

## CR Success PRISM Reading Intervention Program



*A small group intervention program that addresses all components of literacy and aligns with Tier One instruction*



**A.C.T.**

for Today's Reader

Active Learning  
Connected Text  
Teacher Experts

# Overview of PRISM

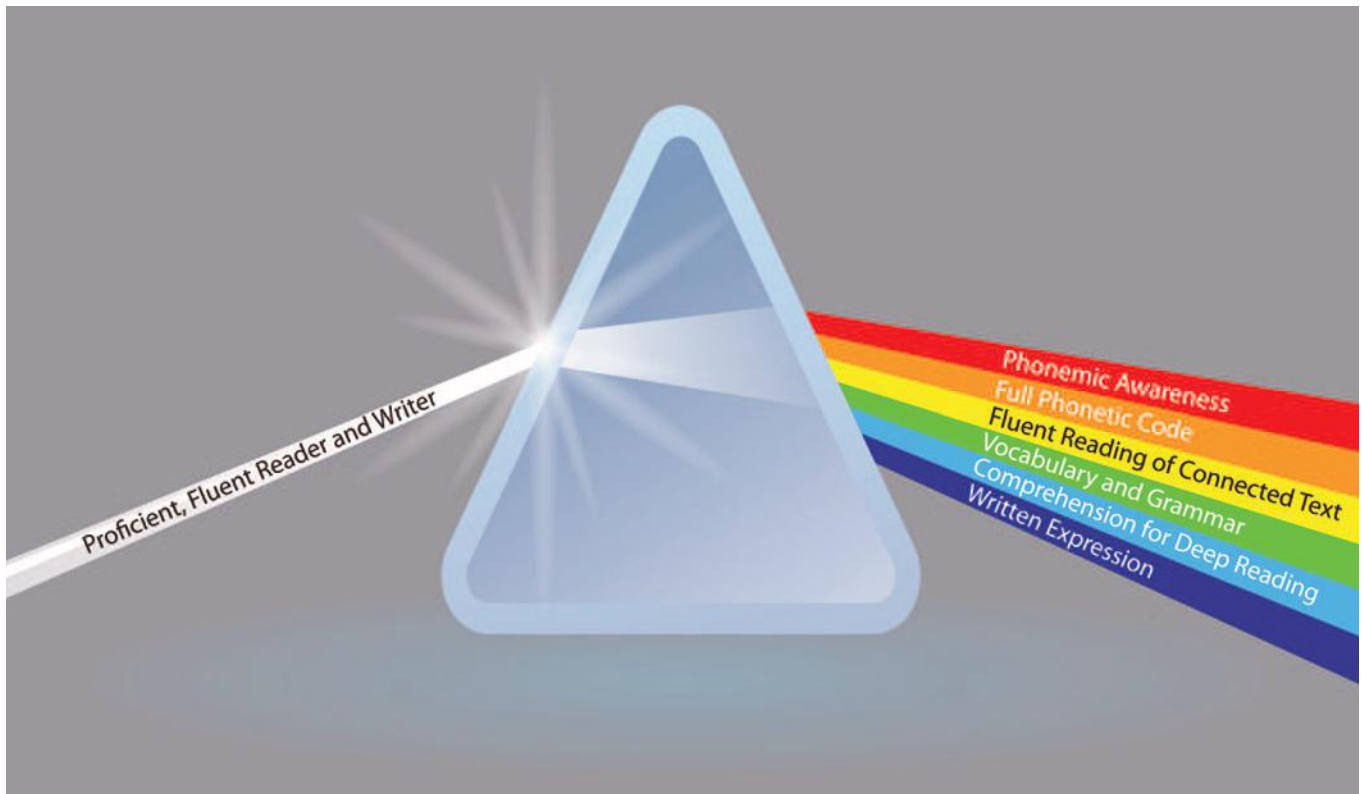


*CRSL specializes in research-based curriculum that encourages deep phonological processing while learning systematic phonics in a sequential and cumulative manner. This integrated phonics and phonological learning is immediately practiced through connected reading, word study, and writing, which develops fluency, comprehension, and vocabulary.*

<b>Who?</b>	<i>PRISM</i> is designed for students K-5 who have a significant reading deficiency or disability. <i>PRISM</i> may be used as a targeted intervention or as an intensive intervention.
<b>What?</b>	<p><i>PRISM</i> offers</p> <ul style="list-style-type: none"> <li>• a scientific research-based program developed during 20 years of implementation in schools across the nation</li> <li>• a comprehensive scope and sequence, based on scientific research, that delivers explicit and sequential instruction in the five components of reading as well as spelling, handwriting, and writing</li> <li>• a multisensory, active approach that fully engages students</li> <li>• an alignment to state and national standards</li> </ul>
<b>Where?</b>	<p>Within or outside the classroom, outside of core instruction, in small group settings</p> <p>Target Instruction – maximum of 5-6 students</p> <p>Intensive Instruction – 3 students</p>
<b>When?</b>	30-60 minutes, 3-5 times per week (Intensity and duration will vary depending upon the needs of the students.)
<b>Assessment</b>	<p>The <i>PRISM</i> program includes</p> <ul style="list-style-type: none"> <li>• a process that integrates standardized, approved testing to <b>identify</b> students</li> <li>• a quick, efficient way to <b>match</b> the student’s strengths and needs for intervention, using the <i>PRISM Reading Assessment</i></li> <li>• a system of how to <b>begin</b> instruction at a certain level and how to modify/scaffold to meet student’s needs</li> <li>• a regular routine (after each 5 lessons) to <b>monitor</b> outcomes as well as summative assessment after each level of 40 lessons</li> </ul>
<b>Professional Development</b>	<p><i>PRISM</i> offers</p> <ul style="list-style-type: none"> <li>• a one-day or two-day training* at the beginning of implementation along with embedded training during the first year</li> <li>• Coaching and Observation, with feedback</li> <li>• Sustainability plans that involves school-based leadership teams</li> </ul> <p>* length of training (one day or two days) depends upon participants’ previous training in CR Success Learning and/or Structured Literacy</p>

# What *Prism Reading Program* Teaches

The **PRISM Reading Program** has a **research-validated curriculum**. The curriculum of PRISM is based on seamless weaving of the major components of literacy, as determined by scientific research.



*PRISM Reading Program* offers six levels of instruction, from pre-primer reading level to the end of 2nd grade reading level. Each level (Red, Orange, Yellow, Green, Light Blue, Dark Blue) has 8 Folders and each folder has five 30-minute lessons, plus a 30-minute assessment. Thus, there is a total of 180 instructional minutes per folder, equaling 1440 instructional minutes per level.

The first two levels, **Red** and **Orange**, build the crucial building blocks of reading (phonemic awareness skills, concepts of print) and develop automatic sound-symbol correspondence for the basic code. Students learn to read at the word, phrase and sentence level.

The next two levels, **Yellow** and **Green**, reinforce the code and sight word vocabulary, while reading connected text at the early first-grade level.

The last two levels, **Light Blue** and **Dark Blue**, expand phonetic instruction to present multisyllabic words, strengthen sight word vocabulary and deepen comprehension skills, while reading text at late first to the end of second-grade level.

Vocabulary, grammar, spelling, handwriting, and writing composition are woven into each level.

# The PRISM Reading Program End-of-Level Goals

	Red Folders	Orange Folders	Yellow Folders
<b>Reading Levels</b>	Lexile Level: BR K.0 – K.6	Lexile Level: BR K.6 – 1.3	Lexile Level: BR – 250L K.9 – 1.5
<b>Concepts of Print</b>	<ul style="list-style-type: none"> <li>Establish directionality</li> <li>Identify title and author</li> </ul>	<ul style="list-style-type: none"> <li>Have voice-print match</li> <li>Identify ending punctuation</li> <li>Discriminate word/phrase/sentence</li> </ul>	<ul style="list-style-type: none"> <li>Identify sentence features (capitalization, punctuation)</li> <li>Read dialogue</li> <li>Read speech bubbles</li> </ul>
<b>Phonemic Awareness</b>	<ul style="list-style-type: none"> <li>Blend phonemes in one-syllable words with up to 3 phonemes (with teacher support)</li> <li>Segment one-syllable words with up to 3 phonemes (with teacher support)</li> </ul>	<ul style="list-style-type: none"> <li>Blend phonemes in one-syllable words with up to 3 phonemes</li> <li>Segment one-syllable words with up to 3 phonemes</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish long/short vowel sounds</li> <li>Blend and segment four-phoneme words</li> </ul>
<b>T.R.I.C.K.y Word Recognition (irregular words)</b>		20-25 Words	20-25 New Words
<b>Fluency</b>			
<b>Alphabetic Principle/ Phonics</b>	<ul style="list-style-type: none"> <li>Identify consonants and short vowel sounds</li> </ul>	<ul style="list-style-type: none"> <li>Concepts 1, 2</li> <li>Identify short vowels, consonants, consonant digraphs</li> </ul>	<ul style="list-style-type: none"> <li>Concepts 1, 2, 4, 7</li> <li>Identify consonant digraphs, closed syllables, blends, suffixes <i>s</i> and <i>ing</i></li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Identify nouns, basic verbs, colors</li> </ul>	<ul style="list-style-type: none"> <li>Show understanding of key words in sentences (color words, prepositions, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Identify Focus Words</li> <li>Show understanding of key words in text</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>Have Concepts of Print for stories read orally</li> <li>Retell events for stories read orally</li> <li>Identify characters for stories read orally</li> </ul>	<ul style="list-style-type: none"> <li>Have Concepts of Print for stories read orally</li> <li>Retell events for stories read orally</li> <li>Identify characters for stories read orally</li> </ul>	<ul style="list-style-type: none"> <li>Respond to POP (picture, own, prediction/ purpose)</li> <li>Retell events in sequence</li> <li>Use story vocabulary</li> <li>Identify characters by name, detail</li> <li>Identify setting</li> <li>Identify main idea</li> <li>Self-correct while reading</li> <li>Make literal connections</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Label pictures</li> <li>Use a combination of drawing, dictating and writing to respond to a prompt</li> </ul>		<ul style="list-style-type: none"> <li>Participate in interactive writing</li> <li>Write dictated sentences</li> </ul>

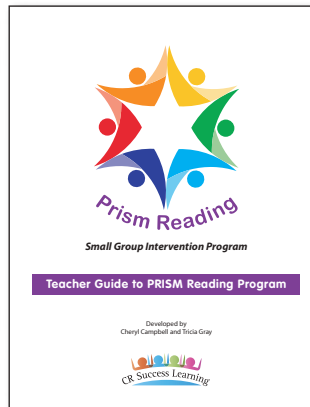
# The PRISM Reading Program End-of-Level Goals

Green Folders	Light Blue Folders	Dark Blue Folders
Lexile Level: 30L- 230L 1.3 – 1.5	Lexile Level: 150L-350L 1.5 – 2.0	Lexile Level:: 280L – 440L 1.8 – 2.5
<ul style="list-style-type: none"> <li>Identify sentence features (capitalization, punctuation)</li> <li>Read dialogue</li> </ul>		
<ul style="list-style-type: none"> <li>Distinguish long/short vowel sounds</li> <li>Blend up to 5 phonemes in one- syllable words</li> <li>Segment one- syllable words with up to 5 phonemes</li> </ul>	Students continue to actively develop phonemic awareness through the Folder Lessons.	
25-35 New Words	Read common high-frequency words at grade level.	
Read 45 wcpm	Read 75-100 wcpm	Read 90-120 wcpm
<ul style="list-style-type: none"> <li>Concepts 1, 2, 2.5, 4,7</li> <li>Identify consonant digraphs, closed syllables, open syllables, silent <i>e</i> syllables, complex ends and fronts, suffixes <i>s</i> and <i>ing</i></li> </ul>	<ul style="list-style-type: none"> <li>Concepts 4-9</li> <li>Introduction to multisyllabic words</li> <li>Identify closed, open, silent <i>e</i>, and ending syllables, certain suffixes</li> </ul>	<ul style="list-style-type: none"> <li>Concepts 9-18</li> <li>Read multisyllabic words with an emphasis on vowel teams and long vowel spellings</li> <li>Identify all six syllable patterns</li> </ul>
<ul style="list-style-type: none"> <li>Identify Focus Words, contractions, simple suffixes</li> <li>Show understanding of key words in text</li> </ul>	<ul style="list-style-type: none"> <li>Identify expanded list of suffixes and prefixes, contractions, compound words</li> <li>Show understanding of key words in text</li> </ul>	<ul style="list-style-type: none"> <li>Use antonyms, synonyms, context to advance word knowledge</li> <li>Show understanding of key words in text</li> </ul>
<ul style="list-style-type: none"> <li>Respond to POP (picture, own, prediction/ purpose)</li> <li>Retell-events in sequence</li> <li>Use story vocabulary</li> <li>Describe characters by name, detail</li> <li>Describe setting</li> <li>Identify central message</li> </ul>	<ul style="list-style-type: none"> <li>Respond to POP (picture, own, prediction/ purpose)</li> <li>Retell-events in sequence</li> <li>Use story vocabulary</li> <li>Describe characters by name, detail</li> <li>Describe setting</li> <li>Identify central message</li> </ul>	<ul style="list-style-type: none"> <li>Respond to POP (picture, own, prediction/ purpose)</li> <li>Retell-events in sequence</li> <li>Use story vocabulary</li> <li>Describe characters by name, detail</li> <li>Describe setting</li> <li>Identify central message and important details</li> </ul>
<ul style="list-style-type: none"> <li>Write 1-2 sentences to state central message, describe a character or setting, or retell events</li> </ul>	<ul style="list-style-type: none"> <li>Write a short constructed response</li> <li>Write a basic retell</li> </ul>	<ul style="list-style-type: none"> <li>Write an opinion, narrative, or informational piece that includes an engaging opening, details, and a strong closure</li> </ul>



# Instructional Materials Included

All materials (except the magnetic folders and small group reading sets) are packaged in an attractive, portable file box, with dividers for each level.

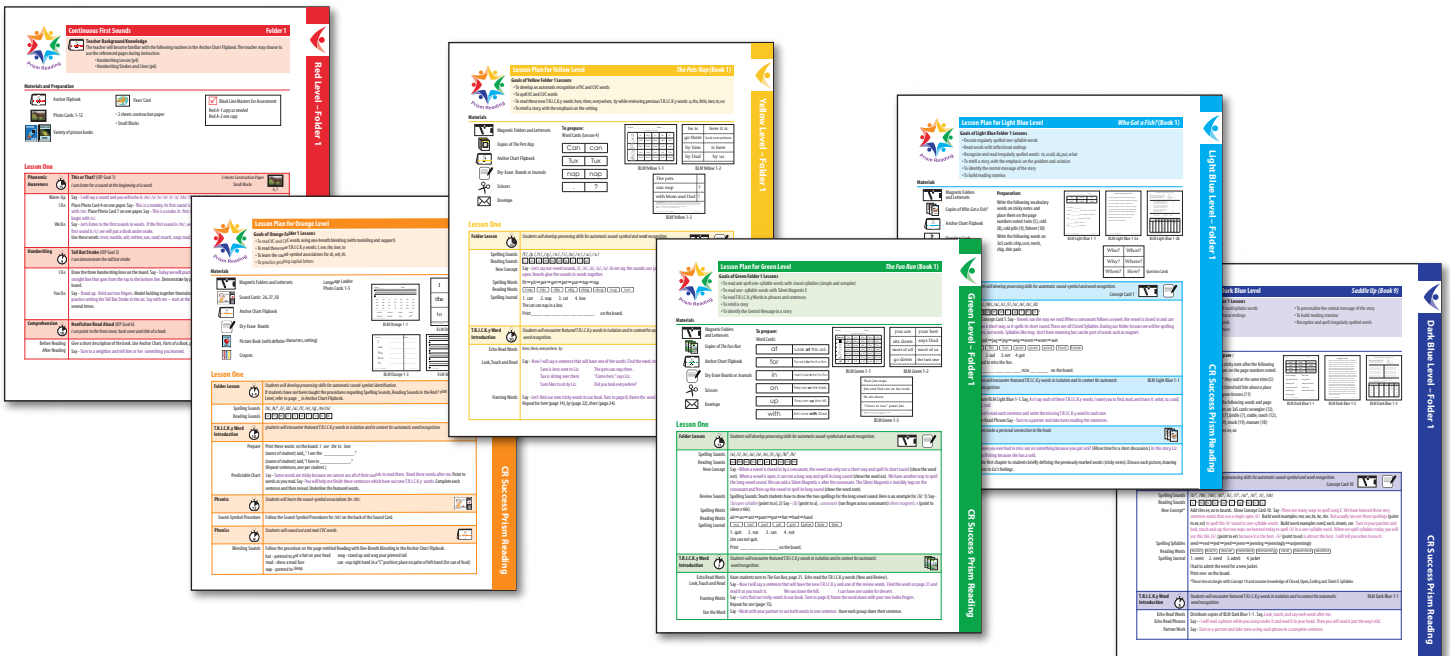


This 79-page guide provides an overview of the *PRISM Program*, a description of the materials, an explanation of the different assessments, and recommendations for how to prepare and then instruct each level.



USB Flash Drive

The flash drive includes downloadable files for all Black Line Masters (assessments, student workbooks, and record sheets).



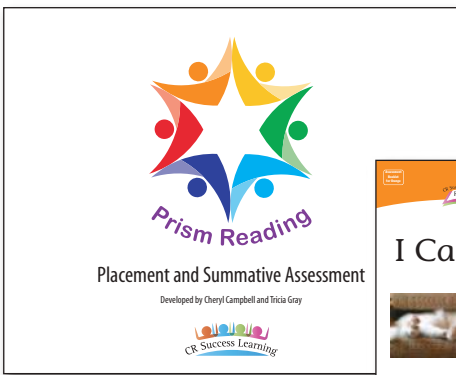
The eight folders in each level have the following design:

- Four-page folder with Materials List, 5 Lesson Plans and Progress Monitoring
- Color coded by level
- Printed on heavy, gloss card stock

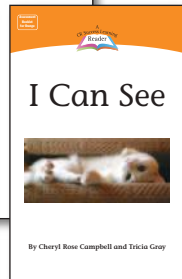
# Additional Instructional Materials Included



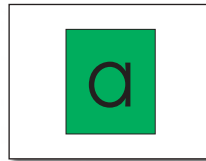
Anchor Chart Flipbook for each Level



Assessment Book



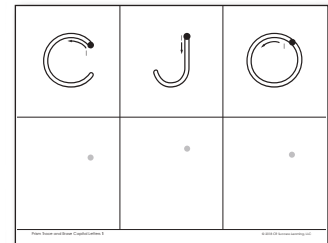
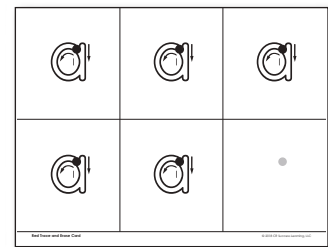
I Can See  
(1 assessment reader)



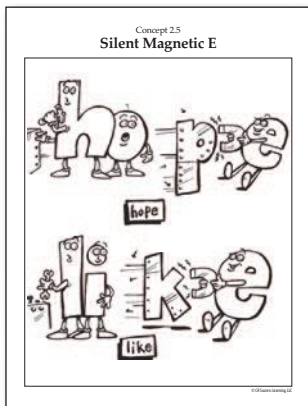
Reading Sound Deck  
(92 cards)



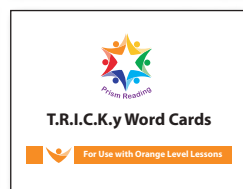
31 Photo Cards



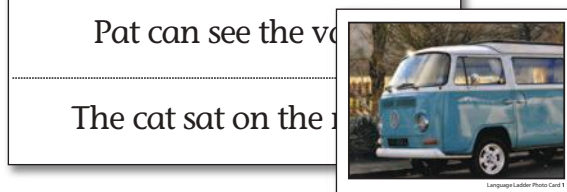
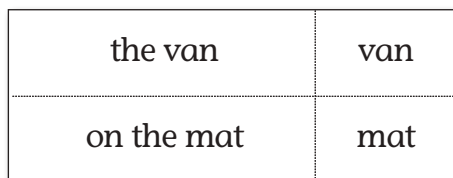
26 Lowercase and 13 Capital Letter  
Trace and Erase Cards



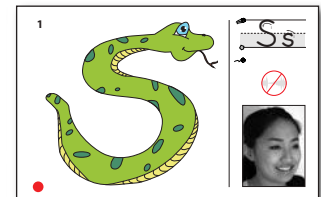
32 Concept Cards



132 T.R.I.C.K.y Word Cards

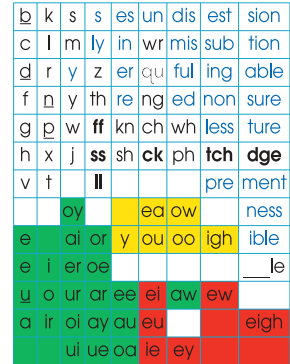
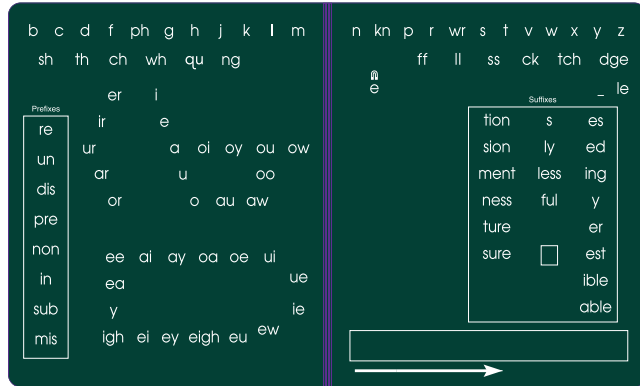


Language Ladder Cards and Pictures



31 Sound-Symbol Cards

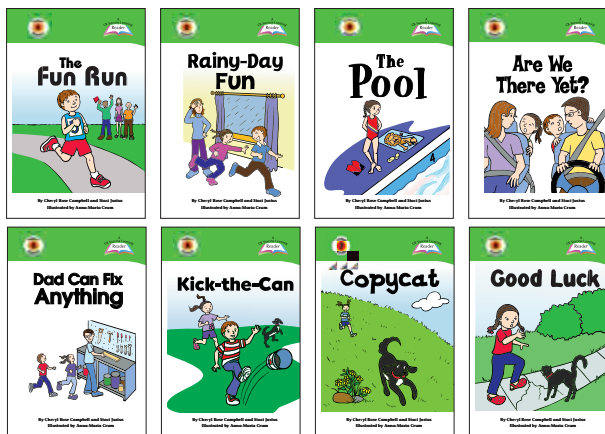
# Student Materials Included



6 Foundation Magnetic Folders and Lettersets



6 sets Sam and Tux Book Series (8 titles)



6 sets Bridge Book Series (8 titles)



6 sets Tales of Friends Book Series (16 titles)

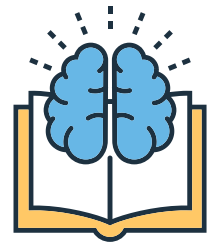




# PRISM's Six Best Practices for Intervention

## 1 Focus on the Essentials - Use the Science!

It is well established by the science of reading that effective reading instruction must provide explicit, sequential instruction in the five pillars of reading, as defined by the National Reading Panel (NICHD, 2000): phonemic awareness, phonics, vocabulary, comprehension and fluency.



**Teach phonemic awareness to the advanced level**  
The Red and Orange Levels teach oral phonemic awareness skills, including identifying, blending and segmenting phonemes. At the Yellow Level, students begin applying new phonetic concepts while segmenting, blending, and manipulating phonemes in words. Students continue to develop their phonological knowledge. By the Blue Level, students are segmenting, blending, and manipulating advanced phonemes to prepare to read multisyllabic words.

Spelling Sounds	/ā/², /th/, /sh/, /d/², /s/, /ī/², /o/², /ē/², /r/, /ch/
Reading Sounds	s⁴ m k u² a² l² g² b v s
New Concept*	Add tiles <i>ee, ea</i> to boards. Show Concept Card 10. Say - <i>There are many ways to spell Long E. We have learned these very common words that use a single open /ē/. Build word examples: me, we, be, he, she. But usually we use these spellings (point to ee, ea) to spell the /ē/ sound in one-syllable words. Build word examples: need, each, dream, see. Turn to your partner and look, touch and say the two ways we learned today to spell /ē/ in a one-syllable word. When we spell syllables today you will use this tile /ē/ (point to ee) because it is the best. /ē/ (point to ea) is almost the best. I will tell you when to use it.</i>
Spelling Syllables	veed → ved → jed → jeed → jeem → jeeming → jeemingly → unjeemingly
Reading Words	leash teach leave needed dreaming real beamed seated

Example of a Folder Lesson at the Dark Blue Level

**Provide systematic, explicit phonics**  
PRISM systematically and sequentially teaches the complete structure of the English language in a memorable manner, through 25 Visual Concepts. It uses a research-based progression of skills. A multisensory approach is employed. Songs, gestures, chants, visual posters, and cognitive categories enhance the learning.

**Give ample opportunities to apply these skills to reading connected text while developing comprehension, vocabulary and fluency**  
Students immediately apply their phonological and phonetic learning to reading connected text and writing connected text. High-interest books provide the basis of instruction. CR Success directly teaches the coordinated comprehension process of predict-monitor-repredict, using validated comprehension strategies and advanced questioning. Graphic organizers support each strategy. Vocabulary is directly taught and a morphological emphasis empowers word learning. Fluency develops as students conduct repeated reads of a range of stories; students engage in independent, partner, and choral reading.

**The R Family**  
To the tune "Do Your Ears Hang Low"

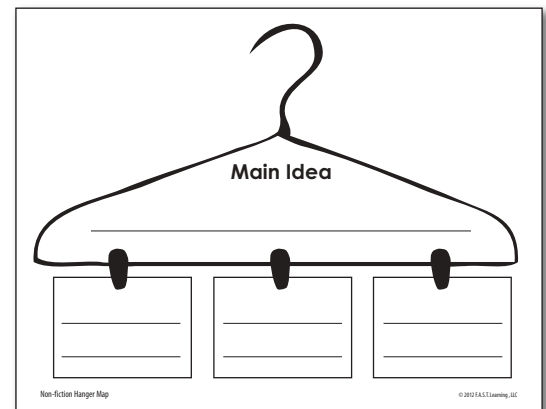
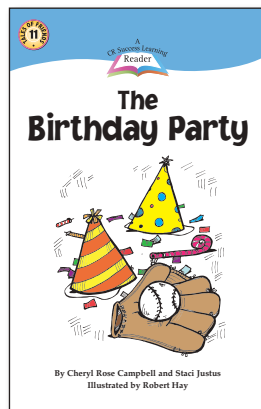
See the five different tiles in the R Family,  
They all spell /er/ in the R Family.  
There is **er**, **ur**, **ir**, and **or**, and **ar**.  
In the R Family.

But two teenagers in the R Family,  
Like to go their own way in the R Family,  
Like /or/ as in fork,  
And /ar/ as in farm,  
In the R Family.

\*Point to the tiles as students sing /er/.

Black Line Master 20-4 © 2013 CR Success Learning, LLC

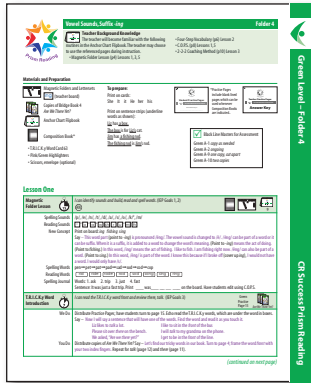
R Family Concept Song





## 2 Connect the Learning

The theoretical framework of PRISM is based on the **interconnections of the linguistic processes**. Research has shown that the different reading processes support each other. Sadly, these processes are too often taught as splintered skills. Thus, it became vitally important that PRISM's curriculum established links between the different reading processes.



Below is a description of one set of lessons from Green Folder 4. The ultimate goal of this folder is that students will read the book, *Are We There Yet?*, with accuracy, fluency and comprehension. This book features a story with simple and complex Closed Syllables.



### Phonemic Awareness and Phonics

The Magnetic Folder Lessons (lessons 1, 3, 5) build the skills of identifying, blending, segmenting, and manipulating phonemes in words with ending blends and with suffixes. These skills enable the decoding of these words.



### Phonics and Comprehension

The phonics lessons in Lessons 1, 3, 5 develop the concept of reading words with suffixes and ending blends. Research has shown that phonics instruction enables accurate word decoding and comprehension.



### Vocabulary, Phonics, and Comprehension

The vocabulary lessons in Lessons 1, 2 support the meaning of individual words and idioms. Knowing the meaning of words promotes the decoding of the words and the comprehension of the text.



### Syntactical Knowledge and Comprehension

The grammar lesson in Lesson 4 is also connected to the text. Understanding syntax and parts-of-speech is strongly related to reading comprehension.



### Fluency and Automatic, Accurate Word Reading and Comprehension

The repeated readings in Lessons 2, 3, 5 allow students to develop fluency, with an emphasis on prosody. This automatic and accurate reading with expression definitely aids comprehension.



### Comprehension and All Other Processes

The Simple View of Reading (Gough and Tunmer) has this formula: Decoding + Language Comprehension = Reading Comprehension. PRISM ensures that phonemic awareness and phonics are developed to assist fluent decoding, while promoting language development (vocabulary, grammar, oral discourse). These different processes are linked together and aligned to the text chosen for the set of lessons in the folder. Thus, at the end of the folder, students are able to demonstrate comprehension by retelling the story, answering questions about the storyline, and responding to inferential questions.



## 3 Be Clear and Consistent


PRISM follows the well-established research principles of explicit instruction.

- Focusing on specific goals, written as I Can Statements
- Using “backward design” in planning; the ultimate student outcome is always kept in mind
- Ensuring clarity of language
- Reducing the cognitive load on the student by simplifying the language and the amount of content, modeling, limiting teacher talk, and giving concrete tools to the student
- Employing specific error correction
- Developing long-term retention through many opportunities to practice and through making meaningful connections



Lessons are well-designed routines that follow the I Do (teacher modeling, “think alouds” and explanation), We Do (guided practice, with scaffolding), and You Do (independent practice).

Below is an example of one lesson.

	<i>Modeling</i>	<i>Specific Goal</i>	<i>Clear Language</i>
<b>Phonemic Awareness</b> 	<b>Which One Doesn't Belong?</b> (IEP Goal 1) <i>I can identify the beginning sound that is different.</i>		
Warm-Up	Say -Let's think of words that begin with sound /k/. Encourage rapid naming by writing tally marks as students call out words. Since this is an auditory activity, do not be concerned if the word begins with a hard c or a k.		
I Do/We Do	Say – I will tell each of you a word. All but one of the words will begin with the same sound. After I tell you the word, repeat it and say the beginning sound. For example, if my word is way, I will say way, /w/. Walk behind each student and say a word: time, tall, turtle, way, tomato, tell. Ask – Which one doesn't belong because it has a different beginning sound? Yes, way doesn't belong.		
You Do	Use the following words. Adjust the number of words to the number of the students, but always keep the word in bold.		
	wick, <b>table</b> , was, wonder, wake get, candle, cat, cake, kit game, gas, guess, <b>yes</b> , guzzle	pack, pink, <b>lady</b> , pen, past jam, jumble, jazz, John, <b>days</b> tank, tell, <b>kite</b> , tuba, toad	

*Guided Release* (pointing to I Do/We Do)

*Multiple Practice* (pointing to You Do)



## 4 Engage the Students



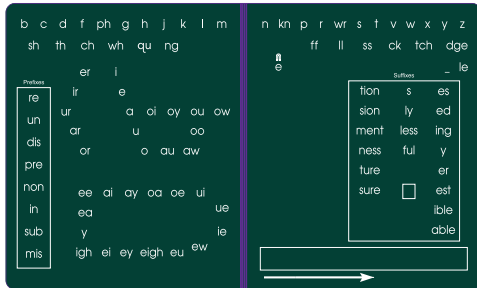
### Have well-established routines

In *PRISM*, expectations are established, procedures are defined, and transitions are practiced. These routines allow for a brisk pace of instruction and eliminates “down time.” Students are fully engaged.



### Use active learning techniques

All activities in *PRISM* are designed to be active, hands-on, and multisensory. Each lesson is developed with the idea that “teacher talk” should be limited and student participation should be a high priority.



The unique magnetic folder with letter tiles is an interactive tool to promote student’s fluency in sound-letter correspondences and word recognition, while developing the phonemic awareness skills of identifying, segmenting, blending, and manipulating phonemes. The entire phonetic code for English can be taught using this tool.



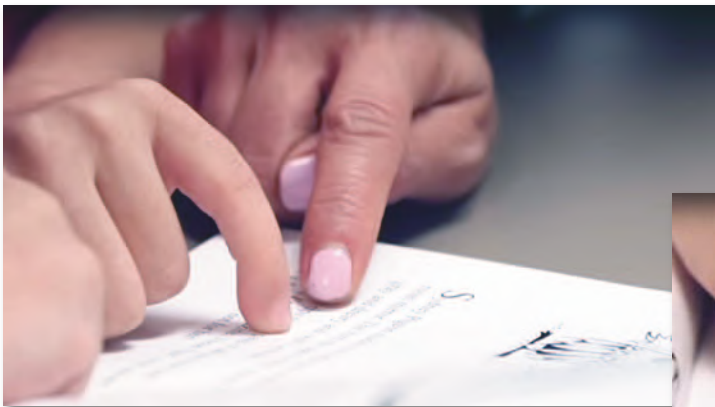
### Offer multiple opportunities to practice and develop automaticity

*PRISM* recognizes the need for cumulative review and extensive practice insure mastery. Students have many times to respond during activities that are designed to be meaningful, engaging, and to provide immediate feedback from the teacher. The feeling of success from this practice increases student involvement.

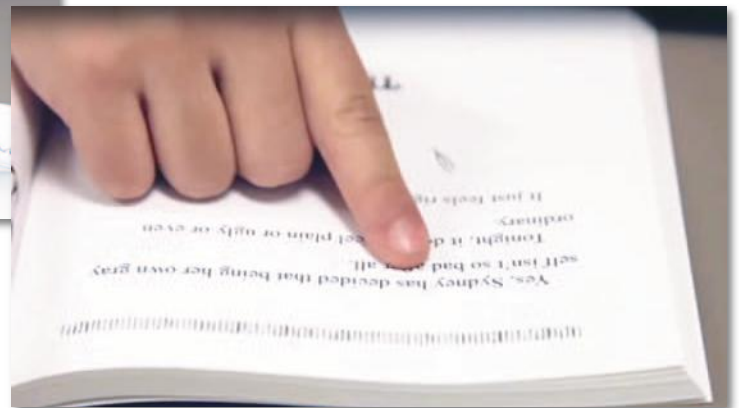


### Include books that truly tell a story

Beginning with the Yellow Level, *PRISM* offers students ample opportunities to apply phonological and phonetic skills to reading connected text while, at the same time, the students develop comprehension strategies and reading stamina. Our readers captivate the students with true narratives about events and problems they would encounter in life. The language is clear and concise, without the archaic language that many decodable readers use. The characters are reoccurring, so the students build a familiarity with them.



*PRISM has a high degree of letter-to-text match. Practice is meaningful and transfers skills for automaticity and generalization.*





# PRISM's Six Best Practices for Intervention

## 5 Reach Every Child

PRISM strongly believes that decisions for intervention must be made by systematic assessment and data collection. When an individual student's reading strengths and needs are defined in observable terms, the teacher is then able to provide focused intervention that reaches every child.



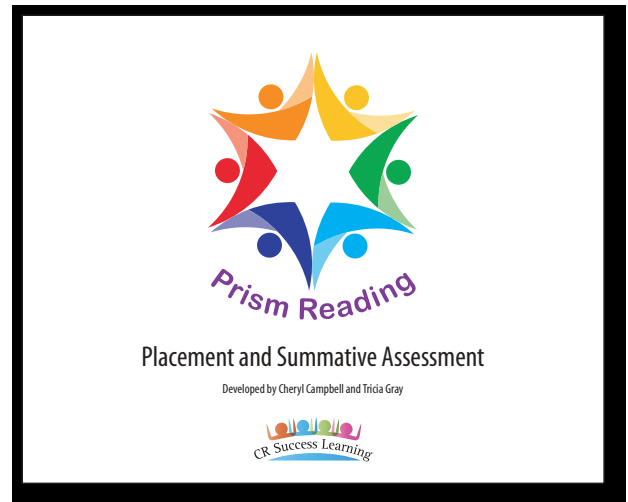
### ■▲● Differentiation Through Exact Placement

Research indicates "the need for differentiated, efficient, and focused interventions to expedite reading progress." (Jones et al, 2016).

Areas of assessment include:

- Phonemic Awareness and Phonemic Proficiency
- Word Recognition Abilities (Decoding and Word Reading Automaticity)
- Reading Level (accuracy and fluency)
- Reading Comprehension
- Observations by the Teacher

Using this data, the teacher determines the goals and objectives for the student. He/she then administers the PRISM Reading Assessment. This unique assessment guides the teacher in placing the student at the correct level in the program.



*The PRISM Reading Assessment is presented in an easy-to-use booklet.*

### ■▲● Differentiation Through Progress Monitoring and Scaffolding

Progress Monitoring is embedded in PRISM's instruction, either informally (during the lesson) or formally after every 5 lessons, at the end of a folder.

## Prism Progress Monitoring

<b>Individual Assessment</b>		<i>I can read a passage (cold read with concept words) with 95% accuracy and with my target fluency rate. (IEP Goal 6)</i>	Light Blue Practice Page 12 Light Blue A-2 one copy Light Blue A-5 one per student
Assess	Call one student at a time. Ask student to find Practice Page 12 in his/her booklet. Use Light Blue A-5 to record student's reading. After the student has read, record accuracy and fluency on Light Blue A-2. Analyze student's miscues on Light Blue A-5 to determine which phonetic concepts or which T.R.I.C.K.y words may need further instruction.		

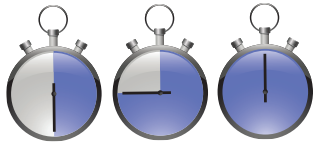
Educators are given scaffolding suggestions so that they might adjust instruction in response to the progress monitoring.



# PRISM's Six Best Practices for Intervention

## 6 Have a Program That is Designed for Intervention

PRISM was created by interventionists for interventionists, recognizing their unique needs and demands. Interventionists often work in small spaces, must track multiple data, and must plan for many different groups.





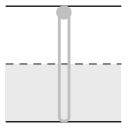




### Offer a Flexible Schedule

Effective intervention requires the ability for educators to increase the intensity of instruction by increasing the time and frequency of instruction and/or reducing the size of the instructional group.

PRISM is designed for small groups (3-6 students). Teachers can plan implementation of the program for the needs of specific groups, using the projected time for each lesson. Thus, PRISM has the flexibility to be used in a 30-minute or 45-minute or 60-minute block of instruction.

### Timing for a Lesson

		Lesson One	
<b>Projected Times</b>	<b>Phonemic Awareness</b> 	<b>This or That?</b> (IEP Goal 1) <i>I can listen for a sound at the beginning of a word.</i>	2 sheets Construction Paper Small Blocks 
	Warm-Up	Say - I will say a sound and you will echo it. /m/ /s/ /v/ /n/ /r/ /z/ /sh/ /f/ /l/ /h/ /th/ /wh/	
	I Do	Place Photo Card 4 on one paper. Say - This is a monkey. Its first sound is /m/. Say /m/. Monkey is listening for words that begin with /m/. Place Photo Card 7 on one paper. Say - This is a snake. Its first sound is /s/. Say /s/. Snake is listening for words that begin with /s/.	
	We Do	Say - Let's listen to the first sounds in words. If the first sound is /m/, we will put a block under monkey for the /m/ sound. If the first sound is /s/, we will put a block under snake. Use these words: <i>men, marble, salt, mitten, sun, sand, march, soap, mud, sat.</i>	
	<b>Handwriting</b> 	<b>Tall Bat Stroke</b> (IEP Goal 5) <i>I can demonstrate the tall bat stroke.</i>	 R7
	I Do	Draw the three handwriting lines on the board. Say - Today we will practice the Tall Bat Stroke. It is a tall straight line that goes from the top to the bottom line. Demonstrate by printing the Tall Bat Stroke on the board.	
	You Do	Say - Stand up. Hold out two fingers. Model holding together the index finger and middle finger. Let's practice writing the Tall Bat Stroke in the air. Say with me - start at the top, go straight down. Repeat several times.	
	<b>Comprehension</b> 	<b>Nonfiction Read Aloud</b> (IEP Goal 6) <i>I can point to the front cover, back cover and title of a book.</i>	 13
	Before Reading	Give a short description of the book. Use Anchor Chart, <i>Parts of a Book</i> , page 13, to teach front cover, back cover, and title.	
	After Reading	Say - Turn to a neighbor and tell him or her something you learned.	

### Timing to Complete a Level

The following time schedule shows the minimum length of time to complete a level. It should be noted that intervention is always responsive to a student and time must be allowed for review, reteaching, and extra practice.

Amount of Time	2 Times Per Week	3 Times Per Week	4 Times Per Week
30 minutes per session	24 weeks	16 weeks	12 weeks
45 minutes per session	16 weeks	16 weeks with built-in review time	8 weeks
60 minutes per session	12 weeks	8 weeks	6 weeks



## 6 Have a Program That is Designed for Intervention (continued)

### Special Materials

Materials are created and organized for interventionists who often work in small spaces, must track multiple data, and must plan for many different groups.

Specific materials assist the teachers during instruction. An example of this is the Anchor Chart Flipbook, which presents visual posters for each level of PRISM.

Below are two pages from the Dark Blue Anchor Chart Flipbook.

### Comprehension Notes

**Purpose** – To actively read a text by placing notes to indicate deep reading with comprehension.

**Procedure**  
See Folder Lesson for which responses to during interactive read alouds. Students will place their own notes using the symbols shown during silent reading.  
The suggested notes include:

- Oh!** Students use this symbol to mark an AHA moment when they connect the words in the text with their own thinking.
- Students place an arrow in the text when they make a prediction during their reading. If the prediction isn't correct, encourage them not to discard their sticky note as it may prompt discussion.
- Students will use a question mark to note passages or words they do not understand.
- Students draw links as they make a personal, text-to-text, or text-to-world connection.
- Students note the mood of a character changing or when the story changes dramatically.
- Students will use this note to keep track of key events as they read. This will be used for story summaries.

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*Explicit directions for teacher*

### Comprehension Notes

Oh, I get it!  
(inference)

I bet... (prediction)

I don't understand.  
(clarify)

Me too! (connection)

I notice a change..  
(inferencing, visualizing)

This is an important part!  
(determining importance)

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*Student view of Anchor Chart*

### Consolidate Paper Work

Intervention instruction must be targeted and explicit; this requires careful monitoring of progress. *PRISM* includes assessments within each folder as well as summative assessments at the end of a level.

These assessments are all tied to IEP Goals, so the teacher can monitor and document progress.

*PRISM* recognizes the huge demand of paperwork on interventionists. Forms are included for anecdotal notes and progress monitoring, which the interventionist can use in a one-on-one session or group session.

*Example of Recording Form for Progress Monitoring and Summative Assessments*

**Progress Monitoring and Summative Assessment of Red IEP Goals**

Note: IEP Goals IEP 5 is measured by lessons probes/teacher observation.  
Highlight any student below proficiency as stated in the goal.

Folder	IEP Goal	Student Names					
1	1 Identify beginning sounds (continuous consonants) 4/5	___/5	___/5	___/5	___/5	___/5	___/5
	2 Identify beginning sounds (clipped consonants) 4/5	___/5	___/5	___/5	___/5	___/5	___/5
3	1 Identify ending sounds (continuous consonants) 4/5	___/5	___/5	___/5	___/5	___/5	___/5
	4 Identify ending sounds (clipped consonants) 4/5	___/5	___/5	___/5	___/5	___/5	___/5
5	4 Identify sound-symbol association: s, a, t, p, n, l, c 6/8	___/8	___/8	___/8	___/8	___/8	___/8
	5 Print s, a, t, p, n, l, c 6/8	___/8	___/8	___/8	___/8	___/8	___/8
6	3 Segments sounds in three-phoneme words 4/5	___/5	___/5	___/5	___/5	___/5	___/5
	4 Identify sound-symbol association: l, m, a, b, t, u, d, e 6/8	___/8	___/8	___/8	___/8	___/8	___/8
7	5 Print l, m, a, b, t, u, d, e 6/8	___/8	___/8	___/8	___/8	___/8	___/8
	6 Identify Concepts of Print 8/10	___/10	___/10	___/10	___/10	___/10	___/10
8	4 Identify sound-symbol association: g, h, k, v, j, z, w, x, y 7/9	___/9	___/9	___/9	___/9	___/9	___/9
	5 Print g, h, k, v, j, z, w, x, y 7/9	___/9	___/9	___/9	___/9	___/9	___/9
PRISM Reading Assessment	1 Identify beginning and ending sounds 4/5	___/5	___/5	___/5	___/5	___/5	___/5
	2 Blends sounds to form two- and three-phoneme words 4/5	___/5	___/5	___/5	___/5	___/5	___/5
	3 Segments words with two- and three-phonemes 4/5	___/5	___/5	___/5	___/5	___/5	___/5
	4 Identifies consonant and short vowel sounds 18/20	___/20	___/20	___/20	___/20	___/20	___/20

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## Why Choose CR Success?

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***The science of reading is clear!  
Effective instruction reaches all students.***

“ If the child is a struggling reader or writer, the conclusion must be that we have not yet discovered the way to help him learn.”

(2005, Marie M. Clay)



***Contact us today to discuss how PRISM Reading aligns with your school's intervention strategy.***

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