

Phonics for Reading Intensification Strategies

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

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 words 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. Increases 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 word / sound
6. Behavior strategies
 - a. Establish and teach behavioral expectations for the 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 student end up with more points at the end
 - c. Teach versus Student plus Mystery Motivator: If students earn more points than teacher during the intervention group, the students a Mystery Motivator opportunity is available (mystery motivator has no guarantee of a reward each time)
 - d. Provide a behavior card for behavior specific feedback based on performance during the intervention group

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