fluency-Accuracy Intervention

Core: Fluency with Accuracy (using repeated reading)

Objectives:

- Read with sufficient accuracy and fluency to support comprehension.

Materials:

- Reading passage at ≈ 95% accuracy with 50-200 words (or 1-2 min. per reading length).
- Stopwatch (optional if adding rate criteria).

Interventionist:	Time:
Location:	Group:

Sequence-approx. 10 min.:	Yes (X)
Cue- Teacher cues students to the purpose of reading practice and checkout criteria.	
Fingerpoint- Teacher prompts students to fingerpoint. Teacher checks that students are following along with their finger.	
Modeling- Teacher reads passage 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.	
Duet Reading (1st)- Teacher and students take turns reading every other word. Teacher starts reading. Error correction is provided.	
Duet Reading (2nd)- Teacher and students take turns reading every other word. Students start reading. Error correction is provided.	
Sentence Reading Checkout- Teacher calls on different students to read sentences. <i>No error</i> correction is provided.	
More Practice- (repeat until criteria are met): Repeat echo reading and sentence reading checkout OR repeat repeated reading sequence with same passage next session.	
Checkout Criteria- A criterion has been established prior to practice and met before progressing to a new passage.	
Standard Error Correction- Pause/stop, teacher supplies word, students repeat word, and students repeat the sentence.	

Interventionist:
Fidelity Observer:

Time:
Date:

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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.”

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.”

DUET READING (1st reading)-“Now, we’re going to take turns reading words. I’ll read the first word. You’ll read the next word. We’ll take turns as we read the passage. Fingers up. Get ready”

DUET READING (2nd reading)-“Now, we’re going to take turns reading words. You’ll read the first word. I’ll read the next word. We’ll take turns as we read the passage. Fingers up. Get ready.”

SENTENCE READING-“Now, I will call on different students to read a sentence. You will need to follow along. We will need to keep our mistakes as a group low. Fingers up. Get ready.” **(Teacher calls on different students to read sentences from entire passage. Teacher counts errors, and determines rate after 1 minute of reading)**

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.*

CHECKOUT CRITERIA- Passage reading is at ~98% accuracy with sufficient fluency.

- If not met, the teacher repeats echo reading and sentence reading steps until criteria is met.
- If not enough time and not met, repeat all steps with same passage next intervention session.

Fluency-Accuracy Intervention

Supplemental: Segmenting and Blending Words (use prior to repeated reading)

Objectives:

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

Materials:

- Word List.
- Select a list at instructional level. If an option, link to word sounds targeted in connected text.
- Use the same word list for 3 days consecutively.

Interventionist:	Time:
Location:	Group:

Sequence:	Yes (X)
Segmenting- Teacher says the word and students say each phoneme. <ul style="list-style-type: none"> • Error correction: Teacher says word, and then says each phoneme while holding a finger up for each one. Teacher repeats word, and then students say each phoneme while holding a finger up for each one. 	<input type="checkbox"/>
Blending- Teacher says the phonemes and students say the word. <ul style="list-style-type: none"> • Error correction: Teacher says each sound and says the word. Teacher repeats the sounds, and asks for the word. 	<input type="checkbox"/>
Independent Practice- Students independently practice reading each word correctly.	<input type="checkbox"/>
Choral List Reading- Students read each word correctly until entire list is read fluently. <ul style="list-style-type: none"> • Error correction: Teacher says the word. Teacher asks for the word. Teacher prompts students to the top of the list. 	<input type="checkbox"/>

Interventionist:

Time:

Fidelity Observer:

Date:

Fluency-Accuracy Intervention

Supplemental: Spelling by Sound

Objectives:

- Apply spelling sound knowledge when writing words.

Materials:

- Word Lists. If using the Word List for Segmenting and Blending Words, use the same list.
- 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:

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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: