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| **Reading Corps**  **Content Area & Grade Level:** Pre-K through 3rd Grade Literacy  https://lh5.googleusercontent.com/js4vi5YC55FrKvdcDNrqS9FTJ2DPcvVJZy8GYUpktCnBFKo6bt0uzaptjQ12BInXcxdoHhlfP1fFifP0D2KnYZm4HjTqyKikDyWW5ncLU_ncL3T2B_XmrMVl-GbkRtzSzqgzD064**Target:** Curriculum-Driven and Problem-Driven  **Setting:** In-School  **Take-Up:** Required  **Tutor Type:** Paraprofessional (AmeriCorps)  **Delivery Mode:** Traditionally In-Person  **Dosage:** 20-minute sessions 5x per week for ~16 weeks  **Student-Tutor Ratio:** 1:1  **Tutor Consistency:** Consistent |

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| **Phoneme Blending**  Intervention Integrity Observation Checklist | | |
| **Site:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Tutor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Observed by (check one):         https://docs.google.com/drawings/u/0/d/szf1UwdjQkyHRmtyCcFg7hA/image?w=20&h=20&rev=1&ac=1&parent=1r5g0I-JG2YZewPlcnhTI0kcq1_EgmnkvuOKtqGd98oM Reading Corps Internal Coach               https://docs.google.com/drawings/u/0/d/sYbv0OQ0EUU6a2kIQ1fkKSg/image?w=20&h=20&rev=1&ac=1&parent=1r5g0I-JG2YZewPlcnhTI0kcq1_EgmnkvuOKtqGd98oM Reading Corps Master Coach** | | |
| **INTERVENTION SEQUENCE** | **YES** | **NO** |
| 1. Tutor has a list of words for blending. |  |  |
| 1. Tutor explains task and gives rationale to student at least briefly every session. |  |  |
| 1. Tutor models correct task with at least two words every session. |  |  |
| 1. Tutors uses appropriate hand signaling during the session. |  |  |
| 1. Tutor initiates practice by repeating task directions and starting with the two words that were modeled. |  |  |
| 1. Tutor uses appropriate hand signaling for each word during the practice phase. |  |  |
| 1. Tutor says the correct phoneme segments for each word. |  |  |
| 1. Tutor follows error correction procedures immediately for every error. Also mark “Yes” if the student did not make any errors during the observed session. |  |  |
| 1. Tutor maintains a brisk pace of presentation. |  |  |
| 1. Tutor provides specific praise. |  |  |
| **TOTAL:** *Maximum of 10 possible* |  |  |

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| **Items of Strength** | **Items of Improvement** | **4:1 ratio of praise to re-direct:** | |
|  |  | **Praise** | **Re-direct** |
|  |  |
| **What if I don’t see progress?** *During the observation, the coach could tell the tutor which suggestion to apply from the list, and then observe students responding.*   1. Work on only two phoneme words or words with only continuous letter sounds until immediate mastery is noted. 2. Provide a model for more words. 3. Hold continuous sounds longer and shorten the length of the pause between phonemes so students have an easier time hearing the phonemes blend into the word 4. Be certain that error correction procedures are being delivered correctly.   Copyright 2003-2020 by ServeMinnesota. All rights reserved. *No part of this example may be reproduced, distributed, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior written permission.* | | | |