

Methods for Reporting

- Bimonthly meetings between classroom teacher and intervention teacher
- Emails from the intervention teacher that provides an overview of the instructional plan
- Journal between classroom teacher and intervention teacher that includes details about instruction as well as student progress
- **Formal** IST meeting

Methods for Reporting



An intervention teacher's weekly email to the classroom teacher to share the weekly intervention instructional plan for students.

An intervention teacher meets with the classroom teacher to discuss student progress, share artifacts and intervention Instructional plans.

Grade 1 Reading Support
Week of 10/11

Strategies:

Reinforce

- Get your mouth ready (...to say the word) (Using visual info/phonics)
- Slide the sounds (using visual info/phonics) *Do not introduce this strategy to kids who still read w/out 1-1 matching as it can be misinterpreted. Kids without a concept of word may think it's ok to brush their fingers across the page without attending to print.*

Review

- Check the picture. Think about the meaning. (using meaning cues)
- Look for words that repeat. (using syntax)
- Point to the words. If you lose track, go back. (using visual information. In this case, pointing to reinforce 1-1 matching.)

A note about finger pointing: This is a temporary strategy used to reinforce the match between the printed and spoken word. It is extremely important that emergent readers who speed through books reading from memory be encouraged to slow down and attend to print.

Once true 1-1 correspondence has been established, kids should be encouraged to track print with their eyes instead of pointing, as pointing gets in the way of fluency by reinforcing word by word reading.

Methods for Reporting

Week of for the week of January 10th – Questioning

Response to the strategy in the small group

- Objective: identification of the depth of questions (thick and thin questions) for the purpose of creating a thick question from a thin question

K.P. – when given an example can identify if question is thin or thick; having difficulty generating her own thick and thin questions in short texts and independent book

L.M. – generates thick questions; the questions she is asking herself not leading to inferential thinking

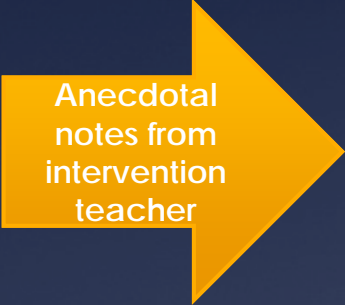
M.M. – generating both thin and thick questions in short texts and independent book

E.M. – generating thick questions most of the time; most questions do not lead to inferential thinking

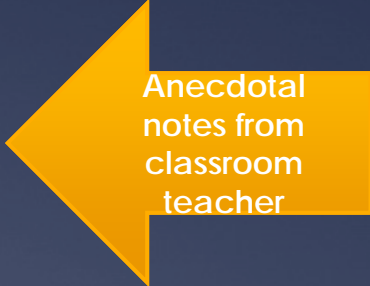
Response to the strategy in the classroom

K.P. – in independent reading is asking herself thin questions most of the time; having difficulty responding to thick questions]

L.M. – continues to have difficulty using details from the text to support thinking when responding to inferential questions



Anecdotal notes from intervention teacher



Anecdotal notes from classroom teacher

A journal between the intervention teacher and classroom teacher provides ongoing communication between the providers. This example includes the reading intervention teacher's lesson objective and the level of student proficiency. The example also includes the classroom teacher's anecdotal records on students' ability to transfer the strategy to classroom practice.

IST Meetings

An IST meeting is a formal opportunity for educators to meet with parents/guardians of students who receive intervention support. Members of an IST team usually include the classroom teacher, administrator, intervention providers (speech, reading, math), as well as the school nurse and psychologist. During the meeting, providers share with parents/guardians specifics about student progress, instructional goals and plans as well as recommended next steps for the student.