

Sharing a plan for intervention:
Using data to target skill focused
intervention

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Presenters

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First Professional Development

Presentation Content

The goal of this presentation is to describe a process for using data to target an instructional need and plan intervention lessons using a skill focused lesson structure in the primary grades.

Why implement skill focused lessons as an alternative to guided reading?

Regional Coordinator Support

- Scheduled visit to each school
- Coach chose 1st or 2nd grade classroom for demonstration lesson
- Classroom teacher chose 4-5 students in need of intervention
- Informal Phonics Inventory given one week prior to model lesson
- Lesson demonstrated with 2-3 students

Skill Focused Lesson Format

Lesson Sequence for Teaching _____

Review of Skill/High Frequency Word Practice	Explicit Teach/Phonemic Awareness

Word Building	Dictated Sentence

Decodable Text:	Notes

Lesson Sequence for A-5

Review phonics skill/High Frequency Word Practice	Explicit Teach/Phonemic Awareness
<p>High Frequency Words Speed Practice- One Minute Timed</p> <p>First 25 words from Fry List</p> <p>Take one word to fluency (that)</p> <p>Review short a</p>	<p>Letter-Sound correspondence for short i</p> <p>Listen for position of the /i/ phoneme in the following words (use picture cards):</p> <p>insect kit iguana fin igloo ill kid fish</p>

Word Building	Dictated Sentence
<p>Lesson A-5 a, d, h, i, s, t</p> <p>hit hid had sad sat sit hat at it hit Read Word List</p>	<p>That pig will sit with me.</p>

Decodable Text: <u>This Pig</u>	Notes

Video of Lesson

Follow-up by the Reading Coach

- Choose a classroom for coach practice
- Analyze data with classroom teacher
- Target 2-3 students
- Administer phonics inventory
- Target skill
- Plan lessons
- Coach implemented lessons for 3 weeks

Grade Level Professional Development

- Provide 1st grade teachers with necessary resources and training
- Cool Tools: Informal Reading Assessment
<http://reach.ucf.edu/~CENTRAL/Warehouse/Brochures-etc/Cool%20Tools%20-%20Elementary.pdf>
- Making Sense of Phonics by Isabel Beck, Guilford Press
- Carl's Corner: website for picture and word cards for sorts and more. Go to "Sorts". <http://www.carlscorner.us.com>
- FCRR Student Center Activities website
picture and word cards that can be printed for sorts, etc.
<http://www.fcrr.org/Curriculum/studentCenterActivities.htm>
- Decodable Books Go to:
http://www.auburn.edu/academic/education/reading_genie/

Analyzing Data (during preschool 07/08)

- Coach meets with grade level team (1st)
- Coach provides end of previous year kindergarten DIBELS data
- Teachers bring 1st grade class lists
- Teacher identifies students in 1st grade who were intensive in NWF at the last kindergarten DIBELS cycle
- Coach administers Phonics Survey and Word Test when students return to school

Skill Focused Lessons Begin

- Coach starts teaching lessons during first week of school.
- Teacher establishes rapport and establishes classroom culture.
- Teacher observes coach teaching lessons for several weeks.

Follow-up Data Meetings

- Grade level Professional Learning Community meeting
- Teachers bring their ongoing assessments
- Coach brings DIBELS data
- Analyze all data and observations
- Regroup and target students
- Teacher continues lessons with new student groupings
- Initiate Ongoing Progress Monitoring

Lessons Learned and Next Steps

Questions for Presenters

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