



Hastings
Public Schools

IMPACT

Teacher Feature

Reading Intervention

October 21, 2026

Prepared by Elementary Intervention Teachers

Pinecrest Elementary: Tom Brenny, Keri Behnke

McAuliffe Elementary: Angie Erickson, Kelsey Paulson

Kennedy Elementary: Katie Nye, Morgan Rumley

Students are the heart  *of all we do*

Building Readers



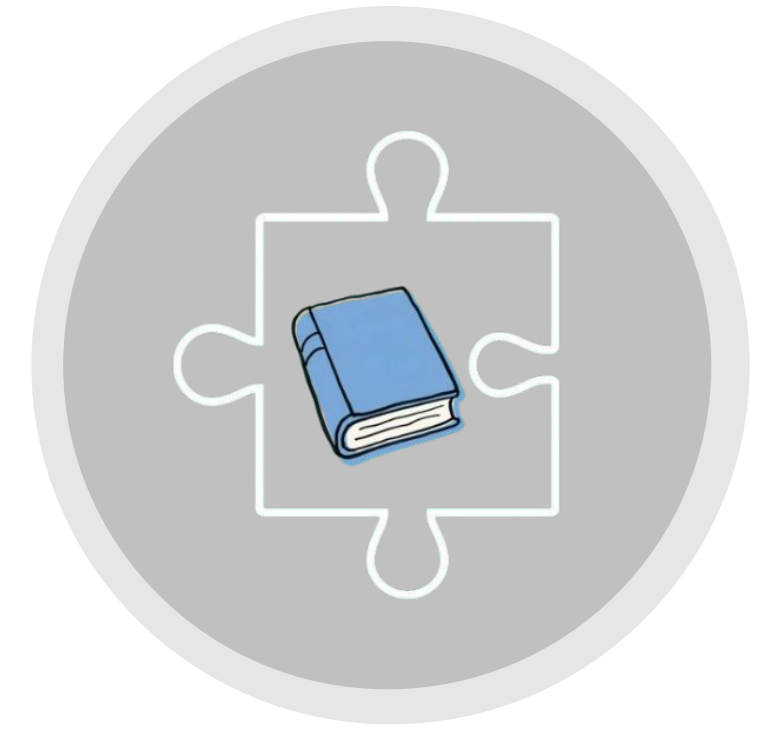
PHONEMIC AWARENESS

Students can isolate and manipulate the sounds they hear in a word.



PHONICS

Students connect sounds to letters and use those patterns to read and spell words.



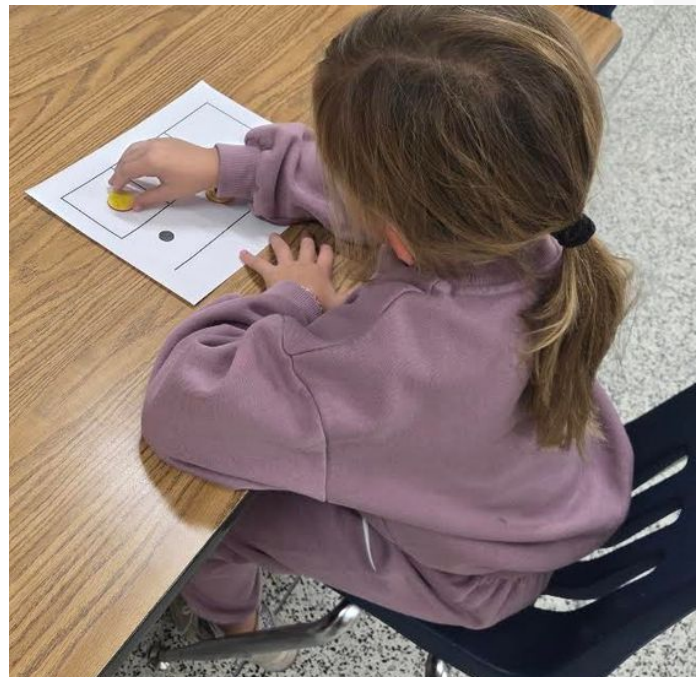
FLUENCY & COMPREHENSION

Students can read with accuracy, fluency, and understanding.

Phonemic Awareness

What is it?

Phonemic awareness is the ability to **hear, identify, and manipulate the individual sounds in spoken words**. It is an *auditory skill*, so students are working with sounds they hear—not letters they see.



Phonemic Awareness

Why is it important?

Students need to be able to **hear and work with the sounds in words before they can effectively connect those sounds to letters for reading and spelling.**



Phonemic Awareness

How do we monitor?

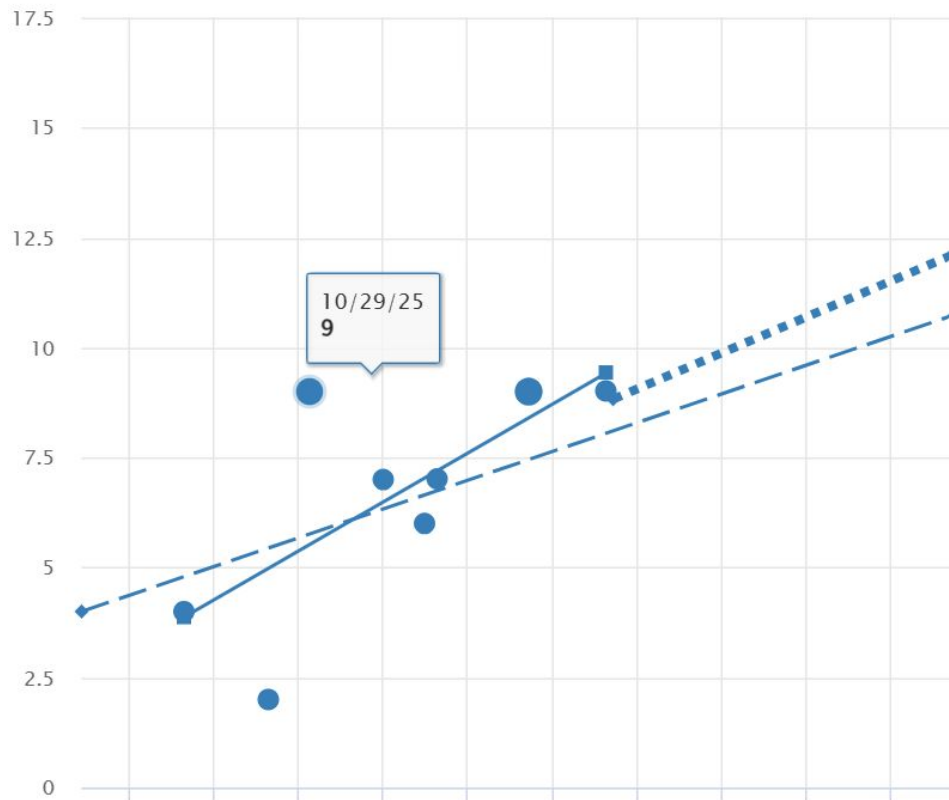
Phonological Awareness Skills Test (P.A.S.T) continued

Phoneme Blending

Say: I am going to separate all the sounds in a word and I want you to say the whole word. For example, if I say /s/ /i/ /t/ the whole word is _____. (The child should say *sit*.) Let's do another example. If I say /s/ /t/ /o/ /p/, the whole word is _____. (The child should say *stop*.) Let's do some more words just like this. (Read each word segmented. Put a check in the box to the right if the child says the whole word correctly.)

1. /m/ /e/	me	☐	☐	☐	☐	☐	☐
2. /b/ /e/ /d/	bed	☐	☐	☐	☐	☐	☐
3. /h/ /a/ /t/	hat	☐	☐	☐	☐	☐	☐
4. /m/ /u/ /s/ /t/	must	☐	☐	☐	☐	☐	☐
5. /sh/ /o/ /p/	shop	☐	☐	☐	☐	☐	☐
6. /p/ /l/ /a/ /n/ /t/	plant	☐	☐	☐	☐	☐	☐
Mastery 5/6		/6	/6	/6	/6	/6	/6
Date:		_____	_____	_____	_____	_____	_____

earlyReading English – Onset Sounds P



Concept of a word

Hearing sounds within words

Changing sounds within words



Building Readers



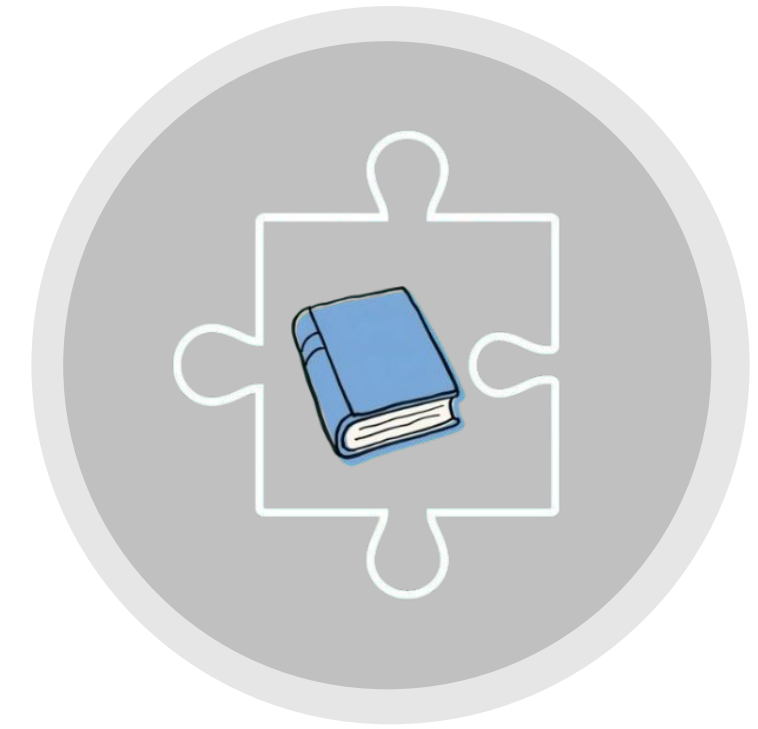
PHONEMIC AWARENESS

Students can isolate and manipulate the sounds they hear in a word.



PHONICS

Students connect sounds to letters and use those patterns to read and spell words.



FLUENCY & COMPREHENSION

Students can read with accuracy, fluency, and understanding.

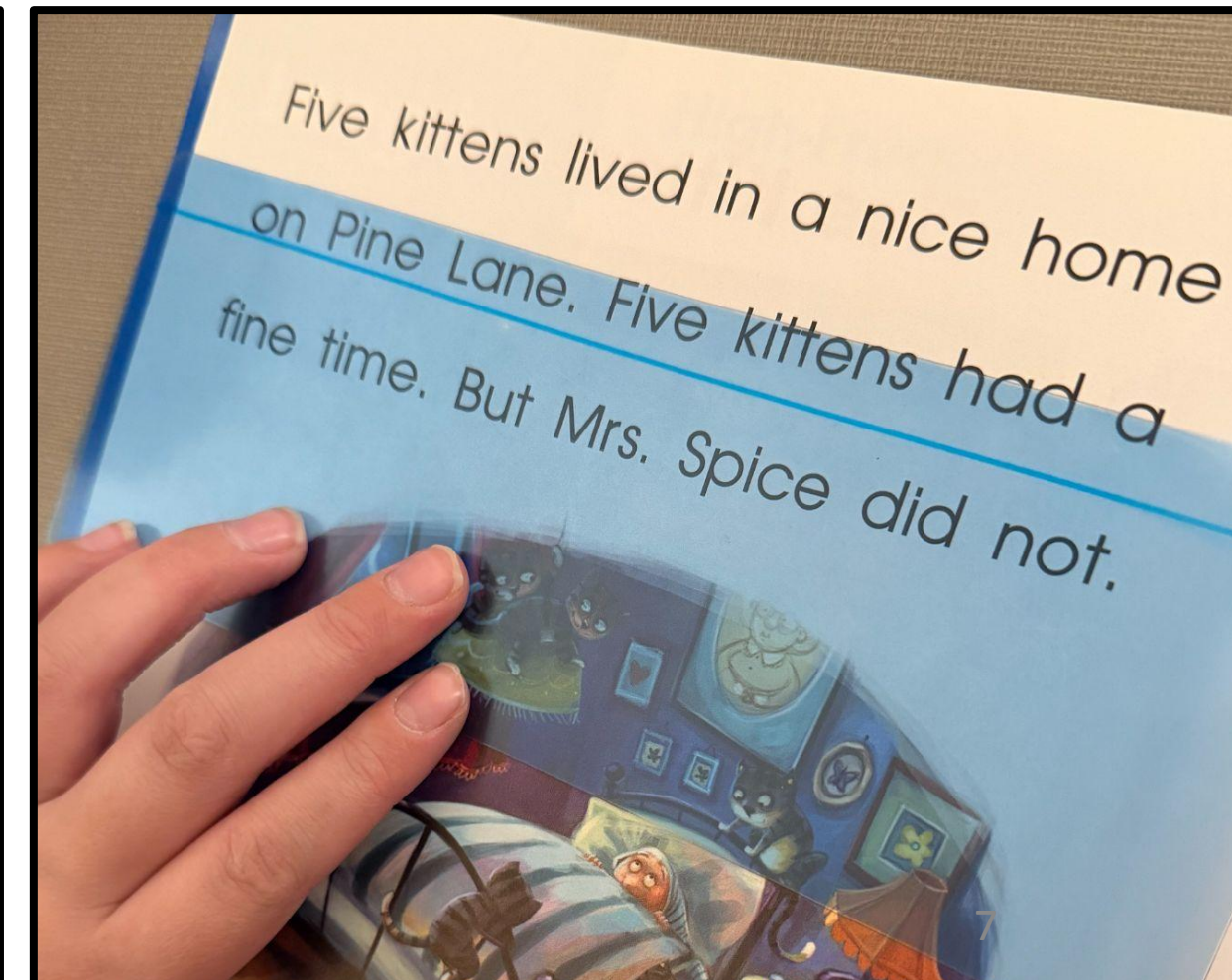
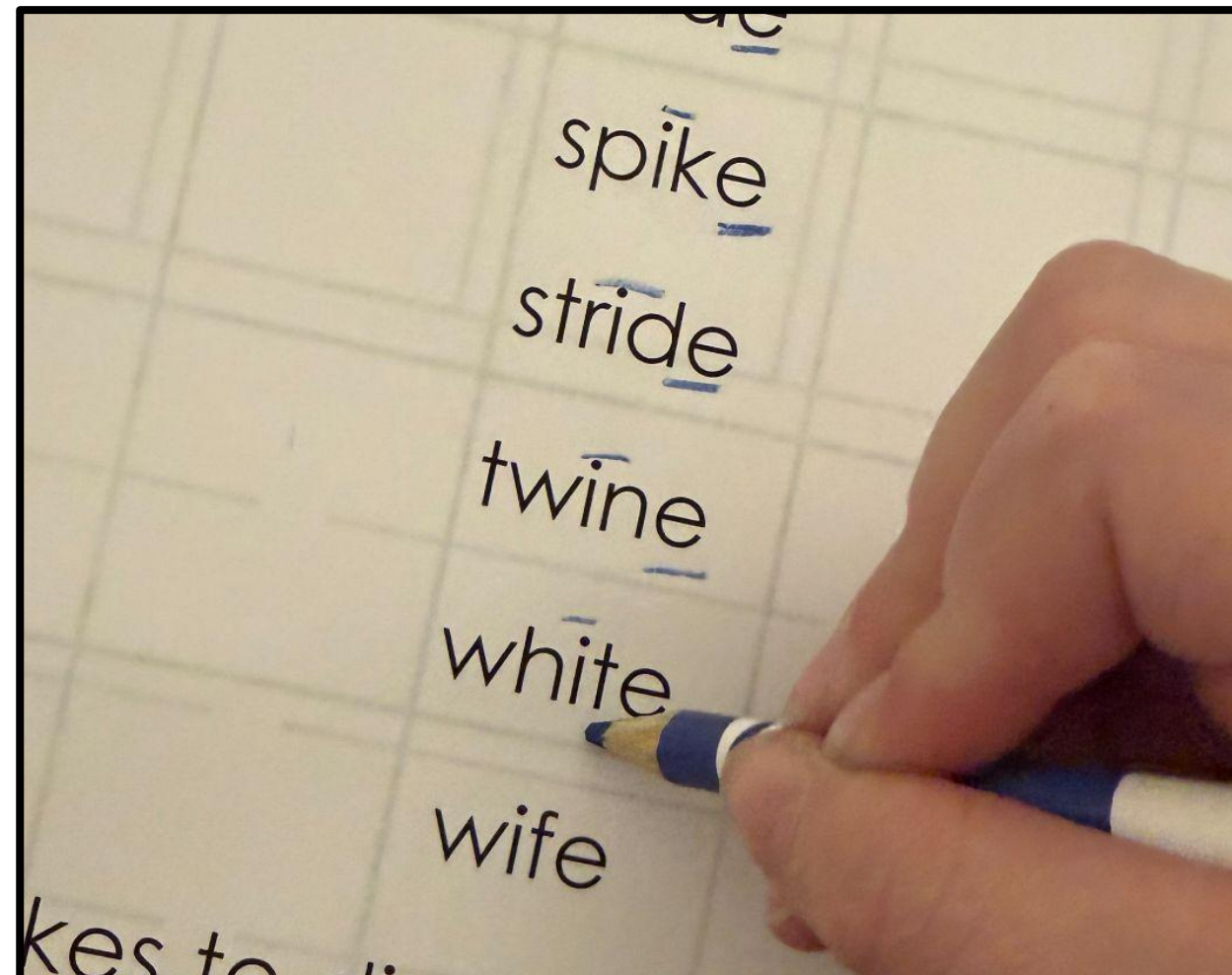
Teaching Phonics: Decoding



Reading Words

Explicit instruction → Guided Practice → Independent Practice

Example Lesson: Long i



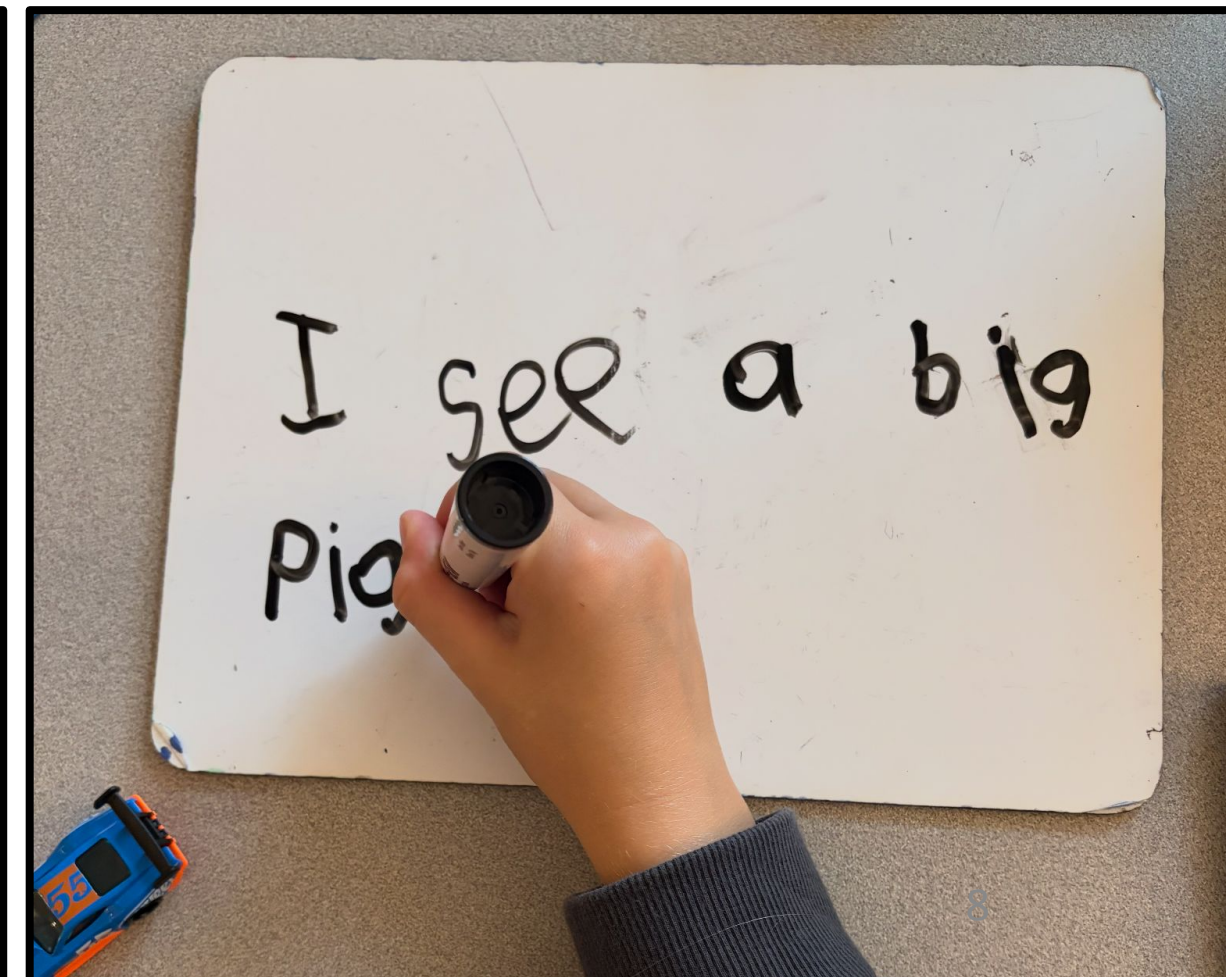
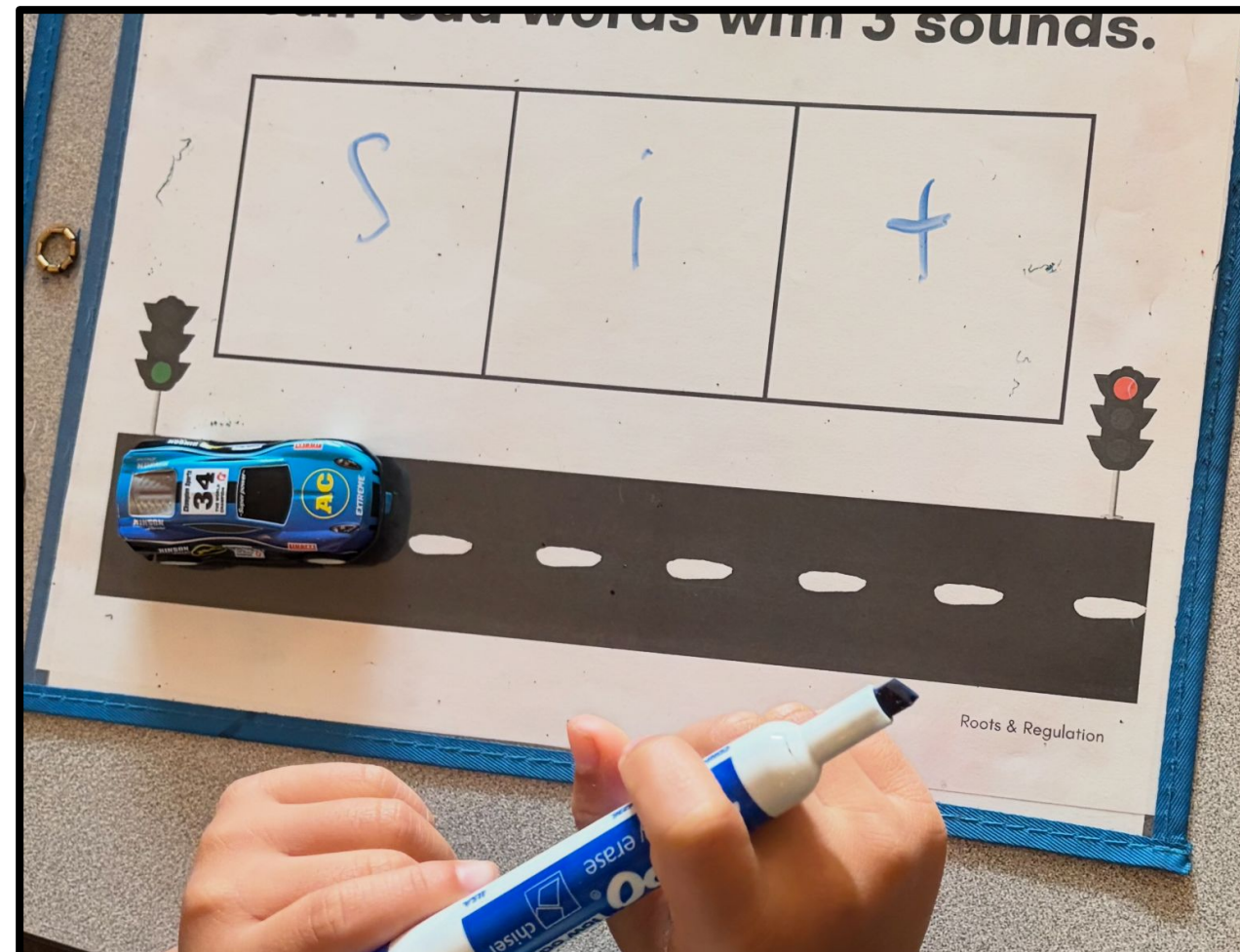
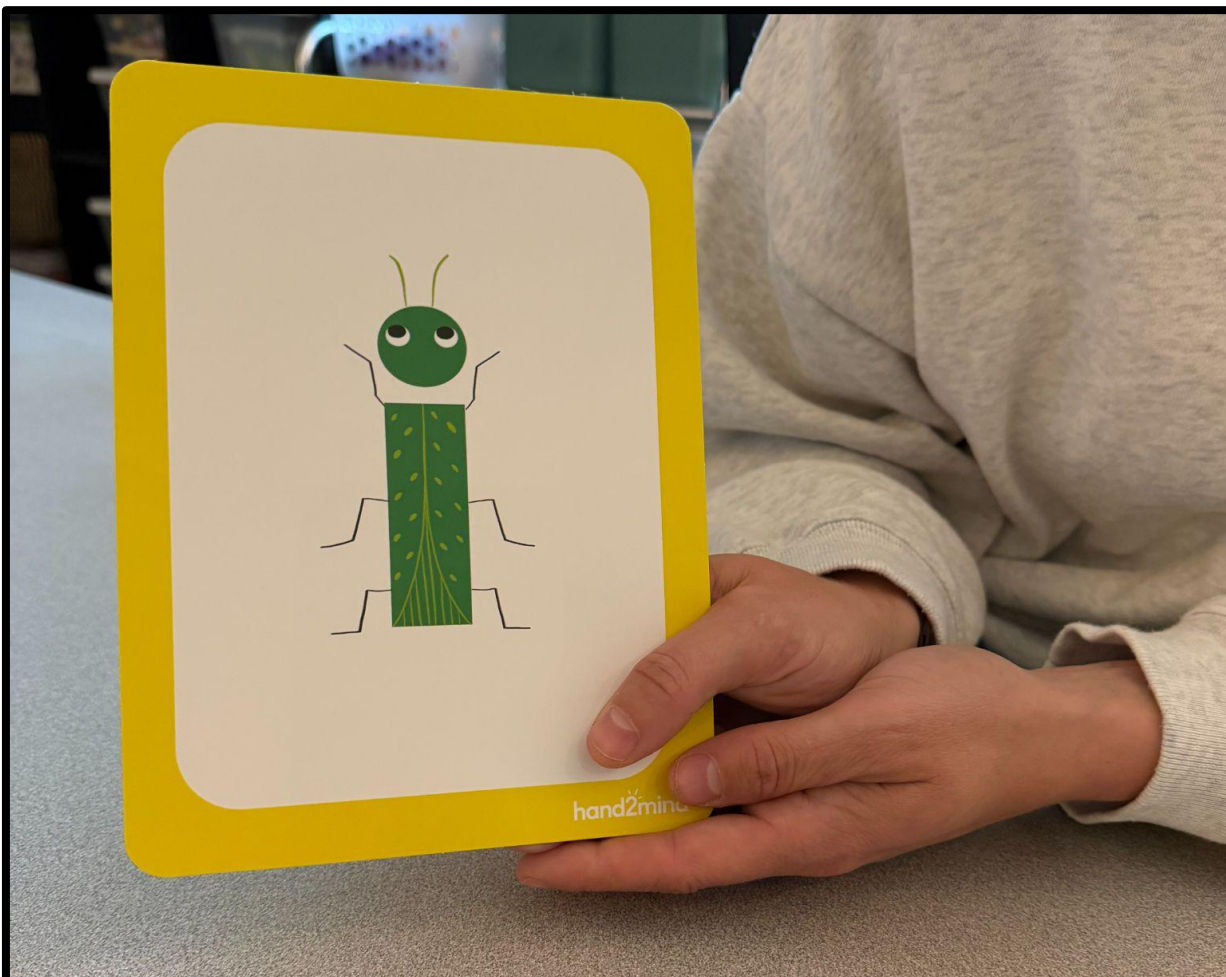
Teaching Phonics: Encoding



Writing Words

Explicit instruction → Guided Practice → Independent Practice

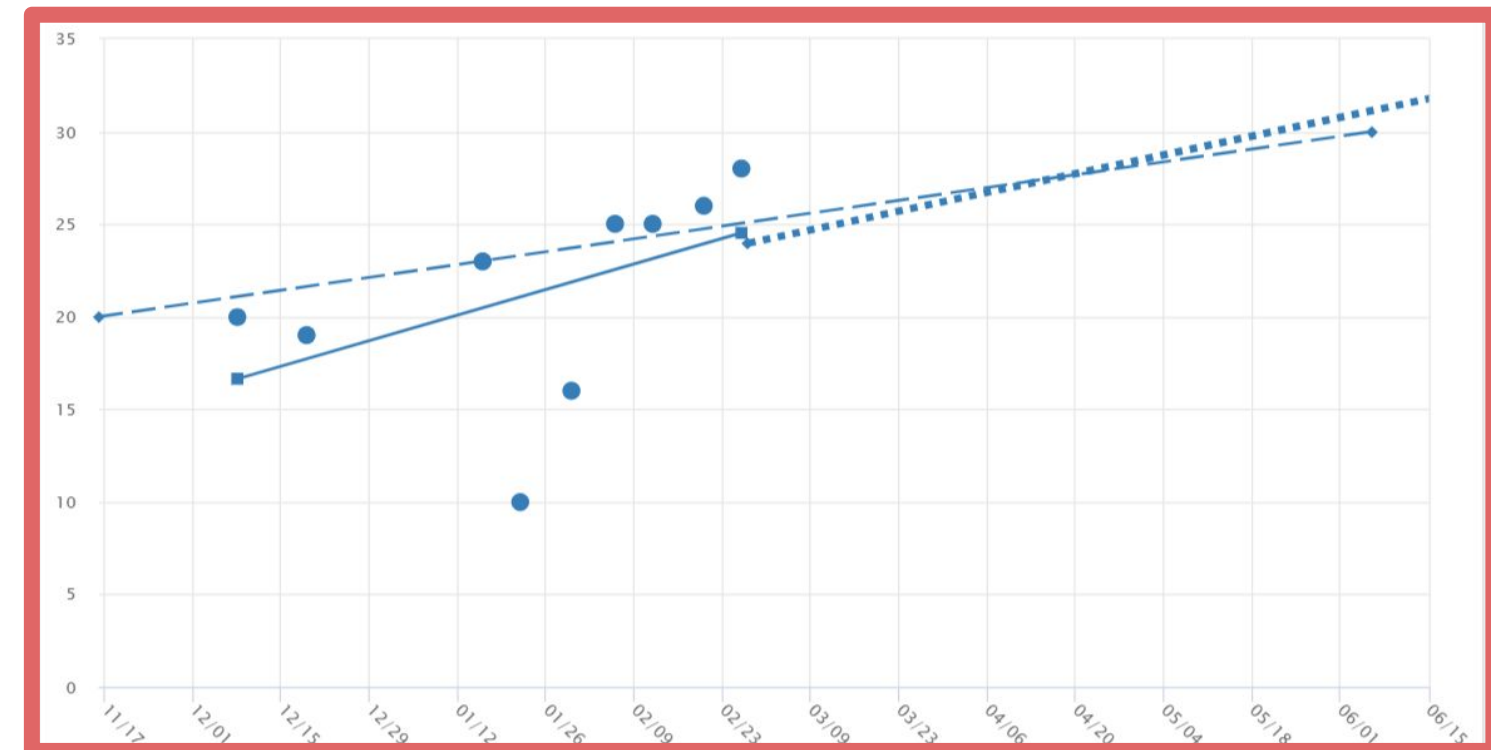
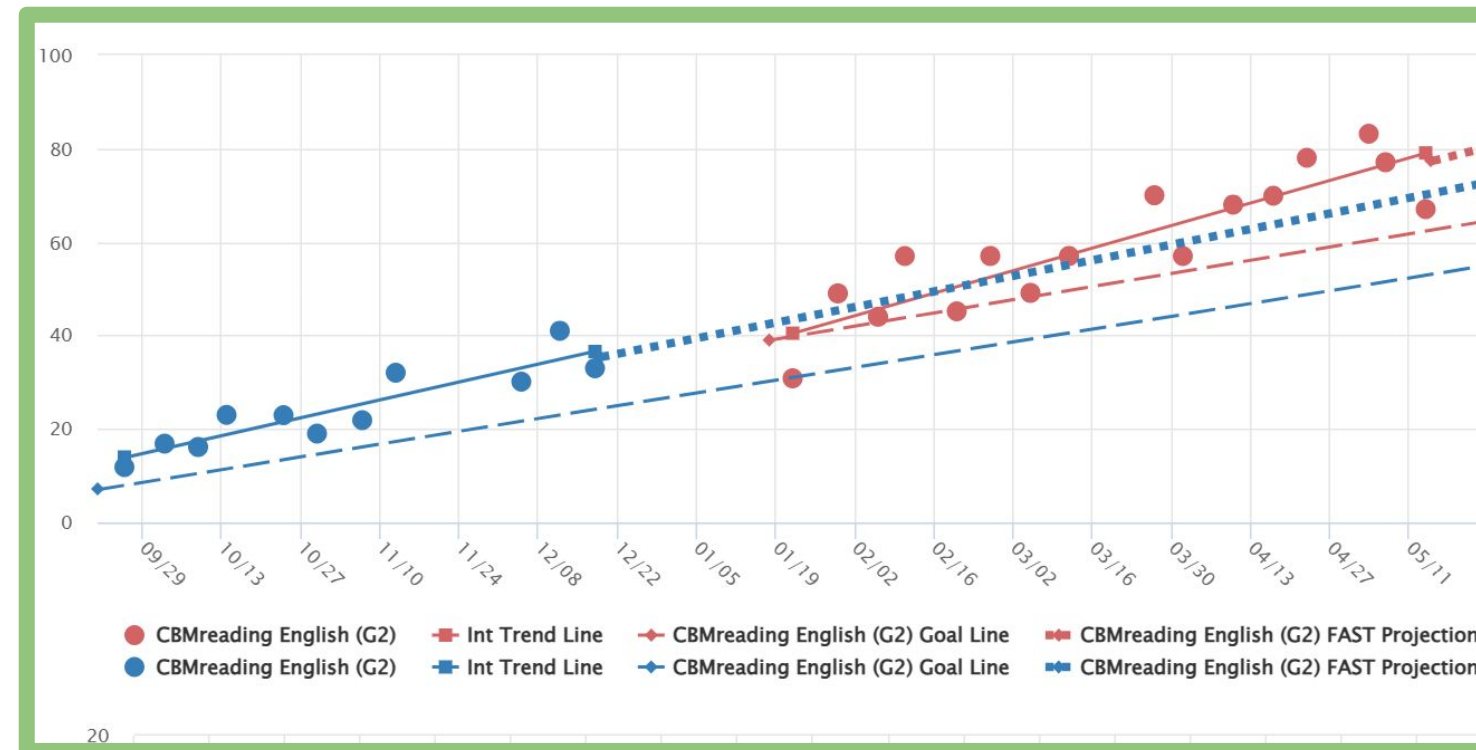
Example Lesson: Short i



Progress Monitoring

*If a student is making growth:
continue the intervention,
or increase complexity*

*If a student is not making growth:
adjust the intervention,
or provide additional practice*



*We also use this data to decide when to **exit** a student from intervention.*

Weekly monitoring on FastBridge allows us to check for decoding accuracy and speed. Automaticity with phonics skills leads to **reading fluency** and **reading comprehension**.

Building Readers



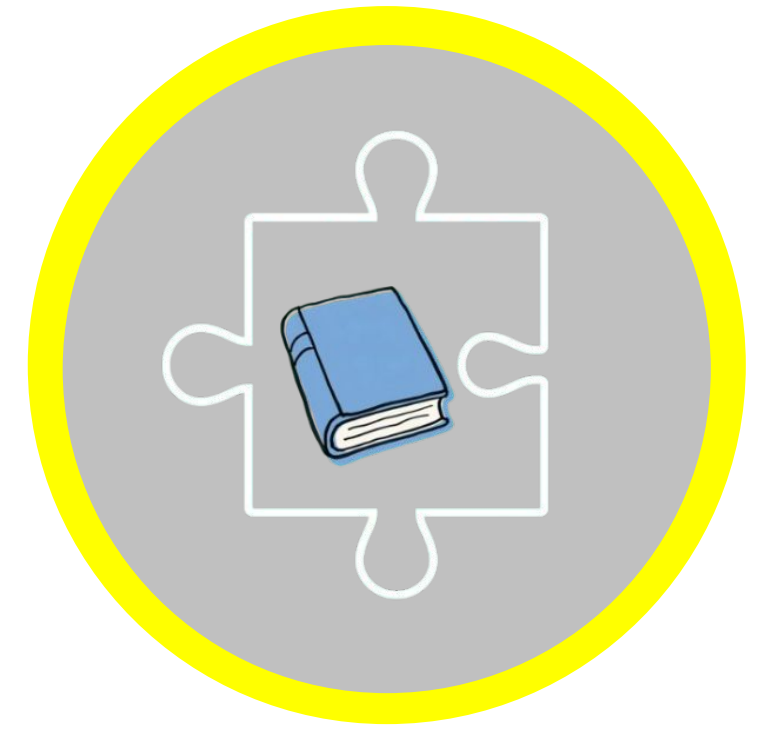
PHONEMIC AWARENESS

Students can isolate and manipulate the sounds they hear in a word.



PHONICS

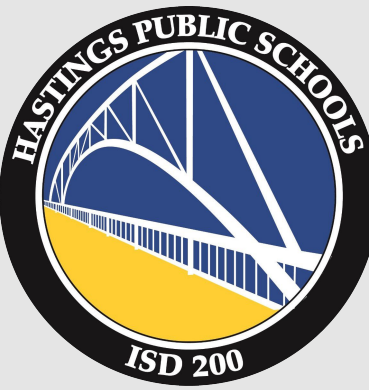
Students connect sounds to letters and use those patterns to read and spell words.



FLUENCY & COMPREHENSION

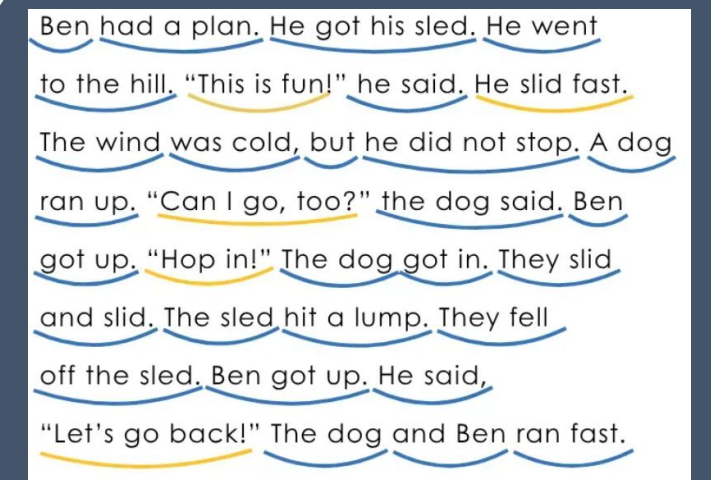
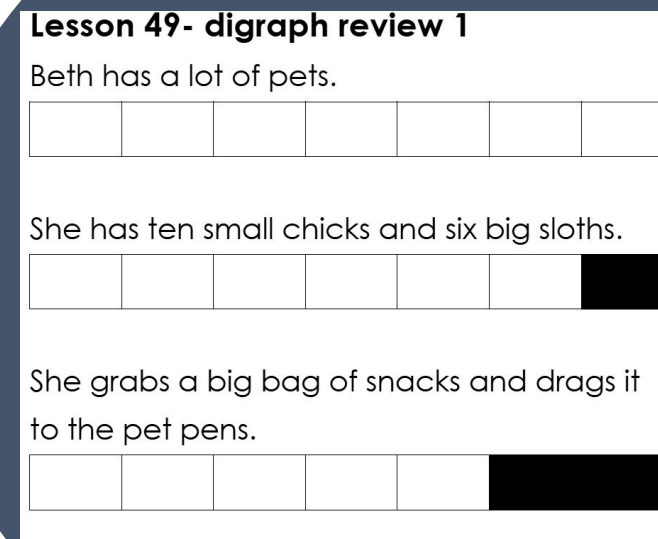
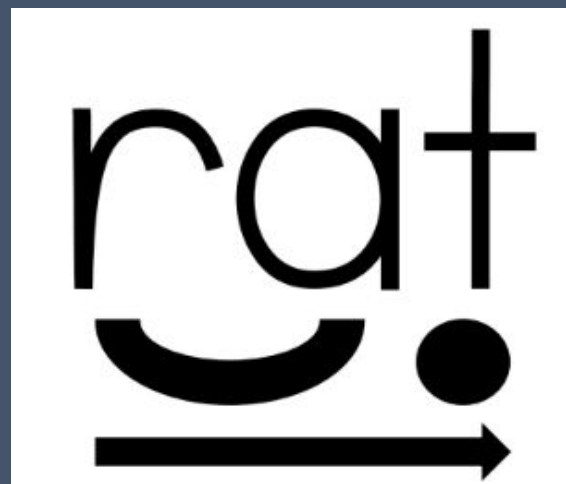
Students can read with accuracy, fluency, and understanding.

Fluency



What does intervention look like?

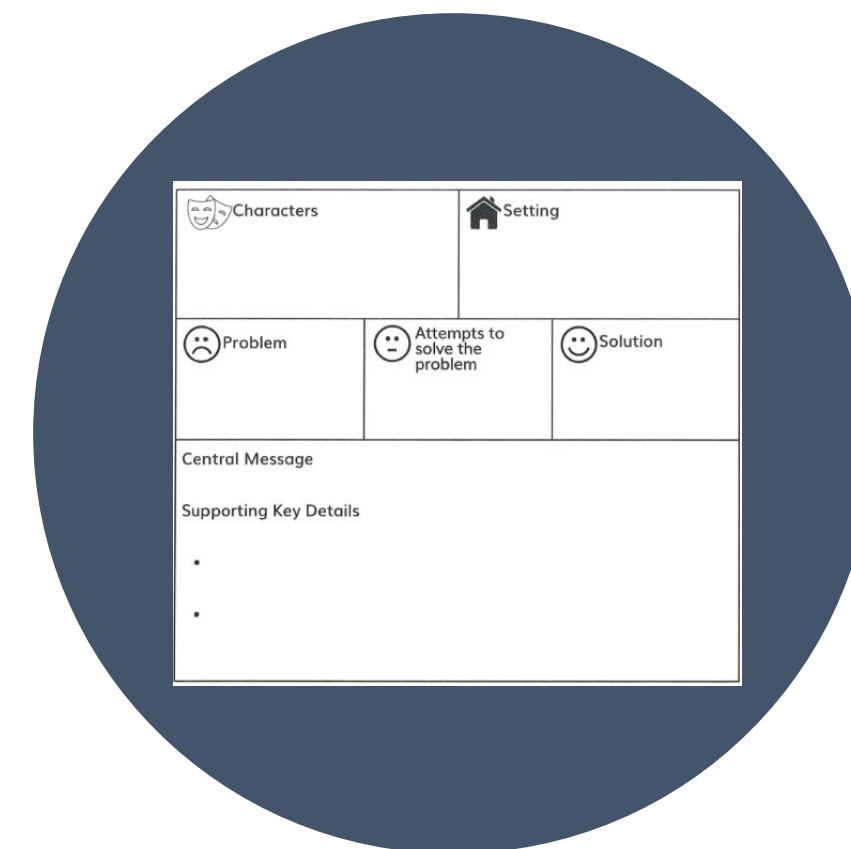
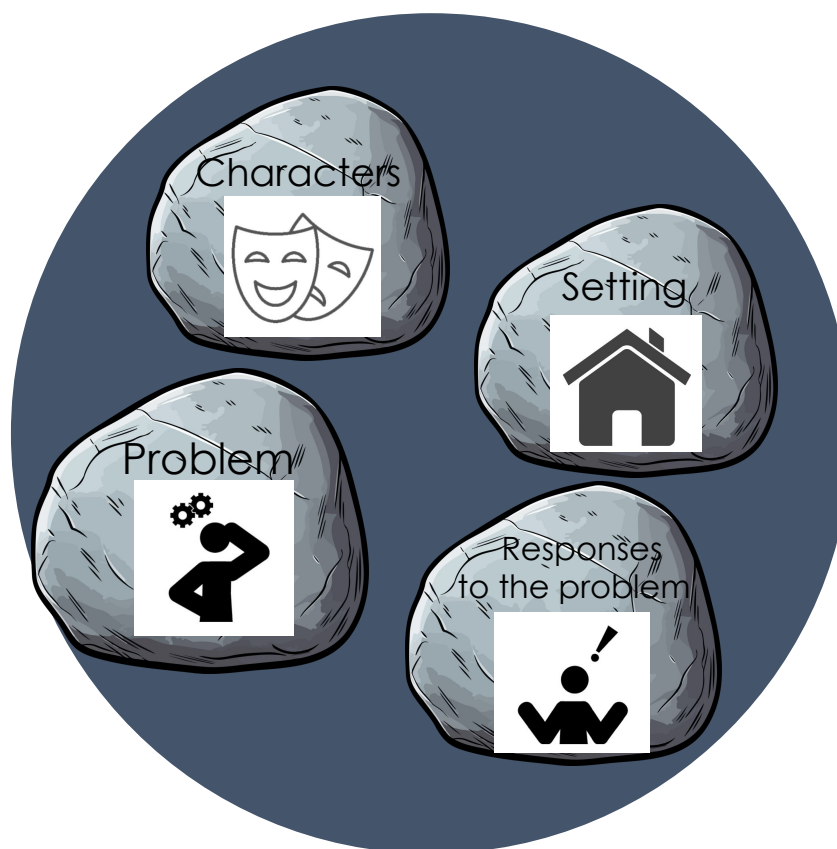
Fluency intervention evolves from phoneme-level automaticity (mastering individual letter sounds) to word-level integration (blending sounds seamlessly), and ultimately to text-level prosody (reading sentences, paragraphs, and full passages with speed, accuracy, and natural expression).



Comprehension

What does intervention look like?

Comprehension intervention begins with basic recall (asking readers what they just read), expands into structural analysis using tools like story stones to connect story elements under managed cognitive load, and culminates in grade-level guided questioning that drives rigorous critical thinking once students can read the text fluently.



Handout 13A: Boxes and Bullets

Directions: Write down the main ideas, the key details, and how the key details support the main ideas in the text.

Main Idea #1:	Explanation
	How do the key details support the main ideas?
• Key detail:	
• Key detail:	
• Key Detail:	
Main Idea #2:	
• Key detail:	
• Key detail:	



How do we monitor?

DAILY- WEEKLY- ONGOING

Through daily informal observations and weekly FastBridge assessments, we continuously monitor students' accuracy, fluency, comprehension, and progress using on-level text. We then analyze this data in real time to tailor instruction, adjust intervention levels, and respond directly to each student's evolving needs.

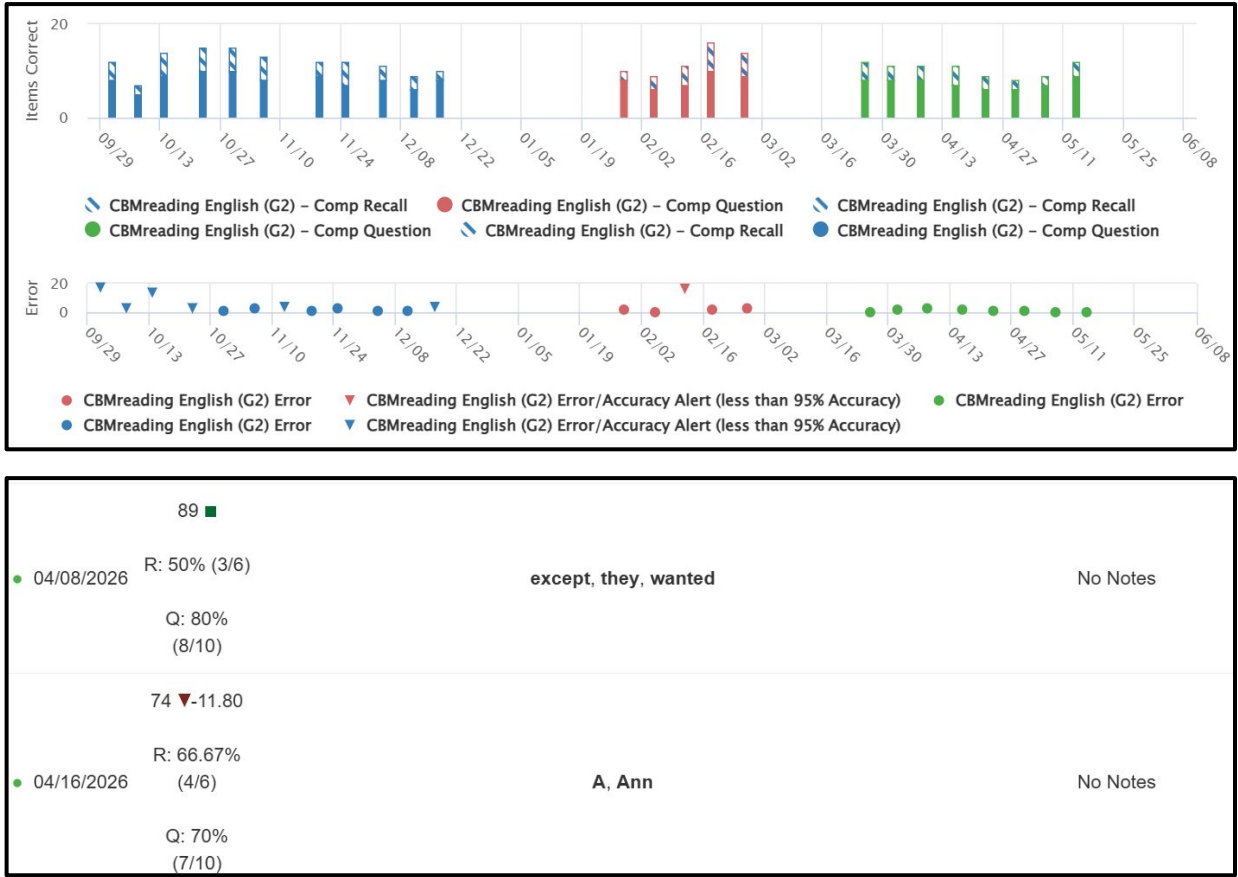
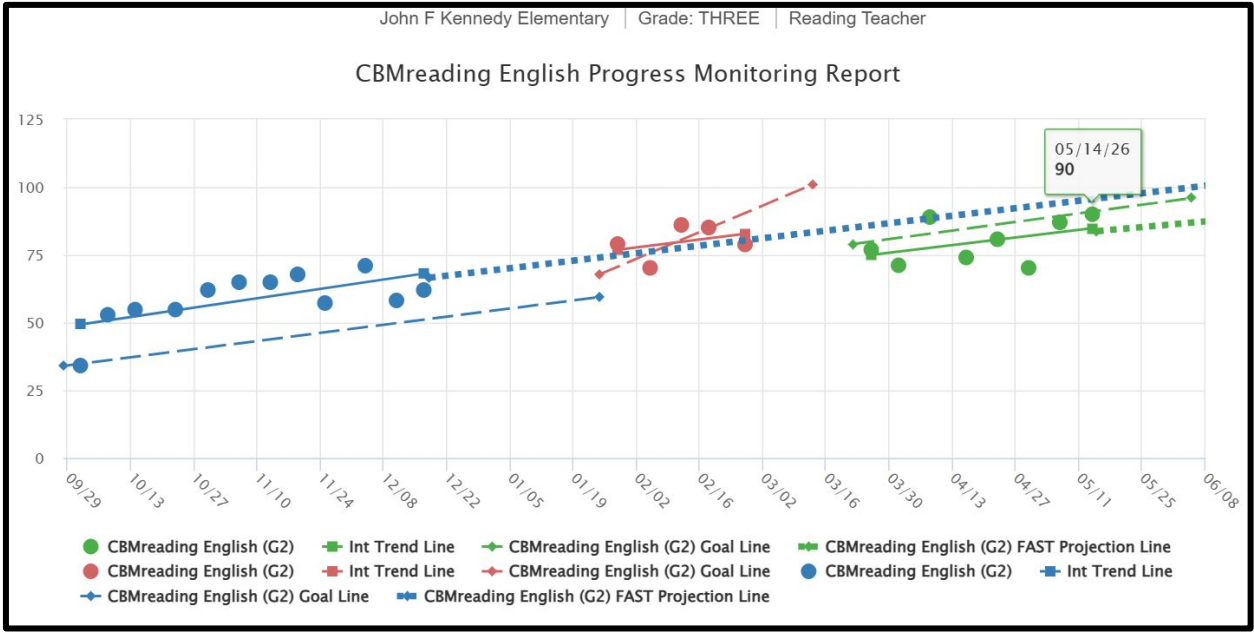
Anecdotal Notes

Name: _____

Date: _____

Observation:

Instructional Moves:





Intervention *isn't* about making the work less rigorous.

Intervention *is* giving students the **tools and support** they **need** to access the work.





Questions?