GUIDE TO USING PHONICS LAUNCH AS A PHONICS INTERVENTION

Assess Students' Literacy Knowledge

1. Use the Phonics Survey to place students in the appropriate kit and sequence of lessons to meet their needs. Any grade-level student may be placed in any kit according to their phonics needs. Use the Phonemic Awareness Survey to gain valuable information about students' abilities to identify and generate rhyming words, blend sounds in words, and segment words. Use the Letter Formation Assessment to learn about students' abilities to form upper- and lowercase letters. The data from these assessments can also be used to set individualized goals.

2. Use the weekly progress monitoring assessments, daily observational notes, and unit summative assessments to monitor students as they decode and encode words containing each phonic element in isolation and in connected text. See the chart below for strategies to apply intensity and adjustments to the intervention based on student learning.

3. Readminister the Phonics Survey and Phonemic Awareness Survey periodically to measure students' progress toward their goals.

4. Use the Student Data Tracker to communicate with students and their families about their learning and progress toward their goals.

USING ASSESSMENTS TO ADJUST INSTRUCTION DURING INTERVENTION

What Does Your Assessment Data Show?	How Can You Respond to the Data?	Example
If students **are showing proficiency** on the progress monitoring assessments …	Check the scope and sequence and skip lessons as appropriate in order to accelerate progress toward grade-level expectations.	If a student working in Ready, Set, Go is showing control of short vowels by Lesson 21, you may decide to administer the Ready, Set, Go Summative Assessment early and skip Lessons 9–12 based on the results of the assessment (see the scope and sequences in Appendix A).
If students are **not** mastering one or more phonics skills …	See Table 4-4: Phonics Differentiation with Corrective Feedback.	Select the difficulty the student is having and use the recommended adjustments to instruction found in the table.
	Include review of that phonic element in subsequent lessons.	If the progress monitoring after Building Up Lesson 15 indicates that one of your students is struggling to decode words with vowel teams *ee* and *ea*, repeat the Making Words and/or Breaking Big Words activities from Lesson 15 as you teach Lesson 16.
	Reteach the lesson or use a lesson from another kit or set that covers the same phonic element.	If the progress monitoring after On Our Way, Set 1, Lesson 19 indicates that one of your students is struggling with initial digraphs, you can select one or more lessons to reteach or use Lessons 13–16 from On Our Way, Set 2 to provide additional practice.

What Does Your Assessment Data Show?	How Can You Respond to the Data?	Example
If students are showing mastery on some parts of the assessment **but not others** …	If the student is showing proficiency in encoding but not decoding …	Adjust subsequent lessons to address the skill. For example, the Making Words activity can be adjusted to give more practice decoding by changing some of the "Make the word: [xxx]" directions to "Change the *x* to *y* and read the word."
	If the student is showing proficiency in decoding but not encoding …	Adjust subsequent lessons to address the skill. More encoding activities can be added in place of other activities. For example, if the lesson includes Breaking Words, it can be replaced with Sound Boxes or Writing Words.
	If the student is accurately decoding words in isolation but not in connected text …	Use the same language during conferring with the student while they are reading that you use during the isolated phonics activities. For example, if the student is having trouble decoding a multisyllabic word with an inflectional ending, use the language from the Breaking Big Words procedure to prompt them (e.g., *First break off the ending, then break it at the vowel. Now say each part and read the word.*) At first they can use their fingers to break the word, then they can progress to using just their eyes. Monitor students while they are reading and give them corrective feedback in response to their errors.
If students are performing significantly **below grade level** …	Intensify the intervention by increasing the time of instruction to accelerate progress through the sequence of lessons.	Teach Days 1 and 2 of the lesson on Monday and teach Days 3 and 4 on Tuesday. Complete the progress monitoring at the end of the lesson on Tuesday or on Wednesday.
	Intensify the intervention by reducing the group size.	Decreasing the group size to four or fewer students will give you more opportunities to provide each student with individualized corrective feedback and differentiated instruction.

STRATEGIES TO SUPPORT STUDENTS RECEIVING INTERVENTION

Strategy	Teacher Language Example
Help students make connections between the learning they are doing during each step of the lesson.	*In Step 2, you made and read words with the long a sound and silent e. Now we are going to read a story with words that have the long a and silent e spelling pattern.*
Help students make connections between the learning they are doing in intervention and the work they do in the core reading instruction.	*This week you learned how to read words with endings like -ing by breaking the word at the ending, reading each part, and putting the word back together. Tomorrow during reading time, you will know how to read words that end with -ing.*
If you are not the students' classroom reading teacher, communicate with their teacher about students' goals and progress toward their goals. It is helpful to include specific language of the strategies that you are teaching so that the classroom teacher can mimic the same prompts.	*Ava has shown progress on decoding words with initial digraphs. We are still working on spelling initial digraphs. She is also working on decoding and encoding words with initial blends. During intervention she is learning to break single-syllable words at the vowel and read the onset and rime before blending them together.*
Use a timer to keep the pace of the lesson quick to help students with self-regulation.	*We are going to spend x minutes reading this book. I am going to set the timer. Keep reading until the timer goes off.*
Give students time to preview the text and make predictions to get them engaged in the story and motivate them to read.	See the Book Introduction section of Day 1. Make adjustments to the scripted Book Introductions as necessary to target your students' needs. For example, if the script calls for an explanation of a topic that you know students are familiar with, eliminate that part of the script.
Use the Student Data Tracker found on the Phonics Launch Resources website to set goals with students and motivate them to achieve their goals.	*We are working on spelling words with all of the letters and sounds you hear. This week you are going to practice spelling words with the short o and short u sounds. Let's set a goal of spelling three out of four words correctly on Friday when you spell the words on your own.*

ADDITIONAL SCAFFOLDS FOR STUDENTS RECEIVING INTERVENTION

Each lesson in Phonics Launch includes four days of instruction. On Days 1 and 3, students read a decodable text. To provide an additional scaffold during the reading portion of the lesson, teachers have the option of incorporating a shared reading structure for the initial read of the books. In a shared read, the teacher reads the text, and students engage in the reading of the text through one of the following shared reading structures:

Echo Reading: During echo reading, the teacher reads a sentence or page, and students repeat it. Echo reading helps students hear fluent reading and read new words. This type of shared reading structure also encourages students to read at a good pace, which supports comprehension.

Cloze Reading: During cloze reading, the teacher reads and intentionally omits words containing the phonics focus of the lesson or previously taught sight words. Cloze reading can help teachers assess students' decoding skills and their understanding of the text while holding students accountable for tracking and engaging with the reading of the text.

Choral Reading: During choral reading, the teacher and students read aloud together. Choral reading encourages all students to participate. Research shows that choral reading can increase students' confidence, improve fluency, and help expand vocabulary.

Here are some tips to ensure an engaging and effective shared reading experience:
• As you read the book, keep your pace natural but slow enough for all readers to read with you.
• Vary the use of the shared reading structures throughout the story.