ASSISTED READING INTERVENTION

Comprehensive Intervention Model

Sample Materials

Transformational
Teaching Model:

Elevating Teachers' Professional Knowledge
to Ensure Success for Every Student

Beginning Early Reading Processing Behaviors Checklist
(Assessing Reading Behaviors to Check on Teaching and Learning)

Early First Grade
Decodable Texts, Text Reading Levels E-F/G, and Grade-Level Texts

Student: _____ Date: _____

❑ Progress Monitoring   ❑ Reread (of previously read text)

Goal: Fluent and flexible orchestration of word reading, language structures, and text comprehension.		
Reading Behaviors	**Observed—Unprompted** *Behaviors Observed During Reading; Record Behavioral Evidence from the Oral Reading Form*	**Not Observed—Prompted** *Behaviors prompted for After Reading; Record Prompts and Student's Responses*
Notices print errors (self-monitors).		
At the point of difficulty, the reader: ❑ Searches through unknown, **one-syllable short vowel words with blends and digraphs** in a left-to-right sequence; blends letter sounds together to read words or to self-correct; repeats word to confirm as needed. *Rereads as needed to cross-check phonetic approximations with language structures and text meaning to confirm or self-correct.*		
Reads words with simple **inflectional endings**.		
Reads **contractions and possessives**.		
Reads more high-frequency words with fluency.		
Reads punctuation (e.g., period, comma, question mark, exclamation mark, and quotation marks) to support phrasing, fluency, and comprehension.		

Initial Blends: s- (stop) **-r** (frog) **-l** (clap)

Initial Three-Letter Blends: scr- (scram) **spl-** (split) **str-** (strut)

Final Blends: s- (nest) **-l** (help) **m-** (jump) **n-** (sand) **f-** (left)

Inflectional Endings (no spelling change): **-ing** (helping)
-ed (helped)

Initial Digraphs: ch- (chat) **sh-** (shed) **th-** (that) **wh-** (whip)

Final Digraphs: -ch (much) **-sh** (swish) **-th** (math). **-ck** (back)

Inflectional Endings (with spelling change): **-ing** (flipping) **-ed** (stopped)

Contractions: can't **Possessives:** Tom's

Oral Reading Fluency Scale (circle the level)**: 4 3 2 1**   **Complete Comprehension Guide**

4: Reads primarily in large, meaningful phrase groups. Preservation of the author's syntax is consistent. Most of the story is read with expressive interpretation.
3: Reads primarily in three- or four-word phrase groups. The majority of phrasing seems to preserve the syntax of the author. Some expressive interpretation is present.
2: Reads primarily in two-word phrases with some three- or four-word groupings. Little or no expressive interpretation is present.
1: Reads primarily word by word. Occasional two-word or three-word phrases may occur. No expressive interpretation is present.

State Purpose for Learning
(Phonic Principle)

The Teacher:

- States the purpose for the lesson in clear, simple language.
- Connects today's learning to what students already know.
- Displays a picture of the target word to build meaning and context.
- Uses the target word in a sentence to connect phonics to vocabulary and comprehension.
- Prompts students to restate the purpose for the learning.

Research Connections:

- Clearly stating the learning purpose at the start of a lesson improves focus, engagement, and achievement because students know what to attend to (Hattie, 2009; Marzano, 2009).
- Connecting new learning to prior knowledge builds coherence and supports transfer to long-term memory (Bransford, Brown, & Cocking, 2000).
- Stating the purpose prompts metacognition by helping students monitor their own learning and recognize the goal (Flavell, 1979; Schraw, 1998).
- Having students restate the purpose deepens understanding and ownership of learning, strengthening self-regulation (Zimmerman, 2002; Duke & Cartwright, 2021).
- Research in goal-setting shows that clear, specific objectives improve student outcomes across content areas (Locke & Latham, 2002).

☐ Explicit Instruction Using Word Lists

Long Vowel e -ee, -ea
see
three
green
sweep
eat
tea
peak
meat
mean
beach

The teacher (Modeling):

- Shows a picture card, says the word, and uses it in a sentence to give meaning; students repeat.
- Shows the word card and models how to notice and highlight the targeted sound-spelling pattern in the word.
- Models running a finger under the letters to blend and read the word.
- Explains: "If you know the word, read it automatically. If the word is tricky or you're not sure, run your finger under the letters and blend the sounds to read it."

The teacher (Guided Practice):

- Provides students with a word list.
- Guides students to highlight the targeted sound-spelling pattern in each word.
- Asks students to read the word list, reminding them: "If you know the word, read it automatically. If the word is tricky or you're not sure, run your finger under the letters and blend the sounds to read it."
- Provides support and feedback as needed (check for understanding).
- Asks students to reread the list for fluency.

☐ **Review of Previously Taught Phonic Principle**
Guided Practice, Independent Practice, Check for Automaticity

☐ **Review Blending Process Using a Blending Board**

The teacher:

- Sorts out sound-spelling cards into three stacks (beginning, medial vowel, and ending sound).
- Builds a word by placing one card from each stack on the blending board.
- Points to or places a hand above each letter(s) and models saying the sound.
- Slides hand across letters and invites students to blend the sounds together to read the word.
- Changes one card at a time (beginning, medial, or ending) to make a new word. Repeats the blending process with students.
- Always ends the blending process by prompting the students to read the whole word smoothly.

The Teacher:	The Students:
Builds a word by placing one card from each stack on the blending board.	Say each sound as the teacher places each letter(s) on the blending board.
Points to or places a hand above each letter(s) and models saying the sound.	Repeat the sounds aloud with the teacher.
Slides hand across the letters to blend to read the word.	Blend the sounds together with the teacher to read the word.
Changes one card at a time (beginning, medial, or ending) to make a new word. Repeats the blending process with students.	Read the new word together, blending sounds each time the teacher changes a card.
Prompts students to read the whole word smoothly.	Reread the word smoothly with the teacher.

Mixed Short Vowels CVC Words (Reading & Writing)

Word	Letter & Sound Knowledge	Introduced	Practiced	Practiced	Practiced	Automatic
cat	c, a, t	☐	☐	☐	☐	☐
bed	b, e, d	☐	☐	☐	☐	☐
pig	p, i, g	☐	☐	☐	☐	☐
log	l, o, g	☐	☐	☐	☐	☐
sun	s, u, n	☐	☐	☐	☐	☐
map	m, a, p	☐	☐	☐	☐	☐
sit	s, i, t	☐	☐	☐	☐	☐
hop	h, o, p	☐	☐	☐	☐	☐
run	r, u, n	☐	☐	☐	☐	☐
red	r, e, d	☐	☐	☐	☐	☐

Research Connections
Explicit Instruction and Review

- **Gradual Release:** Builds independence and transfer of phonics skills (Pearson & Gallagher, 1983; Fisher & Frey, 2014).

- **Explicit, Systematic Instruction:** Modeling and guided practice with tools (Elkonin boxes, picture cards, blending boards) strengthens decoding (NRP, 2000; Ehri, 2020; Mesmer, 2019).

- **Repetition & Orthographic Mapping:** Students need 4–7 meaningful exposures (more for struggling readers) to store words for instant recognition (Ehri, 2014; Kilpatrick, 2015).

- **Sorting Words:** Categorizing by spelling–sound patterns builds phonemic and orthographic awareness and supports transfer (Henderson, 1992; Bear et al., 2020; Mesmer, 2019).

- **High-Frequency Words:** Teaching irregular and high-utility words with phonics connections accelerates automatic recognition and fluency (Ehri, 2014; Fry, 2004; Blevins, 2017).

- **Purpose & Metacognition:** Stating the goal and connecting phonics to meaning strengthens comprehension and engagement (Duke & Cartwright, 2021).

- **Practice to Automaticity:** Cumulative review (decodable rereads, dictated sentences, word sorts) frees attention for comprehension (LaBerge & Samuels, 1974; Share, 1995).

Choral Reading Followed by Independent Reading

The teacher:

- Begins with choral reading to model fluent, expressive reading while allowing students to read in unison, reducing the pressure of reading alone.
- Selects a section of the text for the group to read together, providing opportunities to model and practice accurate word reading, phrasing, pacing, and intonation.
- Uses verbal and nonverbal prompts during the choral read to guide decoding of unfamiliar words, reinforcing specific phonics patterns or strategies previously taught.
- Transitions to independent reading by saying something like, "Now that we've practiced this part together, try reading the next section on your own using the same strategies we just modeled.
- Monitors as students read individually, providing targeted scaffolding as needed and recording observations on the conference form.

Research Connections:

- Supported oral reading, such as choral reading, improves fluency, accuracy, and prosody—especially for developing readers (Rasinski, 2012; Kuhn & Stahl, 2003).
- Immediate application of modeled strategies during independent reading strengthens skill transfer and supports orthographic mapping (Ehri, 2020).
- Alternating between supported and independent reading aligns with the gradual release of responsibility model, helping students move from guided practice to autonomous reading.

Teacher Observation Form for Assisted Reading Intervention

Date: _____   Text: _____

Name:								
Strategic Reading Behaviors	Observed ✓	Prompted H M L	Observed ✓	Prompted H M L	Observed ✓	Prompted H M L	Observed ✓	Prompted H M L
Monitors for accuracy, language, and meaning (self-corrects when needed)	☐		☐		☐		☐	
Uses known letter-sound correspondences and phonics patterns to blend and read unfamiliar words	☐		☐		☐		☐	
Tries an alternate decoding attempt if the decoding is not successful	☐		☐		☐		☐	
Reads known words automatically (previously taught decodable and high-frequency words)	☐		☐		☐		☐	
Reads phrases and sentences smoothly with appropriate rate	☐		☐		☐		☐	
Uses punctuation cues (period, question mark, exclamation mark, quotation marks) to support meaning and expression	☐		☐		☐		☐	

Teacher Reflection / Next Steps:

Reindl, B., & Soffos, C. (January 2026). *Transformational Teaching Model.*