

## <School Name> Reading Intervention Progress Report

Student Name:

Interventionist:

Grade:

Marking Period:

Date:

### Intervention Concepts presented this marking period:

During our intervention time, I work with students to expand basic reading skills required of beginning readers. Children learn strategies for decoding new and unknown words and for answering explicit comprehension questions found within the text and inferential questions in which they have to think beyond the text. Each day, we engage in the following activities:

- Symbol identification: consonants, digraphs, short and long vowels, sound combinations
- Reading vocabulary discussion
- Story reading to develop reading accuracy and fluency
- Comprehension conversations to develop reading comprehension

### STUDENT DATA:

#### Phonological Awareness Literacy Screening (PALS)

PALS is a research-based assessment tool for early literacy skills. Students are screened in the fall, the March, and the Spring with this essential diagnostic and progress monitoring tool to measure their acquisition of the fundamental components of literacy: alphabet knowledge, phonological awareness, spelling, and reading in context and reading vocabulary in authentic sight words.

| Assessment of Student | Is your student achieving Grade Level Achievement? | What skills does your student need? | What skills does your student need to become independent? | What will you do differently to be successful? |
|-----------------------|--|-------------------------------------|---|--|
| Fall                  |  |                                     |   |  |
| March                 |  |                                     |   |  |
| Spring                |  |                                     |   |  |

Please see attached PALS Student Summary for a more detailed look at your child's performance on this screening. Contact me with any questions.

Sight Word Knowledge

# Sample Early Intervention Progress Reports

**Mark Steyvers**



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