



INTRODUCTION

Literacy Footprints Intervention Partner is a small-group, short-term, supplementary intervention program that can help turn struggling readers into successful, confident readers. Each lesson provides teachers with engaging leveled books and systematic, fast-paced lesson plans that follow the Literacy Footprints framework. Set 1 is designed to work independently or in partnership with the Literacy Footprints First Grade, Second Grade, and Third Grade classroom kits.

INTERVENTION PARTNER LESSONS	Beginner Steps- Level I	Levels G-M	Levels L-N
LITERACY FOOTPRINTS LESSONS	First Grade	First Grade and Second Grade	Second Grade and Third Grade

THE GOAL OF INTERVENTION PARTNER IS TO:

- accelerate the literacy progress of students that are not making grade-level expectations in reading
- improve strategic processing
- increase phonemic and phonological awareness
- improve decoding skills
- develop deeper comprehension
- provide students with increased opportunities to read and write
- monitor student reading growth
- connect intervention- and classroom-teacher instruction to help struggling learners consolidate new learning

RESEARCH-BASED INSTRUCTION

Volume of Reading

There is significant research showing that increasing the volume of reading increases reading achievement (Allington, 2012). Often, readers who are struggling to learn to read end up reading far less than their classmates. By using Literacy Footprints classroom lessons and Literacy Footprints Intervention Partner lessons daily, you will double the amount of time students spend reading—leading to great achievement.

Task Difficulty

Researchers have concluded that there is “strong, consistent evidence that tasks completed with high rates of success were linked to greater learning and improved student attitudes ...” (Allington, 2012). Hard tasks produced off-task behaviors. When students read less than 95 percent of the material accurately, read word-by-word, and comprehended less than 75 percent of the material, it created a negative impact in both learning and attitude. Literacy Footprints Intervention Partner lessons provide the right support and challenges to ensure that struggling readers are successful at reading text with a high degree of understanding. Assessments that help teachers monitor students’ reading accuracy and comprehension are built into the program.

Fluent Reading

A slow rate of reading and poor intonation and phrasing are often signs of reading difficulties. Intervention Partner lessons provide daily opportunities and instruction for improving fluency through rereading of text, prompting for phrased and fluent reading, and increasing word recognition.

Comprehension

It is critical that students not only read accurately but also understand what they are reading. Research has shown that many interventions for struggling readers focus on decoding, but learning to decode alone does little to improve comprehension while reading (Cutting & Scarborough, 2006). In Intervention Partner lessons, students learn to summarize, analyze, synthesize, and evaluate their reading. In her book *The Next Step Forward in Guided Reading*, Jan Richardson lays out 12 comprehension areas to focus lessons on that support students’ abilities to dig deeper into the text. Each lesson provides engaging text with interesting topics, multidimensional characters, and a complex plot. By using a guided approach to demonstrate how to move beyond remembering to a more thoughtful consideration of ideas in the text, struggling readers begin to improve their comprehension skills.



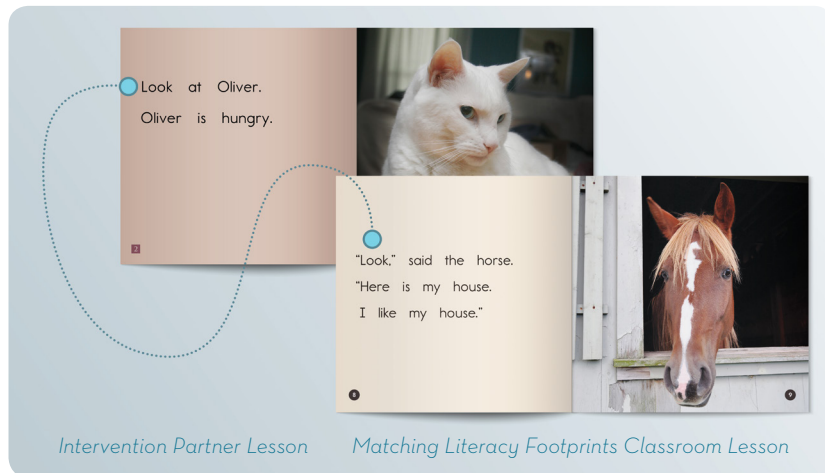


POWERING UP THROUGH OUR PARTNERSHIPS

Many students who struggle to learn to read face conflicting messages and instruction from their classroom and intervention instructors (Allington, 2012). By using Intervention Partner lessons for intervention and Literacy Footprints lessons during classroom instruction, students will have the opportunity to build on literacy-processing skills.

Matching Books

Each Intervention Partner lesson provides students with engaging and delightful leveled books to read. Students will encounter some of the same Literacy Footprints characters (Bella and Rosie, Jack and Daisy, Jasper the Cat, Clarence the Dragon, Little Dinosaur, Spaceboy, and more) along with familiar traditional tales and nonfiction text that provide a gradual lift in complexity to support even the most reluctant reader. Each book has been precisely selected to correspond with a classroom book to support students in building a core of known high-frequency words. The same sight words are taught and practiced, giving students the opportunity to see the words they are learning in different contexts.



Power from Matching Word Study Activities

Intervention Partner Word Study activities have been designed to support and extend the same phonics concepts being taught in the matching Literacy Footprints classroom lesson.

LEVEL	READING STAGE	SKILL FOCUS	PICTURE SORTING	MAKING WORDS	SOUND BOXES	BREAKING WORDS	ANALOGY CHARTS
	Beginner Steps/ Pre-A	Letters and sounds	Sort two initial consonants	None	None	None	None
A	Emergent	Consonants	Sort two initial consonants	Change initial consonant: <i>can-man-par-ran</i>	2 or 3 boxes (CV or CVC) <i>no, go, so</i> <i>fat, mat, pat</i>	None	None



LEVEL	READING STAGE	SKILL FOCUS	PICTURE SORTING	MAKING WORDS	SOUND BOXES	BREAKING WORDS	ANALOGY CHARTS
B	Emergent	Consonants; short vowels (a, o)	Sort two medial vowels	Change initial and final consonants: <i>bag-wag-tag-tan-tap</i>	2 or 3 boxes (CV or CVC) <i>me, we, he van, pot, rag</i>	None	None
C		Short vowels (a, e, i, o, u); hearing sounds in sequence (CVC)	Sort two medial vowels	Change initial, medial, and final letters: <i>bat-bit-big-jig-jog</i>	3 boxes (CVC) <i>kit, fox, lid, tap</i>	None	None
D	Early	Digraphs; onset/rime endings (-s, -ing); hearing sounds in sequence (CCVC or CVCC)	Sort two digraphs <i>/ch/ and /th/</i>	Change initial, medial, and final letters; include digraphs; break at onset and rime <i>hop-shop-chop-chip-chin-thin</i>	3 boxes (CVCC) <i>cash, much, path</i>	None	None
E		Initial blends; onset/rime endings (-ed, -er)	Sort two blends that begin with the same letter <i>/gl/ and /gr/</i>	Change initial blends and digraphs; break at onset and rime <i>spam-swam-slam-slap-flap-flop</i>	4 boxes (CCVC) <i>clam, grin, plum</i>	Make and break: <i>slip and trip</i> Read: <i>grip</i>	None
F		Final blends; onset/rime; inflectional endings	None	Change final blends and digraphs; break at onset and rime <i>ink-wink-wing-swing-sting</i>	4 boxes (CVCC) <i>last, rent, pump, lint</i>	Make and break: <i>blend and spend</i> Read: <i>trend</i>	None
G		Initial and final blends; silent e rule; inflectional endings	None	Silent e feature; break at onset and rime <i>fat-fate-gate-grate-grape-gripe</i>	5 boxes (CCVCC) <i>stunk, grasp, cramp</i>	Make and break: <i>shake and flake</i> Read: <i>brake</i>	None



LEVEL	READING STAGE	SKILL FOCUS	PICTURE SORTING	MAKING WORDS	SOUND BOXES	BREAKING WORDS	ANALOGY CHARTS									
H	Early	Silent e rule; simple vowel patterns (<i>all, old, ee, ay, oo, ow</i>); inflectional endings	None	Vowel patterns; break at onset and rime <i>down-drown- frown-crown- clown</i>	None	Make and break: <i>growled</i> and <i>scowled</i> Read: <i>prowler</i>	<table border="1"> <tr> <td>sick</td> <td>side</td> </tr> <tr> <td>trick</td> <td>pride</td> </tr> <tr> <td>slick</td> <td>stride</td> </tr> <tr> <td>prick</td> <td>slide</td> </tr> </table>	sick	side	trick	pride	slick	stride	prick	slide	
sick		side														
trick	pride															
slick	stride															
prick	slide															
I	Silent e rule; more complex vowel patterns (<i>oa, oi, ou</i>); inflectional endings	None	Vowel patterns; break at onset and rime <i>coat-coast- boast-boat-goat- gloat</i>	None	Make and break: <i>gloating</i> and <i>floating</i> Read: <i>bloated</i>	<table border="1"> <tr> <td>oil</td> <td>coal</td> </tr> <tr> <td>broil</td> <td>foal</td> </tr> <tr> <td>point</td> <td>roam</td> </tr> <tr> <td>spoiler</td> <td>throat</td> </tr> <tr> <td>moist</td> <td>boasting</td> </tr> </table>	oil	coal	broil	foal	point	roam	spoiler	throat	moist	boasting
oil	coal															
broil	foal															
point	roam															
spoiler	throat															
moist	boasting															

LEVEL	READING STAGE	SKILL FOCUS	BREAKING BIG WORDS	ANALOGY CHARTS	MAKE A BIG WORD	WRITING BIG WORDS									
J	Transitional	Silent e rule; vowel patterns; adding inflectional endings	Make and break: <i>dreaming</i> and <i>steaming</i> Read: <i>screamer</i>	<table border="1"> <tr> <td>mean</td> <td>head</td> </tr> <tr> <td>steam</td> <td>tread</td> </tr> <tr> <td>cleaned</td> <td>breath</td> </tr> <tr> <td>preacher</td> <td>spread</td> </tr> </table>	mean	head	steam	tread	cleaned	breath	preacher	spread	<i>un-der-stand</i>	Write words with silent e: <i>choke, joker, quake</i>	
mean		head													
steam		tread													
cleaned	breath														
preacher	spread														
K	Adding inflectional endings and suffixes (<i>-ful, -er, -ly</i>)	Make and break: <i>strained</i> and <i>trained</i> Read: <i>draining</i>	<table border="1"> <tr> <td>bird</td> <td>corn</td> </tr> <tr> <td>girl</td> <td>worn</td> </tr> <tr> <td>first</td> <td>thorny</td> </tr> <tr> <td>thirsty</td> <td>snorted</td> </tr> <tr> <td>squirted</td> <td>scornful</td> </tr> </table>	bird	corn	girl	worn	first	thorny	thirsty	snorted	squirted	scornful	<i>e-nor-mous</i>	Write words with ai: <i>mermaid, reclaim, exclaimed</i>
bird	corn														
girl	worn														
first	thorny														
thirsty	snorted														
squirted	scornful														
L	Vowel patterns; adding inflectional endings; e-drop feature	Make and break: <i>growled</i> and <i>prowled</i> Read: <i>scowling</i>	<table border="1"> <tr> <td>like</td> <td>liking</td> </tr> <tr> <td>close</td> <td>closing</td> </tr> <tr> <td>prune</td> <td>pruning</td> </tr> <tr> <td>shine</td> <td>shining</td> </tr> <tr> <td>blame</td> <td>blaming</td> </tr> </table>	like	liking	close	closing	prune	pruning	shine	shining	blame	blaming	<i>pow-er-ful-ly</i>	Write words with ow: <i>uncrowded, crowned, downtown</i>
like	liking														
close	closing														
prune	pruning														
shine	shining														
blame	blaming														



LEVEL	READING STAGE	SKILL FOCUS	BREAKING BIG WORDS	ANALOGY CHARTS	MAKE A BIG WORD	WRITING BIG WORDS														
M	Transitional	Adding inflectional endings and suffixes	Make and break: <i>shimmering</i> and <i>glimmering</i> Read: <i>simmering</i>	<table border="1"> <tr> <td>love</td> <td>lovely</td> </tr> <tr> <td>joy</td> <td>joyous</td> </tr> <tr> <td>home</td> <td>homeless</td> </tr> <tr> <td>bright</td> <td>brightness</td> </tr> <tr> <td>gain</td> <td>gainful</td> </tr> </table>	love	lovely	joy	joyous	home	homeless	bright	brightness	gain	gainful	gen-er-ous	Write words with -ous: <i>fabulous, joyous, enormous</i>				
love		lovely																		
joy	joyous																			
home	homeless																			
bright	brightness																			
gain	gainful																			
N	Adding inflectional endings, prefixes, and suffixes	Make and break: <i>competition</i> Read: <i>completion</i>	<table border="1"> <tr> <td>word</td> <td>drop e</td> <td>don't drop e</td> </tr> <tr> <td>wide</td> <td>wider</td> <td>widely</td> </tr> <tr> <td>tame</td> <td>taming</td> <td>tames</td> </tr> <tr> <td>stroke</td> <td>stroking</td> <td>strokes</td> </tr> <tr> <td>love</td> <td>loved</td> <td>lovely</td> </tr> </table>	word	drop e	don't drop e	wide	wider	widely	tame	taming	tames	stroke	stroking	strokes	love	loved	lovely	pre-ven-tion	Write words with -tion: <i>fraction, pollution, vacation</i>
word	drop e	don't drop e																		
wide	wider	widely																		
tame	taming	tames																		
stroke	stroking	strokes																		
love	loved	lovely																		

BEGINNER STEPS LESSON COMPONENTS, ACTIVITIES, AND WORD STUDY GOALS

COMPONENT	ACTIVITIES	WORD STUDY GOALS
Work with Names	<ul style="list-style-type: none"> Complete a name puzzle Make name with magnetic letters Trace name over a template 	<ul style="list-style-type: none"> Develop visual memory for first name Identify and discriminate letters Learn correct letter formation Learn to write first name
Work with Letters	<ul style="list-style-type: none"> Find matching letters in the bag Match letters to an alphabet chart Name letters from left to right Find a letter on the chart Name a word that begins with a letter Name the first letter of a word Find a letter that makes that sound 	<ul style="list-style-type: none"> Identify letters by name and sound Link letters to sounds Link sounds to letters Link letters to anchor pictures Develop flexibility with letters and sounds
Work with Sounds	<ul style="list-style-type: none"> Clap syllables Work with rhymes Sort pictures by first letter 	<ul style="list-style-type: none"> Phonological awareness (syllables and rhymes) Phonemic awareness (segmenting initial sound and linking to a letter)
Work with Books	<ul style="list-style-type: none"> Discuss pictures in book Read book together Encourage pointing to each word Teach concepts of print 	<ul style="list-style-type: none"> Attend to print Learn the concept of a word Identify known letters in print Understand the concept of upper- and lowercase letters Begin to recognize high-frequency words in books



COMPONENT	ACTIVITIES	WORD STUDY GOALS
Interactive Writing	<ul style="list-style-type: none"> Write a sentence together 	<ul style="list-style-type: none"> Hear initial consonant sounds Link sounds to letters Understand concept of a word Learn correct letter formation
Cut-Up Sentence	<ul style="list-style-type: none"> Remake a cut-up sentence 	<ul style="list-style-type: none"> Learn concepts of letters and words Link sounds to letters Locate a word by the first sound

POWER FROM MATCHING FRAMEWORKS

Intervention Partner lesson plans provide the same Literacy Footprints framework used by classroom teachers with some additional support for struggling readers. Each lesson is designed to engage students in literacy learning while they read books and write about their reading.

The lessons are structured as follows:

Emergent and Early Plan: Levels A-E 20 to 30 minutes each day		Early Plan: Levels F-I 20 to 30 minutes each day		Transitional Plan: Levels J-N 20 to 30 minutes each day		
Day 1	Day 2	Day 1	Day 2	Day 1	Day 2	Day 3
Sight Word Review	Sight Word Review	Sight Word Review	Sight Word Review	Introduce the Book	Finish Reading/ Reread	Guided Writing
Introduce the Book	Read and Prompt	Introduce the Book	Finish Reading/ Reread	Read and Prompt	Discuss and Teach	
Read, Discuss, and Teach	Reteach Sight Word	Read and Prompt	Discuss and Teach	Discuss and Teach	Word Study	Partner Reading
Word Study	Guided Writing	Discuss and Teach	Guided Writing			
Guided Writing	Partner Reading	Word Study	Partner Reading			

Lesson Components

Sight Word Review: Students practice writing words they have learned before. This helps students build a visual memory for words they will see in books and write in stories.

Introduction to the New Book: The teacher selects books for the guided reading group that offer opportunities for students to consolidate strategic processes as well as encounter new challenges. The educator provides students with a gist statement, a general description of what the book is about. They have students look at the pictures in the book and share what they notice. Since early reading makes heavy demands on both the processing and storage functions of a young working memory (Sousa, 2012), the book introduction helps novice readers understand and use the information they read. New sight words and unfamiliar concepts are reviewed before reading. To encourage cross-checking behavior, students are asked to choose between two possible options after looking at a familiar concept in a picture.

Students Read the Book: Students read the book independently. The teacher observes students' reading and prompts for strategies if anyone encounters difficulties.

Teaching Points: After students read the story, the teacher selects a few teaching points to highlight for the whole group. Teaching points are chosen from notes taken during the reading.

Discussion Prompt: The teacher asks students a question to explore deeper comprehension.



Teach One Sight Word: The teacher selects one sight word from the new book to teach to students. The teacher uses four procedures to help them learn the word: What's Missing, Mix and Fix, Table Writing, and Write and Retrieve.

Word Study: It is important for students to gain phonemic awareness and learn how to decode words (i.e., decipher printed words by linking them to spoken words that students already knows) (Sousa, 2012). During each lesson, the teacher shows students how to link letters to sounds, connect sounds to letters, and decode new words through three different word study activities: Picture Sorting, Making Words, and Sound Boxes. The activities help students learn to hear sounds in words. During emergent lessons, students learn to hear initial consonants and medial short vowels.

Guided Writing: The teacher dictates a simple sentence to students to write. The sentence includes some known sight words, the new word from Day 1, and some new words that students will need to say slowly and listen to the sounds before writing. The educator asks students to spell sight words correctly and use invented spelling for unknown words. Teaching points provide students with instruction in a variety of skills that will enhance and improve their reading and writing abilities. Richardson advises providing handwriting instruction based on observations of students (2009). "Achieving fluent transcription of handwritten letters is an essential prerequisite for achieving many—if not all—of the other Common Core State Standards for writing" (Reutzel, 2015, p. 15). Students use sound boxes to learn to hear sounds in words (Clay, 2005) and are encouraged to stretch out words and use invented spelling for more difficult words they want to spell. After students have written their sentences, the teacher writes the sentence on a sentence strip and cuts the sentence up. Students work together to reassemble the cut-up story. Searching for the appropriate words helps build students' monitoring skills.

Partner Reading: Students take turns reading books from their book box to a partner. Rereading helps build fluency and automaticity with reading sight words.

INTERVENTION PARTNER PILOT STUDY

Before Intervention Partner lessons were developed, a number of schools utilizing Literacy Footprints had their classroom and intervention teachers experiment with using the Literacy Footprints lesson plans together. In some cases, the classroom teacher used Day 1 of the lesson plan with students. Then, later in the day, the intervention teacher completed the lesson with the same students using the Day 2 part of the lesson. Teachers reported that some students made faster progress, but for many of the struggling learners there were too many new sight words to learn. Also, new word study skills were covered too rapidly, so students were not allowed to consolidate their learning. Teachers also reported that it was difficult to provide contingent teaching (i.e., respond to their students) when they only had taught one part of the lesson and someone else taught the other part. In particular, struggling readers tend to respond best when a noticing teacher can provide echoes across the whole lesson (Clay, 2005).

Description

In the fall of 2018, we conducted a pilot study at High Point Elementary School, a Title I school in Clearwater, Florida. Ninety percent of the children in this school are on free or reduced lunch, and they also have a high ELL population. The school uses Literacy Footprints for their guided reading program. Classroom and intervention teachers have all received ongoing training and coaching support in guided reading using Jan Richardson's *The Next Step Forward in Guided Reading* framework and Literacy Footprints. The teachers were given draft Intervention Partner lesson plans and accompanying books. Students in first, second, and third grades participated in the intervention. They began instruction at levels ranging from A through J. Students who were identified for the intervention included Title I students, English Language Learners, and Special Education students. Each student was assessed with the Benchmark Leveled Assessment used by the school district. All students in the pilot were reading significantly below their grade level.

Results

Data showed that students gained an average of 5.4 levels in 12 weeks. They averaged a .45 level gain per week. Students starting at the lowest levels made the most gains. Some students reached grade level in less than 12 weeks and were exited from the intervention.

Discussion

The pilot study is small but promising. By having an opportunity to double the amount of reading each day, many students who were behind their classmates made accelerated gains, and in some cases were at grade level by midyear. More data will be collected at the end of the school year.



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