Intervention Guide: Listening Passage Preview with Phrase Drill

**Purpose**

**Objective:** Using listening passage preview (LPP) and phrase drill (PD) strategies, students will read sentences and story passages to improve accuracy in word recognition with a high level of support through teacher modeling and peer corrective feedback.

**Skill area and need:** Accuracy in word recognition for reading fluency.

**Preparation**

**Pre-assessment**
- Determine need for intervention based on CBMreading grade-level screening assessment data (e.g., FAST Group Screening Report).
  - Use with students who have accuracy levels between 70-93% on grade-level CBMreading passages and below target on correct words read per minute.

**Progress Monitoring**
- CBMreading

**Time**
- Conduct intervention 3-5 times per week for 15-20 minutes until student(s) attain appropriate word recognition accuracy in reading connected text (e.g., sentences, story passages, books) at grade level (approximately 4-8 weeks).

**Materials**
- Prepared instructional reading passages
- **Partner Reading Rules**
- **Partner Word Correction Guide: How to Help Correct Words**
- Timer for teacher

**Format**
- Flexible grouping: whole class with partners, small group with partners, or one-on-one

**Lesson Plan**
- The instructional passages included in the materials are separated into two parts so that Part 1 is read on one day and then Part 2 is read on the following day. The passages are short so that students can read the story parts in about 2-3 minutes. If time allows, the teacher can use both Part 1 and Part 2 in one day.
Intervention Procedures

Prepare Materials
1. Identify an appropriate instructional reading passage set based on accuracy level. All students should be able to read passage with at least 70% accuracy. If needed, begin with passages from a lower grade that support lowest performing students’ accuracy level.
   - Hand out materials, including (1) a copy of the reading passage (Part 1 for first day, and Part 2 for second day) to each student, (2) the Partner Reading Rules, and (3) the Partner Word Correction guide.
     - (option: create intervention folders for pairs and place passages and additional materials in folder each day and hand these out)
   - Consider how to pair students. It may work to pick partners based on skill level before intervention is implemented (e.g., split class in half based on highest versus lowest performing readers and pair highest performing reader with the highest of the lowest performing readers).

Explain the Activity
2. Explain the activity by providing the basic objective and what the activity includes (this step can be shortened when students become familiar with the intervention activity)
   - “Today we will practice reading a story together. First, I will review some words and then I will read the story. Then, we will read the story together out loud. Finally, you will work with your assigned partner and practice reading the story to each other. It is important for us to practice reading so that we can read all of the words accurately.”
   - Optional: explain what practicing fluency means: “fluency is being able to read all words accurately with a good rate and good expression – it doesn’t mean reading really fast. The goal is to understand what you are reading.”

Review Difficult Words (and Word Types)
3. Pre-teach any words from the story passage that may be challenging for students. Write the words on the board, point to each word and say the word and have the students say the word chorally. Pre-teach up to 5 words per story passage.
   - “This word is_______. What’s this word?”
     - If needed, provide a definition of the word, a picture of the word, a synonym, and another example of the word in a sentence.
   - Optional: Review type of words (digraphs, consonant blends, CVCe, vowel teams, r-controlled, other letter combinations) with example words from text and remind students how to sound out these types of words.

Model the Activity and Provide Guided Practice
4. The teacher reads the entire story (Part 1 or Part 2) out loud to students using appropriate intonation/expression and a moderate reading rate (try to read at a slightly slower rate or at a rate you would like students to read based on grade level).
“Now I will read the story. Please follow along with your finger on your copy of the story. Make sure to pay attention to any difficult words we went over so that you will know how to read them when it’s your turn to read to your partner. Our goal is to read every word correctly after practicing.”

5. Read the story with students reading along chorally.
   - “Now we will read the story together. Please read with me out loud.” (Model appropriate voice volume if needed).

6. Teach students how to complete the partner reading activity. Teach partners the rules for partner reading with the Partner Reading Rules guide and modeling the error correction procedures using the Partner Word Correction guide.
   - “Now I want you to take turns reading with your partner. Partner 1 will read first while Partner 2 listens and follows along underlining/highlighting any words that are incorrect or skipped. Then Partner 2 will go through any incorrect words with Partner 1 starting at the beginning and going through each sentence. Partner 1 will reread each sentence with incorrect words in it. After that is done Partner 2 will read while Partner 1 listens and follows along doing the same steps. After you both have read one time, each of you will read the story one more time to each other.”
   - Model and teach each of these using a partner demonstration if needed the first time and re-teaching for first week of implementation as needed to ensure students are following directions. After students learn the partner rules, this step can be skipped.
     - “I want to show you what this looks like (pick a partner student from the classroom to demonstrate with you). _______ (student name) and I will be partners this time. _______ will read first and I will follow along.” (Then model the error correction procedures using the Partner Word Correction guide while all students watch).

Provide Independent Practice

7. Students will read the story with their designated partner 2 times each.
   - “Partner __ begin reading while Partner __ follows along. I will tell you when to switch to let the other partner read.”
   - Walk around room and check student groups to ensure they are following procedures. Provide immediate feedback for student groups when needed.
     - Demonstrate how to provide correction feedback: “That word is ____. What word is it? Good. Now read it in the sentence.”
   - If additional time is left, have students read Part 1 of story silently to self or have students read the entire story if students were on Part 2.
Additional Ideas

Procedure modifications

- If students need additional support, underline difficult words or words that you will pre-teach in text prior to intervention implementation.
- Provide additional support for readers with lowest accuracy. If needed, have adults (vs. a peer) work with these students one-on-one so these students feel comfortable reading.
- In small group, procedures can be modified so that the teacher provides the self-correction procedures for each student and each student takes a turn reading one after the other. This procedure generally works for 2-3 students but with 4+ students it may be easiest to pair them into groups with close teacher supervision as they complete the partner activity.
- If desired, choose stories or reading passages available through the core curriculum or what is available to read in the classroom (leveled story books). These may provide an additional level of engagement if students are able to have some choice in picking what book they want to read (e.g., pick out three book choices and let class choose which one to read that week). You will have to decide how many pages the students will read (count words and approximate how much students can read in 2-3 minutes).
- For students who have more advanced reading fluency skills, consider adding a timer component for these groups. Provide timers to the group and teach the students how to time for one minute and see if they can increase their rate the second read.
- Consider having students graph number of errors for 1st and 2nd independent reads on a tracking sheet or have the class see how many more words were read correct from first read to second read with class (Sum all words read correct first read and second read).
- If less time is available per day, consider splitting the activity into smaller parts. For example:
  - Day 1 - teacher pre-teaches words and reads Part 1 of passage
  - Day 2 - reading as a class and both partners read Part 1 two times each
  - Day 3 - teacher pre-teaches words and reads Part 2 of passage
  - Day 4 – read chorally as a class and both partners read Part 2 of passage two times each (if time, have each partner read Part 1 and Part 2)

More Generalized Practice Ideas

- For additional engagement activities, consider having students predict what might happen in the second part of the story on Day 2 as a comprehension activity prior to reading it aloud to everyone or have students draw a picture of what they think may happen in the story.
- Teacher may also opt to include a third day when the students focus on reading both parts of the story and then focus on building reading rate.