Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Baseline (Completed BEFORE the Intervention) Date:\_\_\_\_\_\_\_\_\_\_

Directions: “Look at this word. Watch me read the word: /b/r/a/n/ “bran”. I can say the sounds and then blend the sounds to make a word. Now you try to read a word. Read this word as best you can *(point to the word “skin”).* Make sure you blend the sounds together.”

Teacher Sample: bran

Student Sample: skin

“Ok, let’s try some more. Remember to blend the sounds to make a word.” *Make a “✓” beside correct responses and circle incorrect responses****.*** *If student does not respond after 3 seconds, mark it wrong and move on to the next word.*

blot crab drip flap glob

plug stop swim trap soft

mold limp king bunt sent

Total: \_\_\_\_\_/15

Progress Monitoring Check 1 (Completed at the end of week 2 of intervention) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: “Look at this word. Watch me read the word: /b/r/a/n/ “bran”. I can say the sounds and then blend the sounds to make a word. Now you try to read a word. Read this word as best you can *(point to the word “skin”).* Make sure you blend the sounds together.”

Teacher Sample: bran

Student Sample: skin

“Ok, let’s try some more. Remember to blend the sounds to make a word.” *Make a “✓” beside correct responses and circle incorrect responses****.*** *If student does not respond after 3 seconds, mark it wrong and move on to the next word.*

clog drum flag glad plan

scab trim fact film help

bolt camp fond junk lost

Total: \_\_\_\_\_/15

Progress Monitoring Check 2 (Completed at the end of week 4 of intervention) Date:\_\_\_\_\_\_\_\_­­­\_\_­­

Directions: “Look at this word. Watch me read the word: /b/r/a/n/ “bran”. I can say the sounds and then blend the sounds to make a word. Now you try to read a word. Read this word as best you can *(point to the word “skin”).* Make sure you blend the sounds together.”

Teacher Sample: bran

Student Sample: skin

“Ok, let’s try some more. Remember to blend the sounds to make a word.” *Make a “✓” beside correct responses and circle incorrect responses****.*** *If student does not respond after 3 seconds, mark it wrong and move on to the next word.*

brag cram drag flip grid

plop snag twig bald sift

felt limp sand song vest

Total: \_\_\_\_\_/15

Progress Monitoring Check 3 (Completed at the end of week 6 of intervention) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: “Look at this word. Watch me read the word: /b/r/a/n/ “bran”. I can say the sounds and then blend the sounds to make a word. Now you try to read a word. Read this word as best you can *(point to the word “skin”).* Make sure you blend the sounds together.”

Teacher Sample: bran

Student Sample: skin

“Ok, let’s try some more. Remember to blend the sounds to make a word.” *Make a “✓” beside correct responses and circle incorrect responses****.*** *If student does not respond after 3 seconds, mark it wrong and move on to the next word.*

blab crib flex grin snug

span trot smug lift wild

sulk belt jump bang sink

Total: \_\_\_\_\_/15

Student Copy (BASELINE)

bran skin

blot crab drip flap glob

plug stop swim trap soft

mold limp king bunt sent

Student Copy (Check 1)

bran skin

clog drum flag glad plan

scab trim fact film help

bolt camp fond junk lost

Student Copy (Check 2)

bran skin

brag cram drag flip grid

plop snag twig bald sift

felt limp sand song vest

Student Copy (Check 3)

bran skin

blab crib flex grin snug

span trot smug lift wild

sulk belt jump bang sink

Progress Monitoring Check 4 (Completed at the end of week 8 of intervention) Date:\_\_\_\_\_\_\_\_­­­\_\_­­

Directions: “Look at this word. Watch me read the word: /b/r/a/n/ “bran”. I can say the sounds and then blend the sounds to make a word. Now you try to read a word. Read this word as best you can *(point to the word “skin”).* Make sure you blend the sounds together.”

Teacher Sample: bran

Student Sample: skin

“Ok, let’s try some more. Remember to blend the sounds to make a word.” *Make a “✓” beside correct responses and circle incorrect responses****.*** *If student does not respond after 3 seconds, mark it wrong and move on to the next word.*

blip crop flab grim prop

slug swag trod swig golf

bump melt punk sang lent

Total: \_\_\_\_\_/15

Progress Monitoring Check 5 (Completed at the end of week 10 of intervention) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: “Look at this word. Watch me read the word: /b/r/a/n/ “bran”. I can say the sounds and then blend the sounds to make a word. Now you try to read a word. Read this word as best you can *(point to the word “skin”).* Make sure you blend the sounds together.”

Teacher Sample: bran

Student Sample: skin

“Ok, let’s try some more. Remember to blend the sounds to make a word.” *Make a “✓” beside correct responses and circle incorrect responses****.*** *If student does not respond after 3 seconds, mark it wrong and move on to the next word.*

club bred grab smug twin

clip from mild self salt

hump kind gong tank rent

Total: \_\_\_\_\_/15

Progress Monitoring Check 6 (Completed at the end of week 12 of intervention) Date:\_\_\_\_\_\_\_\_­­­\_\_­­

Directions: “Look at this word. Watch me read the word: /b/r/a/n/ “bran”. I can say the sounds and then blend the sounds to make a word. Now you try to read a word. Read this word as best you can *(point to the word “skin”).* Make sure you blend the sounds together.”

Teacher Sample: bran

Student Sample: skin

“Ok, let’s try some more. Remember to blend the sounds to make a word.” *Make a “✓” beside correct responses and circle incorrect responses****.*** *If student does not respond after 3 seconds, mark it wrong and move on to the next word.*

clam drop plus slop spit

swap stun trip gift bulk

yelp tilt lamp funk wind

Total: \_\_\_\_\_/15

Student Copy (Check 4)

bran skin

blip crop flab grim prop

slug swag trod swig golf

bump melt punk sang lent

Student Copy (Check 5)

bran skin

club bred grab smug twin

clip from mild self salt

hump kind gong tank rent

Student Copy (Check 6)

bran skin

clam drop plus slop spit

swap stun trip gift bulk

yelp tilt lamp funk wind

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Progress Monitoring Check 7 (Completed at the end of week 14 of intervention) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: “Look at this word. Watch me read the word: /b/r/a/n/ “bran”. I can say the sounds and then blend the sounds to make a word. Now you try to read a word. Read this word as best you can *(point to the word “skin”).* Make sure you blend the sounds together.”

Teacher Sample: bran

Student Sample: skin

“Ok, let’s try some more. Remember to blend the sounds to make a word.” *Make a “✓” beside correct responses and circle incorrect responses****.*** *If student does not respond after 3 seconds, mark it wrong and move on to the next word.*

blob grub fled prim scat

smog trek skim held raft

colt pump mint rang nest

Total:\_\_\_\_\_/15

Progress Monitoring Check 8 (Completed at the end of week 16 of intervention) Date:\_\_\_\_\_\_\_\_­­­\_\_­­

Directions: “Look at this word. Watch me read the word: /b/r/a/n/ “bran”. I can say the sounds and then blend the sounds to make a word. Now you try to read a word. Read this word as best you can *(point to the word “skin”).* Make sure you blend the sounds together.

Teacher Sample: bran

Student Sample: skin

“Ok, let’s try some more. Remember to blend the sounds to make a word.” *Make a “✓” beside correct responses and circle incorrect responses****.*** *If student does not respond after 3 seconds, mark it wrong and move on to the next word.*

clan drab frog glum prom

skit slim swam fund ring

sank damp want desk lisp

Total: \_\_\_\_\_/15

Progress Monitoring Check 9 (Completed at the end of week 18 of intervention) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: “Look at this word. Watch me read the word: /b/r/a/n/ “bran”. I can say the sounds and then blend the sounds to make a word. Now you try to read a word. Read this word as best you can *(point to the word “skin”).* Make sure you blend the sounds together.”

Teacher Sample: bran

Student Sample: skin

“Ok, let’s try some more. Remember to blend the sounds to make a word.” *Make a “✓” beside correct responses and circle incorrect responses****.*** *If student does not respond after 3 seconds, mark it wrong and move on to the next word.*

clap fret grit scan plum

stem swab task gasp rust

last sunk gang send pact

Total: \_\_\_\_\_/15

Student Copy (Check 7)

bran skin

blob grub fled prim scat

smog trek skim held raft

colt pump mint rang nest

Student Copy (Check 8)

bran skin

clan drab frog glum prom

skit slim swam fund ring

sank damp want desk lisp

Student Copy (Check 9)

bran skin

clap fret grit scan plum

stem swab task gasp rust

last sunk gang send pact