Concept of Print Intervention

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Concepts of Print Intervention

Core Component

The core component of the intervention is intended to be the core feature of the intervention. Each core component is aligned to a reading category found in the reading standards.

Supplemental Component

The supplemental components are also aligned to the reading standards, but they are used to support the transition of students between reading categories. Each of the core components can be supplemented by several components.

Sequence Across Intervention Categories	

1. **Concepts of Print w/ Interactive Read Aloud**
    a. Letter Names
    b. Phonological Awareness
    c. Oral Language
	2. **Phonemic Awareness w/ Sound Boxes**
	    a. Letter Sounds
	    b. Spelling Letter Sounds
	    c. Brief Read Aloud

3. **Word Recognition and Phonics w/ Explicit Instruction**
    a. Spelling by Sound
    b. High Frequency Words
    c. Connected Text
	4. **Fluency: Accuracy w/ Repeated Reading**
	    a. Segmenting and Blending Words
	    b. Spelling by Sound
	    c. High Frequency Words

5. **Fluency: Rate w/ Repeated Reading and Wide Reading**	

Concepts of Print Intervention

Core: Concepts of Print (w/ interactive read aloud)

Objectives:

- Demonstrate understanding of the organization and basic features of print.

Materials:

- Grade level storybook for teacher, which can be read in 4-6 minutes. If available, student copies should be provided.
- Storybook with illustrations, text, page numbers, front and back, punctuation (.?!) and capitalization.

Sequence:	Yes (X)
1. **Prior to Lesson.** Teacher identifies 1-2 print concepts to cover before, during, and after the interactive read aloud based on previous lessons and students' mastery of skills. (See Concepts of Print Sequence Table)	

2. **Review Previous Skills**
   a. Teacher models/demonstrates 1-2 previously mastered skill(s).
   b. Teacher calls on 1-2 students to practice previous skill(s).	

3. **Before Reading:** Teacher states and describes 1-2 skills covered during reading.	

4. **During Reading:** Print concepts will be targeted, and careful consideration should be made to prevent distraction from the meaning of the story.
   a. Teacher reads storybook.
   b. Teacher models skills during reading. (Gradually decrease teacher model across lesson[s]).
   c. Teacher provides examples and/or non-examples.
   d. Teacher requires student responses with feedback once rate of success is high. (Gradually increase frequency of responses across lesson[s]).	

5. **After Reading**
   a. Teacher restates skills covered during reading.
   b. Teacher calls on students to practice skills or demonstrate mastery of skills.	

Note: This core sequence is intended to continue, even once mastered, until the supplemental skills are sufficiently covered to move on to the next level. The core component can be used to supplement broader early literacy skills.	

Interventionist: **Time:**
Fidelity Observer: **Date:**

Concepts of Print Intervention

Concepts of Print Sequence Table			
Concept of Print	**Questions/ Performance**	**Sequence**	**Group Mastery (Y/N)**
Identifies front of book	"Where is the front of this book?" (points to the front of the book)	1	
Identifies back of book	"Where is the back of this book?" (points to back of the book)	2	
Demonstrates direction of reading (left to right)	"Which way do we read? Show me with your finger." (left to right and top to bottom)	3	
Identifies picture in book	"Where is a picture in the book?" (points to a picture)	4	
Identifies page number (#s 1-5)	"Where is page 2? (finds page 2) Where is page 5? (finds page 5)	5	
Repeats words in a sentence	Teacher reads a grade-level sentence. "What words were in that sentence?" (student repeats the sentence)	6	
Identifies spaces that separate words	"Can you point to spaces that separate words? Point to a space that separates two words." (student points to a space separating words)	7	
Identifies word(s) in book and spells identified word(s)	"Point to a word. What letters are in that word?" (points to word and spells word)	8	
Demonstrates following along in story (pre-word recognition skills with basic one-to-one correspondence of spoken and printed words)	"Can you follow along in a story? Follow along as I read." (student follows along)- *Works best when each student has a copy of text.*	9	

Additional Skill Prompts (Grade 1)
- "Where is the beginning of the story?" (point to the first word)
- "Where is a period?" (points to a period)
- "Where is an exclamation mark?" (points to an exclamation mark)
- "Where is a question mark?" (points to a question mark)
- Point to the first word in a sentence. "Why is the first letter capitalized? (first letter of a sentence)
- Point to a proper noun. "Why is the first letter capitalized? (proper noun or name)

Concepts of Print Intervention

Supplemental: Letter Names (w/ explicit instruction using skill sheets)

Objectives:

- Recognize and name all uppercase and lowercase letters of the alphabet.

Materials:

- Letter Name Skill Sheets for teacher and students, each sheet is likely repeated for 2 or 3 sessions. Typically completion would be 10-12 weeks.

Sequence:	Yes (X)

1. **Review Previous Letters** (Entire box) - Students use their copy.
 a. Students chorally read previous letters.
  i. "We are going to review previous letters on your sheets."
  ii. "Fingers up to **Box A**." Students point to letter box.
  iii. Teacher cues for each letter (*snap or clap*). Students chorally read.
  iv. Errors are immediately corrected. Restart entire letter box.
 b. Teacher calls on 1-2 students to practice previous letters.	

2. **New Letters** (Each letter) - Teacher copy is held up. a. "We are going to learn new letter names on my sheet." b. ***Point to letter (Box B).*** "This letter is _____. Again. This letter is _____." c. "Your turn. Get ready." ***Cue (tap under letter).*** "Again." ***Cue (tap).*** d. (Repeat steps *b-c* for each letter)	
3. **Practice** (Entire Box) - Students use their copy. a. Students chorally practice new letters. "We are going to practice new letters on your sheets." b. "Fingers up to **Box C**." Students point to letter box. c. Teacher cues for each letter (*snap or clap*). Students chorally read. d. Errors are immediately corrected. Restart entire letter box.	
4. **Independent Practice** (Entire Box) – Students use their copy. a. Students individually practice new letters. "You are going to practice new letters on your sheets." b. "Fingers up to **Box D**." Students point to letter box. c. "Practice. "	

5. **Extended Practice** (Entire box) - Students use their copy.
If students are ready to check out of a skill sheet, **Box E** is used to check mastery by individually checking students. 100% mastery by 80% of students is required. Otherwise, continue with **steps a** and **b**.
 a. Students chorally read previous and new letters.
  i. "We are going to review previous and new letters on your sheets."
  ii. "Fingers up to **Box E**." Students point to letter box.
  iii. Teacher cues for each letter (*snap or clap*). Students chorally read.
  iv. Errors are immediately corrected. Restart entire letter box.
 b. Teacher calls on 1-2 students to practice previous letters.	

Standard Error Correction - "Stop" - "That letter is _____" - "What letter?" (*pause*) - "Yes, that letter is _____"	

Interventionist: **Time:**

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Concepts of Print Intervention

Supplemental: Phonological Awareness (across phonological continuum)

Objectives:
- Demonstrate understanding of spoken words, syllables, and sounds.

Materials:
- Sound Box Sheet for Phonological Awareness.
- Skill List for Phonological Awareness. Repeat the lists as needed.

Only one set of activities is done with a progression from A to D over several weeks. Each separate activity should be implemented for 2 to 4 weeks before moving on to the next.	Yes (X) or N/A

1. **Rhymes** (Approx. 10 comparisons each lesson)
  a. Students cut out manipulatives from Sound Box Sheet for Phonological Awareness.
  b. Teacher asks, "Do these words have the same last sounds (rhyme)? Move your manipulative to yes or no on your sheet." (Words are from the Skill List).
  c. Error Correction: Teacher models by saying each word and its endings. Then, teacher provides correct answer. Teacher repeats the same words and asks again if they have the same last sounds.	

2. **Sentence Segmentation** (Approx. 5 sentences each lesson)
  a. Students cut out manipulatives from Sound Box Sheet for Phonological Awareness.
  b. Teacher asks students to move a manipulative onto sound box for each word spoken in sentence (Sentences are in the Skill List).
  c. Error Correction: Teacher models by saying each word while moving each manipulative on a student's sheet. Then, teacher repeats same sentence and provides guidance.	

3. **Syllables** (Approx. 10 words each lesson)
  a. Students cut out manipulatives from Sound Box Sheet for Phonological Awareness.
  b. Teacher asks students to move a manipulative onto the sound box for each syllable (Words are from the Skill List).
  c. Error Correction: Teacher models by saying each syllable and moving each manipulative on a student's sheet. Then, teacher repeats same sentence and provides guidance.	

4. **Onset-Rime** (Approx. 5 words each lesson)
  a. Teacher chooses approx. 5 words and says the onset and rime separately to group. After 3 seconds, teacher cues (snap or clap). Students blend the onset and rime.
  b. Using the same approx. 5 words, teacher says the word. After 3 seconds, teacher cues (snap or clap) twice (once for onset and once rime). Students say the onsets and rime.
  c. Error Correction: Teacher repeats directions and models. Then, teacher repeats the initial prompt for the same word.	

Additional Information: Keep explanations short. Provide as needed. • For example, rhyming words have the same endings. • For example, syllables are chunks a word breaks into, such as baseball (clap for each syllable) or chopping (clap for each syllable). Some words have only one, such as red (clap for each syllable). Also, students can feel their jaws drop on the vowel sound.	

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Concepts of Print Intervention

Supplemental: Oral Language (interactive read aloud)

Objectives:
- Increase student oral language.

Materials:
- Grade level storybook for teacher which can be read in 4-6 minutes. If available, student copies should be provided. The skills covered in this read aloud are embedded in the concepts of print interactive read aloud (i.e., both occur at same time).

Sequence:	Yes (X)
1. **Prior to Lesson-** Teacher reviews story to identify a few key language elements to highlight during the interactive read aloud, such as ideas, vocabulary, concepts, etc.	
2. **Before Reading-** Introduce students to the story, such as background information about the setting, characters, or events, that highlight key language elements or will help students understand the story.	

3. **During Reading** (below are examples only)
 Oral language skills will be targeted, and careful consideration should be made to prevent distraction from the meaning of the story.
     a. Discuss key details in illustrations.
     b. Elaborate on vocabulary.
     c. Ask questions about vocabulary.
     d. Prompt students to reflect on meaning.	

4. **After Reading** (below are examples only)
     a. Prompt students to recall parts or all of the text.
     b. Ask for further explanations or key details.
     c. Discuss character motivation or connection between story events.	

Additional Information: - The read aloud should enhance understanding of the language, but it should not result in over analyzing the story. Students should still enjoy and engage with the overall meaning of the story. - Multiple rereads of the same story can occur across sessions. These can be used to go deeper into a story, reinforce previously covered language elements, or cover additional language elements not previously covered.	

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