

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 in-program 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.

- Work with the Behavior Interventionist, School Social Worker, or School Psychologist to address attendance needs
- Adjust room structure to reduce distractions, to increase proximity to instruction, and to encourage partner work (if appropriate)
- Introduce, post, teach, and review [behavioral expectations for the intervention group](#)
- Introduce, teach, and review instructional routines
 - Teacher's Guide Level A: Page A30-A39
 - Teacher's Guide Level B: Page A32-A41
 - Teacher's Guide Level C: Page A36-A45
- Refer to the [Multimodal Learning in Phonics for Reading](#) overview to bolster student learning and boost engagement
- Increase your rate of behavior-specific praise related to the expectations (e.g., "Great job walking to the carpet.")
- Keep the flow of the instruction at a brisk pace to maintain engagement: consult the Pacing Guide in the teacher manual (Level A/B: Page A22, Level C: Page A24)
- Implement the Additional Practice Activities for each unit located in the Digital Resources for Implementation: ex. [Level A, Unit 1](#)
 - Ex: Ten Second Rapid Read, Team Read, Cross Out Game, What Word? Tick It!
- Students graph progress: [example 1*](#), [example 2*](#)
 - Unit Check-Up Graphs are in the back of the student workbooks or can be found in the Digital Resources for Implementation
- Send home Letter of Progress reports found in the Digital Resources for Implementation for each Level: ex. [Level A](#)
- Use a timer to prompt intermittent behavior-specific praise for on-task behavior and other behaviors that meet the identified behavior expectations for the intervention group (download the [Be+ App](#) and set a reminder at a reasonable interval (e.g., every 2 minutes))
- Provide a visual schedule for the lesson and cross off each lesson part as you complete it (or allow a student to cross it off)

- Explain the ‘whys’ behind the ‘whats’ ([Reading IS Rocket Science*](#), [Daily Class Directions*](#))
- Monitor student progress and engagement to support positive behavior
 - Sticker Charts for individual or group progress
 - [Individual Check-In/Check-Out cards](#) to monitor student behavior during intervention group
 - [Student vs. Teacher Game](#) for on-task behavior challenge
 - Set up the expectations so that students can earn [daily participation points](#) by demonstrating specific behaviors
 - ‘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 (sticks, phone a friend and then give the answer - always coming back to the original person to provide the answer!)
- Utilize [cognitive processing](#) support to integrate “I can” statements at the beginning and end of the lesson
- Embed brain breaks (<1 minute)

Comprehensiveness or Elements of Explicit Instruction

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

- Increase the frequency of error correction and corrective feedback across learning environments by utilizing the Phonics for Reading Monitor and Adjust: Correction and Firm Up procedures embedded throughout each lesson.
- Increase the number of opportunities to respond for the group and/or individual turns within each step of the lesson
- Use the optional one-minute fluency checks to measure student progress (Levels B & C only). Group students in one of the following ways: partners, individual (read to teacher 1:1), or self-monitored (read to self). Have students graph their CWPM in the back of the Reading Fluency Graph in the back of their books
- Use the [High Frequency Words Instructional Routine Resource](#) to support the High-Frequency Words activity
- Use the [Multisyllabic Challenge Words Instructional Routine Resource](#) to support the Multisyllabic Challenge Words activity
- Integrate vocabulary support for each lesson (found in the Digital Resources for Implementation: ex. [Level A, Unit 1, Lesson 1](#))
- Provide explicit directions visually and verbally. Ensure alignment to teacher directions outlined in the teacher manual (Ex. [Decoding Words*](#))
- Reference the Analysis of Formative Assessment Data Table located at the end of the Unit 1 check-up in each Teacher Guide for reteaching activities to reinforce skills not yet mastered
- Engage with the [Reflection Tool](#) to reflect on your current instruction and offer self-reflection

Attention to Transfer

Help the student generalize skills across settings.

- Coordinate reading material with general education teacher so texts/word lists can be previewed
- Embed guided practice on target skills within the core instruction and other environments
- Embed explicit opportunities in other settings to maintain skills acquired in the intervention
- Explicitly teach connections
- 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 at the beginning/end of each level
 - Administer the placement test again OR administer the Post-Test found in the Teacher Toolbox
 - Complete Unit Check-Ups (Teacher page 32 for administration directions)
- 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
- Extend lessons by having students use program words in a sentence to enhance vocabulary and comprehension
- Use the word lists or the detailed scope and sequence to create flashcards, decoding practice, or sentences using previously taught words
 - Level A: Page 282 and 299
 - Level B: Page 344 and 361
 - Level C: Page 432 and 453
- 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.

- Refer to the staffing and implementation section of the Teacher Manual for recommendation and guidance on group size, model, and time recommended: Level A/B: page A19, Level C page 21
- Incorporate the “More Practice” sections for additional review: Level A: Sections I & J, Level B: Section M, Level C: Sections L & M
 - Choose the appropriate scaffold for completion and provide feedback and error correction as needed
- Increase the length of intervention sessions
- Increase the number of intervention sessions per week
- Decrease the group size
- Create additional time outside of set intervention to target deficit skills for individual students
- Adjust intervention teacher to best meet student needs if necessary/possible
- If applicable, the digital Teacher Toolbox contains additional practice by unit, phonemic awareness activities, flashcards, decodable texts and articulation videos

URLs Used in Document (Normal font/bold)

[Classroom Expectations](#)

(<https://docs.google.com/document/d/1JOsHG9dlbETT-LIn15eOtRS7iwoQe71NhAu0pwCqfRU/edit>)

[Reading IS Rocket Science](#)

(<https://docs.google.com/presentation/d/1XxVIhqq4Ki9xALvOrojz3si96pWUO6IWpzruWtCLVJA/edit#slide=id.p>)

[Daily Class Directions](#)

(<https://docs.google.com/document/d/1vyKnkXkHdUxFcppnDe8xoLACjtYdAIYIC4u2fxY4JXU/edit>)

[Cold Read Expectations](#) (https://docs.google.com/document/d/1p0GNNbIM2ml-fUPnEnDbEc1tKDJ_-u5qOCHb5-bRlcQ/edit)

[Reading with a Partner](#)

(https://docs.google.com/document/d/1_dacuO1Nx7QvLxDvhM6i9XTeZV3KEoKC9ufKXpvYAbE/edit)

[Check-In/Check-Out](#)

(<https://docs.google.com/document/d/1Tn0vfFhX4TQBezqY0q9bl6YmGxTTYl21hvjEOmYsUs/edit>)

[Graph Progress](#)

(<https://docs.google.com/document/d/1JwNole0-FqgSSLRw2yE3bAj4AR6B8wfqZWQv01G6n0Y/edit>)

[Decoding Words](#) (https://docs.google.com/presentation/d/1CxWb5-xfRNWCm0t5qLbdtnJlw4CLi2A_FYWzVTddlqY/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/1GMaZs0NhM3PEic9OZO_r02KGONjOfbRW39gMHqf22zA/edit#slide=id.p)

[English Rules](#)

(https://docs.google.com/presentation/d/1UPXoUwnxM8ZP6C1LZ3IHysB5iSDdQn_9f1K4MARC Vts/edit#slide=id.p)

[Student Graphing](#)

(https://docs.google.com/document/d/1NleuDowgGT1r4lJjaq3cyYM5CkwZ3ClrQj65NLjkc_l/edit)

[Home Practice Instructions](#)

(https://docs.google.com/document/d/1lvLOIYisfWMEHEYguNUVyEiGyhcyTAJZdseev6B_GqY/edit)

[High Frequency Words Instructional Routine Resource](#)

https://cdn.bfldr.com/LS6J0F7/at/8fmgbzv36hh63hs8ps38mcj/MGL0X_INST_TFI_PfR_HFW_High-Frequency_Words.pdf

[Multisyllabic Challenge Words Instructional Routine Resource](#)

https://cdn.bfldr.com/LS6J0F7/at/pvcb7gx5w9tt7tz4p8zjth/MGL0X_INST_TFI_PfR_Multisyllabic_Challenge_Words.pdf

Vocabulary Support: [Level A, Unit 1, Lesson 1](#)

https://cdn.bfldr.com/LS6J0F7/at/q9wskkwhb5xsgngc2zwwkjm3/PFRELA_LA_L01_VocabSupport.pdf

[Reflection Tool](#)

https://cdn.bfldr.com/LS6J0F7/at/sxxhw5698qwknpcgnzbtkr/Teacher_G3-12_National_PfR_Reflection_Tool.pdf

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