High-Frequency Word Intervention

This intervention is designed to build fluency in reading high frequency words and monitor progress using reading passages. Requires approximately 5 minutes each day.

Materials Needed: high-frequency word list, 2 copies of the reading probe (i.e., reading passage controlled to reflect only instructional level words) timer, and pencil.

Teacher Coach Card (complete these steps every day):

_____ Take out the high-frequency word list.

_____ Read all the words aloud to the student.

_____ Now have the student read the words aloud with you.

_____ Have the student read the words independently while you provide help (i.e., immediately correct mistakes, prompt correct answers, and give the student the word after a 3-second hesitation).

_____ Mark the words that you have to help the student to read correctly.

_____ Take out the reading passage.

_____ Set the timer for 1 minute.

_____ Have the student read aloud independently for 1 minute, while you follow along on a separate copy of the same passage.

_____ Mark errors (see below) as the student reads. When the timer rings, draw a vertical line after the last word read ( | ).

_____ Count number of words read correctly. Write this number at the top of the page.

What is a missed word? skipped words, mispronounced words, and words told to the student after the 3-second hesitation.
Sample Chart for Monitoring Student Progress

CHART FOR __________ IN __________

Student's Name

Subject (Math, Reading, or Writing)

MONDAY

My best score is: ________
My score on the timed test is: ________
Did I beat my score? ______

TUESDAY

My best score is: ________
My score on the timed test is: ________
Did I beat my score? ______

WEDNESDAY

My best score is: ________
My score on the timed test is: ________
Did I beat my score? ______

THURSDAY

My best score is: ________
My score on the timed test is: ________
Did I beat my score? ______

FRIDAY

My best score is: ________
My score on the timed test is: ________
Did I beat my score? ______
The Nuclear Reading Intervention for 1st and 2nd Grade Students

This intervention is designed to build fluency in reading and increase accuracy. Requires approximately 7 minutes each day.

Materials Needed: 2 copies of a reading passage that are controlled to reflect instructional level words, digital timer, and pencil.

<table>
<thead>
<tr>
<th>Teacher Coach Card (complete these steps every day):</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Take out the student’s copy of the reading passage.</td>
</tr>
<tr>
<td>_____ MODEL: Read the 60 words of the passage aloud to the student. Read slower than you normally would and point to the words as you read.</td>
</tr>
<tr>
<td>_____ GUIDE PRACTICE: Have the student read the first 60 words of the passage aloud to you. Instruct the student to use his/her pointer finger to follow the words as he or she reads. If the student gets stuck on a word for 3 seconds, tell the student the word. Prompt the student to pronounce words correctly and immediately correct mistakes.</td>
</tr>
<tr>
<td>_____ INDEPENDENT PRACTICE: Take out your copy of the reading passage for scoring.</td>
</tr>
<tr>
<td>_____ Set the timer for 1 minute.</td>
</tr>
<tr>
<td>_____ Have the student read aloud independently for 1 minute, while you follow along on a separate copy of the same passage.</td>
</tr>
<tr>
<td>_____ Mark errors (see below) as the student reads. When the timer rings, draw a vertical line after the last word read (</td>
</tr>
<tr>
<td>_____ Count number of words read correctly. Write this number at the top of the page.</td>
</tr>
</tbody>
</table>

What is a missed word? skipped words, mispronounced words, and words told to the student after the 3-second hesitation.
Sample Chart for Monitoring Student Progress

CHART FOR ___________________________ IN ___________________________
Student's Name Subject (Math, Reading, or Writing)

MONDAY

My best score is: ________
My score on the timed test is: ________
Did I beat my score? ______

TUESDAY

My best score is: ________
My score on the timed test is: ________
Did I beat my score? ______

WEDNESDAY

My best score is: ________
My score on the timed test is: ________
Did I beat my score? ______

THURSDAY

My best score is: ________
My score on the timed test is: ________
Did I beat my score? ______

FRIDAY

My best score is: ________
My score on the timed test is: ________
Did I beat my score? ______
The Nuclear Reading Intervention

This intervention is designed to build fluency in reading and increase accuracy. Requires approximately 7 minutes each day.

Materials Needed: high-frequency word list, 2 copies of the reading probe (i.e., reading passage controlled to reflect only instructional level words) timer, and pencil.

Teacher Coach Card (complete these steps every day):

_____ Take out the high-frequency word list.

_____ Read all the words aloud to the student.

_____ Now have the student read the words aloud with you.

_____ Have the student read the words independently while you provide help (i.e., immediately correct mistakes, prompt correct answers, and give the student the word after a 3-second hesitation).

_____ Mark the words that you have to help the student to read correctly.

_____ Take out the reading passage.

_____ Set the timer for 1 minute.

_____ Have the student read aloud independently for 1 minute, while you follow along on a separate copy of the same passage.

_____ Mark errors (see below) as the student reads. When the timer rings, draw a vertical line after the last word read ( | ).

_____ Count number of words read correctly. Write this number at the top of the page.

What is a missed word? skipped words, mispronounced words, and words told to the student after the 3-second hesitation.
The Nuclear Reading Intervention for 3rd, 4th, 5th, and 6th Grade Students

This intervention is designed to build fluency in reading and increase accuracy. Requires approximately 7 minutes each day.

Materials Needed: 2 copies of a reading passage that are controlled to reflect instructional level words, digital timer, and pencil.

Teacher Coach Card (complete these steps every day):

______ Take out the student’s copy of the reading passage.

______ MODEL: Read the 100 words of the passage aloud to the student. Read slower than you normally would and point to the words as you read.

______ GUIDE PRACTICE: Have the student read the first 100 words of the passage aloud to you. Instruct the student to use his/her pointer finger to follow the words as he or she reads. If the student gets stuck on a word for 3 seconds, tell the student the word. Prompt the student to pronounce words correctly and immediately correct mistakes.

______ INDEPENDENT PRACTICE: Take out your copy of the reading passage for scoring.

______ Set the timer for 1 minute.

______ Have the student read aloud independently for 1 minute, while you follow along on a separate copy of the same passage.

______ Mark errors (see below) as the student reads. When the timer rings, draw a vertical line after the last word read ( | ).

______ Count number of words read correctly. Write this number at the top of the page.

What is a missed word? skipped words, mispronounced words, and words told to the student after the 3-second hesitation.
Sample Chart for Monitoring Student Progress

CHART FOR ____________ IN ______________
                       Student's Name       Subject (Math, Reading, or Writing)

MONDAY

My best score is: __________
My score on the timed test is: __________
Did I beat my score? _____

TUESDAY

My best score is: __________
My score on the timed test is: __________
Did I beat my score? _____

WEDNESDAY

My best score is: __________
My score on the timed test is: __________
Did I beat my score? _____

THURSDAY

My best score is: __________
My score on the timed test is: __________
Did I beat my score? _____

FRIDAY

My best score is: __________
My score on the timed test is: __________
Did I beat my score? _____