

Intervention Plan

Student: Student A **Grade Level:** 3rd
Classroom Teacher: Ms. Valentine

Universal Screen Data:
STAR Estimated ORF: 52 WPM

Goal(s):

By December 29, 2014, given a Paired Reading intervention, the student will increase her fluency rate to 92-120 WPM (Hasbrouck & Tindal) on a 3.1 reading passage as measured by a timed 1 minute running record.

Intervention Start Date: November 3, 2014

Intervention: Paired Reading	Frequency/Duration: 5 days a week for 5 minutes
Progress Monitoring Tool and Frequency: Bi-weekly timed running records	
Intervention Protocol: Materials: book at student's instructional level Instructions for administration: Paired Reading: HOW TO DO IT Reading Together <ol style="list-style-type: none">1. Both you and the student read the words out loud together. Read at the child's speed. You are modeling good reading for the student.2. As you read together, read every word. To make sure the student is looking at the words, one of you <i>points</i> to the word you are reading with a finger or card. It's best if the student does the pointing.3. When a word is <i>read incorrectly</i>, you say the word correctly, and then have the student immediately repeat the word.4. Show interest in the book the student has chosen. Talk about the pictures. Talk about what's in the book as you go through it. It is best if you talk at the end of a page or section, or the student might lose track of the story. Ask what things might happen next. Listen to the	

student – don't do all the talking.

Time

1. Try very hard to do Paired Reading every day for **5 minutes**. If the student wants to read longer, a total of 15 minutes is long enough.
2. Select a time that is good for both you and the student.

Place

1. Find a place that's **quiet**. Children are easily distracted by noise.
2. Find a place that is **private**. No one else should be in the room.
3. Find a place that is **comfortable** so both of you can concentrate on the story without having to shift around.

Reading Alone

1. When you are reading together, allow the student to read alone when he feels confident and wants to. Agree on a way for him/her to *signal* you to stop reading along. This could be a knock, squeeze, or tap with the elbow. (Saying "be quiet" or similar words might make the student lose track of the meaning of the story.)
2. When signaled, you immediately stop reading aloud and feel glad that the student wants to be an independent reader.
3. When the student comes to an *unknown word*, wait *five seconds* to allow time for him to use word attack skills. If he reads the word correctly, praise the accomplishment. However, if the student is unable to work it out after five seconds, you say the correct word. Then the child repeats the word and both of you read together out loud until the next signal to read alone.
4. If the student *misreads a word*, you say the word correctly and have him repeat the word correctly. Then continue with both of you reading out loud together until the child signals again.
5. You may *not be able to finish* a book or chapter in one sitting. When you start the next day, briefly discuss what happened so far in the story and start reading where you left off.
6. If you finish a book before the end of the time, read the book again. Repeated reading is very good practice. It builds confidence and comprehension.
7. If the book has not been completed by the end of the week, it's O.K. The child is not expected to read every book alone. The focus of Paired Reading is enjoyment of reading together.

Points to Remember

- Pointing
- Pacing
- Discussion
- Waiting 5 seconds
- Child repeating words correctly
- Signaling to read alone
- Praising

Progress Monitoring

G.L Expectation	Date:	Data:	Date:	Data:	Date:	Data:
92-120 WPM	11/3/14	Baseline: 60 WPM				
92-120 WPM	11/17/14	70 WPM				
92-120 WPM	12/1/14	79 WPM				
92-120 WPM	12/15/14	90 WPM				
92-120 WPM	12/29/14	99 WPM				

Intervention Effectiveness

Progress monitor the student once every two weeks. Once two data points have been collected review the data for growth. If the student continues at their current rate, will they meet the goal at the end of the intervention?
 Student A's expected rate of growth is 8 words every 2 weeks. Currently, the student's rate of growth is 10 words per 2 week period. At this rate, the student will meet the end goal of 92-120 WPM.
 Has growth occurred (in comparison to baseline data)? **Y** N
 Review of intervention is needed: Y **N** (intervention will be continued as is)

Next Steps:

Intervention will continue based on the student's current rate of growth. Progress monitoring data will be reviewed every two weeks during the 6 week intervention.

