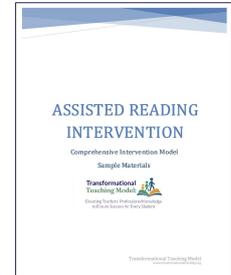
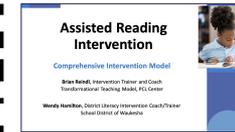


# Assisted Reading Intervention

## Comprehensive Intervention Model

**Brian Reindl**, Intervention Trainer and Coach  
Transformational Teaching Model, PCL Center

**Wendy Hamilton**, District Literacy Intervention Coach/Trainer  
School District of Waukesha



## Topics Today

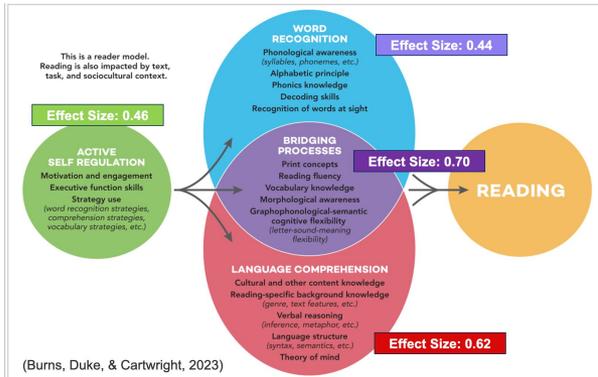
- 01 Models, Theories, Act 20, and Best Practices
- 02 What is Assisted Reading Intervention?
- 03 The Framework for Assisted Reading Intervention and Video Examples
- 04 Implementation
- 05 Conclusion



## Our Goals Today

- Provide an overview of Assisted Reading Intervention
- Highlight components that can make a big impact on learning
- Share video clip examples of teaching

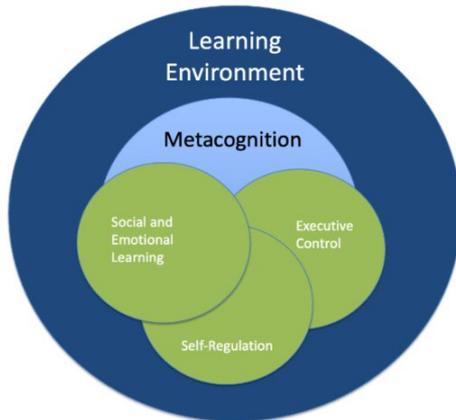
## Active View of Reading Model



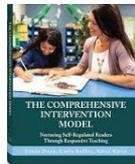
## Learning Theories

- Social Construction (talk)
- Metacognition
- Scaffolding
- Self-Regulation
- Transfer

## Learning Environment



The relationship of social, emotional, and cognitive learning to student achievement cannot be overstated.



## Social Construction

Knowledge is not transmitted from teacher to students, it is constructed together through **interaction, language, and scaffolding.**



## The Role of Talk

- Language is how we think. It's how we process information and remember.
- **Talking is not a random act**; it is focused and collaborative, it's interactive and it is goal-oriented.
- In the process, **language and literacy develop side-by-side**.

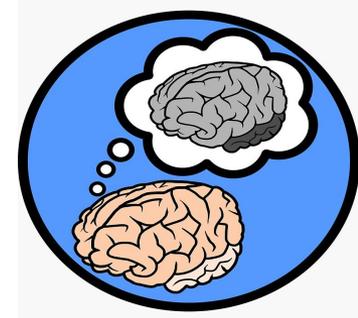


## Metacognition

Metacognition reflects student readers' awareness of strategies and skills, and how, when, and why to use them.

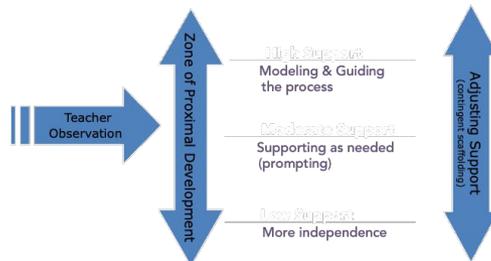
Metacognition is really at the **heart of our students' independent and successful reading**.

Dr. Peter Afflerbach



## Scaffolding

The degree of assistance provided by the teacher to **enable the learner** to accomplish a task that would be too difficult to perform alone.



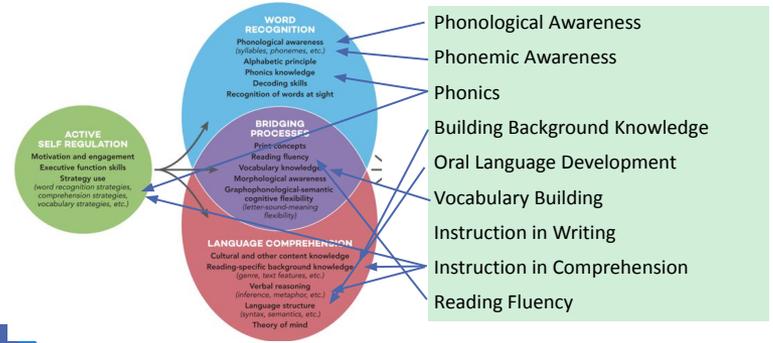
## Transfer



Although students' word-level knowledge is essential to reading, they must understand how to **integrate** this knowledge, along with **flexible strategies**, to construct meaning from text.

# Act 20

## Act 20 and the Active View of Reading



# Evidence-Based Practices

A collage of educational resources related to reading instruction:

- Improving Reading Comprehension in Kindergarten Through 3rd Grade** (IES PRACTICES GUIDE)
- Foundational Skills to Support Reading for Understanding Kindergarten Through 3rd Grade** (WHAT WORKS CLEARINGHOUSE™)
- Teaching Readers (Not Reading)** by Peter Afflerbach
- Letter Lessons** by Heidi Anne Mesler
- National Reading Panel Report of the IES**
- Nurturing Independent Learners** by Donald McArthur and Andrew Bernstein
- Meaningful Phonics and Word Study** by Wiley Blevins
- Comprehension: A Paradigm for Cognition**
- Orthographic Mapping in the Acquisition of Sight Word Reading, Spelling Memory, and Vocabulary Learning** by Linnea C. Ehri (Research Articles)

## Comprehension is the Goal

- Phonemic Awareness and Phonics is the gateway to comprehension.
- Students need to be able to read the words on the page.
- In every lesson, students are:
  - **Listening** to text read aloud,
  - **Reading** text, and/or
  - **Writing** text, along with
  - **Discussing** text

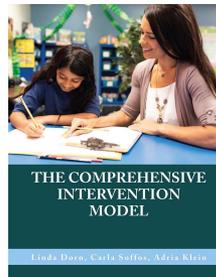


## What is Assisted Reading Intervention?

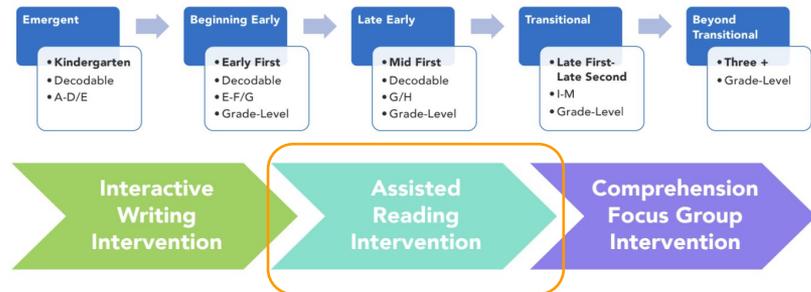


## Comprehensive Intervention Model

- A multi-tiered **system** of comprehensive interventions
- Portfolio of interventions:
  - Assisted Writing Interventions
    - Interactive Writing Intervention
    - Writing Aloud Intervention
  - Assisted Reading Intervention
  - Comprehension Focus Group Intervention
  - Strategic Processing Intervention



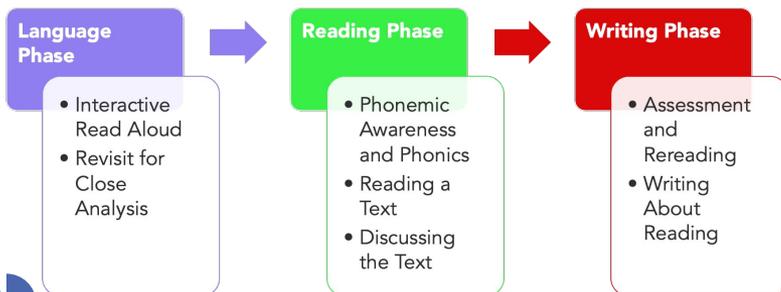
## CIM Interventions Change Over Time in Instructional Texts and Interventions



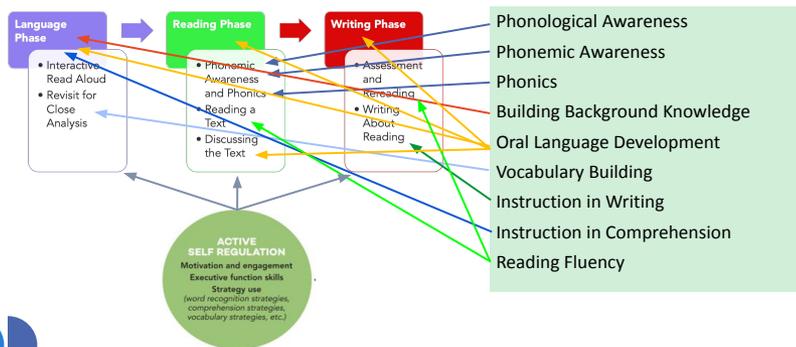
## What is Assisted Reading Intervention?

- **Small Group** Reading Intervention taught by Interventionist
- Students in **grades 1-2** struggling to keep up with peers
- **30-minute lessons** that integrate language, phonics, reading, and writing
- A **framework** that nurtures self-regulated readers through responsive teaching
- **Metacognition and transfer** are explicitly taught and practiced
- It is built on research and **evidence-based practices**
- Training design focuses on developing **professional knowledge**
- Framework can be used with **bilingual learners**

## Three Phases in Assisted Reading Intervention



## Act 20 Requirements and Beyond



## This is What We are Working on in Assisted Reading Intervention

### The Student:

- Knows most **letters and sounds** but still needs practice applying them.
- Needs assistance with **phonemic awareness** skills:
  - Blending
  - Segmenting
  - Adding, deleting, and changing sounds in words
- Needs to be able to **blend letter-sounds** to read words.
- Needs practice with **high-frequency words** for automatic recognition.
- Needs to **transfer phonics knowledge** into both reading and writing.
- Needs support in **building comprehension** while reading text.



# Assessment



## Assessments

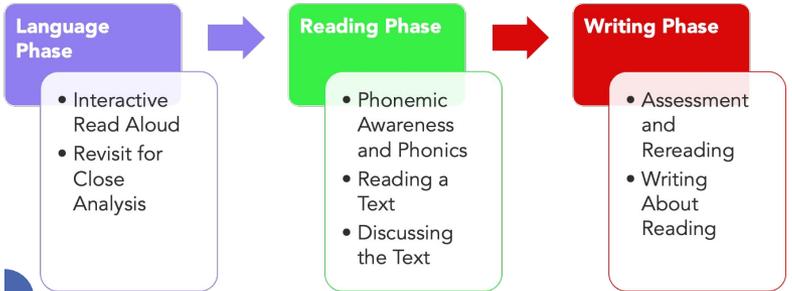
- Assessment Notebook
- Oral Reading Records
- Reading Behavior Checklists
- Writing Behavior Checklists

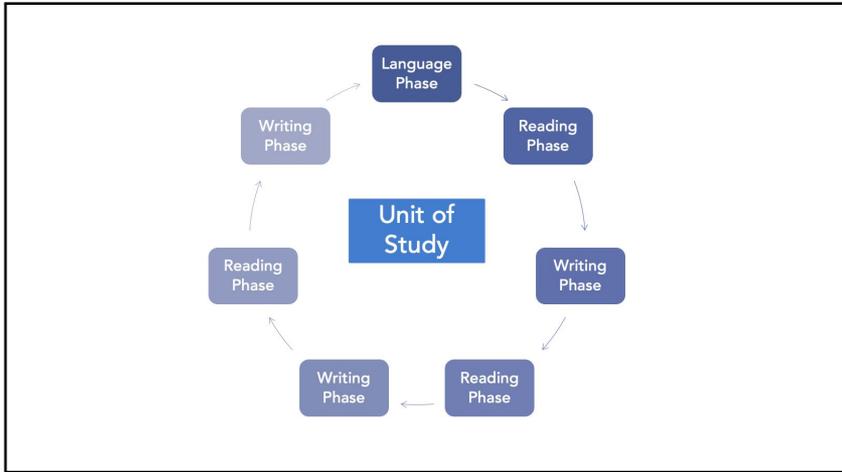
The collage displays various assessment tools. On the left is the 'Assessment Notebook Grades K-3' form with fields for Student, Grade, Classroom Teacher, Intervention Teacher, Entry Date, and Exit Date. In the center are several 'Section' forms: 'Section 1: Classroom Data', 'Section 2: Diagnostic Assessments', 'Section 3: Ongoing Formative Assessment (Anecdotal Notes)', 'Section 4: Progress Monitoring', and 'Section 5: Exit Date'. On the right is a 'Writing Behavior Checklist' with columns for 'Observed', 'Assessed', and 'Noted'. A QR code is located in the top right corner.

# The Framework supports transfer



## Three Phase Framework Promotes Transfer 30 minute lessons





Language Phase

- Interactive Read Aloud
- Revisit for Close Analysis

Language Phase Planner: First and Second Reading  
Co-Constructing Understanding of a New Text (Two Consecutive Days)  
For Annotating Reading Intervention

Part 1		Genre:	
First Reading and Second Annotating	Title of Text:	Date:	Day of Week:
Grade Level:	Lexile Level:		
Set Purpose for Reading and Prompt Students to Access It:		Vocabulary	
New Storage (Mapping) Items to Model Thinking and Useful for Understanding:		Consider addressing relevant vocabulary before and/or during the reading. However, only those words/phrases that need to be addressed in order for students' comprehension to be maximized during the reading.	

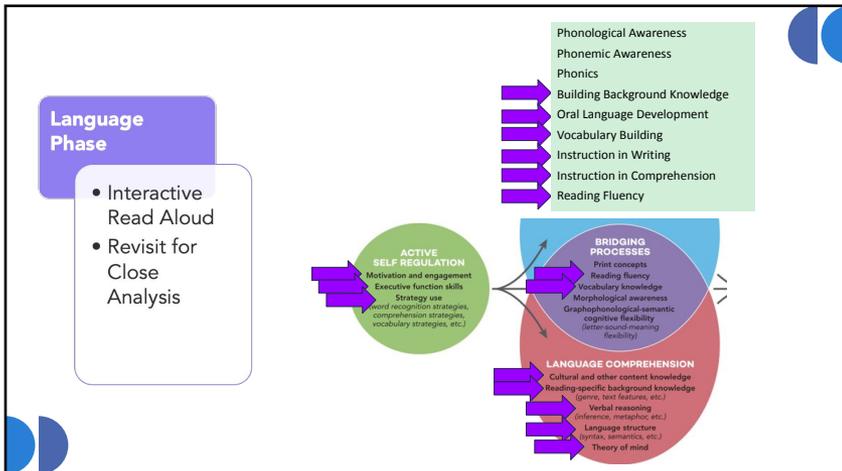
Provide Discussion Prompts to Stimulate a Critical Appraisal of Text (See "Three Consecutive Days" under Digital Resources)

---

Language Phase Planner: Review  
Analyzing and Monitoring an Critical Appraisal of Text (See "Three Consecutive Days")  
For Annotating Reading Intervention

Part 2		Genre:	
Review First	Title of Text:	Date:	Day of Week:
Grade Level:	Lexile Level:		
Purpose for Review		Monitor/Support the Building the Understanding of the Purpose	
<input type="checkbox"/> Start/End and Key Ideas <input type="checkbox"/> Vocabulary and Meaning <input type="checkbox"/> Purpose and Organization <input type="checkbox"/> Information <input type="checkbox"/> Structure <input type="checkbox"/> Other	<input type="checkbox"/> Language Structure (Syntax) <input type="checkbox"/> Text Features <input type="checkbox"/> Author's Craft and Craft/Conventions <input type="checkbox"/> Graphic Elements <input type="checkbox"/> Media/Design Elements <input type="checkbox"/> Other	<input type="checkbox"/> Main Ideas <input type="checkbox"/> Author's Choices <input type="checkbox"/> Craft/Conventions <input type="checkbox"/> Media/Design Elements <input type="checkbox"/> Other	
Set Purpose for Review and Prompt Students to Access It:		Write about the Learning Process	
Annotate Figures and/or Texts to be Annotated for Close Analysis		Framework for the Response	
<input type="checkbox"/> Page Number/Section <input type="checkbox"/> Texting Method <input type="checkbox"/> Page Number/Section <input type="checkbox"/> Texting Method <input type="checkbox"/> Page Number/Section <input type="checkbox"/> Texting Method	<input type="checkbox"/> Page Number/Section <input type="checkbox"/> Texting Method <input type="checkbox"/> Page Number/Section <input type="checkbox"/> Texting Method <input type="checkbox"/> Page Number/Section <input type="checkbox"/> Texting Method	<input type="checkbox"/> Conducted the Response <input type="checkbox"/> Student Responds Independently with Appropriate Level of Annotating	

Dana L. Allard, et al. © 2011. All rights reserved. (See Digital Resources)



Language Phase

- Interactive Read Aloud
- Revisit for Close Analysis

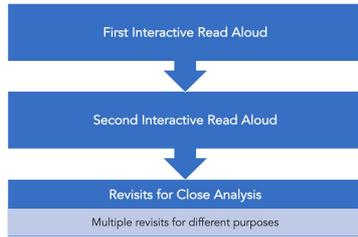
The goal of Language Phase is to build background knowledge in four critical areas:

1. Content or Topical Knowledge
2. Comprehension Strategies
3. Text Organization, Features, and Language Structures
4. Vocabulary

Occurs across 3-4 days.

## The Flow of Language Phase

(four to five consecutive days)



### Purpose for Revisit:

- |  |   |
|--|---|
| <input type="checkbox"/> Text Structures/Key Ideas | <input type="checkbox"/> Language Structure (syntax and cohesion) |
| <input type="checkbox"/> Vocabulary and Meaning    | <input type="checkbox"/> Author's Craft and Language Choices      |
| <input type="checkbox"/> Fluency and Expression    | <input type="checkbox"/> Other                                    |
| <input type="checkbox"/> Comprehension Strategies  |   |

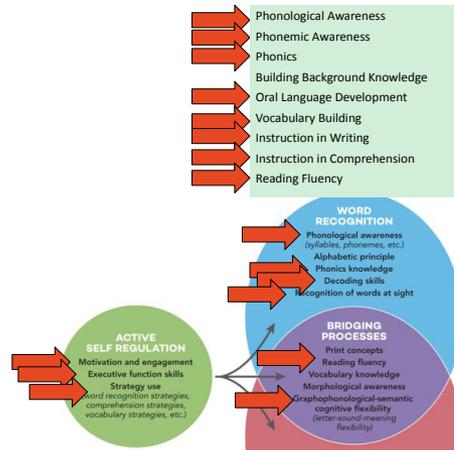
## Reading Phase

- Phonemic Awareness and Phonics
- Reading a Text
- Discussing the Text

Lesson Plan for Assisted Reading Intervention Phase Two: Reading Fluency (Three Consecutive Days)		
Grade Level:	Date:	Lesson #:
<b>Part 1</b> Read Chart, Provide Phonemic Awareness Warm-Up, Visual and Auditory Review. State Purpose for Learning, Explicit Instruction or Review of New Phonic Principle, Apply the Learning, Reflection and Goal Setting (10 minutes)	<b>Part 2</b> REVISIT READING Select Text <input type="checkbox"/> Meaningful Decodable Text <input type="checkbox"/> Instructional Text Title of Text Observation to Test Purpose: I set Purpose for Reading Instruction (Fluency, Comprehension and Support Comprehension)	<b>Part 3</b> WRITING REVISION Purpose: I set Purpose for Reading Instruction (Fluency, Comprehension and Support Comprehension)
<input type="checkbox"/> Read Chart <input type="checkbox"/> Visual Chart <input type="checkbox"/> Visual and Auditory Review <input type="checkbox"/> Provide Phonemic or Phonological Awareness Warm-up Words: <input type="checkbox"/> Blend <input type="checkbox"/> Segment <input type="checkbox"/> Add/Delete <input type="checkbox"/> Substitute <input type="checkbox"/> Other	<input type="checkbox"/> Pattern Chart (Blends, Digraphs, R-Controlled Vowels, Complex Vowels, or Diphthongs) <input type="checkbox"/> Auditory Practice <input type="checkbox"/> Explicit Instruction or Review of New Phonic Principle <input type="checkbox"/> Model, Guided Practice, Check for Understanding <input type="checkbox"/> Picture Cards <input type="checkbox"/> Ekman Sound Boxes or Spelling Boxes <input type="checkbox"/> Letter Cards or Magnetic Letters <input type="checkbox"/> Word List <input type="checkbox"/> High-Frequency Word Template <input type="checkbox"/> Other	<input type="checkbox"/> WRITING REVISION <input type="checkbox"/> Independent Reading <input type="checkbox"/> Independent Reading Followed by Choral Reading <input type="checkbox"/> Choral Reading Followed by Independent Reading *Also consider applying this phase when introducing a new phonics strategy to the classroom.
<b>Apply the Learning</b> Sentence: <input type="checkbox"/> Read Decodable Sentence <b>Reflection and Goal Setting</b>	<input type="checkbox"/> Review of Previously Taught Phonic Principle <input type="checkbox"/> Guided Practice, Independent Practice, Check for Automaticity <input type="checkbox"/> Blending Board <input type="checkbox"/> Word List <input type="checkbox"/> Letter Cards or Magnetic Letters <input type="checkbox"/> Word Sorts <input type="checkbox"/> Other Letters, Sound Spelling Patterns, Words and/or Category Cards	<b>Reflection and Goal Setting</b>

## Reading Phase

- Phonemic Awareness and Phonics
- Reading a Text
- Discussing the Text



## Reading Phase Part 1

- Phonemic Awareness and Phonics
- Reading a Text
- Discussing the Text

<b>Part 1</b> Read Chart, Provide Phonemic Awareness Warm-Up, Visual and Auditory Review. State Purpose for Learning, Explicit Instruction or Review of New Phonic Principle, Apply the Learning, Reflection and Goal Setting (10 minutes)	<input type="checkbox"/> Read Chart <input type="checkbox"/> Visual Chart <input type="checkbox"/> Visual and Auditory Review <input type="checkbox"/> Provide Phonemic or Phonological Awareness Warm-up Words: <input type="checkbox"/> Blend <input type="checkbox"/> Segment <input type="checkbox"/> Add/Delete <input type="checkbox"/> Substitute <input type="checkbox"/> Other	<input type="checkbox"/> Pattern Chart (Blends, Digraphs, R-Controlled Vowels, Complex Vowels, or Diphthongs) <input type="checkbox"/> Auditory Practice <input type="checkbox"/> Explicit Instruction or Review of New Phonic Principle <input type="checkbox"/> Model, Guided Practice, Check for Understanding <input type="checkbox"/> Picture Cards <input type="checkbox"/> Ekman Sound Boxes or Spelling Boxes <input type="checkbox"/> Letter Cards or Magnetic Letters <input type="checkbox"/> Word List <input type="checkbox"/> High-Frequency Word Template <input type="checkbox"/> Other
<b>Apply the Learning</b> Sentence: <input type="checkbox"/> Read Decodable Sentence <b>Reflection and Goal Setting</b>	<input type="checkbox"/> Review of Previously Taught Phonic Principle <input type="checkbox"/> Guided Practice, Independent Practice, Check for Automaticity <input type="checkbox"/> Blending Board <input type="checkbox"/> Word List <input type="checkbox"/> Letter Cards or Magnetic Letters <input type="checkbox"/> Word Sorts <input type="checkbox"/> Other Letters, Sound Spelling Patterns, Words and/or Category Cards	<b>Reflection and Goal Setting</b>

## Reading Phase Part 1

- Phonemic Awareness and Phonics
- Reading a Text
- Discussing the Text

**Part 1** Read Chart, Provide Phonemic Awareness Warm-Up, Visual and Auditory Review, State Purpose for Learning, Explicit Instruction or Review of New Phonic Principle, Apply the Learning, Reflection and Goal Setting (10 minutes)

Read Chart

Vowel Chart     Pattern Chart (Blends, Digraphs, R-Contrated Vowels, Complex Vowels, or Diphthongs)

Visual and Auditory Review

- Visual Practice
- Auditory Practice

Letters and/or Sound-Spelling Patterns:

Provide Phonemic or Phonological Awareness Warm-up

Blend     Segment     Add/Delete     Substitute     Other

Words:

**State Purpose for Learning (Phonic Principle)**

Explicit Instruction or Review of New Phonic Principle: Sound-Symbol Correspondences and Patterns, Blending, Reading Words, Writing Words, and Spelling-Type

Choose one:

**Explicit Instruction of New Phonic Principle**

- Model-Guided Practice, Check for Understanding
- Picture Cards
- Flashcard Sound Boxes or Spelling Boxes
- Letter Cards or Magnetic Letters
- Word List
- High-Frequency Word Template
- Other

Picture Cards, Letters, Sound-Spelling Patterns, Words and/or Category Words:

**Review of Previously Taught Phonic Principle**

- Guided Practice, Independent Practice, Check for Automaticity
- Blending Board
- Word List
- Letter Cards or Magnetic Letters
- Word Sorts
- Other

Letters, Sound-Spelling Patterns, Words and/or Category Cards:

**Apply the Learning**

- Read Decodable Sentence
- Write Dictated Sentence

Sentence:

**Reflection and Goal Setting**

## Reading Phase Part 1

- Phonemic Awareness and Phonics
- Reading a Text
- Discussing the Text

### 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.

## Reading Phase Part 1

- Phonemic Awareness and Phonics
- Reading a Text
- Discussing the Text

### State Purpose for Learning (short a)



## Reading Phase Part 1

- Phonemic Awareness and Phonics
- Reading a Text
- Discussing the Text

### 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).

## Reading Phase Part 1

- Phonemic Awareness and Phonics
- Reading a Text
- Discussing the Text

**Explicit Instruction or Review of New Phonic Principle:** Sound-Symbol Correspondences and Patterns, Blending, Reading Words, Writing Words, and Syllable-Type

Choose one:

**Explicit Instruction of New Phonic Principle**

- Model, Guided Practice, Check for Understanding

Picture Cards

Elkonin Sound Boxes or Spelling Boxes

Letter Cards or Magnetic Letters

Word List

High-Frequency Word Template

Other

*Picture Cards, Letters, Sound-Spelling Patterns, and/or Words:*

**Review of Previously Taught Phonic Principle**

- Guided Practice, Independent Practice, Check for Automaticity

Blending Board

Word List

Letter Cards or Magnetic Letters

Word Sorts

Other

*Letters, Sound-Spelling Patterns, Words and/or Category Cards:*

**Apply the Learning**

- Read Decodable Sentence
- Write Dictated Sentence

Sentence:

**Reflection and Goal Setting**



## 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.

## Reading Phase Part 1

- Phonemic Awareness and Phonics
- Reading a Text
- Discussing the Text

### Explicit Instruction Using Word List (ng, nk)



## Successful Transfer

If the learner emerges from initial learning without the **necessary resources**, successful transfer will not be possible.



## How many times must a reader decode a word in order to really learn it?

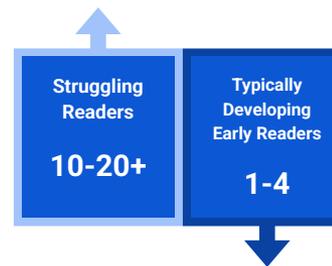
### It depends on several things:

1. The reader's skill level (beginner vs. experienced).
2. The type of word being decoded.
  1. Less if consistent (cat).
  2. More if there are different ways to spell the same sound (hope/boat/tow).
3. The context in which the word is being read.



## How many times must a reader decode a word in order to really learn it?

- Weak phonemic awareness
- Poor automaticity



### Reading Phase Part 1

- Phonemic Awareness and Phonics
- Reading a Text
- Discussing the Text

**Explicit Instruction or Review of New Phonic Principle:** Sound-Symbol Correspondences and Patterns, Blending, Reading Words, Writing Words, and Syllable-Type

Choose one:

<input type="checkbox"/> <b>Explicit Instruction of New Phonic Principle</b> • Model, Guided Practice, Check for Understanding <input type="checkbox"/> Picture Cards <input type="checkbox"/> Elkonin Sound Boxes or Spelling Boxes <input type="checkbox"/> Letter Cards or Magnetic Letters <input type="checkbox"/> Word List <input type="checkbox"/> High-Frequency Word Template <input type="checkbox"/> Other <i>Picture Cards, Letters, Sound-Spelling Patterns, and/or Words:</i>	<input checked="" type="checkbox"/> <b>Review of Previously Taught Phonic Principle</b> • Guided Practice, Independent Practice, Check for Automaticity <input checked="" type="checkbox"/> Blending Board <input type="checkbox"/> Word List <input type="checkbox"/> Letter Cards or Magnetic Letters <input type="checkbox"/> Word Sorts <input type="checkbox"/> Other <i>Letters, Sound-Spelling Patterns, Words and/or Category Cards:</i>
--	---

**Apply the Learning**

<input type="checkbox"/> Read Decodable Sentence	<input type="checkbox"/> Write Dictated Sentence
--	--

**Reflection and Goal Setting**

## 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.



**Reading Phase Part 1**

- Phonemic Awareness and Phonics
- Reading a Text
- Discussing the Text

**Review Using a Blending Board (short a)**



**Reading Phase Part 1**

- Phonemic Awareness and Phonics
- Reading a Text
- Discussing the Text

**Explicit Instruction or Review of New Phonic Principle:** Sound-Symbol Correspondences and Patterns, Blending, Reading Words, Writing Words, and Syllable-Type

Choose one:

**Explicit Instruction of New Phonic Principle**

- Model, Guided Practice, Check for Understanding
- Picture Cards
- Elkonin Sound Boxes or Spelling Boxes
- Letter Cards or Magnetic Letters
- Word List
- High-Frequency Word Template
- Other

*Picture Cards, Letters, Sound-Spelling Patterns, and/or Words:*

**Review of Previously Taught Phonic Principle**

- Guided Practice, Independent Practice, Check for Automaticity
- Blending Board
- Word List
- Letter Cards or Magnetic Letters
- Word Sorts
- Other

*Letters, Sound-Spelling Patterns, Words and/or Category Cards:*

**Apply the Learning**

- Read Decodable Sentence
- Write Dictated Sentence

Sentence: \_\_\_\_\_

**Reflection and Goal Setting**

**Reflection and Goal Setting on the Learning**  
(after explicit instruction of ea and dictated sentence)

**Reading Phase Part 1**

- Phonemic Awareness and Phonics
- Reading a Text
- Discussing the Text



**Reading & Writing Instructional Planning and Review Continuum**

**Mixed Short Vowels CVC Words (Reading & Writing)**

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



## Reading Phase Part 2

- Phonemic Awareness and Phonics
- Reading a Text
- Discussing the Text

Lesson Planner for At-Risk Reading Intervention  
Phonics Text Reading (Part 2) (Text Comprehension Only)

Grade Level: \_\_\_\_\_ Date: \_\_\_\_\_

Part 1: Read Chart, Provide Phonics Awareness Warm-up, Visual and Auditory Review, Start Progress by Learning, Apply Comprehension Review of New Phonic Principles, Apply the Learning, Reflection and Goal Setting (20 minutes)

Part 2: Select Text, Orientation to Text, Read/Listen to Text, Discuss/Analyze Text, Reflect on Text (20 minutes)

Part 3: Discussion of Text and Decoding Strategies, Reflection and Goal Setting (20 minutes)

Explicit Instruction or Review of New Phonic Principles: Sound-Symbol Correspondence and Patterns, Blending, Segmenting, Writing, Copying, and Spelling Strategies

Apply the Learning: Read Decodable Sentences, Write Decoded Sentences

Reflection and Goal Setting

Notes: Reflects desired requirements. May represent choices. The Comprehensive Intervention Model requires self-reported progress through responses. Tracking by LINDA LOPEZ, LISA SPECTOR, AND KATHLEEN W. STANFIELD. PHONICS. Revised September 26, 2023

## Reading Phase Part 2

- Phonemic Awareness and Phonics
- Reading a Text
- Discussing the Text

Shifts in thinking... and Why?

**DURING READING**

Choose one:

- Independent Reading
- Independent Reading followed by Choral Reading
- Choral Reading followed by Independent Reading

*\*When reading decodable texts, choose either independent reading or independent reading followed by choral reading.*

## Reading Phase Part 2

- Phonemic Awareness and Phonics
- Reading a Text
- Discussing the Text

### Independent Reading Followed by Choral Reading (Decodable Text)

Explicit Phonics Instruction was -ng and -nk

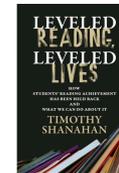


## Reading Phase Part 2

- Phonemic Awareness and Phonics
- Reading a Text
- Discussing the Text

“It makes sense to provide students with decoding practice as the various phonic skills are taught.”

“There is no period when it makes sense to use only decodable texts.”



## Reading Phase Part 2

- Phonemic Awareness and Phonics
- Reading a Text
- Discussing the Text

## Choral Reading Followed by Independent Reading (Instructional Text)



## Reading Phase Part 2

- Phonemic Awareness and Phonics
- Reading a Text
- Discussing the Text

## Choral Reading Followed by Independent Reading (Grade-Level Text)



### Teacher Observation Form for Assisted Reading Intervention

Date: \_\_\_\_\_ Text: \_\_\_\_\_

Strategic Reading Behavior	Name: _____							
	Observed	Attempted	Observed	Attempted	Observed	Attempted	Observed	Attempted
Monitors for accuracy, language, and meaning (self-corrects when needed)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses known letter-sound correspondences and phonics patterns to blend and read unfamiliar words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tries an alternate decoding attempt if the decoding is not successful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reads known words automatically (previously taught decodable and high-frequency words)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reads phrases and sentences smoothly with appropriate rate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use punctuation cues (period, question mark, exclamation mark, quotation marks) to support meaning and expression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Reflection / Next Steps:

Retzlaff, B. A. & Galloway, C. (January 2026). Transformational Teaching Model.

## Reading Phase Part 3

- Phonemic Awareness and Phonics
- Reading a Text
- Discussing the Text

Lesson Planner for Assisted Reading Intervention  
Phase Two: Reading (Two-Three Constructive Days)  
Week #: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Date: \_\_\_\_\_

Part 1	Part 2	Part 3
<p><b>Read Chart, Provide Phonemic Awareness Warm-up, Visual and Auditory Review, Model Decoding Strategies, Reading (10 minutes)</b></p> <p><input type="checkbox"/> Read Chart</p> <p><input type="checkbox"/> Warm-up</p> <p><input type="checkbox"/> Visual and Auditory Review</p> <p>Letter and/or Sound Spelling Patterns:</p> <p><input type="checkbox"/> Possible Phonemes or Phonological Awareness Warm-up</p> <p><b>Explicit Instruction or Review of New Phonics Principle: Sound Symbol Comprehension and Patterns, Blending, Sounding Words, Writing Words, and Spelling Tools</b></p> <p><input type="checkbox"/> Explicit Instruction or Review of New Phonics Principle</p> <p><b>Apply the Learning</b></p> <p><input type="checkbox"/> Read Decodable Sentence</p> <p><b>Reflection and Goal Setting</b></p>	<p><b>Select Text, Orientation to Text, Model Decoding Strategies, Reading (10 minutes)</b></p> <p><input type="checkbox"/> Select Text</p> <p><b>Orientation to Text</b></p> <p><input type="checkbox"/> Purpose 1: Set Purpose for Reading</p> <p><input type="checkbox"/> Purpose 2: Printing for Decoding Strategies</p> <p><b>DURING READING</b></p> <p><input type="checkbox"/> Independent Reading</p> <p><input type="checkbox"/> Independent Reading Followed by Choral Reading</p> <p><input type="checkbox"/> Choral Reading Followed by Independent Reading</p> <p><b>Reflection and Goal Setting</b></p>	<p><b>Discussion of Text and Decoding Strategies, Reflection and Goal Setting (10 minutes)</b></p> <p><b>PURPOSES TO ATTAIN A MEANINGFUL DISCUSSION OF TEXT:</b></p> <p><b>Reflection and Goal Setting</b></p>

Note: This lesson plan is intended to be used as a guide and should be adapted to meet the needs of your students. © 2026 by the author. All rights reserved. This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

## Reading Phase Part 3

- Phonemic Awareness and Phonics
- Reading a Text
- Discussing the Text

## Reflection and Goal Setting: Reading



## Reading Phase Part 3

- Phonemic Awareness and Phonics
- Reading a Text
- Discussing the Text

### Reflection Checklist to Promote Efficient Decoding Strategies

Underline all the strategies you used to help you figure out difficult words.

- I wrote the letters on a whiteboard, blended the letter sounds and/or word parts, and cross-checked with meaning and language.
- I ran my finger under difficult words, blended letter sounds and/or word parts, and cross-checked with language and meaning.
- I blended letter sounds and/or word parts, and cross-checked with language and meaning.
- When my first attempt didn't work with meaning and language.

Give an example of how you solved it.

p. \_\_\_\_\_

### Reflection Checklist to Promote Comprehension Strategies

Underline all the comprehension strategies you used when you were reading today.

- I noticed when something didn't look right, sound like language, or make sense.
- I reread when I didn't understand.
- I asked questions and need to find out answers.
- I used my background knowledge along with what the text said to make inferences.
- I used author's language to visualize.
- I made predictions and read to find out if they were correct.
- I flagged unfamiliar vocabulary so I could discuss with my group.

Give an example where you used one of the strategies you underlined.

p. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Reading Phase

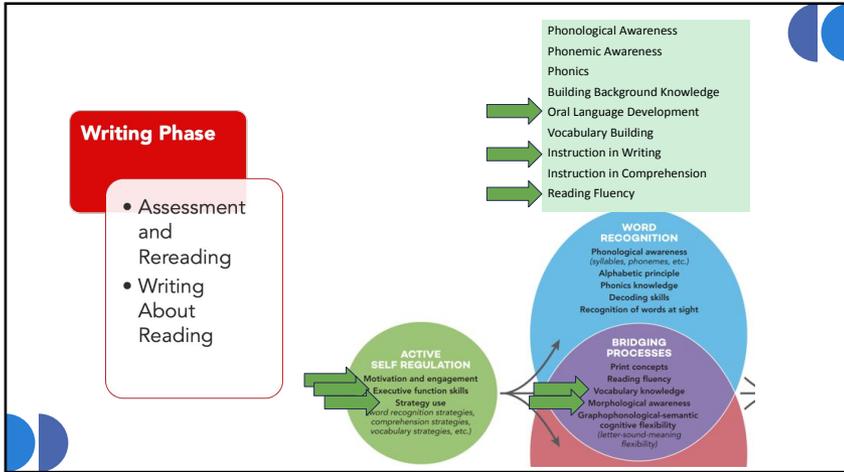
- Phonemic Awareness and Phonics
- Reading a Text
- Discussing the Text

## Writing Phase

- Assessment and Rereading
- Writing About Reading

Lesson Planner for Assisted Reading Intervention			
Phase Three: Assessment and Writing About Reading (One - Two Consecutive Days)			
Lesson A		Lesson B	
Part 1	Part 2	Part 1	Part 2
Assessment of Reading Behaviors, Reported Reading with Teacher Conferences, Choral Reading (30 minutes)	Writing About Reading, Reflect on Writing Strategies Used and Set Goals for Teacher (20 minutes)	Writing About Reading, Reflect on Writing Strategies Used and Set Goals for Teacher (20 minutes)	Reading & Writing Group Analysis and Planning
Grade Level:		Grade Level:	
Type of Text <input type="checkbox"/> Story/Informational Text <input type="checkbox"/> Instructional Text	BEFORE ASSESSMENT	BEFORE WRITING	ANALYSIS DATA ACCESS, READING AND WRITING EVENTS
Title of Text:	Student to be Assessed Student's Name: _____	Prompt: <input type="checkbox"/> Writing About Reading Lesson (Author and Co-Construct the Response) <input type="checkbox"/> Planning and Organizing for the Response  <input type="checkbox"/> Drafting the Response  <input type="checkbox"/> Revising, Editing, and Adding the Response	Use Reading and Writing Data to Plan for Future Lessons
BEHIND ASSESSMENT • Document reading difficulties on an oral reading form • Reminding students to engage in repeated reading	BEHIND WRITING • Listen for identified need from and provide scaffolding as needed • Clarify or correct format or content of oral responses for writing about reading	AFTER WRITING Reflection and Goal Setting	

The Comprehensive Intervention Model: Monitoring and Reporting Student Progress Through Response to Intervention, Linda Ward Beech, and Adria Kays, © Benchmark Publishers, Waco, August 22, 2015.



**Writing Phase**

- Assessment and Rereading
- Writing About Reading

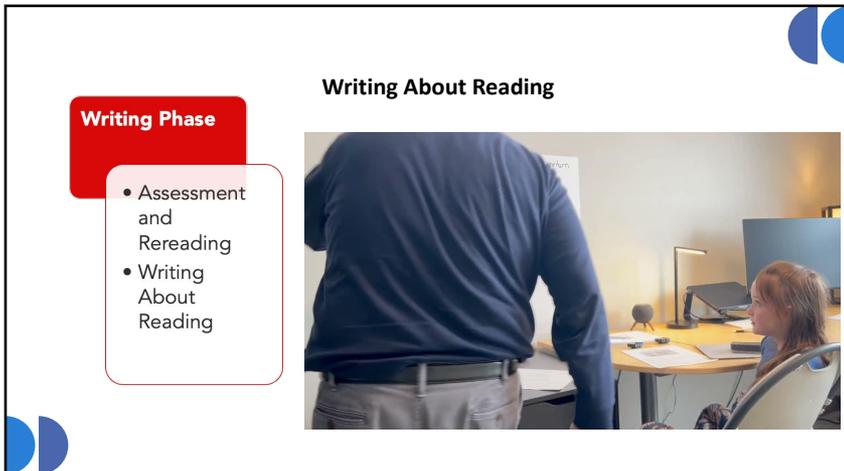
**Lesson Planner for Assisted Reading Intervention**

Phase Three: Assessment and Writing About Reading/Other

Grade Level: \_\_\_\_\_ Date: \_\_\_\_\_ Week #: \_\_\_\_\_ Lesson: \_\_\_\_\_

Part 1	Part 2	Part 3
<b>Assessment of Reading Behaviors, Repeated Reading with Number Confablers, Cloze Reading (20 minutes)</b>  <b>TYPE OF TASK</b> <input type="checkbox"/> Anecdotal/Qualitative Data <input type="checkbox"/> Anecdotal Data  <b>TYPE OF TASK</b>  Student to be Assessed: Student's Name: _____  <b>SOUNDING ASSESSMENT</b> <ul style="list-style-type: none"> <li>Document writing behaviors at or near reading level</li> <li>Reminding students to engage in repeated reading</li> </ul>	<b>Writing About Reading, Reflect on Writing Strategies Used and on Goals for Transfer (20 minutes)</b>  <b>TYPE OF TASK</b> Passage  <input type="checkbox"/> Writing About Reading (Student and Co-Teacher) (in Response) <input type="checkbox"/> Planning and Organizing for this Response  <input type="checkbox"/> Drafting the Response  <input type="checkbox"/> Revising, Editing and Submitting the Response  <input type="checkbox"/> Independent Writing About Reading <ul style="list-style-type: none"> <li>Conduct conferences and provide scaffolding as needed.</li> </ul> <b>Reflection and Goal Setting</b>  <b>AFTER WRITING</b>	<b>Reading &amp; Writing Group Analysis and Planning</b>  Merge Data Across Reading and Writing Events           Use Reading and Writing Data to Plan for Future Lessons

The Comprehensive Intervention Model: Rereading and Writing About Reading. ©2010 Pearson Education, Inc. All rights reserved. This document is a copyrighted work of Pearson Education, Inc. All rights reserved. Pearson Education, Inc. is not responsible for any errors or for any consequences arising from the use of the information contained in this document. Pearson Education, Inc. reserves the right to change this document without notice.

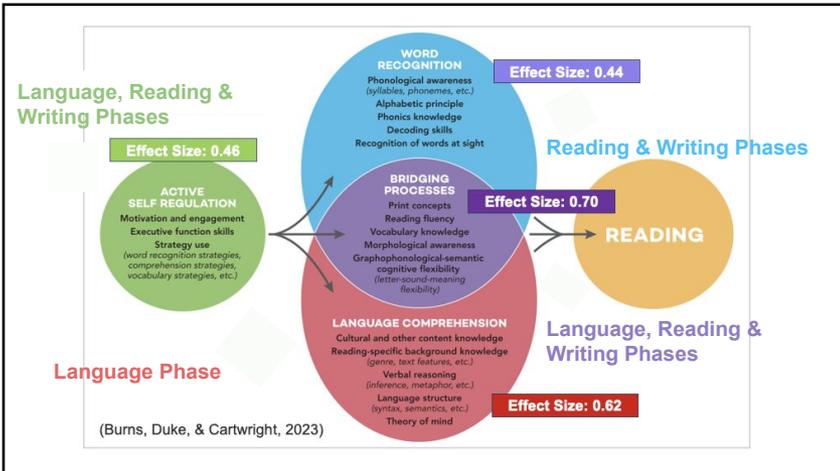


**Writing Phase**

- Assessment and Rereading
- Writing About Reading

**Reflection Checklist for Writing About Reading**

- We read and thought about the prompt.
- We chose an organizer that matched the prompt.
- We practiced saying our response out loud, using words from the text.
- The teacher recorded our ideas on the chart or organizer.
- Sometimes we:
  - Wrote some words to practice fluency.
  - Solved spelling or word-choice challenges.
- Before finishing, we reread our response to make sure:
  - We answered the question(s).
  - Our writing made sense.
  - It sounded like real language.



# Implementation of Assisted Reading Intervention

**Transformational Teaching Model:**

Elevating Teachers' Professional Knowledge to Ensure Success for Every Student

## Implementation Process Example Large District

### School District of Waukesha Training Protocol

- CIM Specialist (CIM Training and CIM Network)
- Train (group opportunities)
  - Coaches & Interventionists
- Implement with Student Group
  - Can plan with a coach
  - Coach might model
- Trainer Observation & Feedback
- Certified/Released
- Post-Training: Ongoing Site Visits - Observation with Feedback
- Typically, not for classroom teacher

## Assisted Reading Training Protocol in SDW

- **Professional Learning/Training**
  - Coaches and Interventionists receive multiple sessions around a CIM intervention
- **Implementation**
  - Those trained implement the new learning/intervention with a small group
- **Observations & Feedback**
  - District Coach/Trainer engages in several onsite visits to offer feedback and answer questions

## Other Implementation Process Examples

### School District of Fort Atkinson

CIM Specialist  
Training at National Level  
(Coaches and Interventionists)  
Support through Coach Network  
and CIM Network  
Support through site visits

### Beecher-Dunbar-Pembine School District

CIM Specialist  
Training at National Level  
(Coaches and Interventionists)  
Support through Coach  
Network and CIM Network  
Support through site visits

### Coach Network and CIM Network

Meets 4-6 times per year  
Book Study  
Clinical Experiences  
Problem-Solving

## Assisted Reading Intervention Data & Feedback



## What specific changes did you see in students' language, reading, and writing when using ARI?

- Improved decoding accuracy - 100%
- Greater confidence during reading - 80%
- More independent strategy use - 70%
- Increased metacognition and self-regulation of strategies - 70%
- Increased reading fluency - 60%

## What specific changes did you see in students' language, reading, and writing when using ARI?

"The phonics changes in ARI have really made a difference in students' learning. ... since **adding blending boards, word lists, decodable sentences, orthographic mapping**, etc., students been able to see how words work and how that helps them as readers.

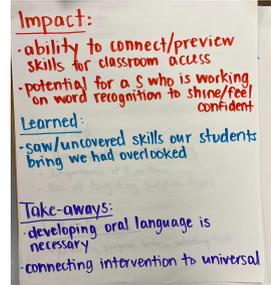
"I've also noticed, with the **self reflection** students are taking on "knowing" their part in **transferring** what we do in intervention to what they are responsible for any time they read and write (classroom/home practice etc.)"

“The planner is designed in a way that you go from the phonological to phonemic aspects of a skill all within a few minutes. You then **apply** that immediately afterward in phonics and through **reading and writing**. It's a very **cohesive flow**.”

### How does **LANGUAGE** Phase impact your learners?

“It has helped my students to use **text structure** as a tool to **understand text**. It has also **deepened their thinking** and encouraged them to **support their thinking with evidence**.”

“Language Phase is an amazing way to connect to the **curriculum** and build student's **background knowledge**. This not only helps them within the intervention **ALSO** in universal instruction.”



Language  
Phase

### What procedures in the **READING** Phase have the greatest impact?

- **Explicit Instruction of Phonic Principle - 90%**
- Reading Decodable Texts - 80%
- Visual and Auditory Review - 80%
- Application: Reading Decodable Sentence & Writing Dictated Sentence - 80%
- Including Choral Reading - 60%

Reading  
Phase

### What procedures in the **READING** Phase have the greatest impact?

“My student thrives when we utilize the same **routines** with many **repetitions**. Visual review, with the use of incremental rehearsal, has helped solidify his knowledge of letter sounds and grown his HF word vocabulary. The **explicit instruction** of the phonic principle and **direct application** at the word and sentence level were crucial for developing his skills. I saw success with using both the blending board and blending lines, which allowed for many repetitions of blending at the word level.”

Reading  
Phase

## What procedures in the **WRITING** Phase have the greatest impact?

- **Modeling/co-construction of Writing About Reading - 70%**
- Using Text Evidence in Writing - 60%
- Reflection Checklists - 60%

“When we **co-create** writing together, students have clear expectations and a **model** of how they can **try and apply** what they've learned to their own writing.”

Writing  
Phase

## How the Assisted Reading Intervention impacts students ability to **TRANSFER...**

“I saw the strongest transfer when students are working within the phonics principle through modeling, guided practice and independent practice; as well as in writing. When **communication** with the classroom teacher, they are seeing **improvement in the classroom** as well!”

“Students were able to **connect** from Language Phase [learning] to independent texts and classroom tasks!”



## Evidence Observed in Students In/After the Assisted Reading Intervention

- **Strategies initiated strategies independently - 80%**
- Improved accuracy - 70%
- Changes in writing - 60%
- Stronger explanation to support thinking - 50%



## How much impact do you believe Assisted Reading Intervention has had on your students' overall reading skills?

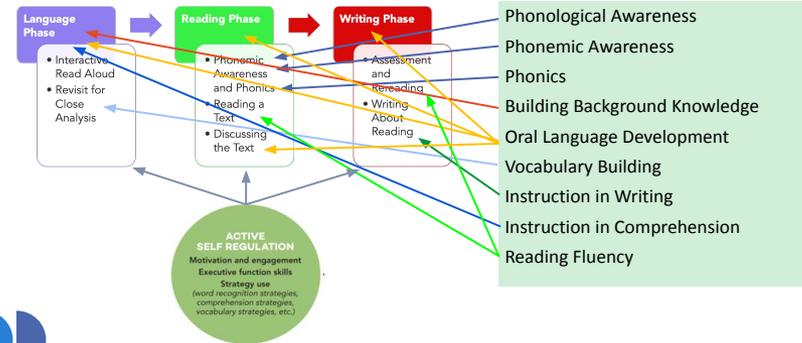
100% of respondents gave a 4 or 5



# Concluding Notes



## And Beyond Act 20 Requirements



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Powerpoint Handout and Sample Materials:

