

General Guidelines | Foundations[®] Levels 1 & 2 Intervention

In addition to the daily Standard Lesson conducted in the whole class, those students who struggle to acquire effective reading skills in the general education classrooms should also have additional targeted Foundations instruction in a small group setting (up to 6 students). These targeted lessons are known as Intervention Lessons.

It is recommended that at-risk reading students in Level 1 or Level 2 Foundations receive additional Foundations intervention lessons 3 to 5 days a week for 30+ minutes to give extra practice with skills and concepts taught but not mastered during the whole-class Standard Lesson.

The following guidelines present example schedules of Intervention Lesson Activities for these students. Guidelines are provided for

3 Days per Week | Beginning to Mid-Year

3 Days per Week | Mid to End-Year

5 Days per Week | Beginning to End-Year

Keep in mind these are guidelines. It is important to adjust lessons to match students' needs.

The Prevention/Early Intervention Learning Community for Foundations provides templates to develop intervention lesson plans, create extra word cards, and practice lists for targeting sounds. Additionally, the Foundations Home Support Pack contains activities to reinforce taught skills.

LEVELS 1 & 2 INTERVENTION GUIDELINES | 3 Days per Week | Beginning to Mid-Year

Day	Activities	Focus
Day 1	Warm-Up	Quickly review un-mastered sounds with Standard Sound Cards and also quickly practice any unknown Trick Words.
	Build Words	Build 5-6 words with Standard Sound Cards from current Unit, include trouble spots/some review. Students tap and read words if needed, or work on automaticity without tapping. Include nonsense words.
	Word Talk	Use Unit Resources to make additional flashcards targeting trouble spots. Include nonsense words. Goal = practice reading without tapping. Discuss word structure (current concepts, sounds, rules) and vocabulary as needed.
	Fluency Work	Make copies of fluency lists for sounds, phonetically regular words and nonsense words to practice with the group, or use Geodes® .
Day 2	Warm-Up	Quickly review un-mastered sounds with Standard Sound Cards and also quickly practice un-mastered phonetic Word and any unknown Trick Words.
	Fundations Fluency Work	<p>Make copies of phrases and Unit story cards. Distribute to students.</p> <p>---Practice with group: echo and choral read; discuss trouble spots, tapping only if needed. Work to remain accurate while improving automaticity. If time, also practice selected sound and word drills from current and previous Units.</p> <p>---Chart Individuals; other students continue to practice in pairs or work on phrasing and prosody practice with Unit story. Practice other fluency lists as needed.</p> <p>---Practice the application of taught decoding skills and high frequency sight words through authentic texts such as: Previously read Oral Reading Fluency probes, WILSON Fluency® Basic Kit, Fundations Stories, Books to Remember Set 1, Geodes®, and other short decodable passages of informational text.</p>
Day 3	Warm-Up	Quickly review un-mastered sounds with Standard Sound Cards and also quickly practice un-mastered phonetic words and Trick Words.
	Build Words	Build 5-6 words with Standard Sound Cards from current Unit, include trouble spots/some review. Students tap and read words if needed, or work on automaticity without tapping. Include nonsense words.
	Echo / Find Letters & Words	Select 3 sounds, 2 review words, and 3 current Unit words. Students repeat, tap if needed, build with tiles, then spell aloud. Include trouble spots.
	Dictation (Dry Erase)	Dictate 3 sounds, 3 current words, 2 trick words, and 1 sentence. Students tap only if needed.

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LEVELS 1 & 2 INTERVENTION GUIDELINES | 3 Days per Week | Mid to End-Year

Day	Activities	Focus
Day 1	Warm-Up	Quickly review un-mastered sounds with Standard Sound Cards and also quickly practice un-mastered phonetic words and Trick Words.
	Build Words	Build 5-6 words with Standard Sound Cards from current Unit, include trouble spots/some review. Students tap and read words if needed, or work on automaticity without tapping. Include nonsense words.
	Echo/Find Letters & Words	Select 3 sounds, 2 review words, and 3 current Unit words. Students repeat, tap if needed, build with tiles, then spell aloud. Include trouble spots.
	Dictation (Dry Erase)	Dictate 3 sounds, 3 current words, 2 trick words, and 1 sentence. Students tap only if needed.
Day 2	Warm-Up	Quickly review un-mastered sounds with Standard Sound Cards and also quickly practice un-mastered phonetic words and Trick Words.
	Fundations Fluency Work	<p>Make copies of phrases and Unit story cards. Distribute to students. ---Practice with group: echo and choral read; discuss trouble spots, tapping only if needed. Work to remain accurate while improving automaticity. If time, also practice selected sound and word drills from current and previous Units.</p> <p>---Chart Individuals; other students continue to practice in pairs or work on phrasing and prosody practice with Unit story. Practice other fluency lists as needed.</p> <p>Practice the application of taught decoding skills and high frequency sight words through authentic texts such as: Previously read Oral Reading Fluency probes, WILSON Fluency® Basic Kit, Fundations Stories, Books to Remember Set 1, Geodes®, and other short decodable passages of informational text.</p>
Day 3	Warm-Up	Quickly practice un-mastered Sound Cards, phonetic words, and Trick Words.
	Build Words	Build 5-6 words with Standard Sound Cards from current Unit, include trouble spots/some review. Students tap and read words if needed, or work on automaticity without tapping. Include nonsense words.
	Fundations Fluency Work	<p>Depending on students' greatest needs:</p> <p>Make copies of phrases and Unit story cards. Distribute to students. ---Practice with group: echo and choral read; discuss trouble spots, tapping only if needed. Work to remain accurate while improving automaticity. If time, also practice selected sound and word drills from current and previous Units.</p> <p>---Chart Individuals; other students continue to practice in pairs or work on phrasing and prosody practice with Unit story.</p>
	or	Practice the application of taught decoding skills and high frequency sight words through authentic texts such as: Previously read Oral Reading Fluency probes, WILSON Fluency® Basic Kit, Fundations Stories, Books to Remember Set 1, Geodes® , and other short decodable passages of informational text.
	Dictation (Dry Erase)	Dictate 3 sounds, 3 current words, 2 trick words, and 1 sentence. Students repeat, tap only if needed, write and spell aloud.

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LEVELS 1 & 2 INTERVENTION GUIDELINES| 5 Days per Week | Beginning to End-Year

Day	Activities	Focus
Day 1	Warm Up	Quickly practice reading un-mastered Sound Cards and unknown Trick Words.
	Build Words	Build 5-6 words with Standard Sound Cards from current Unit, include trouble spots/some review. Students tap and read words if needed, or work on automaticity without tapping. Include nonsense words.
	Word Talk	Use Unit Resources to make additional flashcards targeting trouble spots. Include nonsense words. Goal = practice reading without tapping. Discuss word structure (current concepts, sounds, rules) and vocabulary as needed.
	Fluency Work	Make copies of sounds, phonetically regular words and nonsense words to practice with the group or use Geodes® .
Day 2	Warm Up	Review new sounds; focus on trouble spots
	Echo/Find Letters & Words	Select 3 sounds, 2 review words, and 3 current Unit words. Students repeat, tap if needed, build and spell aloud. Include trouble spots.
	Dictation (Dry Erase)	Dictate 3 sounds, 3 current words, 2 trick words, and 1 sentence. Students repeat, tap only if needed, write and spell aloud.
Day 3	Warm Up	Quickly review un-mastered Sound Cards, phonetic Word Cards and Trick Word.
	Foundations Fluency Work	<p>Make copies of phrases and Unit story cards. Distribute to students.</p> <p>---Practice with group: echo and choral read; discuss trouble spots, tapping only if needed. Work to remain accurate while improving automaticity. If time, also practice selected sound and word drills from current and previous Units.</p> <p>---Chart Individuals; other students continue to practice in pairs or work on phrasing and prosody practice with Unit story. Practice other fluency lists as needed.</p> <p>Practice the application of taught decoding skills and high frequency sight words through authentic texts such as: Previously read Oral Reading Fluency probes, WILSON Fluency® Basic Kit, Foundations Stories, Books to Remember Set 1, Geodes®, and other short decodable passages of informational text.</p>
Day 4	Warm Up	Quickly practice reading un-mastered sound cards, phonetic word cards, and Trick Word.
	Echo/Find Letters & Words	Select 3 sounds, 2 review words, and 3 current Unit words. Students repeat, tap if needed, build and spell aloud. Include trouble spots.
	Dictation (Dry Erase)	Dictate 3 sounds, 3 current words, 2 trick words, and 1 sentence. Students tap only if needed.
Day 5	Warm Up	Quickly practice reading un-mastered Sound Cards, phonetic Word Cards, and Trick Word.
	Foundations Fluency Work	<p>Make copies of phrases and Unit story cards. Distribute to students.</p> <p>---Practice with group: echo and choral read; discuss trouble spots, tapping only if needed. Work to remain accurate while improving automaticity. If time, also practice selected sound and word drills from current and previous Units.</p> <p>---Chart Individuals; other students continue to practice in pairs or work on phrasing and prosody practice with Unit story.</p> <p>Practice the application of taught decoding skills and high frequency sight words through authentic texts such as: Previously read Oral Reading Fluency probes, WILSON Fluency® Basic Kit, Foundations Stories, Books to Remember Set 1, Geodes®, and other short decodable passages of informational text.</p>

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