Northfield
P U B L I C   S C H O O L S

Area: **Reading**
Subskill: **Letter Identification**
Materials:
    Index cards & pen
    Know/Don't Know Record Sheet
    Flashcards
This can also be set up on an ipad using a flash card app.

Description: Incremental rehearsal builds student fluency in letter identification by pairing unknown letters with a steadily increasing collection of known letters. This intervention makes use of repeated practice to promote fluency and guarantees that the students will experience a high rate of success.

Baseline and Progress Monitoring Procedure
1. Check which letters a student knows by flipping through the stack of flash cards and making a pile of "Knows" and "Don't Know." If a child takes longer than 3 seconds or shows signs of calculation, it should go in the "Don't Know" pile.
2. Record the "Don't Know" letters on the chart by highlighting the chart. Use the same color to fill in the baseline data on the graph.
3. Progress Monitor every 4-5 days using this Know/Don't Know probe.
4. Record progress on the chart using a different color to correlate unknown letters.

Intervention Preparation
1. Choose 5-9 known letters and stack them in a pile.
2. Select one unknown letter and place it on the top of the pile.
3. Place a paperclip or removable flag sticker on the unknown letter card to indicate this is the letter the student is learning today.

Intervention Procedure:
1. Show the child the letter card at the top of the pile and say the letter.
2. The child should go through the stack saying each letter.
3. Use this sequence of flipping back to the beginning of the deck and including one additional card with each sequence.
    a. Unknown (Top card), Known (Card 2)
    b. Unknown (Top card), Known (Card 2), Known (Card 3)
    c. Unknown (Top card), Known (Card 2), Known (Card 3), Known (Card 4)
    d. Unknown (Top card), Known (Card 2), Known (Card 3), Known (Card 4), Known (Card 5)
        Repeat until you have completed the deck of 6-10 cards.
4. When finished, the student should put an X through that highlighted letter on the chart and a new unknown letter should be chosen and logged for tomorrow's intervention.
5. Repeat this intervention pattern until all letters are learned.

Note: If a student misses over 3 facts in the intervention stack, do not add a new letter. Simply review the existing letter during the next intervention session.
**This intervention can also be used to build fluency of letter sounds.