

Brookeland Independent School District Superintendent  
187 WILDCATWALK  
BROOKELAND, TX 75931  
Office: (409) 698-2413 Option 1  
Fax: (409) 698-2533  
[www.brookelandisd.net](http://www.brookelandisd.net)

Tammy Gilbert Dyslexia Coordinator/Teacher  
Email: [tgilbert@brookelandisd.net](mailto:tgilbert@brookelandisd.net)  
Cell: (409) 224-9861  
Office Hours Very: Monday and Friday

**Student Name:**

**Grade:**

**Intervention Plan: DIP Region V**

**Entry Date:**

**The student will be receiving a research based intervention plan based on the student's screening data. The intervention program is research based and will be taught with fidelity following the guidelines of TEA and the adopted intervention program. The student will be receiving mastery checks throughout the intervention program, and the progress will be shared with the student's legal guardian. Also, the student will receive Special Education or 504 accommodations as needed during the student's educational process.**

**DIP Intervention was provided by Tammy Gilbert. If you have any questions or concerns, please contact me and schedule a conference.**

**Sincerely,**

**Tammy Gilbert**

**Progress Report for Lesson 26 Check Mastery 1 was given after Lessons 1 – 25 were introduced and practiced.**

Part 1: The student is completing activities of Oral Language Skills with a focus in Rapid Naming:

The student has mastered the skill.

The student is continuing to make progress toward mastery.

Part 2: The student is completing Phonological Awareness of omitting syllables.

The student has mastered the skill.

The student is continuing to make progress toward mastery.

Part 3a: The student is completing Letter Naming Recognition.

The student has mastered the skill.

The student is continuing to make progress toward mastery.

Part 3b: The student is completing Letter Sound Recognition.

The student has mastered the skill.

The student is continuing to make progress toward mastery.

Part 4: The student is practicing the mastery of Handwriting.

The student has mastered the skill.

Part 5: The student is practicing the mastery of Reading by blending letter sounds to create words.

The student has mastered the skill.

The student is continuing to make progress toward mastery.

Part 5: The student is practicing the mastery of Spelling by decoding and encoding letter sounds to write the word given correctly.

The student has mastered the skill.

The student is continuing to make progress toward mastery.

Notes: The student is working on the mastery of the skills listed. The skills will be spiraled throughout the intervention program. As the student is working on assigned activities, please reinforce these concepts.

Closed Vowel Sounds of (a, e, i, o, u) and Vowel Pair (oo)

Consonant sounds (b, c, d, e, f, g, h, j, k, l, m, n, p, qu, r, s, t, v, w, x, y, z,)

Syllable Accent

Twin Consonants and Consonant Blends

Suffix (s, ed, ing, less, ful)

Spelling: FLOSS Rule

Dictionary Skills: Alphabetical Order, Guide Words, Dictionary Quartiles

Writing/ Grammar: Capitalization, Nouns, Verbs

Reading Comprehension: Setting and Context Clues

Progress Report for Lesson 39 Check Mastery 2 was given after lesson 27 – 38 were introduced and practiced.

Part 1: The student is completing activities of Oral Language Skills with a focus in Rapid Naming:  
The student has mastered the skill.  
The student is continuing to make progress toward mastery.

Part 2: The student is completing Phonological Awareness of omitting syllables.  
The student has mastered the skill.  
The student is continuing to make progress toward mastery.

Part 3a: The student is completing Letter Naming Recognition.  
The student has mastered the skill.  
The student is continuing to make progress toward mastery.

Part 3b: The student is completing Letter Sound Recognition.  
The student has mastered the skill.  
The student is continuing to make progress toward mastery.

Part 4: The student is practicing the mastery of Handwriting.  
The student has mastered the skill.

Part 5: The student is practicing the mastery of Reading by blending letter sounds to create words.  
The student has mastered the skill.  
The student is continuing to make progress toward mastery.

Part 5: The student is practicing the mastery of Spelling by decoding and encoding letter sounds to write the word given correctly.  
The student has mastered the skill.  
The student is continuing to make progress toward mastery.

Notes: The student is working on the mastery of the skills listed. The skills will be spiraled throughout the intervention program. As the student is working on assigned activities, please reinforce these concepts.

Final Stable Syllables: (ble, dle, fle, gle, ple, sle, tle, zle)

R-Control Vowel: (er, ir, ur, or, ar)

Vowel Consonant e: (a-e, e-e, i-e, o-e, u-e, y)

Vowel Consonant e: makes the long /i/sound in y-e

VC/CV patterns:

Irregular Words:

Suffix: (ness, less)

Spelling:

Sentence Dictation

Reading Comprehension:

Details

Cause and Effect

Progress Report for Lesson 59 Check Mastery 3 was given after lesson 40 – 58 were introduced and practiced.

Part 1: The student is completing activities of Oral Language Skills with a focus in Rapid Naming:  
The student has mastered the skill.  
The student is continuing to make progress toward mastery.

Part 2: The student is practicing the mastery of Handwriting.  
The student has mastered the skill.

Part 3: The student is practicing the mastery of Reading by blending letter sounds to read words, phrases, sentences, and paragraphs fluently.  
The student has mastered the skill.  
The student is continuing to make progress toward mastery.

Part 4: The student is practicing the mastery of spelling words correctly while implementing the spelling rules.  
The student has mastered the skill.  
The student is continuing to make progress toward mastery.

Part 5: The student is practicing the mastery of Grammar and Writing skills.  
The student has mastered the skill.  
The student is continuing to make progress toward mastery.

Notes: The student is working on the mastery of the skills listed. The skills will be spiraled throughout the intervention program. As the student is working on assigned activities, please reinforce these concepts.

Vowel-Consonant-e (a-e, e-e, i-e, o-e, u-e)  
Vowel Consonant e: makes the long /i/sound in y-e

R-Control Vowel: (er, ir, ur, or, ar)

Irregular Words

VC/CV patterns

Suffix (er, ly, y, est, en)

Spelling:  
Sentence Dictation

Reading Comprehension:  
Details  
Cause and Effect  
Poem Frames

Progress Report for Lesson 85 Check Mastery 4 was given after concepts 60 – 84 were introduced and practiced.

Part 1: The student is completing dictionary skills through Rapid Naming:  
The student has mastered the skill.  
The student is continuing to make progress toward mastery.

Part 2: The student is practicing the mastery of Handwriting.  
The student has mastered the skill.

Part 3a: The student is practicing the mastery of Reading by blending letter sounds to read words, phrases, sentences, and paragraphs fluently.  
The student has mastered the skill.  
The student is continuing to make progress toward mastery.

Part 3b: The student is practicing the mastery of Reading Comprehension skills focusing on synonym, antonym, literary genre, setting, characters, details, figurative Language, and personal application.  
The student has mastered the skill.  
The student is continuing to make progress toward mastery.

Part 4: The student is practicing the mastery of spelling words correctly while implementing the spelling rules.  
The student has mastered the skill.  
The student is continuing to make progress toward mastery.

Part 5: The student is practicing the mastery of Grammar and Writing skills through writing applications of complete sentence structures, appropriate capitalization, appropriate punctuation, correct grammar uses rules, correct spelling rules, logical cohesive flow of information.  
The student has mastered the skill.  
The student is continuing to make progress toward mastery.

Notes: The student is working on the mastery of the skills listed. The skills will be spiraled throughout the intervention program. As the student is working on assigned activities, please reinforce these concepts.

Open Vowel a, e, i, o, u

R-Control Vowel ar, or, er, ir, ur

Consonant Digraph kw, wh, wr

Consonant Trigraph tch

Vowel Digraph oi, oy

Vowel Pair oo, ea, ou, ow /ow/

Suffix: ful

Prefix: mis, un, inter, sub, dis, es, over, under, self, super

Progress Report for Lesson 119 Check Mastery 5 was given after concepts 86 – 118 were introduced and practiced.

Part 1: The student is completing dictionary skills through Rapid Naming:  
The student has mastered the skill.  
The student is continuing to make progress toward mastery.

Part 2: The student is practicing the mastery of Handwriting.  
The student has mastered the skill.

Part 3a: The student is practicing the mastery of Reading by blending letter sounds to read words, phrases, sentences, and paragraphs fluently.  
The student has mastered the skill.  
The student is continuing to make progress toward mastery.

Part 3b: The student is practicing the mastery of Reading Comprehension skills focusing on synonym, antonym, literary genre, setting, characters, details, figurative Language, and personal application.  
The student has mastered the skill.  
The student is continuing to make progress toward mastery.

Part 4: The student is practicing the mastery of spelling words correctly while implementing the spelling rules.  
The student has mastered the skill.  
The student is continuing to make progress toward mastery.

Part 5: The student is practicing the mastery of Grammar and Writing skills through writing applications of complete sentence structures, appropriate capitalization, appropriate punctuation, correct grammar uses rules, correct spelling rules, logical cohesive flow of information.  
The student has mastered the skill.  
The student is continuing to make progress toward mastery.

Notes: The student is working on the mastery of the skills listed. The skills will be spiraled throughout the intervention program. As the student is working on assigned activities, please reinforce these concepts.

Prefixes (in, pre, semi, re, ex, post, trans, a, non) and Suffix: ment, ist

Root Words (port, pel, script, tract, mit, ject, cede, cur, dic, duc, fer, pel, rupt, sist, spect, spond, ven, vert, vis, voc, ante, bene, contra, de, demi, pre, pro, re, se, semi)

Final Stable Syllables

Changing Rule “y” to “i”

“a” before l

Vowel Pairs (ow, oa, oe, au, aw, “ea” makes the closed /e/

V/CV a, e, i, o, u, pattern, V’CCV, Accented Syllables (VC’/V, VC’/CCV, VC/CCV

ce, ci, cy makes the /s/ sound and ge, gi, gy makes the /j/ sound

Silent k in consonant digraph kn and Silent g in consonant digraph gn

Reading Comprehension:

Point of View, Compare and Contrast

Grammar/Writing: Plurals Nouns and verbs

Progress Report for Lesson 137 Check Mastery 6 was given after concepts 120 - 136 were introduced and practiced.

Part 1: The student is completing dictionary skills through Rapid Naming:  
The student has mastered the skill.  
The student is continuing to make progress toward mastery.

Part 2: The student is practicing the mastery of Handwriting.  
The student has mastered the skill.

Part 3a: The student is practicing the mastery of Reading by blending letter sounds to read words, phrases, sentences, and paragraphs fluently.  
The student has mastered the skill.  
The student is continuing to make progress toward mastery.

Part 3b: The student is practicing the mastery of Reading Comprehension skills focusing on synonym, antonym, literary genre, setting, characters, details, figurative Language, and personal application.  
The student has mastered the skill.  
The student is continuing to make progress toward mastery.

Part 4: The student is practicing the mastery of spelling words correctly while implementing the spelling rules.  
The student has mastered the skill.  
The student is continuing to make progress toward mastery.

Part 5: The student is practicing the mastery of Grammar and Writing skills through writing applications of complete sentence structures, appropriate capitalization, appropriate punctuation, correct grammar uses rules, correct spelling rules, logical cohesive flow of information.  
The student has mastered the skill.  
The student is continuing to make progress toward mastery.

Notes: The student is working on the mastery of the skills listed. The skills will be spiraled throughout the intervention program. As the student is working on assigned activities, please reinforce these concepts.

Vowel Pair ue, ie,

Vowel Pair ei makes the long /e/ sound

Vowel Pair ey makes the long /e/ sound

Vowel Pair eigh makes the long /a/ sound

Suffix: ish, let, hood, some, ity

Final Stable Syllable: tion, sion-zhun, sion-shun, age

Changing Possessive "f", "fe" to "ves"

V'/V pattern

Consonant Digraph ph makes the /f/ and Consonant Digraph ck makes the /k/

Progress Report for Lesson 146 Check Mastery 7 was given after concepts 138 - 145 were introduced and practiced.

Part 1: The student is completing dictionary skills through Rapid Naming:  
The student has mastered the skill.  
The student is continuing to make progress toward mastery.

Part 2: The student is practicing the mastery of Handwriting.  
The student has mastered the skill.

Part 3a: The student is practicing the mastery of Reading by blending letter sounds to read words, phrases, sentences, and paragraphs fluently.  
The student has mastered the skill.  
The student is continuing to make progress toward mastery.

Part 3b: The student is practicing the mastery of Reading Comprehension skills focusing on synonym, antonym, literary genre, setting, characters, details, figurative Language, and personal application.  
The student has mastered the skill.  
The student is continuing to make progress toward mastery.

Part 4: The student is practicing the mastery of spelling words correctly while implementing the spelling rules.  
The student has mastered the skill.  
The student is continuing to make progress toward mastery.

Part 5: The student is practicing the mastery of Grammar and Writing skills through writing applications of complete sentence structures, appropriate capitalization, appropriate punctuation, correct grammar uses rules, correct spelling rules, logical cohesive flow of information.  
The student has mastered the skill.  
The student is continuing to make progress toward mastery.

Notes: The student is working on the mastery of the skills listed. The skills will be spiraled throughout the intervention program. As the student is working on assigned activities, please reinforce these concepts.

Vowel Pair ue makes the long /u/

Vowel Pair ew makes the long /u/

Vowel Pair ei, ey makes the long /a/

Vowel Pair ou makes the /oo/ sound as in soup

Consonant digraph ch makes the /sh/ sound

Final Stable Syllable: ture makes the (cher) sound

Suffix: ous

ti and ci sound

Suffix ish, let, hood



Brookeland Independent School District Superintendent  
187 WILDCATWALK  
BROOKELAND, TX 75931  
Office: (409) 698-2413 Option 1  
Fax: (409) 698-2533  
[www.brookelandisd.net](http://www.brookelandisd.net)

Tammy Gilbert Dyslexia Coordinator/Teacher  
Email: [tgilbert@brookelandisd.net](mailto:tgilbert@brookelandisd.net)  
Cell: (409) 224-9861  
Office Hours Very: Monday and Friday

**Student Name:**

**Grade:**

**Intervention Plan: DIP Region V**

**Exit from the intervention Program Date:**

**The student has mastered the Mastery Checks for masteries research based intervention plan based on the student's screening data. However, the student will continue to receive Special Education or 504 accommodations as needed during the student's educational process.**

**DIP Intervention was provided by Tammy Gilbert. If you have any questions or concerns, please contact me and schedule a conference.**

**Sincerely,**

**Tammy Gilbert**