Phonics for Reading Intensification Strategy Checklist

The strategies listed below are a starting point. This is not a comprehensive list. Utilize student diagnostic data and Phonics for Reading curriculum mastery assessment data to determine which dimension of intervention intensity to target. Make no more than one change at a time.

Behavior, Engagement, and Motivation Support

Provide individualized behavior support to help the student attend to and engage in instruction.

- Adjust room structure to reduce distractions, to increase proximity to instruction, and to encourage partner work
- Introduce, post, and review classroom expectations*
- Explain the 'whys' behind the 'whats' (Reading IS Rocket Science*, Daily Class Directions*)
- Provide explicit directions (verbally and visually) (Ex. Cold Read Expectations*)
- Student Engagement in Creating Classroom Expectations*
- 'How Ya Doing' Sticks - Students can share how their day is going when they walk in the classroom by putting their stick in the jar that matches their mood (Great Day, Just Fine, Rough Day, etc.)
- Randomize Calling by pulling sticks and providing think time (at times allow for partner picking)
- Keep the flow of the instruction at a brisk pace to maintain engagement
- Sticker Charts for individual/group progress
- Individual Check-In/Check-Out* charts to monitor student behavior
- Student vs. Teacher tally marks on the board for on-task behavior challenge
- Accuracy Races (groups/individuals compete for accuracy in reading)
- Students graph progress*
- Brain Breaks (<1 minute)
- Additional Phonics for Reading program games (p. 13 in the teacher manual)

Comprehensiveness or Elements of Explicit Instruction

Emphasize a particular explicit instructional component to make instruction more comprehensive.

- Provide explicit directions - Decoding Words* (see also Behavior, Engagement, & Motivation Support)
- Explain Daily Points*
- I do, We do, You do - gradual release model
- Use of timer to maintain pace of class as well as provide boundaries for students

- Use of [Active Participation](#)* verbal strategies
- Use of active participation non-verbal strategies (thumbs up/thumbs down, hand signals, etc.)
- Randomize Calling (sticks, phone a friend and then give the answer - always coming back to the original person to provide the answer!)
- Tap out syllables/word parts
- Provide corrective feedback and allow the student to repeat the correct response
- Review/Reteach parts of lessons or whole lessons when % mastery is not met

Attention to Transfer

Help the student generalize skills across settings.

- Coordinate reading material with general education teacher so texts/word lists can be previewed
- Post strategies in both regular classroom and intervention classroom
- Create a notebook of 'words learned' to move between general and intervention classroom settings
- Coordinate spelling lists from Phonics for Reading words to be used in general education
- Use Check-In/Check-Out charts across classroom settings (see also Behavior, Engagement, & Motivation Support)
- Award points for using strategies around the building ('I used _____ when…')
- Use chips/manipulatives to move with each phoneme to target learning
- Engage in a class discussion about when skills can be used in other classrooms
- Review rules/strategies learned throughout the year on an ongoing basis (Example [English Rules](#)*)

Alignment

Better align instruction with the student's strengths and needs.

- Screen students to identify abilities, as well as deficit areas
- Pre-Test and Post-Test students
- Adjust intervention level or program based on progress/lack of progress
- Meet as a building team to review data and make determinations about intervention groupings
- Graph Progress (another [Student Graphing](#)* example)
- Extend lessons by having students use program words in a sentence to enhance vocabulary and comprehension
- Create flashcards for sight word practice
- Partner read for additional time in print; teach students how to provide peer corrective feedback
- Create warm-ups (<5 minutes) that target specific deficit skills; adjust as needed throughout program
- Have students record themselves reading words/sounds and play it back for them to reflect

Dosage

*Increase **resources** to increase opportunities for practice and corrective feedback.*

- Phonics for Reading can be taught with up to 10 students; 1-on-1 instruction can also occur
- Create additional time outside of set intervention to target deficit skills for individual students
- Provide instructions and materials for additional practice at home (Ex. Home Practice Instructions*)
- Adjust intervention teacher to best meet student needs if necessary/possible

URLs Used in Document (Normal font/bold)

Classroom Expectations
(https://docs.google.com/document/d/1JOsHG9dIbETT-Lln15eOtRS7iwoQe71NhAu0pwCqfRU/edit)
Reading IS Rocket Science
(https://docs.google.com/presentation/d/1XxVlhqo4Ki9xALvOrojz3si96pWUO6IWpzruWtCLVJA/edit#slide=id.p)
Daily Class Directions
(https://docs.google.com/document/d/1vyKnkXkHdUxFcppnDe8xoLACjtYdAIYlC4u2fxY4JXU/edit)
Cold Read Expectations (https://docs.google.com/document/d/1p0GNNbIM2mI-fUPnEnDbEc1tKDJ_-u5qOCHb5-bRIcQ/edit)
Creating Classroom Expectations
(https://docs.google.com/document/d/1_dacuO1Nx7QvLxDvhM6i9XTeZV3KEoKC9ufKXpvYAbE/edit)
Check-In/Check-Out
(https://docs.google.com/document/d/1Tn0vfFhX4TQBezqyY0q9bl6YmGxTTyl21hvjEOmYsUs/edit)
Graph Progress
(https://docs.google.com/document/d/1JwNole0-FqgSSLRw2yE3bAj4AR6B8wfqZWQv01G6n0Y/edit)
Decoding Words (https://docs.google.com/presentation/d/1CxWb5-xfRNWCm0t5qLbdtnJIw4CLl2A_FYWzVTddIqY/edit#slide=id.p)
Daily Points
(https://docs.google.com/presentation/d/17j6nm_WVhivi02cWiVIZYMXZXO9bEUdy7yuSR5S-eeE/edit#slide=id.p)
Active Participation
(https://docs.google.com/presentation/d/1GMaZs0NhM3PEic9OZ0_r02KGONjOfbRW39gMHqf22zA/edit#slide=id.p)
English Rules
(https://docs.google.com/presentation/d/1UPXoUwnxM8ZP6C1LZ3lHysB5iSDdQn_9f1K4MARCVts/edit#slide=id.p)
Student Graphing
(https://docs.google.com/document/d/1NIeuDowgGT1r4lJjaq3cyYM5CkwZ3ClrQj65NLjkc_I/edit)

[Home Practice Instructions](https://docs.google.com/document/d/1lvLOIYisfWMEHEYguNUVyEiGyhcYTAJZdseev6B_GqY/edit)
(https://docs.google.com/document/d/1lvLOIYisfWMEHEYguNUVyEiGyhcYTAJZdseev6B_GqY/edit)