



## Phonics for Reading Intensification Strategies

This document outlines suggestions for intensifying supports provided through Phonics for Reading to improve student outcomes.

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### Skills Taught:

- Letter-sound associations
- One-syllable words
- Multi-syllable words
- Irregular and high frequency words
- Generalization of word skills to connected text
- Comprehension of text through finding answers in text

### Intensification Ideas:

1. Decoding regular words
  - a. Reteach: Go back into the lesson and use the instructional language and the teacher display to reteach segments of the lessons
  - b. Review of sounds / words /endings students make frequent errors: Listen to group read and create a list of common errors; use the instructional routine for Word Reading or Sound Practice and have the group practice these words (e.g., medial vowels, word endings)
2. Reading irregular words
  - a. Repeat practice of word lists: addition of partners and/or exit tickets where students have individual turns to read through the irregular words and receive feedback
  - b. Say, spell, say: Error correction instructional routine from Corrective Reading
    - i. Present the word
    - ii. This word is \_\_\_\_\_
    - iii. Spell the word \_\_\_\_\_
    - iv. This word is \_\_\_\_\_
3. Fluency and generalization
  - a. Use of decodable texts: addition of text from Six Minute solution in addition to the Phonics for Reading lessons



- b. Repeated reading: repeating the passage within the lesson
- c. Plotting errors and setting error limits: students are provided with feedback on the number of errors, the number of errors is graphed, and a limit is set for the number of errors that a student tries to keep below; this slows students down and has them pay more attention to errors
- 4. Comprehension
  - a. Prove it practice: have the student go back into the text to read where they find the answer for comprehension questions
- 5. General strategies
  - a. Use of Direct Instruction correction procedure
  - b. Increase use of individual turns especially for lower performers
  - c. Use of the good-bye lists: When students make an error, it goes on a list and the students have to provide the correct response five times over a period of time (delayed testing). Once the word is correct five times it is erased from the list (good-bye).
  - d. Increase delayed testing: When a group makes a consistent error, the word/sound continues to show up in the word list daily until the word is consistently correct and then you fade the word/sound from the list
  - e. Verify student responses: repeating the response after the student responds to firm up responses to provide an extra opportunity to hear the correct sound / word
- 6. Behavior strategies
  - a. Establish and teach behavioral expectations for intervention group aligned with school-wide expectations
  - b. Teacher versus Student around the expectations: proactive strategy to address behavior where every time the teacher sees the group following the expectations, the teacher awards a point to the students and every time the teacher sees the students violating an expectation, the teacher gets the point; goal is to have students end up with more points at the end
  - c. Teacher versus Student plus Mystery Motivator: if students earn more points than teacher during Provide a behavior card for behavior specific feedback based on performance during the intervention group then the students can do the Mystery Motivator but no guarantee of a reward each time

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