

Reading Corps

Content Area & Grade Level: Pre-K through 3rd Grade Literacy

Target: Curriculum-Driven and Problem-Driven

Setting: In-School

Take-Up: Required

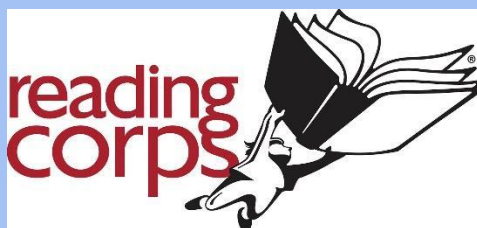
Tutor Type: Paraprofessional (AmeriCorps)

Delivery Mode: Traditionally In-Person

Dosage: 20-minute sessions 5x per week for ~16 weeks

Student-Tutor Ratio: 1:1

Tutor Consistency: Consistent



Phoneme Blending

Intervention Integrity Observation Checklist

Site: _____ **Grade Level of Student:** _____ **Date:** _____

Tutor: _____ **Observer:** _____

Observed by (check one): ☐ Reading Corps Internal Coach ☐ Reading Corps Master Coach

INTERVENTION SEQUENCE

YES **NO**

- | | | |
|---|--|--|
| 1. Tutor has a list of words for blending. | | |
| 2. Tutor explains task and gives rationale to student at least briefly every session. | | |
| 3. Tutor models correct task with at least two words every session. | | |
| 4. Tutor uses appropriate hand signaling during the session. | | |
| 5. Tutor initiates practice by repeating task directions and starting with the two words that were modeled. | | |
| 6. Tutor uses appropriate hand signaling for each word during the practice phase. | | |
| 7. Tutor says the correct phoneme segments for each word. | | |
| 8. Tutor follows error correction procedures immediately for every error. Also mark "Yes" if the student did not make any errors during the observed session. | | |
| 9. Tutor maintains a brisk pace of presentation. | | |
| 10. Tutor provides specific praise. | | |

TOTAL:

<i>Maximum of 10 possible</i>		
-------------------------------	--	--

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.*