Letter Naming Intervention Strategy – "Line-by-Line Letter ID"

For: Kindergarten and 1st grade students who have not reached the benchmark/target score on the AIMSweb Letter Naming Fluency assessment, or older students who have not mastered letter names

*This intervention is very similar to "Great Leaps" Letter Recognition and Phonics section. It can also be used for letter sounds.

Materials:
- Timer
- Daily line-by-line page activities (sheets with the letters on which the child is working organized in lines, similar to an LNF probe). The sheets should be developed specifically for the individual child using 4 – 5 different letters on a sheet – at least three known letters and 1 or 2 unknown letters. Interventionists can develop their own sheets at: http://www.interventioncentral.org/tools/reading-fluency-passage-generator (Using 18 point arial font with 5 spaces in between each letter, you can get 11 letters on a line and about 9 lines on a page.)
- Recording Graph

Recommended Duration and Frequency: This intervention should be conducted at least 3 times per week for 10 – 15 minutes per session. Monitor the student's progress once a week or twice monthly using the AIMSweb Letter Naming Fluency probes (or LSF, if doing sounds). When the student's score is at the benchmark/target for 3 consecutive monitors and teacher observation confirms that the skill has been transferred to classroom work, the intervention may be discontinued.

Steps for Intervention:

1. Before beginning the intervention, administer all ABC flashcards to the student initially, asking for letter names. The student should give the name within 3 seconds for it to be counted correct.
2. Select 3 "known name" letters, and 1-2 letters with unknown names. (Unknown letters to which the student has a connection, such as letters in the student's name, should be selected first.) If the student knows only 1 or 2 letter names, use just those with 1 "unknown". If the student knows no letter names, select 2 unknown letters that have either already been presented in class or are in the student's name. Record whether other letters are known and unknown for later use.
3. Develop a line-by-line sheet for each day of intervention with the student (see "Materials" section above, and see the sample sheet attached). The sheet for the day should have lines of letters on it. The lines should contain mixtures of 3 known letters, and 1 or 2 unknown letters.
4. Start the intervention. The general intervention process is as follows:
    a. Put a copy of the line-by-line letters page in front of student. Say, "When I say 'Begin', tell me the names (or sounds) of as many letters as you know. If you don't know a letter, I'll tell it to you."
    b. Set the timer for one minute.
    c. Say, "Begin" and start the timer.
    d. Score using your own copy using slashes to mark those incorrect.
    e. If a student is stuck on a letter for 3 seconds, tell the student the letter name. If a student gives an incorrect letter name and moves on himself, do not stop the student.
    f. Stop after one minute.

Note: Suggested passing criteria for a page of letter names is 48 letter names per minute with 2 or fewer errors. For letter sounds, it's 44 sounds per minute. The interventionist can adjust the criteria as s/he sees fit.

5. Scoring and Graphing is done IMMEDIATELY after the one-minute timed activity.
    a. Count the number of correct responses and number of errors.
    b. On the graph, you will mark corrects and incorrects for that page and day.
        i. First write in the date in the "Week of:" box on top of the graph.
        ii. Next, write the letters the student practiced today in the "Letters Practiced" boxes.
        iii. Then, in the column on the graph that corresponds to that day of the week you're on, you mark the "corrects" and "errors" in bar graph-type fashion.
    c. IMMEDIATELY show the graph to the student. Point out how well they did, and/or tell them that they're doing a great job.
6. The next step is to do the standard error correction procedure for any incorrect responses on the page.
    a. Point out the errors the student made on the page. Use the corrective language: "That letter/sound is _____. What letter/sound? Yes, that's _____."
    b. After doing the error correction procedure, you practice the page. Have the student finish any unattemped letter names/sounds untimed. Then do **<u>Duet Reading</u>** from the beginning of the page. For Duet Reading:
        1. The interventionist and student take turns reading the letters or sounds on the page, starting with the interventionist.
        2. Then the interventionist and student read the page again, starting with the student.
        3. Last, the student should read the page by him or herself once.
7. Determine which activity the student will do the next day. If the student passed the page today (48 for letter names, 44 for letter sounds; with 2 or fewer errors), he goes on to a new page. The new page should consist of the 1-2 previously-unknown letters from today's page (now called "knowns" since the student passed), one more "known" letter, and 1-2 new "unknowns". If the student did not pass the page, today's page will be repeated until passed. (Note: **You should not spend more than 2 weeks on a given page. If a student spends two weeks on a page, his readiness for letter naming should be evaluated. A Phonological Awareness intervention may be more appropriate.)**
8. Continue developing new pages for the student each time the current day's page is passed. The student moves through the letter names in this fashion until they are all learned. Once a week or at least twice monthly, the LNF (or LSF, if doing sounds) progress monitoring probe should be administered to evaluate the effectiveness of the intervention.

Letter Naming "Line-by-Line Letter ID" Intervention – Integrity Check

Interventionist:_____ **Date:_____ Grade Level:_____ Tier_____**
Integrity Monitor:_____

Descriptor - Student	Yes	No	N/A
Student has scored below benchmark on the AIMSweb LNF (or LSF, if doing sounds) universal screening.			
Student is in Grade K or 1, or is older and has been assessed using a LNF (or LSF) screener.			

Descriptor - Materials	Yes	No	N/A
Student has a line-by-line letter naming practice sheet.			
Interventionist has an identical line-by-line letter naming recording sheet, a graphing sheet, and a timer.			

Descriptor - Interventionist	Yes	No	N/A
Interventionist maintains an environment conducive to task completion (quiet, manages behavior issues, engages student, etc.)			
Interventionist follows the steps for implementing the strategy, including stating directions, timing for a minute (using appropriate error correction), graphing results, and practicing the page (assisting the student if s/he has difficulty using the designated correction and duet reading procedures).			
The letters practiced seem appropriate for the student's skill level.			
Interventionist scores the student responses accurately on the recording sheet.			
Interventionist graphs the date, letters practiced, and student responses accurately on the graph.			
The intervention is conducted at a brisk pace at least 3 times per week for 10-15 minutes.			
A new practice page is developed for the student when the student passes the current day's page. The new page includes the previously-unknown letter(s), another "known" letter, and one or two new "unknowns".			
The student practices a page until passed, and spends no more than 2 weeks on a page. If the student needs more than 2 weeks, the interventionist evaluates the student's readiness for this intervention.			
Student's progress is monitored using AIMSweb LNF (or LSF, if doing sounds) at least twice monthly.			

Letter Naming/Line-by-Line Letter ID Integrity Check Summary:_____ of _____ applicable components are observed.

Notes:

Line-by-Line Letter ID Graph

		Week of:_____	Week of:_____	Week of:_____	Week of:_____	Week of:_____	Week of:_____
L	56						
E	54						
T	52						
T	50						
E	48						
R	46						
S	44						
	42						
per	40						
M	38						
I	36						
N	34						
U	32						
T	30						
E	28						
	26						
	24						
	22						
	20						
	18						
	16						
	14						
	12						
	10						
	8						
	6						
	4						
	2						
	0						
E	10						
R	8						
R	6						
O	4						
R	2						
S	0						
Letters Practiced							

Curriculum-Based Measurement: *LINE-BY-LINE LETTER NAMES: Examiner Copy*

Assessment Date:_____/_____/_____ Student:_____ Examiner:_____

Words Read Correctly (WRC): _____ Errors: _____ Notes:
_____

S, X, O, M

S	X	O	M	X	M	O	S	O	M	S	11
S	X	M	O	M	O	X	X	M	O	O	22
O	M	X	M	O	S	M	M	X	S	O	33
O	M	X	O	S	S	X	M	S	O	M	44
X	M	O	M	M	S	O	X	M	S	X	55
M	S	X	O	O	X	S	M	M	X	X	66
X	O	M	X	M	O	O	X	S	M	S	77
M	S	S	X	X	M	M	S	O	X	M	88
O	O	M	S	S	M	X	O	X	S	O	99

S, X, O, M

S	X	O	M	X	M	O	S	O	M	S
S	X	M	O	M	O	X	X	M	O	O
O	M	X	M	O	S	M	M	X	S	O
O	M	X	O	S	S	X	M	S	O	M
X	M	O	M	M	S	O	X	M	S	X
M	S	X	O	O	X	S	M	M	X	X
X	O	M	X	M	O	O	X	S	M	S
M	S	S	X	X	M	M	S	O	X	M
O	O	M	S	S	M	X	O	X	S	O