TARGET SKILLS FOR INTERVENTIONS

Reading	Math
Concepts of print	Numeral identification
Onset sounds	Subitizing
Letter names	Match quantity
Letter sounds	Quantity discrimination most
Word rhyming	Quantity discrimination least
Word blending	Number sequence
Word segmenting	Composing
Sight word reading	Decomposing
Decodable word reading	Counting objects
Nonsense word reading	Equal partitioning
Sentence reading	Visual story problems
Fluency	Place value
Recall (Oral repetition)	Math facts fluency (automaticity)
Comprehension	Multi-step problem solving
Vocabulary	Concepts and applications

Writing (Expression)	Handwriting
Focused purpose	Pencil grip
Audience awareness	Letter formation
Tone and voice	Spacing
Idea development	Legibility
Supporting details	
Organization	
Sentence variety	
Word choice	
Correctness	

Behavior
Defiance
Disrespect
Executive functioning skills
Breaking class rules
Tantrums/out of control
Unmotivated
Poor attention/focus
Low/No work completion
Overly emotional/anxious
Attendance
Resources can be found at: https://www.spedsource.com/

INTERVENTION TARGET SKILL DESCRIPTIONS

Reading Target Skills

Concepts of print - Students will demonstrate an understanding of the basic features of print. Concepts about print involve understanding the difference between letters, words, punctuation and directionality.

Onset sounds - Students will master accuracy in letter names and sounds and letter-sound correspondence.

Letter names - Students will master accuracy in all twenty-six letter names, including both upper and lowercase letters.

Letter sounds - Students will master accuracy in letter sounds and letter-sound correspondence.

Word rhyming - Students will increase their accuracy and automaticity with recognizing and producing rhyming words. A rhyme is a repetition of the same sounds in the final stressed syllables of two or more words.

Word blending - Students will blend words by pulling together individual sounds or syllables within words.

Word segmenting - Students will segment words by breaking words down into individual sounds or syllables.

Sight word reading - Students will build automaticity and retention of sight words.

Decodable word reading - Students will decode words that have been carefully sequenced to progressively incorporate words that are consistent with the letters and corresponding phonemes that have been previously taught.

Nonsense word reading - Students will decode individual phonemes in nonsense words. These nonsense words are letter sequences that follow regular phonetic rules and are pronounceable, but have no meaning — for example, bif, yom, mig.

Sentence reading - Sentence reading requires the student to:

- Track through the sentence from left to right in the correct sequence and potentially across multiple lines of text
- Decode, or recognize by sight, each word in the sentence
- Access the meaning of each word
- Hold the words in sequence in memory
- Process the words together to determine the meaning of the full sentence
- Relate the meaning of the sentence to the rest of the story and to prior knowledge and experience

Fluency – Students will read fluently by mastering the following fluency skills: accuracy, rate, phrasing, punctuation, expression, intonation, and stress

Recall – Students will recall key details of a text after reading without using text for support.

Comprehension – Reading comprehension skills require the student to:

- Decode or recognize by sight the words in the written text
- Understand the meaning of the words / sentences
- Relate the meaning of the sentence(s) to the rest of the text
- Activate prior knowledge and experience about the topic
- Use prior knowledge to infer meaning and support understanding

Vocabulary – Students will increase vocabulary knowledge based on core curriculum stories or books, use context clues or the concepts of synonyms, antonyms, prefixes and suffixes to determine meaning of vocabulary knowledge.

Math Target Skills

Numeral identification – Students will identify numbers through grade-level standard requirements.

Subitizing – Students will instantly recognize (suddenly) the number of elements in a set without using counting techniques.

Match quantity – Students will match given quantities of objects to numbers.

Quantity discrimination (most and least) – Students will verbally compare numbers to determine most and least.

Number sequence – Students will be able to verbally count numbers through grade level standard requirements.

Composing and decomposing – Students will be break apart numbers and then put them back together. This may be referred to as "part, part, whole," the understanding that you have a whole amount and you can break it into its parts.

Counting objects – Students will count a set of objects to develop one-to-one correspondence and cardinality.

Equal partitioning – Students will divide a number or shape into equal parts.

Visual story problems – Students use context and problem solving strategies to help them make sense out of the mathematics they are learning.

Place value – Students will demonstrate knowledge of the base ten system through grade level standard requirements.

Math facts fluency (automaticity) – The students will be able to retrieve basic facts from their

long-term memory in all four operations (addition, subtraction, multiplication, and division) without conscious effort or attention.

Concepts and applications - Students will understand the concepts of mathematics and be able to apply them to the variety of situations. For example, students will be able to apply mathematical concepts to other content areas as well as solve real world problems.

Writing (Expression) Target Skills

Focused purpose - The student is able to focus on a given purpose throughout a writing piece (narrative, opinion, informative).

Audience awareness -The student is able to consider what the audience needs, wants, and already knows. The student is able to write to a given audience by using precise language and vocabulary.

Tone and voice - Students will use a formal or informal tone (emotion) and voice (personality) for the given audience.

Idea development - Students will use background knowledge, personal experience, and/or digital resources to develop ideas that support the given topic.

Supporting details - Students will support ideas with facts, definitions, concrete details, sensory details, quotations, or other information and examples related to the topic.

Organization - Students will logically order ideas by using grade appropriate transitions and phrases to develop correct text structure.

Sentence variety -Students will vary sentence patterns for meaning, reader interest, and style.

Word choice -Students will choose words and phrases to convey ideas precisely.

Correctness - Students will use correct capitalization, usage, punctuation, and spelling.

Handwriting Target Skills

Pencil grip - Students will use the following guidelines for proper pencil grip:
- The pencil is held in a stable position between the thumb, index, and middle fingers.
- The ring and pinky finger and bent and rest comfortably on the table.
- The index finger and thumb form an open space.
- The wrist is bent back slightly, and the forearm is resting on the table.
- The pencil is held approximately one to two centimeters from the tip.

Letter formation - Students will correctly form letters using evidence-based curriculum guidelines.

Spacing - Students will use appropriate amount of spacing between words, sentences, and paragraphs.

Legibility - Students' handwriting will be consistent and easy to read.