

Stop / Go

- Objective: To increase reading fluency for students who:
- appear to ignore sentence end marks or other punctuation
 - demonstrate poor phrasing or many word or phrase repetitions in oral reading

Materials: Short passages (4-6 sentences) the student can read with at least 95% accuracy

Sequence:

1. **Explain** - Give the student a reading passage. Explain that he/she will read aloud one sentence at a time fluently, and explain the stop / go procedure. (Fluent reading is not speed reading, but sounds like having a conversation or like reading a bedtime story to someone). This explanation may be shortened for students who have had experience with this intervention, but some explanation and rationale must be given at the start of every session.
2. **First Reading** – Student begins reading. Tutor delivers standard error correction procedure immediately for any error as needed. At the end of each sentence, tutor says, “Stop.” Wait 2-5 seconds (this feels like a long time!), depending upon the difficulty of the next sentence. Tutor says, “Go.”
3. Student continues reading aloud, one sentence at a time, with tutor direction, “Stop... Go.”
4. Student should read the entire passage this way.
5. **Second reading** – Student should read the passage again, this time without tutor cues between sentences. Tutor says, “At the end of each sentence, stop and take a big breath.”
6. **Third reading** – Student reads naturally, briefly pausing at the end of each sentence.

What If I Don't See Progress?

1. Does the student make no more than 5% errors on the text being utilized?
2. Has there been sufficient praise?
3. Try increasing the wait time between sentences (students use this time to preview)

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.

Stop / Go 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 provides copy of text to student, has a copy of his/her own		
Tutor explains the stop / go procedure at least briefly at the start of each session.		
Reading 1: Student begins reading. Tutor says “stop” as the student completes each sentence.		
Tutor waits 2-5 seconds in between each sentence (longer pause when next sentence is more complex) and then says “go.”		
Tutor provides standard error correction procedure immediately for any student error. Also mark “Yes” if the student did not make any errors during this reading.		
Procedure is repeated the same way for each sentence in the passage		
Reading 2: Tutor tells student “Read the passage again. At the end of each sentence, stop and take a breath”		
Tutor provides standard error correction procedure immediately for any student error. Also mark “Yes” if the student did not make any errors during this reading.		
Reading 3: Tutor tells student to read the passage naturally with a brief pause at the end of each sentence		
Tutor provides standard error correction procedure immediately for any student error. Also mark “Yes” if the student did not make any errors during this reading.		
Total (maximum of 10 possible):		

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