Winter 12-14-2023

Reading Instruction, Interventions, and Process

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Reading Instruction, Interventions & Processes Handbook

Minnesota State University Moorhead

SPED 696 Capstone Project

Chelsey Pederson

Contents

About the Author

My name is Chelsey Pederson, and I am a special education teacher at Menahga Public School. I have wanted to be a teacher for as long as I can remember, and I feel grateful to be in the profession. I have a variety of previous experience which makes me a well-rounded educator. The elementary school I work at has four special education teachers and we are departmentalized. So, one teacher focuses on functional and social skills for our students with Developmental and Cognitive Delay as well as autism spectrum disorder. Another teacher focuses on social skills interventions for our students with Emotional and Behavioral Disorders. Our third special education teacher focuses on mathematics interventions for students in grades Kindergarten through sixth grade. Finally, I focus on teaching reading interventions for students in grades Kindergarten through sixth grade. Departmentalizing allows our special education team to "divide and conquer" and "work smart not hard." In the past, our special education teachers served all the needs for his/her case managed students, but it was too difficult to understand and implement every intervention for every area of need. Student behavior also got in the way of instruction if a child was dysregulated frequently or for long periods of time. I have loved the change our special education team has made because now I can try to be highly effective in one area. I believe our students can get the best education when their instructors are trained and focused.

I included my educational resume at the end of this handbook to show my experience thus far in my teaching journey. I feel called to help children in every way possible and look forward to gaining even more skill.

Menahga Elementary School MTSS

I am excited to create this handbook as a compilation of the intense work our elementary school has done in the past five years. Our team consists of a reading interventionist, two Title 1 teachers, me as a special education teacher focused on reading intervention, and a large group of highly dedicated general education teachers. Together we have completed a plethora of trainings which include LETRS early childhood, LETRS, Orton-Gillingham Comprehensive Strategies, Orton-Gillingham Phonemic Awareness Strategies, Orton-Gillingham Morphology Strategies, a variety of professionals contributing expertise from their master's degree programs, and countless hours of research and professional development meetings. Our district's focus on appropriate reading intervention began in 2019 when we felt frustration with poor student reading data. We had plenty of qualified staff, yet our students were scoring poorly at assessment, we had four Title 1 teachers who were not increasing student abilities even with the best of effort, and a special education department flooded with referrals for reading disabilities. We decided to take a deeper look at ourselves as staff and ask what we could do differently. Our reading specialist at the time encouraged us to look at explicit instruction instead of the strategies of the past. The district decided to dive in headfirst to learning more and implementing new ways of doing things. As a result, our student data has increased ten-fold, we have reduced our Title 1 teachers from four down to one, and our special education department has dismissed many students after they got caught up to grade-level standards. The goal of our elementary team is to teach every single student how to read. This handbook includes all the interventions, screeners, scope and sequence, pathway, and even example small-group lesson framework that our district has implemented to meet this goal. I hope you will find it helpful so your students can become better readers, too.

Reading Instruction

Reading instruction has changed vastly throughout history ranging from explicit instruction to "whole brain" learning which essentially meant learning by osmosis. Thanks to new professional development opportunities like LETRS and ISME Orton-Gillingham Comprehensive training our society is learning that there is a science to learning how to read. We can teach students how to read with proven strategies and research validated interventions instead of cute Teachers Pay Teachers activities. One quote from a reading specialist that I will never forget is, "if your child had cancer, you would want your doctor to use a proven cure, right? The same goes for teaching your child to read. You should want a teacher who will use research validated interventions…something that is proven to work. Our student's ability to read is vital to their success in life."

There are a variety of curriculums, programs, and interventions available for teachers to use when teaching reading. The enclosed pathway includes some options, all of which are research validated, however a district could choose other options. Research validated means that "studies have carefully controlled implementation of practices or programs to show that the program has resulted in an increase of students skills when compared to another instructional approach (Moats et al, 2018)." When a teacher and/or district decides to create a pathway such as the one in this handbook or merely plan for reading instruction they should remember some key components (Paulson et al, 2018).

- Explicit instruction – well trained staff, smaller groups based on instructional needs, explicit – "I do, we do, you do" emphasis.
- Curriculum that works – research validated especially for struggling students.
- Practice – the work must be on the student's instructional and independent level; designed to reinforce skills directly taught and ensure correct practice.

- Fidelity – there must be adequate time to ensure sufficient progress, progress monitoring to measure growth, and adequate staff training.

The instruction of reading can be clearly laid out and easily executed with effective planning and the best programs. I have created a pathway that works as a map for which programs to use depending on student ability within specific skill areas. Anyone in our district, including families, can use the pathway to see the expected plan for student reading instruction.

MTSS Pathway

Our district uses a systematic framework, called a pathway, to organize our plan in writing. This pathway includes when and how students are identified for levels of instruction intensity, what intervention he/she will receive, how he/she will be progress monitored, when they should transition from one intervention to another, and even when student a can be exited from services. This plan is vital for our district because it keeps all staff working under the same understanding. Our team of staff members can be efficient with decision making because we already know what is expected. The plan frees up mind and time which makes implementation easy and even fun. It is exciting to have team data meetings where we can talk about how students are growing!

The following pages in the handbook include the screeners we use for our phonemic awareness intervention, Equipped for Reading Success, and our phonics intervention, S.P.I.R.E. Every single student in our elementary is given these screeners to determine their starting level and then the students are monitored within the interventions until they have mastered every level. Our fluency intervention, Read Naturally Live, is also used with every student, however the screener is provided online. All of the included assessment tools are necessary for a teacher who wishes to follow a pathway with similar interventions to ours. Toward the end of the handbook, I shared where a district could get resources like ours, example lesson plans that include all important instruction components, and finally practical articles that support the use of a systematic framework as well as explicit instruction.

Menahga Public School MTSS Pathway - Reading

Fastbridge assessment administered three times a year by either general education or special education teacher.

	Comprehensive Program	Phonemic Awareness	Phonics	Vocabulary	Fluency	Comprehension	Core Content	Enrichment
Screener	PAST Screener	Shortened S.P.I.R.E. Screener	Fastbridge Screening to Intervention	Fastbridge CBM and Read Naturally Live Placement	Fastbridge aReading Screening to Intervention		Fastbridge aReading	Fastbridge aReading
Tier	Tier 3 — Intensive	Tier 2 — Strategic					Tier 1 — Benchmark	Advanced
Diagnosis	0 - 20th Percentile	21 - 39th Percentile					40 - 74th Percentile	75th + Percentile
Focus	Comprehensive Program	Phonemic Awareness	Phonics	Vocabulary	Fluency	Comprehension	Core Content	Enrichment
Focus Skills	Phonemic Awareness, Phonics, Fluency, Comprehension	Letter Sounds and sound manipulation	Decoding	Academic Vocabulary	Automatic Decoding of Words	Comprehension Strategies	Comprehensive Curriculum & Standard Skills	Differentiated Instruction
Tier 1	District approved curriculum	Equipped for Reading Success	S.P.I.R.E.	High Usage Words	Read Naturally Live	Evan-Moore "Daily Reading Comprehension"	District approved curriculum	S.P.I.R.E.
K - 2 Intervention	Reading Mastery	Equipped for Reading Success	S.P.I.R.E.	The FastBridge Screening to Intervention Report for Reading	Read Naturally Live	Evan-Moore "Daily Reading Comprehension"	District approved curriculum	Orton-Gillingham Morphology
3 - 4 Intervention	Reading Mastery, Corrective Reading	Bridge the Gap	S.P.I.R.E.	The FastBridge Screening to Intervention Report for Reading	Read Naturally Live	Evan-Moore "Daily Reading Comprehension"	District approved curriculum	5-6 Engage NY
Length of Time	60-90 minutes per day	30 minutes, in addition to their coursework						
Verify Effectiveness	In-program assessments, as well as Fastbridge progress monitoring every 1-2 weeks							
Exit From Intervention	Three consecutive data points above the 40th percentile will result in the dismissal of the student from the intervention; dismissed students will continue to assess every two weeks for four weeks to ensurecontinued success at Tier 1							

Reading Progress Monitoring Plan

Begin First week of November

Kindergarten

LSF	<13-weekly <26-biweekly	Once student reaches 27 move NWF
WSF	<10-weekly <25-biweekly	Once student reaches 30 discontinue
NWF	<2-weekly <6-biweekly	Once student reaches 13 discontinue

First Grade

NWF	Students in SPIRE 1-5.	Bi-weekly	Discontinue once student meets one: :17(before winter benchmark) :22 (after winter benchmark) :SPIRE Level 6
CBM	Students in SPIRE lesson >6	Bi-weekly	Once student reaches 67 wcpm reduce frequency to every 3 weeks
CBM	>20 on Sentence Reading BOY	Every 3 Weeks	Once student reaches 97 wcpm reduce frequency to monthly

Second Grade

CBM	BOY fluency <22 Use First grade probe	Bi-weekly	Once student reaches 67 wcpm switch to second grade probe.
CBM	BOY 23-56 Use Second grade probe	Bi-weekly	Once student reaches 102 wcpm reduce frequency to every 3 weeks
CBM	BOY >57	Every 3 weeks	Once student reaches 125 wcpm reduce frequency to monthly as needed.

Third Grade

CBM	BOY fluency <51 Use second grade probe	Bi-weekly	Once student reaches 102 wcpm switch to third grade probe.
CBM	BOY 52-87 Use third grade probe	Bi-weekly	Once student reaches 125 wcpm reduce frequency to every 3 weeks
CBM	BOY >87	Every 3 weeks	Once student reaches 125 wcpm reduce frequency to monthly

Fourth Grade

CBM	BOY fluency <84 Use third grade probe	Bi-weekly	Once student reaches 125 wcpm switch to fourth grade probe.
CBM	BOY 85-115 Use fourth grade probe	Bi-weekly	Once student reaches 125 wcpm reduce frequency to every 3 weeks
CBM	BOY >116	Every 3 weeks	Once student reaches 125 wcpm reduce frequency to monthly as needed

Fifth Grade

CBM	BOY fluency <125 Use fifth grade probe	Bi-weekly	Once student reaches 125 wcpm three consecutive times discontinue or monitor as needed

PM
Update Kilpatrick tracker
update SPIRE tracker
Print Edmark words
Print RNL passages + Report from week

Appendix A
PHONOLOGICAL AWARENESS DEVELOPMENT CHART
(SEE CHAPTER 8 FOR MORE DETAILS)

Student Name _____   School Year or Semester _____

SYLLABLE LEVEL PROCESSING

Basic Syllable Skills (Pre-K to first grade)*

		Multisensory Stage				Knowledge Stage	Automatic Stage
		L/S	VSp	VSeq	Oral		
D1	Delete: (cow)boy → boy						
D2	Delete: (un)der → der						
E1	Delete: (pine)apple → apple						
E2	Delete: (de)liver → liver						

Advanced Syllable Skills (first to second grade and older, struggling readers)*

E3	Delete: (tri)angle → angle						
E4	Delete: (an)imal → imal						
E5	Delete: ele(phant) → ele						

ONSET-RIME LEVEL PROCESSING *(kindergarten to first grade and some older, struggling readers)**

F1	Delete: (c)at → at						
F2	Delete: m(an) → m						
G1	Substitute: (n)ot → (h)ot						
G2	Substitute: t(an) → t(oy)						

PHONEME LEVEL PROCESSING

Basic Phoneme Skills (first to early second grade and older, struggling readers)*

H1	Delete: (p)lane → lane						
H2	Substitute: (c)lass → (g)lass						
I1	Delete: car(t) → car						
I2	Delete: shee(p) → she						

Advanced Phoneme Skills (early second to early third and older, struggling readers)*

J	Substitute: b(a)g → b(i)g						
K1	Delete: c(l)ub → cub						
K2	Substitute: g(r)ow → g(l)ow						
L1	Substitute: pe(t) → pe(n)						
L2	Substitute: sen(t) → sen(d)						
M1	Delete: be(s)t → bet						
M2	Substitute: li(f)t → li(s)t						

Degree of Proficiency

*Grade estimates represent when most students become competent in the respective skill. Individual rates of development will vary.

Prepared by David A. Kilpatrick, Ph.D.

PHONOLOGICAL AWARENESS
SCREENING TEST (PAST) FORM A

David A. Kilpatrick, Ph.D. © 2003, 2010, 2019
Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: _____ Date: _____ Grade _____ Age _____

Teacher: _____ D.O.B.: _____ Evaluator: _____

INSTRUCTIONS: See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for how to administer the PAST.

RESULTS:

	Correct	Automatic		
Basic Syllable	___/12	___/12	Highest Correct Level:	_____
Onset-Rime	___/10	___/10	(Levels not passed below the highest correct level)	_____
Basic Phoneme	___/10	___/10		
Advanced Phoneme	___/20	___/20	Highest Automatic Level:	_____
Test Total	___/52	___/52	(Non-automatic levels below highest automatic level)	_____

Approximate Grade Level:	*PreK/K*	*K*	*late K/early 1st*	*1st*	*late 1st/early 2nd*	*2nd*	*late 2nd to adult*

Note: The grade levels listed throughout the *PAST* are estimates based on various research studies and clinical experience. They are not formalized norms.

I. SYLLABLE LEVELS

Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)

				Correct	Automatic
LEVEL D Say *bookcase.* Now say *bookcase* but don't say *book.*					
FEEDBACK: "If you say *bookcase* without saying *book*, you get *case."*					
D1	(book)case ____	(sun)set ____	space(ship) ____	___/3	A: ___/3
D2	(sil)ver ____	(mar)ket ____	gen(tle) ____	___/3	A: ___/3

LEVEL E Say *umbrella.* Now say *umbrella* but don't say *um.*
FEEDBACK: "If you say *umbrella* without saying *um*, you get *brella."*

				Correct	Automatic
E2	(um)brella___	(fan)tastic ___	(Oc)tober ___	___/3	A: ___/3
E3	(al)phabet___	(Sat)urday___	(tri)cycle___	___/3	A: ___/3
			Basic Syllable Total:	___/12	A:___/12

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

LEVEL F Say *feet.* Now say *feet* but don't say /f/.
FEEDBACK: "If you say *feet* without the /f/, you get *eat; feet-eat."*

(f)eet → eat ___	(c)ough → off ___			
(t)ame → aim ___	(t)ime → I'm ___	(c)one → own ___	___/5	A: ___/5

LEVEL G Say *guide.* Now say *guide* but instead of /g/ say /r/.
FEEDBACK: "If you say *guide*, and change the /g/ to /r/, you get *ride; guide-ride."*

(g)uide /r/ → ride ___	(m)ore /d/ → door ___			
(g)um /th/ → thumb ___	(l)ed /s/ → said ___	(f)eel /s/ → seal ___	___/5	A: ___/5
		Onset-Rime Total:	___/10	A:___/10

PAST Form A
III. PHONEME LEVELS

Basic Phoneme Levels (early to late first grade)

LEVEL H

H1 (Deletion) **Say *sleep.* Now say *sleep* but don't say /s/.**
FEEDBACK: "If you say *sleep* without the /s/, you get *leap; sleep-leap.*"

(s)leep → leap ___   (c)rane → rain ___

H2   **Say *grew.* Now say *grew* but instead of /g/ say /t/.**
FEEDBACK: "If you say *grew,* and change the /g/ to /t/, you get *true; grew-true.*"

(g)rew → (t)rue ___   (c)rane → (b)rain ___   (f)lows → (c)lose ___   ___/5 A: ___/5

LEVEL I Say *went.* Now say *went* but don't say /t/.
FEEDBACK: "If you say *went* without the /t/, you get *when; went-when.*"

I1 wen(t) → when ___   ran(g)e → rain ___

I2 whea(t) → we ___   nie(c)e → knee ___   dri(v)e → dry ___   ___/5 A: ___/5

Basic Phoneme Total: ___/10 A: ___/10

Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)

LEVEL J Say *ran.* Now say *ran* but instead of /a/ say /u/.
FEEDBACK: "If you say *ran,* and change the /a/ to /u/, you get *run; ran-run.*"

(*Short sound* of vowel)   r(a)n /u/ → run ___   k(i)t /u/ → cut ___   d(e)n /u/ → done ___

(*Long sound* of vowel)   b(ea)k /A/ → bake ___ f(i)ne /O/ → phone ___   ___/5 A: ___/5

LEVEL K

K1 (Deletion) **Say *bread.* Now say *bread* but don't say /r/.**
FEEDBACK: "If you say *bread* without the /r/, you get *bed; bread-bed.*"

b(r)ead → bed ___   s(n)eak → seek ___

K2 (Substitution) **Say *crew.* Now say *crew* but instead of /r/ say /l/.**
FEEDBACK: "If you say *crew,* and change the /r/ to /l/, you get *clue; crew-clue.*"

c(r)ew → c(l)ue ___   s(c)ale → s(n)ail ___   s(n)eeze → s(k)is ___   ___/5 A: ___/5

LEVEL L Say *some.* Say *some* but instead of /m/ say /n/.
FEEDBACK: "If you say *some,* and change the /m/ to /n/, you get *sun; some-sun.*"

so(m)e /n/ → sun ___   rhy(m)e /d/ → ride ___

nigh(t) /s/ → nice ___   see(m) /t/ → sea(t) ___   kee(p) /z/ → keys ___   ___/5 A: ___/5

LEVEL M

M1 (Deletion) **Say *ghost.* Now say *ghost* but don't say /s/.**
FEEDBACK: "If you say *ghost* without the /s/, you get *goat; ghost-goat.*"

gho(s)t → goat ___   roa(s)t → wrote ___

M2 (Substitution) **Say *sift.* Now say *sift* but instead of /f/ say /p/.**
FEEDBACK: "If you say *sift,* and change the /f/ to /p/, you get *sipped; sift-sipped.*"

si(f)t → si(pp)ed ___   tru(s)t → tru(ck)ed ___   de(f)t → de(ck)ed ___   ___/5 A: ___/5

Advanced Phoneme Total: ___/20 A: ___/20

Correct   Automatic

PHONOLOGICAL AWARENESS
SCREENING TEST (PAST) FORM B

David A. Kilpatrick, Ph.D. © 2003, 2010, 2019
Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: _____ Date: _____ Grade _____ Age _____

Teacher: _____ D.O.B.: _____ Evaluator: _____

INSTRUCTIONS: See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for how to administer the PAST.

RESULTS:

	Correct	Automatic		
Basic Syllable	___/12	___/12	**Highest Correct Level:**	_____
Onset-Rime	___/10	___/10	(Levels not passed below the highest correct level)	_____
Basic Phoneme	___/10	___/10		
Advanced Phoneme	___/20	___/20	**Highest Automatic Level:**	_____
Test Total	___/52	___/52	(Non-automatic levels below highest automatic level)	_____

Approximate Grade Level:	**PreK/K**	**K**	**late K/early 1st**	**1st**	**late 1st/early 2nd**	**2nd**	**late 2nd to adult**

Note: The grade levels listed throughout the *PAST* are estimates based on various research studies and clinical experience. They are not formalized norms.

I. SYLLABLE LEVELS

Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)

			Correct Automatic
LEVEL D Say *leapfrog*. Now say *leapfrog* but don't say *leap*.			
FEEDBACK: "If you say *leapfrog* without saying *leap*, you get *frog*."			
D1 (leap)frog ____ (door)bell ____ mail(box) ____			___/3 A: ___/3
D2 (cor)ner ____ (mem)ber ____ mar(ble) ____			___/3 A: ___/3

LEVEL E Say *carnation*. Now say *carnation* but don't say *car*.
FEEDBACK: "If you say *carnation* without saying *car*, you get *nation*."

E2 (car)nation ___ (gym)nastics ___ (Sep)tember ___	___/3 A: ___/3
E3 (or)nament___ (at)mosphere___ (Af)rica	___/3 A: ___/3

Basic Syllable Total: ___/12 A:___/12

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)
LEVEL F Say *far*. Now say *far* but don't say /f/.
FEEDBACK: "If you say *far* without the /f/, you get *are*; *far-are*."

(f)ar → are ___   (n)ame → aim ___

(f)ive → I've ___   (c)ore → oar ___   (l)oan → own ___   ___/5 A: ___/5

LEVEL G Say *kite*. Now say *kite* but instead of /k/ say /r/.
FEEDBACK: "If you say *kite,* and change the /k/ to /r/, you get *right*; *kite-right*."

(k)ite /r/ → right ___   (c)ane /r/ → rain ___   ___/5 A: ___/5

(t)ime /r/ → rhyme ___   (s)oup /h/ → hoop ___   (sh)are /h/ → hair ___

Onset-Rime Total: ___/10 A:___/10

PAST Form B
III. PHONEME LEVELS

Basic Phoneme Levels (early to late first grade)

LEVEL H

H1 (Deletion) **Say *sleeve.* Now say *sleeve* but don't say /s/.**
FEEDBACK: "If you say *sleeve* without the /s/, you get *leave; sleeve-leave.*"

(s)leeve → leave ___   (g)reat → rate ___

H2 (Substitution) **Say *freeze.* Now say *freeze* but instead of /f/ say of /t/.**
FEEDBACK: "If you say *freeze,* and change the /f/ to /t/, you get *trees; freeze-trees.*"

(f)reeze → (t)rees ___   (c)rew → (t)rue ___   (p)roud → (c)rowd ___   ___/5 A: ___/5

LEVEL I Say *sword.* Now say *sword* but don't say /d/.
FEEDBACK: "If you say *sword* without the /d/, you get *sore; sword-sore.*"

I1 swor(d) → sore ___   mean(t) → men ___

I2 sea(t) → see ___   grou(p) → grew ___   wi(d)e → why ___   ___/5 A: ___/5

Basic Phoneme Total: ___/10 A: ___/10

Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)

LEVEL J Say *man.* Now say *man* but instead of /a/ say /e/.
FEEDBACK: "If you say *man,* and change the /a/ to /e/, you get *man; man-men.*"

(*Short sound* of vowel)   m(a)n /e/ → men ___   n(e)ck /o/ → knock ___   d(o)t /e/ → debt ___

(*Long sound* of vowel)   l(oa)n /I/ → line ___   s(i)de /E/ → seed ___   ___/5 A: ___/5

LEVEL K

K1 (Deletion) **Say *spy.* Now say *spy* but don't say /p/.**
FEEDBACK: "If you say *spy* without the /p/, you get *sigh; spy-sigh,*"

s(p)y → sigh ___   c(l)aim → came ___

K2 (Substitution) **Say *crime.* Now say *crime* but instead of /r/ say /l/.**
FEEDBACK: "If you say *crime,* and change the /r/ to /l/, you get *climb; crime-climb.*"

c(r)ime → c(l)imb ___   g(r)ew → g(l)ue ___   c(l)oud → c(r)owd ___   ___/5 A: ___/5

LEVEL L Say *set.* Now say *set* but instead of /t/ say /d/.
FEEDBACK: "If you say *set,* and change the /t/ to /d/, you get *said; set-said.*"

se(t) /d/ → said ___   whe(n) /t/ → wet ___

sou(p) /n/ → soon ___   to(n)e /d/ → toad ___   kni(f)e /t/ → night ___   ___/5 A: ___/5

LEVEL M

M1 (Deletion) **Say *dusk.* Now say *dusk* but don't say /s/.**
FEEDBACK: "If you say *dusk* without the /s/, you get *duck; dusk-duck.*"

du(s)k → duck ___   she(l)f → chef ___

M2 (Substitution) **Say *rift.* Now say *rift* but instead of /f/ say /s/.**
FEEDBACK: "If you say *rift,* and change the /f/ to /s/, you get *wrist; rift-wrist.*"

ri(f)t → wri(s)t ___   te(s)t → te(n)t ___   le(f)t → lea(p)t ___   ___/5 A: ___/5

Advanced Phoneme Total: ___/20 A: ___/20

Correct   Automatic

PHONOLOGICAL AWARENESS
SCREENING TEST (PAST) FORM C

David A. Kilpatrick, Ph.D. © 2003, 2010, 2019
Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: _____ Date: _____ Grade _____ Age _____

Teacher: _____ D.O.B.: _____ Evaluator: _____

INSTRUCTIONS: See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for how to administer the PAST.

RESULTS:

	Correct	Automatic
Basic Syllable	___/12	___/12
Onset-Rime	___/10	___/10
Basic Phoneme	___/10	___/10
Advanced Phoneme	___/20	___/20
Test Total	___/52	___/52

Highest Correct Level: _____
(Levels not passed below the highest correct level) _____

Highest Automatic Level: _____
(Non-automatic levels below highest automatic level) _____

Approximate Grade Level:	*PreK/K*	*K*	*late K/early 1st*	*1st*	*late 1st/early 2nd*	*2nd*	*late 2nd to adult*

Note: The grade levels listed throughout the *PAST* are estimates based on various research studies and clinical experience. They are not formalized norms.

I. SYLLABLE LEVELS

Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)

LEVEL D Say *footprint*. Now say *footprint* but don't say *foot*.
FEEDBACK: "If you say *footprint* without saying *foot*, you get *print*."

				Correct	Automatic
D1	(foot)print ____	(row)boat ____	mid(night) ____	___/3	A: ___/3
D2	(ta)ble ____	(o)ver ____	pan(da) ____	___/3	A: ___/3

LEVEL E Say *invention*. Now say *invention* but don't say *in*.
FEEDBACK: "If you say *invention* without saying *in*, you get *vention*."

E2	(in)vention ___	(ma)gician___	(me)chanic ___	___/3	A: ___/3
E3	(at)mosphere___	(cu)cumber___	(car)penter ___	___/3	A: ___/3

Basic Syllable Total: ___/12 A:___/12

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

LEVEL F Say *sheet*. Now say *sheet* but don't say /sh/.
FEEDBACK: "If you say *sheet* without the /sh/, you get *eat*; *sheet-eat*."

(sh)eet → eat ___	(ph)one → own ___		
(n)ame → aim ___	(r)ide → I'd ___	(w)ar → or ___	___/5 A: ___/5

LEVEL G Say *loop*. Now say *loop* but instead of /l/ say /s/.
FEEDBACK: "If you say *loop*, and change the /l/ to /s/, you get *soup*; *loop-soup*."

(l)oop /s/ → soup ___	(p)ut /f/ → foot ___		
(p)ool /r/ → rule ___	(c)are /ch/ → chair ___	(b)owl /g/ → goal ___	___/5 A: ___/5

Onset-Rime Total: ___/10 A:___/10

PAST Form C

III. PHONEME LEVELS

Basic Phoneme Levels (early to late first grade)

	Correct	Automatic

LEVEL H

H1 (Deletion/ **Say *sweet.* Now say *sweet* but don't say /s/.**
FEEDBACK: "If you say <u>sweet</u> without the /s/, you get <u>wheat</u>; <u>sweet-wheat</u>."

(s)weet → wheat ___   (ph)rase → raise ___

H2 (Substitution) **Say *true.* Now say *true* but instead of /t/ say /g/.**
FEEDBACK: "If you say <u>true</u>, and change the /t/ to /g/), you get <u>grew</u>; <u>true-grew</u>."

(t)rue → (g)rew ___   (c)laim → (b)lame ___   (t)roop → (g)roup ___   ___/5 A: ___/5

LEVEL I Say *word.* Now say *word* but don't say /d/.
FEEDBACK: "If you say <u>word</u> without the /d/), you get <u>were</u>; <u>word-were</u>."

I1 wor(d) → were ___   lam(p) → lamb ___

I2 boa(t) → bow ___   toa(d) → toe ___   hou(se) → how ___   ___/5 A: ___/5

Basic Phoneme Total: ___/10 A: ___/10

Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)

LEVEL J Say *bat.* Now say *bat* but instead of /a/ say /i/.
FEEDBACK: "If you say <u>bat</u>, and change the /a/ to /i/, you get <u>bit</u>; <u>bat-bit</u>."

(*Short sound* of vowel)   b(a)t /i/ → bit ___   g(e)m /a/ → jam ___   m(a)tch /u/ → much ___

(*Long sound* of vowel)   sh(ee)p /A/ → shape ___   ch(o)se /E/ → cheese ___   ___/5 A: ___/5

LEVEL K

K1 (Deletion) **Say *sled.* Now say *sled* but don't say /l/.**
FEEDBACK: "If you say <u>sled</u> without the /l/, you get <u>said</u>; <u>sled-said</u>."

s(l)ed → said ___   b(r)eeze → bees ___

K2 (Substitution) **Say *crows.* Now say *crows* but instead of /r/ say /l/.**
FEEDBACK: "If you say <u>crows</u>, and change the /r/ to /l/, you get <u>close</u>; <u>crows-close</u>."

c(r)ows → c(l)ose ___   b(r)aid → b(l)ade ___   c(r)uise → c(l)ues ___   ___/5 A: ___/5

LEVEL L Say *hen.* Now say *hen* but instead of /n/ say /d/.
FEEDBACK: "If you say <u>hen</u>, and change the /n/ to /d/, you get <u>head</u>; <u>hen-head</u>."

he(n) /d/ → head ___   ri(s)e /m/ → rhyme ___

migh(t) /s/ → mice ___   tu(b)e /th/ → tooth ___   sou(p) /t/ → suit ___   ___/5 A: ___/5

LEVEL M

M1 (Deletion) **Say *swept.* Now say *swept* but don't say /p/.**
FEEDBACK: "If you say <u>swept</u> without the /p/, you get <u>sweat</u>; <u>swept-sweat</u>."

swe(p)t → sweat ___   fri(n)ge → fridge ___

M2 (Substitution) **Say *rent.* Now say *rent* but instead of /n/ say /k/.**
FEEDBACK: "If you say <u>rent</u>, and change the /n/ to /k/, you get <u>wrecked</u>; <u>rent-wrecked</u>."

re(n)t → wre(ck)ed ___   ro(p)ed → roa(s)t ___   lea(s)t → lea(p)ed ___   ___/5 A: ___/5

Advanced Phoneme Total: ___/20 A: ___/20

PHONOLOGICAL AWARENESS
SCREENING TEST (PAST) FORM D

David A. Kilpatrick, Ph.D. © 2003, 2010, 2019
Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: _____   Date: _____   Grade _____   Age _____

Teacher: _____   D.O.B.: _____   Evaluator: _____

INSTRUCTIONS: See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for how to administer the PAST.

RESULTS:

	Correct	Automatic		
			Highest Correct Level:	_____
Basic Syllable	___/12	___/12	(Levels not passed below the highest correct level)	_____
Onset-Rime	___/10	___/10		
Basic Phoneme	___/10	___/10		
Advanced Phoneme	___/20	___/20	Highest Automatic Level:	_____
Test Total	___/52	___/52	(Non-automatic levels below highest automatic level)	_____

Approximate Grade Level:	PreK/K	K	late K/early 1st	1st	late 1st/early 2nd	2nd	late 2nd to adult

Note: The grade levels listed throughout the *PAST* are estimates based on various research studies and clinical experience. They are not formalized norms.

I. SYLLABLE LEVELS

Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)

LEVEL D Say *sidewalk*. Now say *sidewalk* but don't say *side*.
FEEDBACK: "If you say *sidewalk* without saying *side*, you get *walk*."

				Correct	Automatic
D1	(sail)boat ____	(door)way ____	week(end) ____	___/3	A: ___/3
D2	(dol)phin ____	(car)pet ____	mor(ning) ____	___/3	A: ___/3

LEVEL E Say *tornado*. Now say *tornado* but don't say *tor*.
FEEDBACK: "If you say *tornado* without saying *tor*, you get *nado*."

| E2 | (tor)nado ____ | (per)mission ____ | (de)partment ____ | ___/3 | A: ___/3 |
| E3 | (in)strument ____ | (con)centrate ____ | (wil)derness ____ | ___/3 | A: ___/3 |

Basic Syllable Total: ___/12 A: ___/12

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

LEVEL F Say *joke*. Now say *joke* but don't say /j/.
FEEDBACK: "If you say *joke* without the /j/, you get *oak*; *joke-oak*."

(j)oke → oak ____   (r)ise → eyes ____

(j)ar → are ____   (f)ake → ache ____   (l)ake → ache ____   ___/5 A: ___/5

LEVEL G Say *read*. Now say *read* but instead of /r/ say /n/.
FEEDBACK: "If you say *read*, and change the /r/ to /n/, you get *need*; *read-need*."

(r)ead /n/ → need ____   (h)er /f/ → fur ____   ___/5 A: ___/5

(c)ode /t/ → toad ____   (l)ed /s/ → said ____   (th)ese /ch/ → cheese ____

Onset-Rime Total: ___/10 A: ___/10

PAST Form D

III. PHONEME LEVELS

Basic Phoneme Levels (early to late first grade)

LEVEL H

H1 (Deletion) **Say *tried*. Now say *tried* but don't say /t/.**
FEEDBACK: "If you say *tried* without the /t/, you get *ride*; *tried-ride*."

(t)ried → ride ___   (s)lam → lamb ___

H2 (Substitution) **Say *froze*. Now say *froze* but instead of /f/ say of /g/.**
FEEDBACK: "If you say *froze*, and change the /f/ to /g/, you get *grows*; *froze-grows*."

(f)roze → (g)rows ___   (t)rees → (f)reeze ___   (f)ries → (p)rize ___   ___/5 A: ___/5

LEVEL I Say *port*. Now say *port* without the /t/.
FEEDBACK: "If you say *port* without the /t/, you get *poor*; *port-poor*."

I1 por(t) → poor ___   sur(f) → sir ___

I2 sa(m)e → say ___   pla(c)e → play ___   nee(d) → knee ___   ___/5 A: ___/5

Basic Phoneme Total: ___/10 A: ___/10

Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)

LEVEL J Say *hit*. Now say *hit* but instead of /i/ say /a/.
FEEDBACK: "If you say *hit*, and change the /i/ to /a/, you get *hat*; *hit-hat*."

(*Short sound* of vowel)   h(i)t /a/ → hat ___   wh(e)n /i/ → win ___ t(oo)l /e/ → tell ___

(*Long sound* of vowel)   g(a)te /O/ → goat ___   c(a)pe /E/ → keep ___   ___/5 A: ___/5

LEVEL K

K1 (Deletion) **Say *try*. Now say *try* but don't say /r/.**
FEEDBACK: "If you say *try* without the /r/, you get *tie*; *try-tie*."

t(r)y → tie ___   s(l)ope → soap ___

K2 (Substitution) **Say *snail*. Now say *snail* but instead of /n/ say /t/.**
FEEDBACK: "If you say *snail*, and change the /n/ to /t/, you get *stale*; *snail-stale*."

s(n)ail → s(t)ale ___   f(l)ows → f(r)oze ___   g(l)ean → g(r)een ___   ___/5 A: ___/5

LEVEL L Say *foam*. Now say *foam* but instead of /m/ say /n/.
FEEDBACK: "If you say *foam*, and change the /m/ to /n/, you get *phone*; *foam-phone*."

foa(m) /n/ → phone ___   je(t) /m/ → gem ___

bo(th) /t/ → boat ___   wro(t)e /p/ → rope ___   tee(th) /ch/ → teach ___   ___/5 A: ___/5

LEVEL M

M1 (Deletion) **Say *wisp*. Now say *wisp* but don't say /s/.**
FEEDBACK: "If you say *wisp* without the /s/, you get *whip*; *wisp-whip*."

wi(s)p → whip ___   toa(s)t → tote ___

M2 (Substitution) **Say *ripped*. Now say *ripped* but instead of /p/ say /s/.**
FEEDBACK: "If you say *ripped*, and change the /p/ to /s/, you get *wrist*; *ripped-wrist*."

ri(pp)ed → wri(s)t ___   so(f)t → sa(l)t ___   ta(s)te → tai(n)t ___   ___/5 A: ___/5

Advanced Phoneme Total: ___/20 A: ___/20

Correct   Automatic

S.P.I.R.E.®

SOUNDS SENSIBLE
- Consonants
- Short a

Level 1
- short a
- short i
- short o
- short u
- short e
- sh
- ch
- th
- wh
- ang, ing, ong, ung
- ank, ink, onk, unk

Level 2
- ff, ll, ss
- al
- wa
- qu
- ck
- tch
- a-e, i-e, o-e, u-e, e-e
- Vse

Level 3
- open syllables (so, he, fly)
- exceptions (ild, old, ind, ost, oll)
- ay
- -ed
- suffixes -s, -es, -ing, -er, -est, -en, -ish, -ly, -y, -ful, -ness, -less
- twin-consonant syllable division
- nontwin-consonant syllable division
- ou
- prefix a-

LEVEL 4
- ea
- consonant-le syllables
- oa
- ai
- ee
- oo
- igh
- ie

Level 5
- soft c
- soft g
- er, ur, ir, ear, wor
- dge
- s = /z/
- ow
- kn
- oe
- or
- ar

Level 6
- prefix a-, ending -a, suffix -able
- ph
- ought, aught
- ue, ew, tu
- oi, oy
- aw, au
- ey
- kn, wr, mb, gh, gu
- suffix -age
- open syllables (a/CV, i/CV, o/CV, u/CV, e/CV)

Level 7
- V/V syllables
- ct
- ei, eigh
- open syllable i (alligator, radio)
- suffixes -tion, -sion, -ci, -ti
- suffixes -tu, -ture, -sure
- suffix -ous
- suffixes -ence, -ent, -ance, -ant, -cy, -ency, -ancy
- ui, eu
- suffixes -er, -or, -ar, -ard

Level 8
- ar\V, ir\V, er\V, ur\V
- prefixes dis-, mis-, pre-, pro-, re-, de-, ex-
- suffixes -al, -on, -an, -ain, -ine, -en, -et, -ite, -ate, -ic
- suffixes -ive, -ary
- prefixes in-, im-, il-, ir-, un-, under-, sub-, con-, com-, cor-, col-
- prefixes para-, ab-, ad-, ac-, af-, ap-, per-
- i = /y/; ch = /k/, /sh/; que = /k/

Level 1	Level 2	Level 3-A	Level 3-B		
lan	sloff	je	finkest		
ril	mell	po	landen		
fom	hoss	sny	yallish		
pum	frall	*mild	scoftly		
shem	wald	*scold	umpy		
luch	squich	*blind	sishful		
thig	vack	*post	zimness		
whid	scatch	*stroll	indless		
cang	mape	blay	rillet		
ling	dize	fapped	intis		
nong	grofe	cugs	*couch		
wung	stuze	zeshes	*pour		
yink	spete	manding	*enough		
fank		zayer	*troupe		
lonk					
wunk					

Level 4	Level 5	*Level 6	*Level 6 cont'd
*weave	ciss	avoid	numbness
*threat	gemit	novella	ghoul
*wear	nerge	manageable	guild
muttle	nirt	grapheme	
moach	wurty	sought	
slait	sheart	residue	
leeg	worch	argue	
*proof	medge	shrewd	
*shook	trose	pewter	
swight	*crow	infatuate	
*dries	noe	embroider	
*brief	*drown	corduroy	
	shord	prawn	
	parn	distraught	
	*swarm	chutney	
		convey	
		knave	
		wretched	

Sample SPIRE Lesson Plans

	Day 1	Day 2	Day 3	Day 4	Day 5 (6?)
SPED/T3	*Introduction of sound *Model decoding (board) *We do decoding (board) *I do decoding (paper)	*Review sound *Introduce Heart Words *Model/We do decoding *I do decoding (paper) *I do sentence reading	*Review Sound & Heart Words *I do sentence reading *Decodable book	*Review sound & Heart words *Decodable book *Dictation sounds/words	*Decodable book *Dictation words & Sentences *Quick check if needed
Tier 2	*Introduction of sound & Heart Words *Model decoding (board) *We do decoding (board) *I do decoding (paper) *I do sentence reading	*Review sound & Heart Words *I do decoding (paper) *I do sentence reading *Decodable Book	*Review Sound & Heart Words *Decodable book *Dictation sounds/words	*Decodable book *Dictation words & Sentences *Quick check if needed	
Tier 1/ On Level	*Introduction of sound & Heart Words *Model decoding (board) *We do decoding (board) *Sentence Reading	*Review sound & Heart Words *Decodable Book *Dictation sounds/words	*Decodable book *Dictation words & Sentences		
Above Level	*Introduction of sound & Heart Words *Model decoding (board) *We do decoding (board) *Decodable Book	*Review sound & Heart Words *Decodable Book *Dictation words/ sentences			

Example Whole-Group Letter & Sound Lesson Plan

This is a 5-day activity plan for special education reading. The lesson is for teaching the letter and sound *e* over a week. The preplanning tasks, activity beginning, and activity closing will be essentially the same for each day of the week. The only specifics of the activity that change are specific examples within the skill sets; therefore, the entire plan won't need to be rewritten each day. In addition, the plan can be used over multiple weeks because the routines stay the same. *Check for Understanding* is constant in this lesson because it is taught in a small group with only one or two students. Teacher constantly listens and watches for correct responses and gives constant feedback. "Perfect Practice" is crucial so our special education students only practice reading/writing correctly. To clarify, the student is not expected to read perfectly however they get immediate feedback. Throughout the lesson "Active Participants", which are the students, is noted as **AP** (Edmands-Clark, Sheila, 2005).

Component 1. Preplanning Tasks:

A. Common Core Standards & IEP Objectives
   a. Print concepts: K.1.d. Recognize and name all upper and lowercase letters of the alphabet.
   b. Phonological awareness: K.2.d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words; blend and segment onsets and rimes of single-syllable spoken words.
   c. Phonics and word recognition: K.3.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequent sound for each consonant.
   d. IEP Goal: In 32 instructional weeks, Student will increase the ability to name letters in the alphabet from an inability to name letters to naming all the letters, through the use of small group instruction.
   e. IEP Goal: In 32 instructional weeks, Student will increase the ability to produce the phonetic sounds of individual letters from the inability to produce sounds to producing all single letter consonants and vowels through small group instruction.
B. Long-term Objectives
   a. When shown the upper- and lowercase letters of the alphabet, students will say each letter name and sound correctly.
   b. Write both upper and lowercase letters correctly when hearing the letter name.
   c. Blend CVC words accurately
C. Activity Description: Each week, a new letter and sound is presented to the students. They will complete a repeated sequence of activities such as saying the letter and sound, blending CVC words, reading the words in sentences, reading the words in stories emphasizing the letter sound, writing the letter in CVC words, and so on.
D. Activity Rational: Learning letters and sounds takes time. Repeated practice will help students learn and retain this essential skill. I select activities that I feel will promote motivation and success, by being interactive and fun.

E. Lesson Setup: Teacher gathers phonogram cards, CVC blending worksheets from S.P.I.R.E. intervention binder, S.P.I.R.E. dictation worksheet and decodable text that correlates to the letter/sound being taught.

Component 2. Activity Beginning

A. Setup
   a. Gain attention: "Grab your basket of materials and sit at our table" **(AP)**. I teach special education so most of my lessons involve 1 to 3 students which makes classroom management easier however frequent redirections are needed throughout the lesson.
   b. Initial behavior expectations: "We work together for this lesson, so you listen close for what you need to do."

B. Opening Options
   a. Review
      i. Letters and sounds learned so far **(AP) Teacher says then Student Repeats or Student does independently if he/she already knows.**
      ii. Point to the letters and have student say the letter name **(AP)**
      iii. Go back a second time and have the students say the sound **(AP)**
   b. Objective: "Today we will be learning about (or learning more about) the letter E. We will learn its name, what it looks like, and what sound it makes.
   c. Rationale: "This letter E is found in many words and by knowing what it looks like and the sound it makes, we will be able to read *and* spell those words. Show example words. Example: bed, red, let, etc.

Component 3. Activity Middle

Monday – Introduction

1. Identify the letter/sound:
   a. Review previously learned phoneme cards. **(AP) Teacher says then Student Repeats or Student does independently if he/she already knows.**
   b. Introduce e, with key word bed. Hold up e phonogram card. "The name of the letter is e. What is the name of this letter? (e) **(AP)** The letter is e is a vowel. Today you will learn to read and spell words with the vowel e. Hold up key word card e. "The key word for e is bed. The key word helps us "unlock" the sound to remember it. What is the key word? (bed) **(AP)** Listen as I say the key word slowly.
2. Here the sound: Say bed slowly, emphasizing the /e/ sound. What is the key word for e? (bed) **(AP)** What is the letter's name? (e) **(AP)** The sound the letter e makes is /e/. What sound does e make? (/e/) **(AP)** Say bed, /e/. When I hold up the phonogram card and the key word card, say e, /e/, bed, /e/.**(AP)**

3. Blending: Say/show three letter words with e in the middle. Model blending. Students blend words on their worksheet. **(AP)** Examples: bed, red, set, men, pet, ten, wet.
4. Task Analysis for if a student *struggles to blend a word*:
    a. Stop and take a deep breath
    b. Look at the word
    c. Touch each sound then say it
    d. Think: does that make sense and did my sounds make a word?
    e. Repeat if necessary
5. Write the Letter: Point to the letter on the phonogram card. When I read the sentence that has words with e in the middle, you write it on your dictation sheet. Examples: 1. The red hen is a pet. 2. Ned can get wet. **(AP)**

Tuesday – More Practice

1. Identify the letter/sound: Show a mix of the phonogram cards previously taught. Students name the letter and say sound. **(AP)**
2. Blending: Say/show three letter words with e in the middle. Model blending. Students blend words on their worksheet. Examples: bed, red, set, men, pet, ten, wet. **(AP)**

Wednesday – More Practice

1. Identify the letter/sound: Show a mix of the phonogram cards previously taught. Students name the letter and say sound. **(AP)**
2. Blending: Say/show three letter words with e in the middle. Model blending. Students blend words on their worksheet. Examples: bed, red, set, men, pet, ten, wet. **(AP)**
3. Write the Letter: Point to the letter on the phonogram card. When I read the sentence that has words with e in the middle, you write it on your dictation sheet. Examples: 1. The red hen is a pet. 2. Ned can get wet. **(AP)**

Thursday – Extended Practice

1. Identify the letter/sound: Show a mix of the phonogram cards previously taught. Students name the letter and say sound. **(AP)**
2. Blending: Say/show three letter words with e in the middle. Model blending. Students blend words on their worksheet. Examples: bed, red, set, men, pet, ten, wet. **(AP)**
3. Write the Letter: Point to the letter on the phonogram card. When I read the sentence that has words with e in the middle, you write it on your dictation sheet. Examples: 1. The red hen is a pet. 2. Ned can get wet. **(AP)**
4. Read the word: Students read CVC words with the letter/sound e in the middle using their Decodable Text. **(AP)**

Friday – Monitoring/Evaluation

1. Identify the letter/sound: Show a mix of the phonogram cards previously taught. Students name the letter and say sound. **(AP)**
2. Blending: Say/show three letter words with e in the middle. Model blending. Students blend words on their worksheet. Examples: bed, red, set, men, pet, ten, wet. **(AP)**
3. Write the Letter: Point to the letter on the phonogram card. When I read the sentence that has words with e in the middle, you write it on your dictation sheet. Examples: 1. The red hen is a pet. 2. Ned can get wet. **(AP)**
4. Read the word: Students read CVC words with the letter/sound e in the middle using their Decodable Text. Rereading the text builds fluency. **(AP)**
5. Monitoring: Work with individual students with blending, hearing the sound in words, and writing the words/sentences. Teacher marks the phonics checklist to show student performance. This checklist is shared with all special education teachers and general education teachers so everyone can teach the same skill. Teacher administers CBM via Fastbridge online assessment.

Component 4. Activity Closing

1. Review: The letter, the sound, and blending. **(AP)**
2. Student Share: Student can share their writing. **(AP)**
3. Preview: What phonics skill will be coming up the following day/week.

Component 5. Stages of Learning

1. Monday – Entry: Student performs target skill at a low rate or not at all.
2. Tuesday & Wednesday – Acquisition Through instruction, target skill is performed with high accuracy (about 80-90%).
3. Wednesday & Thursday – Proficiency: Target skill is performed with high accuracy and fluency.
4. Friday – Maintenance: Rate and accuracy of target skill is maintained.
5. Friday – Generalization: Special education teacher marks the shared phonics checklist to show student performance, so the student's general education teacher knows what skill to reinforce. The general education teacher now incorporates the same decodable text in the student's "book box" so the student can reread it during classroom independent time to increase fluency and generalization.
6. The following week – Special education teacher introduces a new phonics skill while extending practice on previously taught phonics skill. S.P.I.R.E. reading and phonics intervention is highly effective at applying all skills, so students get constant practice.

Component 6. Contingency Plan

1. Special education teacher will incorporate multisensory instruction if students do not demonstrate that they are able to learn the skill. Examples:

a. Word Building
  i. Distribute small letter tiles. "Listen as I say a word: met. Say met. (AP) Let's sound out met using our fingers.
  ii. Segment the sounds using small letter tiles. "Say met. What's the first sound you hear in met? (/m/) (AP) Bring down the small letter that says /m/. What is the next sound you hear in met? (/e/) (AP) What vowel letter says /e/? (e) (AP) Bring down the small letter e and put it next to the m. Say met. (AP) What is the last sound you hear in the word met? (/t/) (AP) Bring down the small letter that says /t/ and put it next to the e. (AP)"
  iii. "Put your finger under the first letter in the word. Sound out the word, pointing to each letter as you say its sound. Go back to the beginning of the word and glide your finger under the word, saying it fast. (met)" Repeat the procedure with let, red, yes, get, and best.

Example Small-Group Lesson Plan

Intervention	Time Requirement	Instruction
Phonemic Awareness	2 minutes	Do a variety of one-minute activities in "Success for Reading" intervention book. This can include review of previous levels to ensure mastery.
Heart Words (sight word review)	4 minutes	Teach and review Heart Words introduced in the S.P.I.R.E. reading program.
Phonics Skill Introduction and/or Practice	10 minutes	Teach and review appropriate phonics pattern introduced in the S.P.I.R.E. reading program. Sometimes I have students in a small group that are on individual levels, so I quickly teach/reteach to them individually while the others are reviewing.
Reading Decodable Book	5 minutes	Student reads decodable book that correlates to the specific S.P.I.R.E. phonics pattern he/she is on. This provides real-life application of learned patterns.
Comprehension Skill Introduction and/or Practice	10 minutes	Give students the S.P.I.R.E. provided comprehension questions for their specific decodable book.
Writing	5 minutes	Student will write complete responses to his/her S.P.I.R.E. comprehension questions. He/she will use writing checklist to self-reflect on work.

Example "CUPS" Writing Checklist
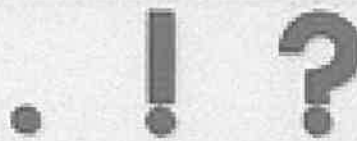
CUPS

Use CUPS to edit your writing.

C — **Capital Letter** Tt

U — **Understanding** Does it make sense?

P — **Punctuation** . ! ?

S — **Spelling and Spaces** Write the sounds you hear. Leave spaces between words.

IEP Goals and Objectives

I create special education reading goals and objectives for Menahga students based on explicit skills taught throughout the variety of interventions he/she participate in. It is well-known amongst special education teachers that the amount of paperwork and thorough detail required can be cumbersome. I have found that it is much easier to write measurable and specific information after we have implemented research validated interventions. Now I can look at the student's current data, follow the scope and sequence, and document the appropriate growth goal. The skills the students need can be easily shared with the IEP team versus prior practice of guessing what the student needs to learn and hoping he/she gets there.

Goal: Student will increase her phonics and word recognition skills from a level of basic phonics patterns to using word morphology to read words in passages, through the use of a controlled reader, by May 2024.

- Objective 1: Given 20 multi-syllabic spoken words, Student will decode words with prefixes un, im, il, ir, in, mis, dis, dif, fore, re, de, pre, an, ab, and a with 80% accuracy on 5 consecutive occasions, as measured by teachers notes.
- Objective 2: Given 20 multi-syllabic spoken words, Student will decode words with suffixes such as able, ible, and ness with 80% accuracy on 5 consecutive occasions, as measured by teachers notes.

Goal: Student will increase oral reading fluency in 4th grade materials from 130 words read correctly per minute to 150 words read correctly per minute at a 5th grade passage, through the use of a controlled reader, by April 2023.

- Objective 1: Given 20 multi-syllabic spoken words, Student will find the number of syllables within each word with 80% accuracy on 5 consecutive occasions, as measured by teachers notes.
- Objective 2: Given the vowel digraph ai, ay, oa, ee, ey, ea, ie, ei, and ui, Student will orally produce the phonetic sound for each vowel digraph with 80% accuracy as evaluated by teacher notes.
- Objective 3: Given the vowel diphthongs, oi, oy, ou, ew, ue, and ow, Student will orally produce the phonetic sound for each vowel diphthong with 80% accuracy as evaluated by teacher notes.
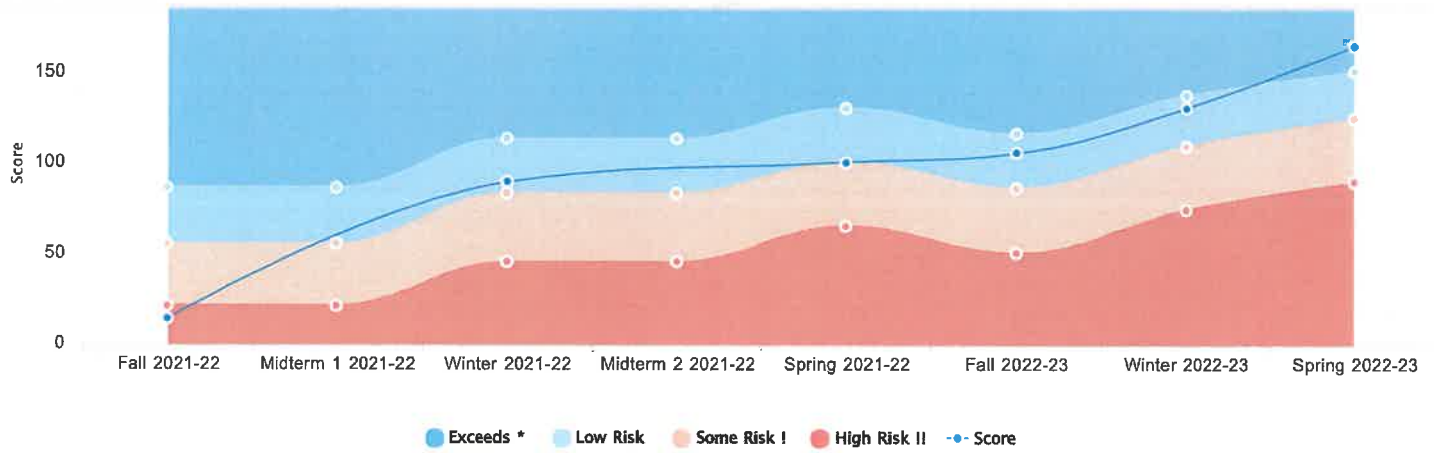
Student Data

Menahga student reading data has shown exponential growth since the implementation of explicit instruction and interventions. We have since prevented many students from requiring tier 2, tier 3, and special education services, not to mention how many students we have exited from special education services. Next you will find a couple examples of assessments.

The first graph is a student who came into the district in 2nd grade knowing only some letter sounds. He progressed quickly through phonemic awareness, phonics, and fluency intervention and exiting special education reading services by the end of the school year. He has proven to maintain his abilities based on the benchmark data included.

The second graph is a student how is new to our district this year. She came in knowing only some letter sounds. She now knows all letter sounds, is moving quickly through our phonemic awareness and phonics intervention based on the progress monitoring data provided.

I can joyfully say there are many more data graphs that I could share but the most important fact is that explicit instruction works. All students can learn how to read with a systematic framework, high-leverage instructional practices, and the appropriate instruction and intervention implementation based on data-driven decisions.

Score — chart with x-axis: Fall 2021-22, Midterm 1 2021-22, Winter 2021-22, Midterm 2 2021-22, Spring 2021-22, Fall 2022-23, Winter 2022-23, Spring 2022-23

● Exceeds *   ● Low Risk   ● Some Risk !   ● High Risk !!   -•- Score

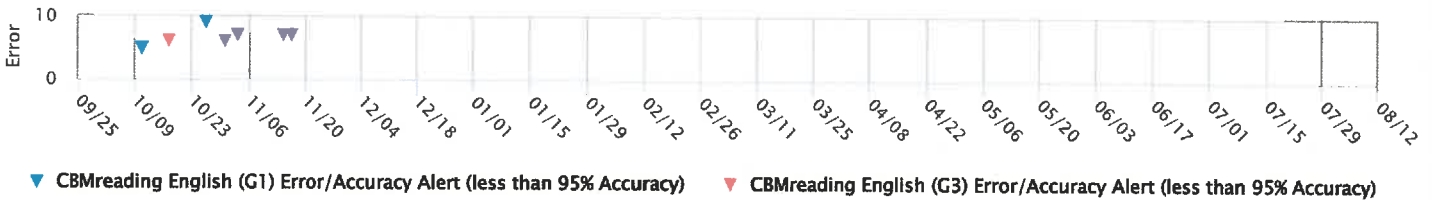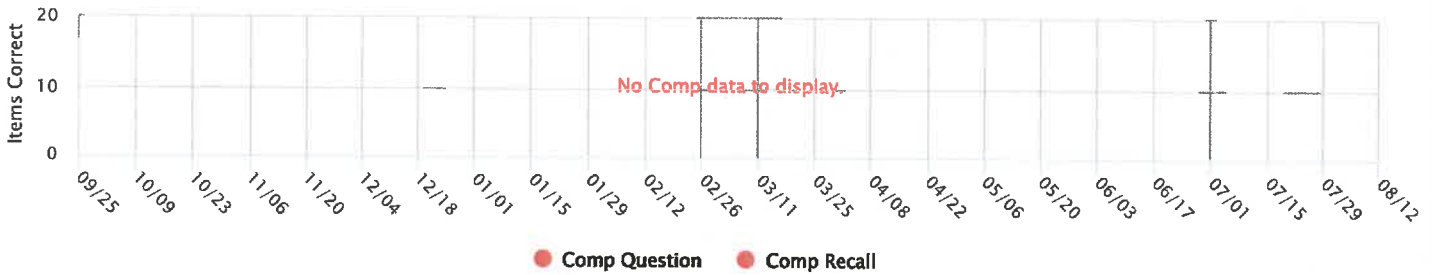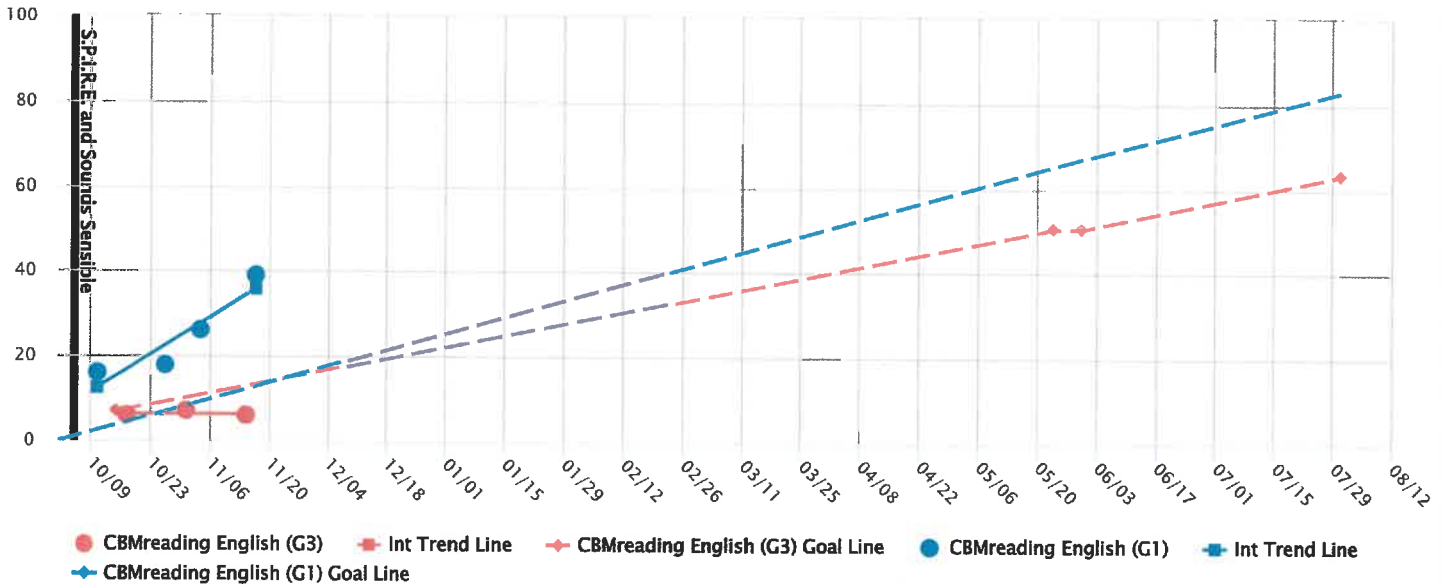|	TWO: 2021-22					THREE: 2022-23		
	Fall	Midterm 1	Winter	Midterm 2	Spring	Fall	Winter	Spring
On-Grade Assessment								
Student's Score	15		90		101	106	131	165
Weekly Growth			4.10		2.53		2.33	1.81
Exceeds	87	87	114	114	131	117	138	151
Some Risk	56	56	84	84	101	87	110	125
High Risk	22	22	46	46	66	51	75	90
School %ile	17		57		38	61	82	79
District %ile	17		57		38	61	82	79
National %ile	9		47		39	59	62	80
Weekly School Growth %ile	n/a		97		92	n/a	60	93
Weekly District Growth %ile	n/a		97		92	n/a	60	93
Weekly National Growth %ile	n/a		99		98	n/a	89	90
Weekly National Growth %ile By Start Score	n/a		99		n/a	n/a	87	91

■ above 85 %ile   ■ 31-85 %ile   ■ 21-30 %ile   ■ 20 %ile & below   n/a student assessed outside the screening window

＊ Information has been disabled by your district manager.

Local norms are calculated based on class, school, or district enrollment in the selected school year.

Anderson, Joyce
Menahga Elementary School   Grade: THREE   Geisler, Megan

CBMreading English Progress Monitoring Report

S.P.I.R.E. and Sounds Sensible

Legend:
- CBMreading English (G3)
- Int Trend Line
- CBMreading English (G3) Goal Line
- CBMreading English (G1)
- Int Trend Line
- CBMreading English (G1) Goal Line

Items Correct

No Comp data to display.

- Comp Question
- Comp Recall

Error

▼ CBMreading English (G1) Error/Accuracy Alert (less than 95% Accuracy)   ▼ CBMreading English (G3) Error/Accuracy Alert (less than 95% Accuracy)

Detailed PM Information

Date	Scores	Incorrect Items	Notes

CBMreading English (G3) | Monitoring User: PEDERSON, CHELSEY | Schedule: 10/01/2023 - 05/31/2024, Weekly |
Total Trend: -0 | Goal Line Trend: 1.4

Reading: S.P.I.R.E. and Sounds Sensible Intervention | Interventionist: |
Schedule: 10/05/2023 - 05/31/2024 | Intervention Trend: -0

Date	Scores	Incorrect Items	Notes
● 10/17/2023	6 ▼-2.40	birds , her , house , outside , They , watched	No Notes
● 10/31/2023	7 ▼-4.20	before , cartoons , every , She , television , watch	No Notes

Resources

- Comprehension Intervention
  - We use Evan Moor Daily Comprehension books because the levels are divided by grade level and sorted by comprehension strategy. This product works best for us because the passages are shorter than the S.P.I.R.E. passages, which allows students more time to answer questions. It is easier for students to prove facts from the text because they do not have to reread so much. The Daily Comprehension books also provide at least four comprehension questions per passage that require the student to write complete responses.
  - Link: https://www.evan-moor.com/reading-comprehension
- Enrichment
  - The district uses Engage NY Common Core ELA Curriculum as an enrichment option for students who need to be challenged with vocabulary, comprehension, and writing. It is easy to use because it is laid out explicitly, includes standards and material lists, and it is divided by levels.
  - Link: https://www.nysed.gov/curriculum-instruction/engageny
- Fluency Intervention
  - Menahga elementary uses Read Naturally Live for fluency practice. This program is implemented online, which we prefer so that one paraprofessional can lead a group of 2-10 students at a time for intervention. General education classroom teachers in grades 1 and 2 use the program for every student.
  - Link: https://www.readnaturally.com/product/read-naturally-live
- Phonemic Awareness Intervention
  - Our school uses Equipped for Reading Success: A Comprehensive Step-by-Step Program for Developing Phonemic Awareness and Fluent Word Recognition by David Kilpatrick for the "one-minute activities" provided. These activities are quick and easy to use by teachers and paras to use.
  - Link: https://www.equippedforreadingsuccess.com/
- Phonics Intervention (S.P.I.R.E.)
  - S.P.I.R.E. has impacted every teacher and student in our elementary school. We use it in every grade level and every student goes through the program because it helps us explicitly teach and monitor almost every phonics pattern found in reading. We utilize the workbook pages, student readers, decodable books, dictation components, and word cards.
  - Link: https://eps.schoolspecialty.com/products/literacy/reading-intervention/spire-4th-edition/about-the-program
- Vocabulary Intervention
  - We use the vocabulary interventions provided by Fastbridge which is the assessment program we use. It provides intervention ideas for students showing need.
  - Link: https://fastbridge.illuminateed.com/hc/en-us/articles/1260802561670-Vocabulary-Interventions

Annotated Bibliography

Chance, B., Roberts, G., and Solis, M. (2019). *Embedding Self-Regulation into Reading Interventions to Support Reading and Behavior Outcomes.* Teaching Exceptional Children. 52 (2). https://doi-org.trmproxy.mnpals.net/10.1177/0040059919874306

This article is filled with innovative ideas to incorporate behavior intervention within intensive reading instruction sessions. As a teacher, I appreciate this because it shows how teachers can "work smart, not hard" to make reading instruction time the most effective sessions as possible. My favorite part about the article is the behavior and reading goal bank of examples, and the example self-monitoring forms that include reading and behavior goals. I plan to implement both during my instructional times.

Coyne, M., and Koriakin, T. (2017). *What do Beginning Special Educators Need to Know About Intensive Reading Interventions?* Council for Exceptional Children. 49 (4). https://doi-org.trmproxy.mnpals.net/10.1177/0040059916688648

I thoroughly enjoyed this article because it discusses intensive reading intervention in layman's terms, tells teachers explicitly how to implement the interventions, and explains why reading interventions are important. The author says, "there are two proven practices to ensure reading success, explicit decoding instruction and explicit vocabulary instruction." This quote is powerful because it shrinks all the information together so someone new to reading interventions can digest and implement the content sufficiently.

Davidson, K., Kearns, M., and Lemons, C. (2014). *Data-Based Individualization in Reading: Intensifying Intervention for Students with Significant Reading Disabilities.* Council for Exceptional Children. 46 (4). https://doi-org.trmproxy.mnpals.net/10.1177/0040059914522978

The authors of this article go into depth explaining Data-Based Individualization (DBI) which is a framework for intensive intervention. The article explains the main components of DBI are essentially the framework of MTSS: select an instructional platform, determine how to intensify the platform, make a progress-monitoring plan, set

instructional goals, and make final preparations. This framework is vital for teachers new

to reading intervention. The authors also include information on how teachers can

efficiently utilize paraprofessional support to ensure successful implementation of DBI.

Filderman, M., and Gesel, S. (2022). *Data Teams: A Collaborative Approach to Intensifying Intervention Using Student Data*. Teaching Exceptional Children. https://doi-org.trmproxy.mnpals.net/10.1177/00400599221096753

> This article is about how teachers can and should use data as a basis for their student
>
> instruction. "Many teachers say they do not have the capacity to utilize data." Teachers
>
> do not know which assessments to administer, what data they should focus on, or what
>
> instruction he/she should provide based on what the data shows. The article explains how
>
> teachers should look at data individually and as a district team. There is an explanation of
>
> how data teams work and how the data meetings should run in order to be effective. The
>
> district I work in does not have a set data team, meeting structure, or meeting timeline.
>
> We do have effective assessment processes for reading intervention and our goal is to
>
> create a similar process for math interventions.

Fuchs D., Fuchs L. S., Stecker P. M. (2010). *The "blurring" of special education in a new continuum of general education placements and services. Exceptional Children,* 76(3), 301-323. https://doi.org/10.1177/001440291007600304

> I found this article particularly inspirational because it discusses the idea of providing
>
> interventions before a student qualifies for special education services. Most teachers
>
> know that historically special education has been a completely separate entity from the
>
> general education setting. Special education can now be viewed as merely a more intense
>
> version of instruction in my role as a reading intervention special education teacher. The
>
> article highlights how MTSS has evolved over the last decade, and I would reference this
>
> idea in my new-teacher presentation.

High-Leverage Practices for Students with Disabilities. (2023). *Instruction.* Council for Exceptional Children. https://highleveragepractices.org/four-areas-practice-k-12/

HLP instruction includes identifying and prioritizing long and short-term learning goals,

systematic instruction design, curriculum adaptation, providing scaffolded support,

explicit instruction, flexible grouping, providing intensive instruction, and providing

positive and constructive feedback to guide students' learning and behavior (Hughes, C.

et all, 2017).

Hughes, C., Morano, S., and Riccomini, P. (2017). *Big Ideas in Special Education: Specially Designed Instruction, High Leverage Practices, Explicit Instruction, and Intensive Instruction.* Teaching Exceptional Children. https://journals-sagepub-com.trmproxy.mnpals.net/doi/full/10.1177/0040059917724412

This article is the epitome of how high leverage practices (HLP) corelate to reading

instruction and intervention. Every single HLP must be present for students receiving

intensive reading instruction to be successful as quickly as possible. All teachers need to

know the instruction high leverage practices, "a set of practices that are fundamental to

support K–12 student learning, and that can be taught, learned, and implemented by those

entering the profession (Hughes, C. et al, 2017)."

Author Experience

EDUCATION

Minnesota State University – Moorhead, Minnesota
Degree received: Master of Science
Specialist Degree received: Special Education
Licensure: Specific Learning Disability
Expected Date of graduation: December 2023 – *3.98 gpa*

Minnesota State University – Moorhead, Minnesota
Degree received: Master of Science
Specialist Degree received: K-12 Principal
Concentration: Educational Leadership
Date of graduation: May 2015 - *4.0 gpa*

Valley City State University, Valley City, North Dakota
Degree received: Bachelor of Science
Major: Elementary Education
Minor: Early Childhood Education
Endorsements: Middle School – English
Credentials: Title 1 Mathematics
Date of graduation: December 2010
Honors graduate: *Cum Laude – 3.5 gpa*

North Dakota State University, Fargo, North Dakota
Degree received: Bachelor of Science
Major: Human Development and Family Science
Certification: First Aid and CPR, Coaching
Date of graduation: December 2010

TEACHING EXPERIENCE

2017-Present **Special Education Teacher**
Menahga Public School, Menahga, MN
- Recovery Services teacher, 2021-2023
- Leadership Team member, 2021-Present

2015-2017 **Elementary Principal, Student Performance Strategist, AdvancED Coordinator**
Milnor Public School, Milnor, ND
- Trauma-Sensitive Schools Trainer
- Implemented a Multi-Tiered Systems of Support for literacy in grades K-6
- Implemented schoolwide Nurtured Heart Approach
- Professional Development: Literacy instruction, MTSS, Teacher Mentoring, Instructional Coaches Academy training, Crucial Accountability training, Principal Advisory Committee

2013-2015 **Teacher,** Grade Kindergarten, Oakes Public School, Oakes, ND
- Curriculum and professional development committee member
- Organized a staff book club studying *Catching Readers by Barbara Taylor* for small group reading intervention.
- Participated in staff book club studying *Classroom Assessment for Student Learning by Rick Stiggins*

2012-2013 **Teacher,** Grade 1, Century Elementary School, Park Rapids, MN
2011-2012 **Teacher,** Grade 3, Century Elementary School, Park Rapids, MN

PROFESSIONAL DEVELOPMENT

- Orton-Gillingham Morphology Training
- Trauma-Informed Practices: Bringing Knowledge to Action
- Youth Mental Health First Aid
- Nonviolent Crisis Intervention Training
- LETRS
- LETRS Early Childhood
- Orton-Gillingham Comprehensive Training
- Catalyst: Keeping Them in the Room
- Catalyst Small-Group certification
- Small Group Reading Instruction
- Multi-Tiered System of Support
- PBIS Sustainability Summit
- RiPl Training
- Reading Mastery Training

HONORS/AWARDS

- National Association of Elementary School Principals, National Panelist
- Golden Key International Honor Society
- Nellie Stone Johnson Scholarship recipient, 2022 and 2023
- MN Indian Scholarship recipient, 2021-2024
- TEACH Grant recipient, 2021-2024
- Tracy Mack Scholarship recipient, 2021-2024
- Native Forward Scholarship recipient, 2022
- Ethel Curry Leadership Scholarship recipient, 2022-2024
- Donors Choose Online Charity Recipient
    - Interactive Smart Board games – differentiated instruction
    - Ball chairs - sensory needs
    - Light filters - sensory needs
    - iPad – differentiated instruction
    - Record Player – differentiated instruction
- Itasca Mantrap Grant Recipient – *Differentiated Instruction* 2012

PROFESSIONAL/COMMUNITY INVOLVEMENT

- Delta Kappa Gamma International Society Member – Pi Chapter
- Alpha Gamma Delta Sorority, Beta Beta Chapter – Member 2009 – Present
- Menahga Education Association Member, 2017-Present
- MN Summit Annual Convention attendee
- North Dakota Association of Elementary Principals Member 2015-2017
- North Dakota Council of Educational Leadership Member 2015-2017
- Oakes Mentorship Program – Teacher Mentor 2014-2015
- Oakes Education Association Member – Welfare Committee Member
- *Gearing Up for Kindergarten* – Instructor, 2013-2015
- North Dakota Reading Association Member
    - Attended the 2009, 2010, 2014 North Dakota Reading Conference
- North Dakota Kindergarten Association Member
- North Dakota Education Association Member 2013-2017
- National Education Association member – 2011-2013, 2017-Present
- Minnesota Education Association member – 2011-2013, 2017-Present
- Century Elementary Parent Teacher Association Member – 2012-2013

References

Edmands-Clark, Sheila. (2005). *S.P.I.R.E. Teacher's Guide.* Educators Publishing Service

Kilpatrick, David A. (2016). *Equipped for Reading Success.* Casey and Kirsch Publishers

Moats, Louisa C., and Tolman, Carol A. (2018). *LETRS Volume 1: Units 1-4.* Voyager Sopris Learning

Moats, Louisa C., and Tolman, Carol A. (2018). *LETRS Volume 2: Units 5-8.* Voyager Sopris Learning

Paulson, Lucy H., and Tolman, Carol A. (2018). *LETRS for Early Childhood.* Cambium Learning