

Great Leaps

Objective: To increase fluent skills in phonemic awareness, letter names and sounds, decoding, site word and phrase recognition, and connected text reading.

Materials: Great Leaps K-2 Binder
Copies of graphs needed for student
Timer
Pencil

Sequence: The sequence for this intervention is outlined within the Great Leaps manual.

The intervention protocols and integrity observations were developed by the St. Croix River Education District, Rush City, MN. Permission for use is granted for Reading Corps tutors and coaches within the 2013-14 Reading Corps program.

Great Leaps: Intervention Integrity Observation Checklist

Site: _____ Grade Level of Student: _____ Date: _____

Tutor: _____ Observer: _____

Observed by (check one): Reading Corps Internal Coach Reading Corps Master Coach

Intervention Sequence	Yes	No
Tutor greets student, establishes rapport (consider praise for desirable social behavior), explains tasks		
Tutor has complete materials including timer, pencil & graph for K-2 intervention		
Student responds to sound awareness probe for 1 minute, or this section is skipped appropriately if student has already passed the last page. Mark "No" for all sound awareness items if this section was skipped incorrectly. Do not mark anything for following sound awareness items if section is skipped appropriately.		
Tutor gives student correct answer immediately following each error and has the student repeat it		
Tutor records student's performance by recording page number, number correct, and number incorrect on the chart provided		
Tutor shares graph or chart with students		
Tutor points out mistakes for teaching purposes (suggestion: "ranch without /ch/ is ran. Your turn. Say ranch without saying /ch/.")		
Tutor praises student for meeting goal of beating the performance of prior session, or of passing page, or for some other positive behavior demonstrated.		
Student reads letter recognition or phonics probe for 1 minute, or this section is skipped appropriately if student has already passed the last page. Mark "No" for all letter recognition or phonics items if this section was skipped incorrectly. Do not mark anything for following letter recognition or phonics items if section is skipped appropriately.		
Tutor gives student correct answer immediately following each error and has student repeat it		
Tutor records student's performance by recording page number, number correct, and number incorrect on the chart provided		
Tutor shares graph or chart with students		
Tutor points out mistakes for teaching purposes (suggestion: (pointing) "That sound is /a/. What sound?")		
Tutor praises student for meeting goal of beating the performance of prior session, or of passing page, or for some other positive behavior demonstrated.		
Tutor continues with next section if student has mastered page 87, or skips to modeling or practice if not. Mark "No" if correct procedure was not followed.		
Student reads high-frequency words and phrases probe for 1 minute		
Tutor gives student correct answer immediately following each error and has student repeat it		
Tutor records student's performance by recording page number, number correct, and number incorrect on the chart provided		
Tutor shares graph or chart with student		
Tutor points out mistakes for teaching purposes (suggestion: (pointing) "That word is <u>him</u> . What word?")		
Tutor praises student for meeting goal of beating the performance of prior session, or of passing page, or for some other positive behavior demonstrated.		
Student reads story for 1 minute		
Tutor gives student correct answer immediately following each error and has the student repeat it		
Tutor records student's performance by recording page number, number correct, and number incorrect on the chart provided		
Tutor shares graph or chart with student		
Tutor points out mistakes for teaching purposes (suggestion: (pointing) "That word is <u>him</u> . What word?")		
Tutor praises student for meeting goal of beating the performance of prior session, or of passing page, or for some other positive behavior demonstrated.		
OPTIONAL: Tutor models fluent oral reading of the story while student follows story words visually		
Tutor reinforces student for meeting goals (stickers, tokens, verbal praise, etc.) or for other positive behavior during session.		
OPTIONAL: Students may practice on sheets <u>after</u> the intervention each day, but not before the timings are taken. To "pass" a sheet, criteria listed in manual must be met on the first try of the school day.		
Total (Maximum is dependent on the sections that were administered):		

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