

# Intervention Planning Tool

The Interventional Planning Tool provides an overview of indicators of growth in reading. Use the Interventional Planning Tool to determine your beginning reader's profile, locate reading interventions and track progress across the school year. Follow the directions below.

1. Review the Reader Profile descriptions for each of the categories: Concepts About Print, Alphabetic Principle, Oral Language, and Phonological Awareness.
2. Put a check mark in every box that describes what your beginning reader is doing NOW.
3. Look at each reader profile from left to right. For each category, find the column farthest to the right that has two or more checks. Circle the appropriate quarter marker under that column.
4. Look at the interventions in the column you have selected and those in the column to the right to guide your intervention planning for this reader.

## EXAMPLE

Concepts About Print				Independent Reading							
<b>Reader Profile</b> <input checked="" type="checkbox"/> Recognizes if a book is upside down or backwards. <input checked="" type="checkbox"/> Shows excitement or interest (laughs or vocalizes) when being read to or in response to a favorite part of a book. <input checked="" type="checkbox"/> Begins to demonstrate preferences for some books over others.				<b>Reader Profile</b> <input checked="" type="checkbox"/> Demonstrates knowledge of story reading process including page turning, commenting, pointing to pictures. <input checked="" type="checkbox"/> Demonstrates understanding that text flows from left-right, top-bottom as well as page-to-page in books. <input type="checkbox"/> Shows knowledge of the one-to-one correspondence between spoken and written words.				<b>Reader Profile</b> <input type="checkbox"/> Shows an understanding of the use of upper case letters in text (at the beginning of the sentence and/or at the beginning of a person's name). <input type="checkbox"/> Identifies individual words in text. <input type="checkbox"/> Independently chooses books by their covers/titles and communicates preferences.			
Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

5. Use the suggested intervention activities listed below the reader profile to help your beginning reader practice and achieve success within each skill area.
6. Review and update the Reader Profile once each quarter. Circle the quarter in which you make each observation. *Tip: Use a different color of pen to circle the reader's reading profile each quarter for easy identification **OR** create a new, updated Reader Profile for each new quarter of the school year.*

Reader Name \_\_\_\_\_

Date of Initial Profile \_\_\_\_\_

Concepts About Print				Independent Reading							
<b>Reader Profile</b> <input type="checkbox"/> Recognizes if a book is upside down or backwards. <input type="checkbox"/> Shows excitement or interest when being read to or in response to a favorite part of a book ( <i>for example, laughs or vocalizes</i> ). <input type="checkbox"/> Begins to demonstrate preferences for some books over others.				<b>Reader Profile</b> <input type="checkbox"/> Demonstrates knowledge of story reading process including page turning, commenting, pointing to pictures. <input type="checkbox"/> Demonstrates understanding that text flows from left-right, top-bottom as well as page-to-page in books. <input type="checkbox"/> Shows knowledge of the one-to-one correspondence between spoken and written words.				<b>Reader Profile</b> <input type="checkbox"/> Shows an understanding of the use of upper case letters in text (at the beginning of the sentence and/or at the beginning of a person's name). <input type="checkbox"/> Identifies individual words in text. <input type="checkbox"/> Independently chooses books by their covers/titles and communicates preferences.			
Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<b>Interventions</b> <ul style="list-style-type: none"> <li>• Read a lot of Enrichment books.               <ul style="list-style-type: none"> <li>• Engage the reader in reading by communicating about the book.</li> <li>• If needed, provide access to the repeated line and vocabulary with voice output devices as available.</li> </ul> </li> <li>• Provide access to the Book Talk communication board. Use voice output devices as available.</li> <li>• Point out features of the text on the title page (such as the placement of the book title and author's name).</li> <li>• Draw beginning readers' attention to the way sentences are highlighted by phrase as they are read in the computer book.</li> <li>• Provide ongoing opportunities for beginning readers to choose from a variety of books.</li> <li>• Point to the words as you are reading to help demonstrate the left-to-right progression and one-to-one correspondence between spoken and written words.</li> <li>• Pause between pages to see if the beginning reader wants you to turn the page or read more. Wait long enough that a response is possible, but move on if no response is offered.</li> </ul>				<b>Interventions</b> <ul style="list-style-type: none"> <li>• Read Transitional texts with the beginning reader.               <ul style="list-style-type: none"> <li>• Continue to engage the beginning reader by talking about the book and encouraging participation in reading aloud any repeated lines or vocabulary as available. Use a voice-output device if necessary.</li> </ul> </li> <li>• Continue to engage the beginning reader by communicating about the book, encouraging the verbalizing of or providing voice-output access to any repeated lines or vocabulary as available.</li> <li>• Move toward shared reading of the text by having the beginning reader take on increasing responsibility for reading parts of familiar texts (such as repeated lines and/or rhyming words).</li> <li>• Point out the word-by-word highlighting and model pointing to each word on the cover, title page and pages in the text.</li> <li>• Provide opportunities for the beginning reader to take on increasing responsibility for directing the process of reading books (such as turning the pages and looking back at pages already read to check understanding).</li> <li>• Continue to read Emergent text with the beginning reader to build concepts about print and build background knowledge.</li> </ul>				<b>Interventions</b> <ul style="list-style-type: none"> <li>• Provide the beginning reader with access to a wide variety of easy-to-read conventional texts.               <ul style="list-style-type: none"> <li>• Emphasize fluency in word identification when reading connected (story) text.</li> </ul> </li> <li>• Encourage beginning readers to read a sentence multiple times until they can read the sentence(s) smoothly, without long pauses to identify words.</li> <li>• Provide opportunities to write about what is being read with an emphasis on writing the high frequency words in the story. Support letter-by-letter spelling with Co:Writer word prediction.</li> <li>• Provide daily opportunities to write about self-selected topics to promote use of words being used across a variety of topics and genres. Support letter-by-letter spelling with Co:Writer word prediction.</li> <li>• Continue to read a variety of Enrichment and Transitional texts to build concepts about print and increase background knowledge.</li> <li>• Talk with beginning readers about their favorite books, as well as when and why they enjoy reading.</li> </ul>			

