

# CAPIT Goals



## Tier 3 Intervention

### YEARLY GOAL

Students complete up approximately **100 Days of Usage**.

### WEEKLY GOAL

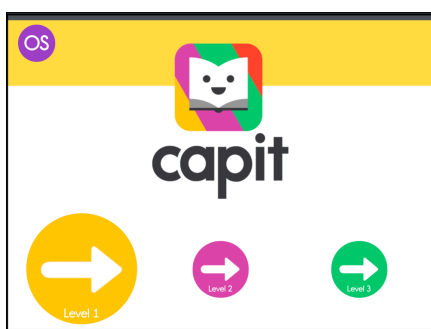
**5 DAYS A WEEK**

### DAILY GOAL

The number of lessons and activities should be individualized for each student. Reference **CAPIT Intensive Intervention Session** document on page 2.

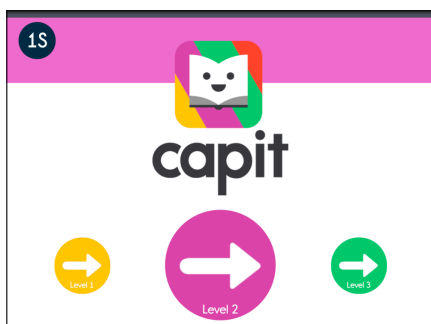
### DAILY INSTRUCTION

**5 to 10-Minutes, 4-5 Times a Day** of Direct Instruction and Independent Student Practice



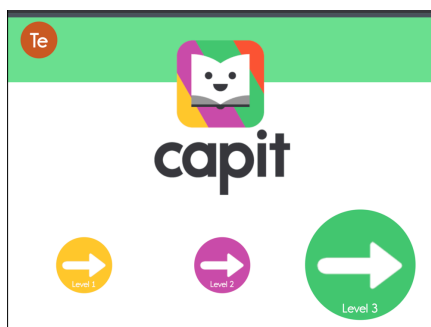
### Level 1

Letters and Sounds



### Level 2

CVC Words, Double Consonants,  
Capital Letters, Punctuations



### Level 3

Consonant Clusters, Digraphs,  
Diphthongs, Multisyllable  
Words, Contractions, Plurals,  
Possessive Apostrophe,  
Compound Words

# CAPIT Intensive Intervention Session



## 5 TO 10-MINUTES, 4-5 TIMES A DAY

### CAPIT SONG

Sing the **CAPIT Song** with your student as your student traces the Letters and the Visual Mnemonic on the **CAPIT Handwriting Chart**.

Date

Notes

### DBRR

Divide-Blend-Review-Reteach using the **CAPIT Mini Playing Cards** or [CAPIT Evaluation Cards](#). Look at the next page for instructions.

Date

Notes

### SYMBOL RECALL

Use the Letters/Sounds from the **Blend Pile** and **Review Pile** to administer a Spelling Test. Say a Sound and have your student write/spell the Sound. You can use paper, sand, sandpaper, mesh with crayon-tactile input. Use the **CAPIT Handwriting Chart** for reference when needed.

Date

Notes

### INSTRUCTION

Using your **Teacher Profile**, reteach the Sounds/Letters in the **Reteach Pile**, or introduce new Sounds/Letters. Minimum one week on each Sound/Letter.

Date

Notes

# DBRR Working with Struggling Readers



## OVERVIEW

If a student cannot hold on to certain sounds, or cannot blend sounds to create words, we recommend working with our **CAPIT Mini Playing Cards** or **CAPIT Evaluation Cards** for an additional few minutes, four times a week. Follow these Four easy steps: **Divide Blend Review Reteach**. NOTE: After printing the **CAPIT Mini Playing Cards**, glue each Visual Mnemonic Card to the back of its corresponding Letter Card.

## STEP 1: DIVIDE

Your task is to **DIVIDE** your pile of cards into three piles: **Automatic Pile**, **Delayed Pile**, **Incorrect Pile**.

- Shuffle the **CAPIT Mini Playing Cards** or **CAPIT Evaluation Cards**. Be sure to use only the letter-cards the student has learned so far.
- Show your student a letter. Your student should tell you the sound this letter represents.
- If your student identified the correct sound in under 2-seconds, the card goes into the **Automatic Pile**.
- If the student gave the correct answer, but with a 2-second delay, the card goes into the **Delayed Pile**.
- If the student gave the correct answer but added an extra Schwa sound to the phoneme, the card goes into the **Delayed Pile**.
- If the student gave the wrong answer, but immediately self-corrected, the card goes into the **Delayed Pile**. Be sure to congratulate your student for self-correcting.
- If the student gave an incorrect answer, the card goes into the **Incorrect Pile**.
- Now that you have **DIVIDED** all the cards into three piles, move to **Step 2**.

## STEP 2: BLEND

Take the **Automatic Pile** and use the cards to generate real words for the student to read (VC and CVC words). Please use actual words, not nonsense words. Most students should have no problem completing this exercise once they are automatic with these particular letters. Use as many combinations as you like.

## STEP 3: REVIEW

Take the **Delayed Pile** and **Review** it with the student using our **Visual Mnemonics** on the back of the cards.

## STEP 4: RETEACH

Take the **Incorrect Pile** and **Reteach** it to the student using our **Visual Mnemonics** on the back of the cards.

Now take both the **Incorrect + Delayed Piles**, and use them to play **Matching Games**. [CLICK HERE](#) for a list of games you can play using our **CAPIT Mini Playing Cards**.

## HELPFUL LINKS

**CAPIT Webinar: Successful Strategies for Struggling Readers:**

<https://capitlearning.com/webinar-recording-successful-strategies>

**The CAPIT Pronunciation Guide**

<https://capitlearning.com/the-capit-pronunciation-guide>

**Working With Struggling Readers (DBRR)**

<https://capitlearning.com/does-capit-have-a-strategy-for-working-with-struggling-readers-dbr>

**CAPIT Games**

<https://capitlearning.com/play-capit-games>

# SOUND RECALL Score Card



SOUND RECALL												
Sound	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
a												
b												
c												
d												
e												
f												
g												
h												
i												
j												
k												
l												
m												
n												
o												
p												
q												
r												
s												
t												
u												
v												
w												
x												
y												
z												

SOUND RECALL												
Sound	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
A												
B												
C												
D												
E												
F												
G												
H												
I												
J												
K												
L												
M												
N												
O												
P												
Q												
R												
S												
T												
U												
V												
W												
X												
Y												
Z												

## INFORMATION

Student's Name \_\_\_\_\_

Instructor's Name \_\_\_\_\_

## LEGEND

- A** Automatic
- D** Delayed
- I** Incorrect

## INSTRUCTIONS

Mark with an **A** all the Sounds your student recalled within 2 seconds.

Mark with an **D** all the Sounds your student failed to recall within 2 seconds.

Mark with an **I** all the Sounds your student failed to recall.

Testing should be done weekly or at the end of each intervention session.

**Remember:** If a student adds a vowel to a consonant, mark it down as incorrect.

**Environment:** Make sure that your student is not tired or hungry before the test. Mornings are better than afternoons. You should test your student in a quiet, empty room that is free of distractions.

# SYMBOL RECALL Score Card



SYMBOL RECALL											
Sound	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
a											
b											
c											
d											
e											
f											
g											
h											
i											
j											
k											
l											
m											
n											
o											
p											
q											
r											
s											
t											
u											
v											
w											
x											
y											
z											

SYMBOL RECALL											
Sound	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date	Date
A											
B											
C											
D											
E											
F											
G											
H											
I											
J											
K											
L											
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N											
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P											
Q											
R											
S											
T											
U											
V											
W											
X											
Y											
z											

## INFORMATION

Student's Name \_\_\_\_\_

Instructor's Name \_\_\_\_\_

## LEGEND

- ✓ Correct
- x Incorrect

## INSTRUCTIONS

Use only the Automatic Pile from your recent Sound Recall Test.

Mark with a ✓ all the Spellings your student recalled.

Mark with an x all the Spellings your student failed to recall.

Testing should be done weekly or at the end of each intervention session.

**Environment:** Make sure that your student is not tired or hungry before the test. Mornings are better than afternoons. You should test your student in a quiet, empty room that is free of distractions.