

Letter Naming “Three Ways to Remember” Intervention – Integrity Check

Interventionist: _____ **Date:** _____ **Grade Level:** _____ **Tier:** _____
Integrity Monitor: _____

Descriptor - Student	Yes	No	N/A
Student shows need for letter naming support per the Primary MAP Growth assessments.			
Student is in Grade K or 1, or is older and has been assessed using the MAP “Reading Letter Identification” skills checklist.			

Descriptor - Materials	Yes	No	N/A
Student has a practice set of 5 or fewer alphabet cards. Student readily knows the names of 3 of the letters in the practice set.			
Student has access to a marker board or paper, and writing utensils.			
Interventionist has a sheet of Zaner-Bloser stroking pattern phrases and a recording sheet.			

Descriptor - Interventionist	Yes	No	N/A
Interventionist maintains an environment conducive to task completion (quiet, manages behavior issues, engages student, etc.)			
Interventionist follows the steps for implementing the strategy, including check-up, explaining, modeling, practicing, and review.			
The practice set flashcards seem appropriate for the student’s skill level.			
Interventionist scores the student responses accurately on the recording sheet.			
Interventionist assists the student if s/he has difficulty using the designated correction procedure.			
The intervention is conducted at a brisk pace at least 3 times per week for 10-15 minutes.			
Flashcards are moved out of the set at an appropriate time (after they are named correctly for at least 3 days) and new “unknown” cards are moved into the set.			
The practice set cards are practiced every time the student meets with the teacher; review cards are practiced once weekly.			
Student’s progress is monitored using the MAP “Reading Letter Identification” skills checklist assessment.			

Letter Naming/Three Ways to Remember Integrity Check Summary: _____ of _____ applicable components are observed.

Notes: