



DC READING CLINIC

The DC Reading Clinic has been implementing Heggerty in one-on-one settings and coaching teachers in larger settings since January 2019. The [Heggerty implementation checklist](#) offers very general guidance for best practices. Below is what the Clinic has observed as common instructional shifts that truly affect student response to instruction.

Prior to instruction:

- ❑ **Full group:** Teacher follows the weekly/daily scope and sequence for their grade-level.
 - ❑ **OR Small group:** Teacher plans activities that progress from phonological (word and syllable level) to phonemic (phoneme-level) skills, and from simple isolation and identification to blending, segmenting, and manipulation tasks. The teacher's ultimate goal is [phonemic proficiency](#).
- ❑ Teacher allots at least 10 cherished minutes to Heggerty every day.
- ❑ Teacher is facing students with her hands and mouth visible to all students.

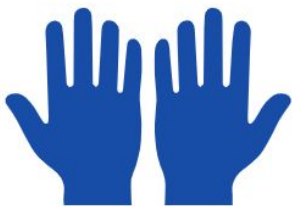
During instruction:

- ❑ **Items:** Teacher either uses all words listed for each skill, or makes diagnostic decision to discontinue after three consecutive errors (see "Regroup" below). Teacher does not belabor items that the students clearly do not understand.
- ❑ **Pace:** Teacher moves at quick pace, accomplishing all tasks (except Letter-Naming) in 10-15 minutes.
- ❑ **Hands:** Teacher uses consistent [hand motions](#). ([Videos](#).)
- ❑ **Left-to-right:** Hand motions consider mirrored left-to-right orientation (i.e. ensuring that the teacher's hands move right-to-left so that students can mirror left-to-right.)
- ❑ **Verbal clutter:** Teachers use precise and limited language to avoid confusion and verbal clutter. Non-verbals are used to confirm correct and incorrect answers.
- ❑ **Watch my Mouth:** Teachers ensure their mouth is visible to all students to aid students in seeing the clear articulation of sounds.

After instruction:

- ❑ **Diagnostic:** Teacher makes notes about students who will require phonemic awareness intervention and plans to address their needs during needs-based groups.
- ❑ **Regroup:** Teacher practices delivery of instruction for any skill that was discontinued due to three consecutive errors during instruction.

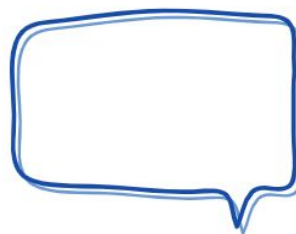
The big four:



Hand motions



Left-to-right for students



No verbal clutter



Watch my mouth