

K-3 | Finding the Right Starting  
Point for Reading Interventions  
**UNIVERSAL SCREENER  
COMPANION GUIDE**

## MISSISSIPPI READING PANEL

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## PURPOSE

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The Mississippi Department of Education (MDE), in collaboration with the Mississippi Reading Panel, has developed this guidebook to support purposeful interventions when a student is identified as “at-risk” on a Universal Screener.

All of the universal screeners adopted by the MDE for use in our schools include grade appropriate assessments for each of the five components of reading, plus letter naming fluency which is a strong predictor of later reading success.

### K-3 Reading Screener Required and Recommended Domains

DOMAIN	KINDERGARTEN	1ST GRADE	2ND GRADE	3RD GRADE
Phonological / Phonemic Awareness	Required	Required	n/a	n/a
Letter Naming Fluency	Required	Required	n/a	n/a
Phonics / Word Recognition	Required	Required	Required	Required
Listening Comprehension	<i>Recommended</i>	n/a	n/a	n/a
Reading Comprehension	n/a	Required	Required	Required
Fluency	n/a	Required (mid-year)	Required	Required
Vocabulary	<i>Recommended</i>	<i>Recommended</i>	<i>Recommended</i>	<i>Recommended</i>

It is important to use results from these screeners in a manner that helps to identify the **lowest deficit skill**. The lowest deficit skill is the point where an intervention begins because it represents where the breakdown in mastery has occurred. For example, all of the screeners include some form of fluency assessment. If a student’s fluency score is below the identified benchmark, it may not be sufficient to simply introduce a fluency intervention. **Fluency, that is not optimal, may be an indicator of another deficit.**

Suggested progress monitoring tools are also included in this document. Progress monitoring has several purposes: to identify students as soon as they begin to fall behind; to modify instruction early enough to ensure each student gains essential skills; and to determine if students are making adequate progress. Utilize MDE guidelines for recommended progress

monitoring schedules ([http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/rti-quick-reference-guide-5\\_26\\_16.pdf?sfvrsn=2](http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/rti-quick-reference-guide-5_26_16.pdf?sfvrsn=2)).

## **HOW READING WORKS:**

### **The Reading Universe™ Provides the Big Picture**

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The Reading Universe is a creation of the Barksdale Reading Institute (BRI), a Mississippi-based philanthropic organization devoted to significantly improving our state’s pre-literacy and reading skills.

The Reading Universe was developed as a way to illustrate to teachers how the various skills that are required for proficient reading fit within a larger picture. It is not a scope and sequence for reading instruction, as every child may not need to be taught every skill as presented. Rather it is the “universe” of skills that every teacher should understand are important to the reading process.

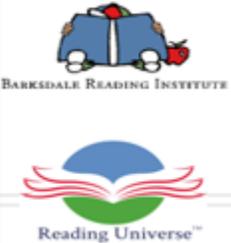
The Reading Universe website offers an interactive guide for teaching each of the skills in a systematic, explicit, and sequential way.

Visit [www.readinguniverse.org](http://www.readinguniverse.org) to explore the interactive grid and gain access to an explanation of the skill, videos of exemplary instruction, activities and lesson plans, and other high-quality resources courtesy of additional links to reputable partner organizations.

# THE READING UNIVERSE™

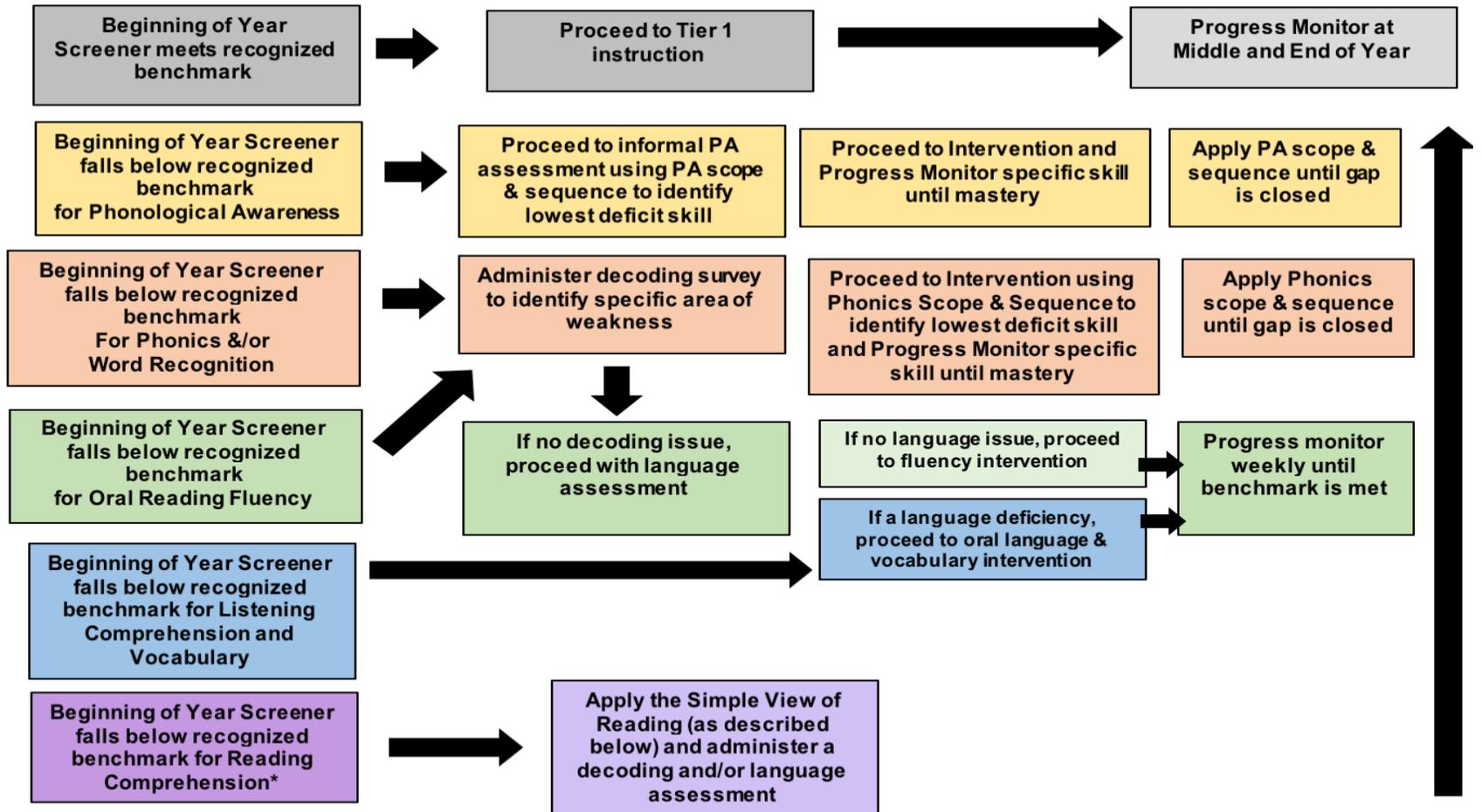
## The Reading Universe™

Understanding the Big Picture: A Professional Development Guide to Illustrate the Universe of Skills for a Structured Approach to Early Literacy Instruction

ON-GOING ASSESSMENT: Universal Screening, Benchmark, Diagnostic, Progress Monitoring, Formative and Summative						
Simple View of Reading*	DECODING			LANGUAGE		READING COMPREHENSION
CONCEPTS of PRINT	PHONOLOGICAL AWARENESS	PHONICS	FLUENCY	ORAL LANGUAGE	VOCABULARY	COMPREHENSION
Understanding that written language represents meaningful oral language and that books and print have structure.	Having the ability to recognize and manipulate the units of sound in language (without print).	Understanding the systematic, predictable relationship between written letters and spoken sounds.	Reading with accuracy, reasonable rate, and appropriate expression.	The ability to produce words, sentences, and meaningful discussion.	The ability to recognize and understand the meaning of oral and written words.	The active and purposeful pursuit of understanding a written text.
<b>Basic Book Parts</b> front and back cover, title, author, illustrator, spine, title page	<b>Syllables</b> blend, segment, isolate, manipulate (delete, add, substitute)	<b>Alphabetic Principle</b> letter name/letter sound association	<b>Accuracy</b> words read correctly	<b>Receptive Language</b> understand verbal, nonverbal, and written communication	<b>Levels of Understanding</b> literal, inferential, propositional	
<b>Directionality</b> read top to bottom and left-to-right, identify the first/last word, tracking, return sweep	<b>Onset and Rime</b> identify, blend, segment, recognize and produce rhyming words	<b>Regularly Spelled High Frequency Words</b> Regularly spelled high frequency words are taught in the phonics scope and sequence.	<b>Rate</b> pace of words read	<b>Expressive Language</b> produce meaning through verbal, nonverbal and written communication	<b>Strategies of Critical Thinking</b> cognitive processes used to derive multiple dimensions of meaning from text	
<b>Print Structure</b> identify letter, word, and sentence, spaces between words, capitalization and punctuation	<b>Articulation</b> accurate oral production of sounds including continuants, stops, affricatives, fricatives, nasals, liquids, and glides	<b>Beginning Phonics</b> vo and ovc words, consonant digraphs and trigraphs, double consonant endings, blends, 1-1-1 doubling rule, inflectional suffixes, change y to i, 2-syllable words with short vowels	<b>Expression</b> phrasing, intonation, acknowledgment of punctuation, and appropriate emphasis	<b>Knowledge of Words</b> access prior knowledge, develop word consciousness, and explicitly teach new words	<b>Products of Comprehended Text</b> ability to determine main idea and text's theme, sequence critical events, identify cause and effect, determine similarities and differences, etc. of comprehended text	
<b>Text Features</b> page numbers, table of contents, illustrations/photos, chapter titles, headings, captions, labels, and diagrams	<b>Phonemic Awareness</b> isolate, identify, categorize, blend, segment, manipulate (delete, add, substitute)	<b>Advanced Phonics</b> schwa, long vowel spelling patterns, vowel-1, diphthongs, hard and soft c and g, consonant-le (C-le), silent consonant letters, dropping e to add vowel suffix, affixes, derivational endings	<b>Irregularly Spelled High Frequency Words</b> Irregularly spelled high frequency words are taught in a usage sequence. Both regularly and irregularly spelled words should become automatic to word recognition skills.	<b>Morphology</b> meanings and origins of base words, roots, and affixes	 <p>BARKSDALE READING INSTITUTE</p> <p>Reading Universe™</p>	
				<b>Syntax</b> system of rules governing word order in sentences		
				<b>Pragmatics</b> use of language in social context		
<b>EARLY WRITING / ENCODING</b>						
<b>STRUCTURED LITERACY INSTRUCTION: Sequential, Systematic, Explicit, To Mastery, and Cumulative</b>						

# IDENTIFYING THE LOWEST DEFICIT SKILL: Screeners and Diagnostic Assessments

## How Screeners and Diagnostics Lead to Identification of the Lowest Deficit Skill



*\*Reading comprehension deficits are rarely remedied simply by teaching comprehension strategies as an intervention. A reading comprehension deficit is rooted in either a decoding deficit or a language comprehension deficit or both. To achieve grade level comprehension, a student benefits most from interventions in the subskills of these two domains. These domains and subskills are described in the next section.*

## TIER I INSTRUCTION



During **Tier I Instruction**, teachers should provide high-quality classroom instruction aligned to the Mississippi College- and Career- Readiness Standards (MS-CCRS) and implement State Board Policy Part 3, Chapter 41, Rule 41.1, the 3-tier instructional model. To effectively implement Tier 1 instruction, teachers should take the following steps:

- *Step 1:* Conduct universal screenings of academics and behavior three times per year;
- *Step 2:* Use this screener to identify students who score below the recommended percentile of the universal screener and identify their deficits;
- *Step 3:* Adapt instruction to meet the needs of students that require additional support; and,
- *Step 4:* Administer formative and summative assessments to determine student success and differentiate instruction as needed in whole group and small group settings to meet student needs based on the results.

Teachers must ensure that they communicate regularly with school administrators and families on student progress and continually analyze all data sources to identify students in need of Tier II/Tier III interventions.

**Differentiated instruction** is an approach to teaching in which educators actively plan for students' differences so that all students can best learn. In a differentiated classroom, teachers divide their time, resources, and efforts to effectively teach students who have various backgrounds, readiness and skill levels, and interests. Teachers differentiate instruction when they:

- provide students with instruction and reading materials at varying readability levels, including decodable text;
- meet with small groups to reteach an idea or skill for struggling learners or to extend the thinking or skills of advanced learners;
- offer manipulatives or other hands-on supports for students who need them: or,
- use tiered activities where all learners work through the same skills but proceed with different levels of support, challenges, or complexity.

## Research to Support Tier I Instruction

**Mississippi Department  
of Education**

<http://www.mdek12.org/OAE/OEER/InterventionServices>

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**Reading Rockets**

<http://www.readingrockets.org/article/what-differentiated-instruction>

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**Scholastic**

<https://www.scholastic.com/teachers/articles/teaching-content/what-differentiated-instruction>

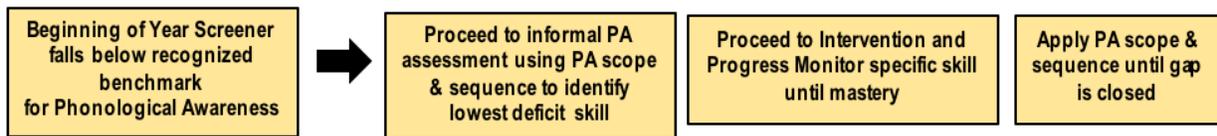
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**Florida Center for Reading  
Research**

<http://www.fcrr.org/Curriculum/curriculumInstructionFAQ1.shtm#1>

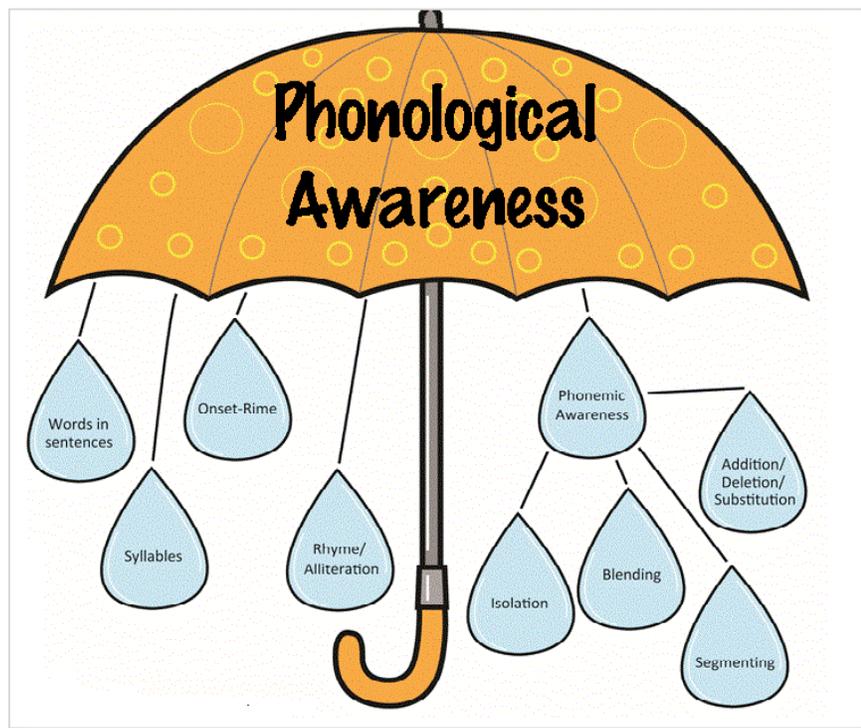
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## PHONOLOGICAL AWARENESS



**Phonological awareness** is the general appreciation of how language can be divided into its components. With strong phonological awareness, students have the foundation to become good readers and spellers. Phonological awareness activities are practiced without print. For example, we speak in sentences. Sentences can be broken down into words, words into syllables and then onset-rime. When the word is broken down into its smallest part, individual speech sounds (or phonemes), the term “phonemic awareness” is used.

Phonemic awareness is a sub skill of the broad category of phonological awareness. Phonemic awareness refers to the specific ability to focus on and manipulate individual speech sounds (phonemes) in spoken words. Phonemes are the smallest units comprising spoken language. Phonemes combine to form syllables and words. For example, the word 'mat' has three phonemes: /m/ /a/ /t/. There are 44 phonemes in the English language, including sounds represented by letter combinations such as /th/. Acquiring phonemic awareness is important because it is the foundation for spelling and word recognition skills. Phonemic awareness is one of the best predictors of how well children will learn to read during the first two years of school instruction.



## Phonemic Awareness Diagnostic Assessments and Progress Monitoring Tools

- **Literacy Resources Incorporated (LRI)**  
The assessments were created to inform teachers about a child’s progress with phonemic awareness throughout the school year, and they can be used as a tool for determining where to start the phonemic awareness interventions. The assessments align to the Phonological Awareness Standards of the MS-CCRS.  
*Note: Phonological Awareness skills are embedded throughout each assessment.*  
<https://www.literacyresourcesinc.com/resources/assessments/>
- **Pre-Decoding Skills Survey**  
This assessment was created for kindergarten and 1<sup>st</sup> grade and with older students who perform well below expectations on basic decoding assessments. This tool assesses the following areas: Phonological awareness skills, phonemic awareness skills, letter name knowledge, letter sound knowledge (including sounds of certain letter combinations) and sight word knowledge.  
<https://www.reallygreatreading.com/diagnostics>
- **Phonological Awareness Skills Test (PAST)**  
The Phonological Awareness Skills Test (PAST) is an informal, diagnostic, individually administered assessment tool to help teachers determine the point of instruction for students and to monitor progress. Because it is not a normed test, there can be flexibility in its administration. Developed by David Kilpatrick, PAST should always be administered using the accompanying guide. Both are included in **Appendix B**.
- **Cool Tools – Informal Reading Assessments**  
This informal reading assessment is designed to serve classroom teachers’ needs for informal, sequential measures of the five components of reading.  
<https://spedswap.wikispaces.com/file/view/Cool+Tools.pdf>

### Suggested Phonological Awareness Interventions

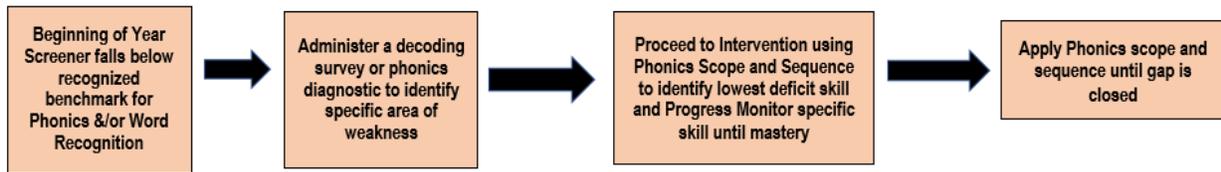
Florida Center for Reading  
Research

Student Center Activities  
[http://www.fcrr.org/resources/resources\\_sca\\_k-1.html](http://www.fcrr.org/resources/resources_sca_k-1.html)

Southwest West Central  
Service Cooperative

Response to Intervention/Phonemic Awareness  
<https://www.swsc.org/page/723>

## PHONICS AND WORD RECOGNITION



**Phonics** is the system of instruction used to teach children the connection between letters and sounds (Snow et al., 1998). **Word Recognition** is an understanding of the systematic, predictable relationship between written letters and spoken sounds.

### Phonics and Word Recognition Diagnostic Assessments and Progress Monitoring Tools

- **Quick Phonics Screener (QPS)**

The purpose of the Quick Phonics Screener (QPS) is to provide informal diagnostic information that can be used to help (a) **PLAN** a student’s instructional program in basic word reading skills and (b) **MONITOR THE PROGRESS or IMPROVEMENT** in phonics skill development.

*Note: The QPS has not been normed and standardized. It is meant to be used as an informal classroom assessment tool.*

<http://www.mo-case.org/resources/Documents/MTSS%20Workshop%20Series%202016-17/Academic%20Docs/QPS%20quick%20phonics%20screener.pdf>

- **Cool Tools – Informal Reading Assessments**

This informal reading assessment is designed to serve classroom teachers’ needs for informal, sequential measures of the five components of reading.

<https://spedswap.wikispaces.com/file/view/Cool+Tools.pdf>

### Suggested Phonics Interventions

**Florida Center for Reading Research**

Student Center Activities

[http://www.fcrr.org/resources/resources\\_sca\\_k-1.html](http://www.fcrr.org/resources/resources_sca_k-1.html)

**Southwest West Central Service Cooperative**

Response to Intervention/Phonics

<https://www.swsc.org/page/724>

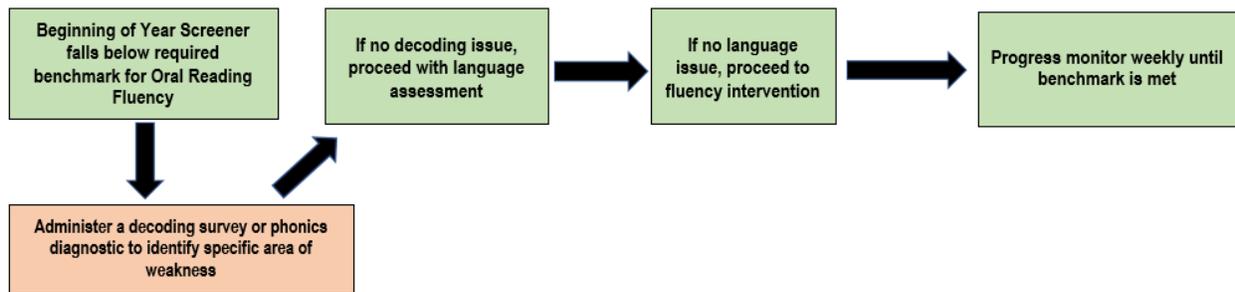
**Decodable Texts**

*Note: Phonics interventions must be tied to text to ensure transfer of the skill into practice.*

Decodable Text

[http://www.freereading.net/wiki/Decodable\\_passages.html](http://www.freereading.net/wiki/Decodable_passages.html)  
[http://www.auburn.edu/academic/education/reading\\_genie/teacherbooks.html](http://www.auburn.edu/academic/education/reading_genie/teacherbooks.html)

## ORAL READING FLUENCY



**Oral reading fluency** is when students can read with accuracy, reasonable rate, and appropriate expression. Students who read with automaticity and have appropriate speed, accuracy, and proper expression are more likely to comprehend material because they are able to focus on the meaning of the text.

Universal screeners should include a fluency assessment. A fluency score (expressed as words correct per minute or WCPM) provides a useful starting point for identifying students who are not reading at grade level because clear national norms have been established for grades K- 8 for oral reading fluency. Accuracy is a critical feature of fluency and should be 95% or above. The following chart explains how to compute both scores:

When using the National Norms for Oral Reading Fluency (Hasbrouck & Tindal, 2017), consider these three features:

1. Grade level of the student you are assessing
2. Time of year in which the assessment is taking place
3. The range of scores at or near the 50<sup>th</sup> percentile (The 50<sup>th</sup> percentile represents the “optimal” rate for reading fluency.)

Once the fluency score has been established and compared to the “optimal” rate for the student’s grade level, it is possible to use a decision “tree” to determine next steps in the diagnostic process.

**Why We Start with Fluency**  
(Hasbrouck & Tindal, 2017)

Grade	90 <sup>th</sup>	75 <sup>th</sup>	50 <sup>th</sup>	25 <sup>th</sup>	10 <sup>th</sup>	Fall WCPM*	Winter WCPM*	Spring WCPM*
1	90	84	78	72	66	97	97	116
	75	80	75	70	65	92	92	110
	50	80	75	70	65	92	92	110
	25	75	70	65	60	87	87	105
	10	70	65	60	55	82	82	100
2	90	111	104	97	90	111	131	148
	75	104	97	90	84	109	124	134
	50	104	97	90	84	109	124	134
	25	96	89	82	75	99	112	120
	10	88	81	74	67	91	103	110
3	90	154	144	134	124	154	181	195
	75	144	134	124	114	144	169	180
	50	144	134	124	114	144	169	180
	25	134	124	114	104	134	157	166
	10	124	114	104	94	124	146	153
4	90	193	183	173	163	193	224	241
	75	183	173	163	153	183	213	228
	50	183	173	163	153	183	213	228
	25	173	163	153	143	173	203	216
	10	163	153	143	133	163	193	204
5	90	279	269	259	249	279	313	333
	75	269	259	249	239	269	303	318
	50	269	259	249	239	269	303	318
	25	259	249	239	229	259	293	306
	10	249	239	229	219	249	283	294
6	90	365	355	345	335	365	409	433
	75	355	345	335	325	355	399	418
	50	355	345	335	325	355	399	418
	25	345	335	325	315	345	389	402
	10	335	325	315	305	335	379	390

Annotations: A red arrow points to the Spring WCPM column. A blue arrow points to the 50<sup>th</sup> percentile row for grade 3, with the text "Within range of 50<sup>th</sup> percentile is optimal".

**How to calculate fluency & accuracy**

**Fluency**

Rate of words read correctly within a minute on a grade level passage.

$$\frac{\text{Words attempted} - \text{Errors}}{\text{Words correct per minute}} = \text{FLUENCY RATE}$$

**Accuracy**

Percentage of words read correctly within a grade level passage.

$$\frac{\text{Words correct per minute}}{\text{Words attempted}} = \text{ACCURACY RATE } \%$$

There are essentially four “branches” created by this process:

	ORAL READING FLUENCY OUTCOMES	RECOMMENDED ACTION
1	Fluency is in optimal range; accuracy is sufficient	Proceed to Tier 1 instruction
2	Fluency is in optimal range; accuracy is insufficient.	Review self-monitoring strategies; proceed to Tier 1
3	Fluency is below optimal range; accuracy is sufficient	Assess high frequency words (HWF); provide fluency practice and progress monitoring; assess language comprehension subskills
4	Fluency and accuracy are both insufficient.	Assess word recognition subskills*, including Phonological Awareness as may be indicated by decoding assessment or PA screener

### Oral Reading Fluency Diagnostic Assessment and Progress Monitoring Tool

Note: Refer to Appendix B for Oral Reading Fluency National Norms and diagnostic instruction information.

- **Cool Tools – Informal Reading Assessments**

This informal reading assessment is designed to serve classroom teachers’ needs for informal, sequential measures of the five components of reading.

<https://spedswap.wikispaces.com/file/view/Cool+Tools.pdf>

- **DIBELS Assessments**

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.

DIBELS Oral Reading Fluency (ORF)-Progress Monitoring Materials

<https://dibels.uoregon.edu/assessment/index/materialdownload?agree=true#undefined>

- **Texas Reading First Fluency**

To determine a student's individual oral reading fluency, the teacher listens to the student read a grade-level passage aloud for one minute, noting the total number of words read and subtracting any errors to obtain the CWPM score. For the purpose of assessment, students must read a passage appropriate for their grade level (e.g., second-grade students must read a second-grade passage). *Note: While students must read a grade-level passage for the purpose of assessment, they should be assigned passages at their individual instructional reading level.*

## Suggested Fluency Interventions

<b>Florida Center for Reading Research</b>	Student Center Activities <a href="http://www.fcrr.org/resources/resources_sca_k-1.html">http://www.fcrr.org/resources/resources_sca_k-1.html</a>
<b>Southwest West Central Service Cooperative</b>	Fluency <a href="https://www.swsc.org/page/725">https://www.swsc.org/page/725</a>
<b>Listening Passage Preview</b>	<a href="http://ebi.missouri.edu/wp-content/uploads/2017/07/LPP-EBI-Brief.pdf">http://ebi.missouri.edu/wp-content/uploads/2017/07/LPP-EBI-Brief.pdf</a>
<b>Phrase Drill</b>	<a href="http://ebi.missouri.edu/wp-content/uploads/2017/07/Phrase-Drill-.pdf">http://ebi.missouri.edu/wp-content/uploads/2017/07/Phrase-Drill-.pdf</a>
<b>Repeated Readings</b>	<a href="http://ebi.missouri.edu/wp-content/uploads/2011/03/ECU-EBI-Academic-Need-Practice-Repeated-Readings.pdf">http://ebi.missouri.edu/wp-content/uploads/2011/03/ECU-EBI-Academic-Need-Practice-Repeated-Readings.pdf</a>
<b>Reader's Theater</b>	<a href="http://ebi.missouri.edu/wp-content/uploads/2018/02/Readers-Theatre_BRIEF2.pdf">http://ebi.missouri.edu/wp-content/uploads/2018/02/Readers-Theatre_BRIEF2.pdf</a>

## LISTENING COMPREHENSION AND VOCABULARY



**Vocabulary** is the ability to recognize and understand the meaning of oral and written words. A strong vocabulary impacts listening comprehension and reading comprehension. Listening comprehension involves the various processes of understanding and making sense of spoken language. These processes involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.

### Listening Comprehension and Vocabulary Diagnostic Assessments and Progress Monitoring Tools

- **Cool Tools – Informal Reading Assessments**  
This informal reading assessment is designed to serve classroom teachers' needs for informal, sequential measures of the five components of reading  
<https://spedswap.wikispaces.com/file/view/Cool+Tools.pdf>
- **Neuhaus Education Center Oral Language and World Knowledge Screening**  
These screenings are short and simple to administer yet give information about the contribution of oral language and world knowledge of an early reader. Teachers can compare results with comprehension scores to see if struggling readers need instruction that builds their oral language (See Appendix H).  
<https://www.neuhaus.org/document.doc?id=112>
- **The Abecedarian Reading Assessment**  
The words chosen for this assessment are basic words that should be in the speaking vocabulary of pre-readers. The words were selected from two databases that list words according to how often they come up in speech or text (called Word Frequency) and according to how early in life most people learn the words (called Age of Acquisition).

There are three tasks in the Vocabulary subtest: Production, Antonyms, and Synonyms. It is recommended that *all three* be given to each child because they do not increase in difficulty, and because this subtest can reveal so much about a child's background knowledge and linguistic experiences.

Children who do not perform well on this task are coming from impoverished linguistic environments and have limited linguistic experiences (or, they may be learning English as a second language). It is therefore up to the teacher to make sure those children's linguistic environments are improved, particularly in the classroom. Every opportunity should be taken to encourage those children to take an active role in dialog and conversation. <http://www.balancedreading.com/assessment/abecedarian.pdf>

## Suggested Listening Comprehension and Vocabulary Interventions

**Florida Center for Reading  
Research**

Student Center Activities  
[http://www.fcrr.org/resources/resources\\_sca\\_k-1.html](http://www.fcrr.org/resources/resources_sca_k-1.html)

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**Southwest West Central  
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Vocabulary  
<https://www.swsc.org/page/726>

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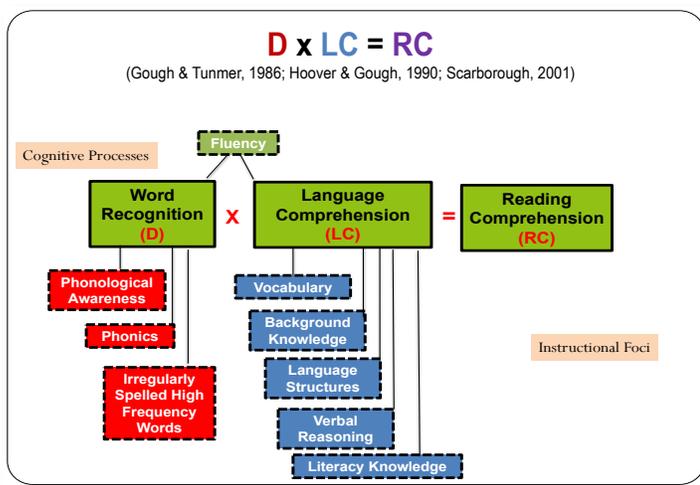
## READING COMPREHENSION



**Reading Comprehension** deficits are rarely remedied simply by teaching comprehension strategies as an intervention. A reading comprehension deficit is often rooted in either a decoding deficit or a language comprehension deficit or both. To achieve grade-level comprehension, a student benefits most from interventions in the subskills of these two domains. These domains and subskills are described in the next section.

### The Simple View of Reading

In order to identify the lowest deficit skill and design an effective intervention, teachers should be knowledgeable about the recognized research in the field of reading:



1. **The Simple View of Reading** (Gough & Tunmer, 1986; Hoover & Gough, 1990)
2. **Scarborough's Rope Model** (Scarborough, 2001)
3. **A Scope and Sequence for Teaching Foundational Skills**

Items one and two above are important conceptual models established by research that illustrate how the components of reading support the goal of comprehension.

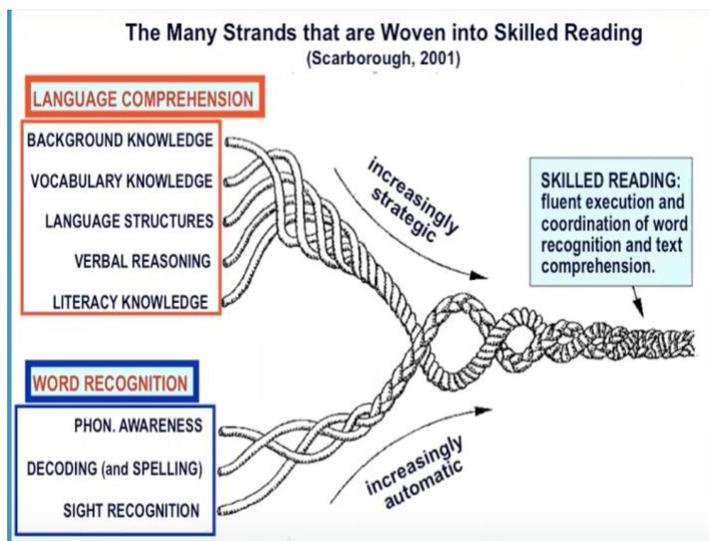
The work of Phillip Gough & William Tunmer in 1986, followed by Wes Hoover

and Gough in 1990, demonstrates that the process that leads to reading comprehension comprises two domains: decoding and language comprehension. They called this formula The Simple View of Reading and concluded that both domains were critical to reading comprehension and that one domain could not compensate for the other.

Many struggling students have difficulty with both domains. Interventions should begin with the subskills of decoding. After all, one cannot put meaning to a word until it has been accurately decoded.

## Scarborough's Rope Model

Scarborough's Rope Model goes a step further by identifying the subskills within the two domains of the Simple View. It is these skills that describe specific areas requiring interventions. A good screener that targets all the subskills may be sufficient in identifying which areas to address first. In the case of word recognition skills, a simple decoding survey or pre-reading survey (available on-line at [reallygreatreading.com](http://reallygreatreading.com)) is a helpful diagnostic for identifying gaps in phonics. A sample may be found in **Appendix A**. Once the lowest deficit skill has been identified, a scope and sequence for teaching these skills provides a clear road map for interventions that lead to mastery.



### Reading Comprehension Diagnostic Assessments and Progress Monitoring Tools

- **Cool Tools – Informal Reading Assessments**

This informal reading assessment is designed to serve classroom teachers' needs for informal, sequential measures of the five components of reading.

<https://spedswap.wikispaces.com/file/view/Cool+Tools.pdf>

- **Neuhaus Education Center Reading Comprehension Screening for Grades 2-5**

With these listening and reading comprehension screenings, teachers can determine if reading comprehension difficulties are due to poor basic word recognition skills, poor vocabulary, poor background knowledge, poor listening comprehension, or a combination of factors.

### Suggested Comprehension Interventions

**Florida Center for Reading Research**

Student Center Activities

[http://www.fcr.org/resources/resources\\_sca\\_k-1.html](http://www.fcr.org/resources/resources_sca_k-1.html)

**Southwest West Central Service Cooperative**

Comprehension

<https://www.swsc.org/page/727>

## Research to Support Comprehension

**Neuhaus Education Center  
Comprehension Screenings  
Recommendations and Activities**

<https://www.neuhaus.org/document.doc?id=107>

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**The National Reading Panel: Five  
Components of Reading Instruction  
Frequently Asked Questions**

[http://www.learninglandscape.com/National\\_Reading\\_Panel\\_Reading\\_Instruction\\_FAQ.pdf](http://www.learninglandscape.com/National_Reading_Panel_Reading_Instruction_FAQ.pdf)

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## A SCOPE AND SEQUENCE FOR WORD RECOGNITION SKILLS

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The purpose of the following scope and sequence examples for word recognition skills is to provide educators of kindergarten through third grade with a clear, coherent progression of the foundational skills and concepts needed to develop word recognition skills in students.

### **Why is a scope and sequence for word recognition skills important?**

Effective literacy instruction is explicit, systematic, sequential, and cumulative. A scope and sequence for word recognition skills is an outline for systematic, sequential, and cumulative foundational literacy instruction (National Reading Panel, 2000).

Phonological awareness and phonics skill instruction is most effective when lessons:

- build on previously taught information;
- move from simple to complex;
- align to clear, concise student objectives; and,
- are guided by ongoing assessment ([www.fcrr.org](http://www.fcrr.org)).

When a scope and sequence of instruction for phonological awareness and/or phonics skills is omitted or misaligned, students often develop gaps in key foundational reading skills, which can hinder reading proficiency (Moats, 1994).

### **Why is it important to teach word recognition skills in order?**

Students need to learn skills in a cumulative progression from simple to complex. Automaticity in phonological awareness and phonics impacts word recognition and can affect a student's ability to comprehend text. When students struggle with reading at the word level, they focus on sounding out words and use most of their "cognitive desk space" to blend or decode words. The word level struggle makes it difficult to understand the overall meaning of sentences, paragraphs, or pages of text and hinders comprehension (Seidenberg and McClelland, 1989).

The following graphic provides a systematic, sequential, and cumulative scope and sequence for the instruction of early literacy skills.

## Barksdale Reading Institute Concepts of Print (Print Awareness)

Students need to know how books work and have a strong understanding that print has meaning and words are represented by print.

Basic Book Parts	Directionality	Print Structure	Text Features
<ul style="list-style-type: none"> <li>Front and Back Cover</li> <li>Title</li> <li>Author</li> <li>Illustrator</li> <li>Spine</li> <li>Title page</li> </ul>	<ul style="list-style-type: none"> <li>Read top to bottom</li> <li>Read Left to Right</li> <li>Identify first/last sound</li> <li>Tracking</li> <li>Return Sweep</li> </ul>	<ul style="list-style-type: none"> <li>Identify letter, word, and sentences</li> <li>Spaces between words</li> <li>Capitalization</li> <li>Punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Page numbers</li> <li>Table of Contents</li> <li>Illustrations/photographs</li> <li>Chapter titles</li> <li>Headings</li> <li>Captions</li> <li>Labels</li> <li>Diagrams</li> </ul>

### Phonological Awareness (all oral; no print)

When students know how to manipulate phonemes easily and can identify their corresponding graphemes, they have the foundation to become good readers and spellers.

Basic Phonological Skills		Phonemic Awareness Skills		
Syllables	Onset-Rime	Phoneme Identification	Phoneme Blending & Segmenting	Phoneme Manipulation
<ul style="list-style-type: none"> <li>blend</li> <li>segment</li> <li>manipulation (delete, add, substitute)</li> </ul>	<ul style="list-style-type: none"> <li>blend</li> <li>segment</li> <li>recognize rhyming words</li> <li>produce rhyming words</li> </ul>	<ul style="list-style-type: none"> <li>isolate</li> <li>identify</li> <li>categorize</li> </ul> <p style="text-align: center;">initial, final, and medial position</p>	<ul style="list-style-type: none"> <li>segment 2, 3, and 4 sounds</li> <li>blend 2, 3, and 4 sounds</li> </ul>	<ul style="list-style-type: none"> <li>delete</li> <li>add</li> <li>substitute</li> </ul>
<p>Examples:</p> <p><b>Blend:</b> <i>base ball = baseball</i></p> <p><b>Segment:</b> <i>baseball = base + ball</i></p> <p><b>Add:</b> add <i>win</i> before <i>dow = window</i></p> <p><b>Delete:</b> <i>window</i> without <i>dow = win</i></p> <p><b>Substitution:</b> Change the first syllable in <i>caption</i> to <i>nay</i> (<i>nation</i>)</p>	<p>Examples:</p> <p><b>Blend:</b> /m/ /ad/ = <i>mad</i></p> <p><b>Segment:</b> <i>mad = /m/ /ad/</i></p> <p><b>Recognize:</b> Which two words rhyme? <i>mad rag bad</i></p> <p><b>Produce:</b> Name a word that rhymes with <i>mad</i>.</p>	<p>Examples:</p> <p><b>Isolate:</b> What is the first sound in <i>eight</i>? /ā/; What is the last sound in <i>boot</i>? /t/; What is the medial sound in <i>sip</i>? /i/</p> <p><b>Identify:</b> Which sound is the same in <i>phone, fall, fast</i>? /f/; Which sound is the same in <i>Mike, book, peek</i>? /k/; Which sound is the same in <i>pan, tag, lad</i>? /ā/</p> <p><b>Categorize:</b> Which word starts with a different sound? <i>wrong, rest, bed</i> (<i>bed</i>); Which word ends with a different sound? <i>soap, sit, flap</i> (<i>sit</i>); Which word has a different middle sound? <i>make, rock, made</i></p>	<p>Examples:</p> <p><b>Blend:</b></p> <p>2 phonemes- /m/ /i/ = <i>my</i>;</p> <p>3 phonemes- /c/ /ā/ /tch/ = <i>catch</i>;</p> <p>4 phonemes- /d/ /r/ / ū/ /m/ = <i>drum</i></p> <p><b>Segment:</b></p> <p>2 phonemes- <i>ache = /ā/ /k/</i>;</p> <p>3 phonemes- /f/ /ō/ /n/ = <i>phone</i>;</p> <p>4 phonemes- <i>sharp = /sh/ /ar/ /p/</i></p>	<p>Examples:</p> <p><b>Delete:</b> What is <i>rich</i> without /r/? (<i>itch</i>)</p> <p><b>Add:</b> Add /w/ to the beginning of <i>ate</i>. (<i>wait</i>)</p> <p><b>Change:</b> In <i>note</i>, change /t/ to /z/. (<i>nose</i>)</p>
<b>Phoneme Articulation</b>				
<b>Teach these skills simultaneously.</b>			<b>Teach these skills after students master those to the left.</b>	

## Beginning Phonics and Spelling

Students first learn to apply the rules of decoding and encoding (spelling), with short vowels, consonant blends, and inflectional suffixes.

Alphabetic Principle	Short Vowels: VC & CVC Words	Consonant Digraphs & Trigraphs	Double Consonant Spellings ff, ll, ss	Blends	Inflectional Suffixes and Doubling Rule: s, es, ed, ing, er, est	Two Syllables with Short Vowels
Examples: /m/ is spelled m /ā/ is spelled a /k/ can be spelled c or k <u>/ks/</u> is spelled x	Examples: at, in  map, pet, did, cut, mop	Examples: <u>sh</u> ip, <u>ma</u> sh, <u>th</u> em, <u>wi</u> th, <u>ch</u> op, <u>wh</u> ip l <u>ck</u>  p <u>it</u> ch, <u>ba</u> dg <u>ae</u>	Examples: fl <u>ff</u> , fu <u>ll</u> <u>floss</u> ,	Examples: bend, ju <u>st</u> , m <u>ilk</u>  clap, trim, stop	Examples: pin – pi <u>ng</u> fox - fo <u>xes</u> walk - wa <u>lked</u> running – resti <u>ng</u> fast - fast <u>er</u> thin- thin <u>nest</u>	Examples: cobweb bathtub picnic contact
<b>Regularly spelled high frequency words should be taught as the spelling pattern is introduced.</b>						
<b>Although irregularly spelled high frequency words must be memorized, all of them have some decodable part.</b>						

## Advanced Phonics and Spelling

Students are ready for advanced phonics when they can read and spell 1- and 2-syllable short vowel words accurately and fluently.

Schwa /ə/	Vowel –r	Long Vowel Spelling Patterns	Vowel Teams for Diphthongs	Hard and Soft C and G	C-le	Silent Consonant Letters	Dropping e to Add Vowel Suffix	Affixes: Prefixes and Suffixes
Examples: gallon, extra novel method attack	Examples: <u>ar</u> t, bo <u>rn</u> , fe <u>rn</u> , <u>urn</u> , sh <u>ir</u> t, <u>ear</u> th,	Examples: <u>VCe</u> - ma <u>ke</u> Open - go Vowel Teams - <u>key</u> , bo <u>at</u> , si <u>gh</u> t	Examples: co <u>in</u> , to <u>y</u> , cro <u>wn</u> , po <u>ut</u>	Examples: cook, ci <u>ty</u> , game, gym	Examples: ta <u>ble</u> br <u>id</u> le pu <u>rp</u> le	Examples: w <u>ri</u> te gh <u>ost</u> la <u>mp</u>	Examples: li <u>ke</u> d ba <u>ki</u> ng lo <u>va</u> ble	Examples: <u>re</u> do un <u>wi</u> nd gl <u>ad</u> ly ho <u>pe</u> ful
<b>Regularly spelled high frequency words should be taught as the spelling pattern is introduced.</b>								
<b>Continue teaching spelling of more difficult irregularly spelled words.</b>								

## Early Writing/Encoding

Children begin getting ready to write when they start to scribble and draw on paper. As they are exposed to print, children start to draw letter-like symbols. With instruction in how to print letters, they begin to write strings of letters. When students begin to understand the alphabetic principle, they label pictures with a letter representing the first sound in the word they are trying to write. After that, students develop spelling along with their understanding of phonics.

Scribbling	Drawing	Letter-Like Symbols	Strings of Letters	Early Phonemic Stage	Letter-Name Stage	Transitional Stage	Standard Spelling
<ul style="list-style-type: none"> <li>random marks</li> <li>circles, curves, and lines</li> <li>resemble drawings</li> </ul>	<ul style="list-style-type: none"> <li>scribbling moves to having detail and conveying a message</li> </ul>	<ul style="list-style-type: none"> <li>scribbling resembles letters or numbers</li> <li>random placement of symbols</li> </ul>	<ul style="list-style-type: none"> <li>left to right</li> <li>capital letters and/or lower case letters</li> <li>no spaces</li> </ul>	<ul style="list-style-type: none"> <li>picture labeling with first letter</li> <li>message and picture match</li> <li>inventive spelling</li> <li>environmental print is copied</li> </ul>	<ul style="list-style-type: none"> <li>spaces between words</li> <li>may mix upper and lowercase letters</li> <li>beginning and final sounds used to spell words</li> </ul>	<ul style="list-style-type: none"> <li>medial sound usage begins for spelling</li> <li>phrase and sentence writing develop</li> <li>writing is readable</li> </ul>	<ul style="list-style-type: none"> <li>spells most words correctly</li> <li>root word, compound word, contraction usage begins</li> </ul>

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## APPENDICES

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- APPENDIX A** Beginning and Advanced Decoding Survey
- APPENDIX B** Phonological Awareness Screening Test (PAST)
- APPENDIX C** Oral Reading Fluency National Norms
- APPENDIX D** High-Incidence Academic Word List
- APPENDIX E** Graded Academic Word List
- APPENDIX F** Academic Word List Rubric
- APPENDIX G** Oral Language Informal Assessment
- APPENDIX H** Oral Language Assessment

**APPENDIX A** Beginning Decoding Survey  
 Used with permission from [reallygreatreading.com](http://reallygreatreading.com)

Student \_\_\_\_\_

Grade \_\_\_\_\_ Date \_\_\_\_\_

Examiner \_\_\_\_\_

**BEGINNING** RECORDING FORM **A**  
 DECODING SURVEY

		Error Grid							
Real Words		No Try	Sight Word	Observations					
Sight Words	1 <b>see</b>			Check the appropriate boxes: <input type="checkbox"/> Quick to guess					
	2 <b>one</b>			<input type="checkbox"/> Reads sound by sound, then blends word					<input type="checkbox"/> Slow
	3 <b>they</b>			<input type="checkbox"/> Possible b/d or b/p reversal					
	4 <b>you</b>			Sound Added or Omitted	Consonant		Short Vowel		
	5 <b>are</b>				Initial	Final			
CVC Words	6 <b>rag</b>		NA						Consonant Digraph: ch, sh, ck, wh, th Letters qu
	7 <b>lid</b>		NA						
	8 <b>dot</b>		NA						
	9 <b>hum</b>		NA						
Digraphs & Short Vowels	10 <b>bet</b>		NA						
	11 <b>rich</b>		NA			NA			
	12 <b>shop</b>		NA		NA				
	13 <b>tack</b>		NA			NA			
	14 <b>quit</b>		NA		NA				
Blends & Short Vowels	15 <b>moth</b>		NA			NA			Blend
	16 <b>dust</b>		NA					NA	
	17 <b>step</b>		NA					NA	
	18 <b>trip</b>		NA					NA	
	19 <b>pond</b>		NA					NA	
	20 <b>brag</b>		NA					NA	
<b>Sentences</b> (irregularly spelled sight words are in <i>italics</i> )									
21–26	<i>The</i> cat hid in <i>a</i> box.							NA	NA
27–35	<i>The</i> fresh fish <i>is</i> still on <i>the</i> wet grass.								
36–42	Six flat shells <i>were</i> in <i>my</i> bath.								
<b>Nonsense Words</b>									
CVC	43 <b>vop</b>		NA					NA	NA
	44 <b>yud</b>		NA					NA	NA
	45 <b>zin</b>		NA					NA	NA
	46 <b>keb</b>		NA					NA	NA
Digraphs	47 <b>shap</b>		NA		NA				NA
	48 <b>thid</b>		NA		NA				NA
	49 <b>chut</b>		NA		NA				NA
	50 <b>weck</b>		NA			NA			NA
<b>Words Read Correctly</b> (out of 50 total)		<b>Error Column Totals</b>							
		No Try	Sight Word	Sound Added or Omitted	Consonant		Short Vowel	Digraph & Letters qu	Blend

Student \_\_\_\_\_

Date \_\_\_\_\_

		Error Grid							<b>Observations</b> <i>Check the appropriate boxes:</i> <input type="checkbox"/> Reads sound by sound, then blends word <input type="checkbox"/> Possible b/d or b/p reversal <input type="checkbox"/> Quick to guess <input type="checkbox"/> Slow	
		No Try	Sound Added or Omitted	Consonant		Short Vowel	Consonant Digraph: sh, ch, th, ph	Consonant Trigraph: dge, tch		
				Initial	Final					
One Syllable & One Vowel	<b>Nonsense Words</b>									
	1	<b>fut</b>								
	2	<b>shab</b>			NA					
	3	<b>thox</b>			NA					
	4	<b>lutch</b>				NA				
	5	<b>phim</b>			NA				Blend	
	6	<b>gred</b>						NA		
	7	<b>strob</b>						NA	Advanced Vowel	
8	<b>misp</b>						NA			
VCE	9	<b>yume</b>					NA	NA	NA	
	10	<b>weag</b>					NA	NA	NA	
Vowel Teams	11	<b>jaib</b>					NA	NA	NA	
	12	<b>soam</b>					NA	NA	NA	
	13	<b>foom</b>					NA	NA	NA	
	14	<b>vawk</b>					NA	NA	NA	
	15	<b>soid</b>					NA	NA	NA	
	16	<b>zout</b>					NA	NA	NA	
	17	<b>foy</b>				NA	NA	NA	NA	
Vowel + R	18	<b>fird</b>					NA	NA	NA	
	19	<b>gorf</b>					NA	NA	NA	
	20	<b>lerm</b>					NA	NA	NA	
		<b>Error Column Totals</b>								
			No Try	Sound Added or Omitted	Consonant		Short Vowel	Digraph & Trigraph	Blend	Advanced Vowel

Multi-Syllable Words					
Nonsense Words		Incorrect or No Try	Real Words		Incorrect or No Try
21	<b>kimplut</b>		26	<b>fantastic</b>	
22	<b>gruckle</b>		27	<b>several</b>	
23	<b>slafnode</b>		28	<b>attached</b>	
24	<b>dirper</b>		29	<b>recognize</b>	
25	<b>panventic</b>		30	<b>lotion</b>	
<b>Multi-Syllable Nonsense Word Errors</b>			<b>Multi-Syllable Real Word Errors</b>		

Words Read Correctly (out of 30 total)

# PHONOLOGICAL AWARENESS SCREENING TEST (PAST)

David A. Kilpatrick, Ph.D. © 2003, 2010, 2016  
Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_  
Teacher: \_\_\_\_\_ D.O.B.: \_\_\_\_\_ Evaluator: \_\_\_\_\_

**INSTRUCTIONS:** See *Equipped for Reading Success* Chapter 11: “Assessment of Phonological Awareness” for instructions on the PAST.

**RESULTS:**

	Correct	Automatic	Highest Correct Level:	_____
Basic Syllable	____/12	____/12	(Levels not passed below the highest correct level)	_____
Onset-Rime	____/10	____/10		
Basic Phoneme	____/10	____/10		
Advanced Phoneme	____/20	____/20	Highest Automatic Level:	_____
<b>Test Total</b>	<b>____/52</b>	<b>____/52</b>	(Non-automatic levels below highest automatic level)	_____

**Approximate Grade Level (Circle):** PreK/K | K | late K/early 1st | 1st | late 1st/early 2nd | 2nd | late 2nd to adult

*Note:* The grade levels listed throughout the PAST are estimates based on various research studies and clinical experience. There are no formalized norms.

## I. SYLLABLE LEVELS

*Basic Syllable Levels (D, E2: Preschool to mid kindergarten; E3 - mid kindergarten to early first)*

**LEVEL D “Say birthday. Now say birthday but don’t say birth.”**

FEEDBACK: “If you say birthday without saying birth, you get day. Okay? Let’s try another one.”

D1 (birth)day \_\_\_\_\_ (air)port \_\_\_\_\_ cow(boy) \_\_\_\_\_  
D2 (num)ber \_\_\_\_\_ (en)ter \_\_\_\_\_ an(swer) \_\_\_\_\_

Correct	Automatic
____/3	A: ____/3
____/3	A: ____/3

**LEVELS E2-3 “Say November. Now say November but don’t say No.”**

FEEDBACK: “If you say November without saying No, you get vember. See how that works?”<sup>1</sup>

E2 (No)vember \_\_\_\_\_ (vol)cano \_\_\_\_\_ (re)member \_\_\_\_\_  
E3 (won)derful \_\_\_\_\_ (bar)becue \_\_\_\_\_ (li)brary \_\_\_\_\_

____/3	A: ____/3
____/3	A: ____/3
____/12	A: ____/12

**Basic Syllable Total:**

## II. ONSET-RIME LEVELS

*Onset-Rime Levels (Kindergarten to mid first grade)*

**LEVEL F “Say fall. Now say fall but don’t say /f/.”**

FEEDBACK: “If you say fall without the /f/, you get all; fall-all.”

/f/all → all \_\_\_\_\_ /s/and → and \_\_\_\_\_  
/sh/own → own \_\_\_\_\_ /w/ait → ate \_\_\_\_\_ /c/are → air \_\_\_\_\_

Correct	Automatic
____/5	A: ____/5

**LEVEL G “Say wood. Now say wood but instead of /w/ say /g/.”**

FEEDBACK: “If you say wood, and change the /w/ to /g/, you get good; wood-good.”

/w/ood /g/ → good \_\_\_\_\_ /m/ake /l/ → lake \_\_\_\_\_  
/r/ed /s/ → said \_\_\_\_\_ /l/awn /g/ → gone \_\_\_\_\_ /b/oat /n/ → note \_\_\_\_\_

____/5	A: ____/5
--------	-----------

**Onset-Rime Total:**

____/10	A: ____/10
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<sup>1</sup>Only use a phrase like “See how that works?” once during the test, the first time the student responds incorrectly or not at all.

### III. PHONEME LEVELS

*Basic Phoneme Levels (Late kindergarten to late first grade)*

#### LEVEL H

H1 (Deletion) **“Say *sled*. Now say *sled* but don’t say /s/.”**

FEEDBACK: “If you say *sled* without the /s/, you get *led*; *sled-led*.”

/s/led /s/ → led \_\_\_\_ /c/limb /c/ → lime \_\_\_\_

H2 (Substitution) **“Say *slide*. Now say *slide* but instead of /s/ say /g/.”**

FEEDBACK: “If you say *slide*, and change the /s/ to /g/, you get *glide*; *slide-glide*.”

/s/lide /g/ → glide \_\_\_\_ /b/rain /c/ → crane \_\_\_\_ /b/reeze /t/ → trees \_\_\_\_

**LEVEL I “Say *beam*. Now say *beam* but don’t say /m/.”**

FEEDBACK: “If you say *beam* without the /m/, you get *bee*; *beam-bee*.”

bea/m/ /m/ → bee \_\_\_\_ stor/m/ /m/ → store \_\_\_\_ pla/ne/ /n/ → play \_\_\_\_

si/z/e /z/ → sigh \_\_\_\_ cou/ch/ /ch/ → cow \_\_\_\_

**Basic Phoneme Total:**

*Advanced Phoneme Levels (Late first to late second grade; Level M: Late second to late third grade)*

**LEVEL J (Substitution) “Say *sit*. Now say *sit* but instead of /i/ say /a/.”**

FEEDBACK: “If you say *sit*, and change the /i/ to /a/, you get *sat*; *sit-sat*.”

I. (short sound of vowel) s/i/t /a/ → sat \_\_\_\_ wh(e)n /u/ → won \_\_\_\_ r/o/ck /e/ → wreck \_\_\_\_

II. (long sound of vowel) r/ea/d /o/ → road \_\_\_\_ ph/o/ne /i/ → fine \_\_\_\_

#### LEVEL K

K1 (Deletion) **“Say *glide*. Now say *glide* but don’t say /l/.”**

FEEDBACK: “If you say *glide* without the /l/, you get *guide*; *glide-guide*.”

g/l/ide → guide \_\_\_\_ s/w/eet → seat \_\_\_\_

K2 (Substitution) **“Say *flute*. Now say *flute* but instead of /l/ say /r/.”**

FEEDBACK: “If you say *flute*, and change the /l/ to /r/, you get *fruit*; *flute-fruit*.”

f/l/ute → f/r/uit \_\_\_\_ s/p/eed → s/k/ied \_\_\_\_ s/m/ile → s/t/yle \_\_\_\_

**LEVEL L (Substitution) “Say *mouth*. Say *mouth* but instead of /th/ say /s/.”**

FEEDBACK: “If you say *mouth*, and change the /th/ to /s/, you get *mouse*; *mouth-mouse*.”

mou/th/ /s/ → mouse \_\_\_\_ see/d/ /t/ → seat \_\_\_\_ ge/t/ /s/ → guess \_\_\_\_

heal/th/ /p/ → help \_\_\_\_ mon/th/ /ch/ → munch \_\_\_\_

#### LEVEL M

M1 (Deletion) **“Say *send*. Now say *send* but don’t say /n/.”**

FEEDBACK: “If you say *send* without the /n/, you get *said*; *send-said*.”

se/n/d → said \_\_\_\_ de/n/t → debt \_\_\_\_

M2 (Substitution) **“Say *drift*. Now say *drift* but instead of /f/ say /p/.”**

FEEDBACK: “If you say *drift*, and change the /f/ to /p/, you get *dripped*; *drift-dripped*.”

dri/f/t → dri/pp/ed \_\_\_\_ wor(k)ed → wor(s)t \_\_\_\_ pa/s/te → pai/n/t \_\_\_\_

**Advanced Phoneme Total:**

Correct Automatic

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/10 A: \_\_\_\_/10

Correct Automatic

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/20 A: \_\_\_\_/20

# **EQUIPPED FOR READING SUCCESS**

**A Comprehensive, Step-By-Step Program  
for Developing Phonemic Awareness  
and Fluent Word Recognition**

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EQUIPPED FOR READING SUCCESS:  
A Comprehensive, Step by Step Program for  
Developing Phonemic Awareness and Fluent Word Recognition

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*A previous edition was printed under the title:*  
WORD MAPPING AND PHONEMIC AWARENESS:  
A Training Manual for Developing Fluent Word Identification (2002)  
*The present edition is expanded and fully revised*

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**Casey & Kirsch Publishers**  
P. O. Box 2413  
Syracuse, NY 13220  
800-331-5397

PRINTED IN THE UNITED STATES OF AMERICA

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## TABLE OF ABBREVIATIONS AND CONVENTIONS

e. g. *for example*

i. e. *that is, or in other words*

/b/ letters set off with slash marks refer to the *sound* made by that letter, not the letter itself

/a/ vowels set off with slash marks and printed in lowercase refer to the “short” sound of the vowel (in this case, the /a/ sound as in *cat*)

/A/ vowels set off with slash marks and printed in uppercase refer to the “long” sound of the vowel (in this case, the /A/ sound as in *cake*)

(s)it Letters in parentheses within a word represent the sound within the word that will be targeted for deletion or substitution.

### *A note about formatting:*

I have chosen not to use standard citation format of the American Psychological Association (APA), which involves citing references in the text after facts and information are presented. Teachers and parents report that such in-text citations make reading cumbersome and difficult. Therefore, references from which I draw facts are not individually cited but are found in the References section in Appendix L.

## Chapter 11

### Assessment of Phonological Awareness: The Phonological Awareness Screening Test (PAST)

The *Equipped for Reading Success* program provides three ways to evaluate phonological awareness skills, two informal and one formal.

1) The simplest way to evaluate phonological awareness is to note the level at which the student is working in the program. Is he or she able to do Level E3? Level H? Level K? This informal assessment tells you how far along in the program a student has progressed. It is important to notice a student's *speed* when doing One-Minute Activities to see if he or she is at the knowledge stage or the automatic stage.

2) If you want a quick assessment of a student's skill, you can simply give half of a One-Minute Activity (i.e., five items) from any given level. How well the student does lets you know how well he or she is progressing. Also pay close attention to speed of response.

3) Use the formalized *Phonological Awareness Screening Test* (PAST)<sup>1</sup> in Appendix C. This chapter provides detailed instructions for administering the PAST. The PAST is best used with students as part of a formal reading assessment to determine a student's level of phonological awareness. A comprehensive reading assessment should include tests of working memory, rapid automatized naming, as well as phonological awareness and oral blending.<sup>2</sup> All of these lower-level linguistic skills are assessed on the *Comprehensive Test of Phonological Processing-Second Edition* (CTOPP-2),<sup>3</sup> which I strongly recommend. The CTOPP-2 should be used alongside the PAST. I have found the PAST and the *Elision* subtest (the CTOPP-2's phonological awareness test) tend to yield similar results. However, in the cases where they differ, the PAST is usually (but not always) more consistent with a student's reading skill (i.e., weak PAST, weak reading, strong PAST, better reading).

---

<sup>1</sup>An Internet search will turn up another test that uses the acronym PAST called the *Phonological Awareness Skills Test*. This test samples from the various classical tasks like rhyming, segmentation, etc. Like nearly all other phonological awareness tests, it does not provide a timing element nor does it have items that are difficult enough to assess advanced phonemic awareness.

<sup>2</sup>These tests would be, of course, in addition to tests of context-free word identification, nonsense word reading, reading comprehension, and language/listening comprehension.

<sup>3</sup>As mentioned in an earlier chapter, blending may be average in weak readers with poor phonemic analysis skills. Thus, the CTOPP-2's *Blending Words* subtest must be interpreted with caution. If it is average, it does not rule out phonological awareness difficulties. The *Blending Words*, *Elision* (manipulation/deletion) and *Phoneme Isolation* subtests all get combined on the CTOPP-2 for an overall Phonological Awareness Composite. Be wary of that composite score if *Blending Words* is average and the *Elision* and/or *Phoneme Isolation* are weak.

## INSTRUCTIONS FOR THE PHONOLOGICAL AWARENESS SCREENING TEST (PAST)

The *Phonological Awareness Screening Test* (PAST) can be found in Appendix C. There are four forms; A, B, C, and D. This allows teachers to do a formal assessment a few times a year to track a student's progress.

There is a “history” behind the title “PAST.” First, PAST stands for Phonological Awareness Screening Test. Second, the acronym acknowledges the work of others in the *past*. The PAST originated as the *Auditory Analysis Test* (AAT) of Rosner & Simon (*Journal of Learning Disabilities*, 1971). Dr. Philip J. McInnis revised the AAT by adding segmentation items (the AAT only used deletion items) and adding levels to make it more developmentally appropriate. His version was first called the *Language Processing Assessment* (LPA) and then the *Phonological Processing Test* (PPT). Since 2003, I have used a modified, updated version of this time-tested assessment.<sup>4</sup> So, while the PAST is my “version” of the test, it is based upon the work of my predecessors (hence, the “PAST”).

### General principles of administration

Do not administer the PAST unless you have 1) carefully read and understood the directions in this chapter; 2) read the section of Chapter 12 that covers pronouncing phonemes in isolation; and 3) practiced on someone, preferably with feedback before testing a student. If you are experienced using the One Minute Activities, the PAST will be easy to learn.

**No practice items and use of sample line.** There are no practice items. Because feedback is given for every correct item (more below), in a sense, every item is a practice item. Follow the sample line at the beginning of each level. All items at any given level are administered the same way. *Always delete or substitute the sound represented by the letter or letters in the parentheses or between slash marks.* For example, with *cow(boy)*, “boy” gets deleted.

**Proper pronunciation of sounds.** When giving directions for Levels F through M, use letter *sounds*, not letter names. When you say “change /a/ to /i/,” you say the *sound* made by the letter, not the name of the letter. The exception is with the “long” vowel sounds (Level J II). Long vowel sounds are represented by uppercase letters in brackets (i.e., /A/). These long vowel sounds match the letter name (e.g., the *a* in words like *cake*, *tame*, or *made*).

Also, don't add an “uh” sound when you pronounce consonants in isolation (e.g., /m/ is pronounced *mmm*, not *muh*). *Proper pronunciation of sounds in isolation will be essential for children to understand what phoneme you are asking them to manipulate.* For help with pronunciation when administering the PAST, see Chapter 12 and Appendix E.

---

<sup>4</sup>My version 1) adds a timing element to assess automaticity; 2) adds or modifies levels to make smoother transitions (see Appendix B for program comparisons); 3) provides corrective feedback for *every* incorrect item, and 4) for Forms A, B, C, and D in Appendix C, most items are “orthographically inconsistent” to decrease the possibility of correctly responding to test items via a mental spelling strategy rather than by phonological awareness. For example, going from *gave* to *game* by exchanging an /m/ for a /v/ can occur via mental spelling while going from *both* to *boat* by exchanging a /t/ for a /th/ does not as easily yield to a mental spelling strategy.

**The assessment of automaticity.** All items are timed. When you administer an item, as soon as you finish speaking, immediately count in your head “one thousand *one*, one thousand *two*.” Use a stop watch or sweep second hand at first to be sure your counting very closely approximates two seconds. If the student responds correctly before you get to the word *two* in the phrase “one thousand two,” he or she receives credit for an automatic response. Put an “X” in the blank next to the word to indicate the response was automatic. If the student answers correctly, but after the two second count, mark a “1” next to that item. Incorrect items are marked with a zero (0). See Figure 11.2 below.

When doing the mental count, continue counting until the student responds. If you reach “one thousand five” and the student has not responded, repeat the same item and resume the mental counting, starting with “one thousand one.” If the student responds correctly within five seconds of this second chance, score the item as correct (i.e., a “1”). However, *an automatic score can only occur within the first two seconds of the first try*. A second chance is given because students sometimes forget what you asked. Also, if a student asks you to repeat the item, do so, but repeated items cannot be scored as automatic, only as correct or incorrect. If the student does not respond after the second five-second count, score the item as incorrect and demonstrate the correct response for that item (see below on providing feedback).

If you mis-speak a word, excuse yourself, skip the item, and go on to the next one, so long as it was not the last item at that level. Go back to the item you spoiled before going on to the next level and score normally (i.e., they can receive an automatic score if they respond in less than two seconds). If this occurs on the last item of a level, repeat that item immediately and use your best judgment about scoring.

Occasionally, a student will respond to the previous item. For example, you have the student go from *sit* to *sat* (Level J). On the next item, you ask the student to go from *hid* to *had*, but instead of *had*, the student says *sad*, accidentally carrying over sounds from the previous item. This may not be the result of a phonological awareness problem, but may result from an attentional lapse. If you judge that a student has carried something over from the previous example, re-administer the item. However, the student cannot receive an automatic score on a re-administered item, only correct (1) or incorrect (0).

	Correct	Automatic
<p><b>LEVEL J</b> “Say <i>sit</i>. Now say <i>sit</i> again but this time instead of /i/ say /a/.”</p> <p>I. (use <i>sound</i> of vowel) s/i/t /a/ → sat <u>  </u> h/i/d /a/ → had <u>  </u> f/i/x /o/ → fox <u>X</u></p> <p>II. (use <i>name</i> of vowel) l/a/ne /i/ → line <u>X</u> ph/o/ne /i/ → fine <u>X</u></p>	5	3
<p><b>LEVEL K</b> (Note that K1 involves phoneme <i>deletion</i>, K2 involves phoneme <i>substitution</i>)</p> <p>K1 “Say <i>plan</i>. Now say <i>plan</i> again but this time don’t say of /l/.”</p> <p>p/l/an → pan <u>0</u> s/n/eak → seek <u>  </u></p> <p>K2 “Say <i>sweep</i>. Now say <i>sweep</i> again but this time instead of /w/ say /l/.”</p> <p>s/w/cep → s/l/cep <u>  </u> g/l/ow → g/r/ow <u>  </u> f/l/ute → f/r/uit <u>X</u></p>	4	1

**FIGURE 11.1**  
SAMPLE SCORING

Automatic responding typically takes about a second or less, so a two second count is generous. Therefore, only give automatic credit if students have begun a correct response by the time you have mentally said *two* in the silently phrase “one thousand *two*.”

**Repeating an item.** If a student seems confused, or seems to lapse in attention, it is okay to repeat an item. However, when you repeat an item, that item cannot be scored as automatic. Students can only receive a score of correct (1) or incorrect (0).

**Pacing.** One important reason to be thoroughly familiar with the administration procedures and to be well practiced with the test beforehand is *pacing*. It is important to administer the PAST at a good pace to keep things moving. A moderately quick pacing prevents lapses of attention, boredom, or prevents you from unnecessarily taxing a student’s working memory.

**Providing feedback.** A unique feature of the PAST is that the examiner provides corrective feedback for every incorrect item. Feedback on the PAST is based on the assumption that a student is not going to develop phonological awareness skills in the 4 to 8 minutes it takes to administer this test. Give feedback for *every* incorrect response. The standard correction is: “The answer is *tall*. When you say *ball*, and change the /b/ to /t/ you get *tall*. *Ball–tall*. See how that works?”<sup>5</sup> No further demonstration or explanation is permitted (especially, no visual cues). Also, you must *never* refer to the location of the sound within the word. Correct every incorrect item, even if it is the last item at a level. It is also okay to acknowledge that the student got an item correct (“that’s right!”), especially if he or she responds tentatively.

HOWEVER:

1) Do NOT teach any item or level. This is a test, not a teaching session. While oral feedback is provided, no teaching, manipulatives, or explanations are allowed.

2) NEVER say anything about the POSITION of the sound within the word because this is a big part of what you are testing. For example, *never* say anything like “see how I switched the /b/ to a /t/ at the beginning of the word?” A key part of phonological awareness is being able to isolate a sound, so saying anything about position is like giving away the answer.

**Routing procedure to speed administration.** Students are not administered all 52 PAST items. For younger students, many of the later items are too difficult and there is a discontinue rule (described below). For more skilled students, it would be unnecessarily tedious to administer all of the easy items. To keep the test a reasonable length, there is a routing procedure, which works differently at each of the *syllable*, *onset-rime*, and *phoneme* levels.

#### *Syllable Levels (D1 to E3)*

- Everyone* taking the PAST, including high school students and adults, start at Level D1. Explain to students that this “word game” starts out very easy. The easy ones help students understand the nature of the task without ever having to explain the nature of the task. There are no explanations or practice items when administering the PAST.
- For kindergarteners and potentially at-risk beginning first graders, give every item at levels D and E and follow the discontinue rule, below.

---

<sup>5</sup>Only say that last part (“See how that works?”) with the first incorrect item.

- For most first graders and all students beyond first grade, if the first item of D1 is responded to automatically (i.e., 2 seconds or less), skip down to the first item of D2. If that is automatic, skip to first item of E2, then E3. When you score later, if the first D1 through E3 items are automatic, score any un-administered items at those levels as automatic (thus a 3/3 at that level).
- However, if any item is either 1) incorrect, or 2) correct but not automatic (i.e., correct response after 2 seconds), administer *all* items at that level and score normally. For example, if the first D2 item is correct but not automatic, administer the other D2 items. However, the routing procedure resumes with E2. If the first item in E2 is automatic, do not administer the other E2 items and score those unadministered items as automatic.<sup>6</sup>

#### *Onset-Rime Levels (F & G)*

*For kindergarten to second grade:*

- If the first three F or G items are automatic, skip the final two items at that level and score them as automatic.
- If any of the first three F or G items are incorrect, or correct but not automatic, administer all five items at that specific level (i.e., F or G) and score normally.

*For third grade through adults:*

- Use the same general procedure as with the the kindergarten through second graders except only the first *two* items need to be automatic before skipping on to the next level.

#### *Phoneme Levels (H to M)*

- For Levels H through M, give *all* items at each level. Continue administering until the discontinue rule is reached or you come to the end of the test.

**Discontinue Rule.** If the combined “correct” score on two levels in a row is 0, 1 or 2 out of 10, discontinue the test. Consider all items in the levels beyond the discontinue level as incorrect. For example, if a student gets only two items at Level I and none at level J (thus 2/10 across the two levels), discontinue the test. Do not administer K, L, or M. All items on the un-administered levels are scored 0.

## SCORING THE PAST

**Passing a level.** A level is considered passed if either all items or all item except one are correct (e.g., 4 out of 5 or 2 out of 3 for the syllable levels). A level is considered automatic if all or all but one of the items at that level were responded to automatically. Levels with 3 out of 5 or fewer are not considered passed and represent a level that should receive instructional

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<sup>6</sup>The reasoning is that if students can do a higher syllable level (E2 or E3), they likely can do the easier ones, but were incorrect or not automatic due to the novelty of the task rather than a lack of phonological awareness. It is not unusual for a student to get one of these earlier items incorrect or non automatically and then go on and display automatic responding at higher levels. In such cases, administering all subsequent syllable level items after an early error or slow response is unnecessarily tedious. If they have an automatic response to the first item at any given syllable level, do not administer any more at that level and score unadministered items as automatic, even if they had an incorrect or slow response on an easier syllable level.

attention. Keep in mind, each level yields two scores, a correct score and an automatic score. Students commonly pass a level with their correct score but not with their automatic score. These differences are preserved for the total scoring (see Figure 11.2 and *The Total Scores* section below). Only levels passed at the automatic level do not require instructional attention.

**Item scoring.** It should be clear by now that items are scored in one of three ways:

- 1) Incorrect (Score = 0)
- 2) Correct but not automatic (Score = 1)
- 3) Automatic i.e., the student responds in two seconds or less (Score = X)

At each level, count every score of 1 and X and put the total in the “correct” column on the right. Scores of 1 or X are both scored as “correct” items. In the “automatic” column, only include the items with Xs for that level (see Figure 11.1 above for an illustration).

**The Total Scores.** As mentioned, students receive two scores at each level, a correct score and an automatic score. Transfer the totals from the right hand columns to the top of the first page of the test. There are two sides to this. First, the student receives a score that indicates how many were correct and how many were automatic at the *syllable*, *onset-rime*, and *phoneme* levels. Second, the other side gives the highest level passed. Remember a level is passed as correct if at least 4 out of 5 at that level are correct. The exception to this are the syllable levels which require at least 2 out of 3 to be considered passing. A level is considered automatic if at least 4 out of 5 items were automatic (or all 3 out of 3 for the syllable levels). Thus, for most children, the highest correct level will be higher than his or her highest automatic level (see Figure 11.2 for an illustration). It is also important to note any levels not passed that were below the highest level passed.

RESULTS:	Correct	Automatic	Highest Correct Level:	J
Basic Syllable	<u>10</u> /10	<u>8</u> /10	(Levels not passed below the highest correct level)	<u>—</u>
Onset-Rime	<u>10</u> /10	<u>10</u> /10		
Basic Phoneme	<u>8</u> /10	<u>4</u> /10		
Advanced Phoneme	<u>6</u> /20	<u>2</u> /20	Highest Automatic Level:	I
Test Total	<u>34</u> /50	<u>24</u> /50	(Non automatic levels below highest automatic level)	<u>E, H</u>

**FIGURE 11.2**

SAMPLE OF SCORING RESULTS

### INTEPRETING THE PAST

The PAST correlates powerfully with readin but does not have traditional norms. However, the following is a guide to interpreting the results of the PAST based on 1)several studies that did not use the PAST that show when children developmentally can do specific phonological manipulations; 2) Dr. Philip McInnis’ 35 years using very similar levels on his LPA/PPT; 3) my 12 years working with the PAST; and 4) several studies I have directly done on the PAST.

<i>Grade Level</i>	<i>Typically Achieving Readers</i>	<i>Low Achieving Readers</i>
1) Mid Kindergarten	D1-E2 sometimes higher	none correct or D1-D2
1) Late Kindergarten	D1-E2, F, G, sometimes higher	D1-D2; E2 or lower
2) Mid First Grade	E3, F, G, I or higher	E2, F, G or lower
3) Late First Grade	F, G, H, I, J	F, G, I, or lower
4) Mid Second Grade	H, I, J or higher	F, G, H, I, or lower
5) Late Second/Early Third Grade	H to M mostly automatic	H, I, maybe J or lower
6) Mid Third Grade	All levels, mostly automatic	Many levels 'correct,' I to M mostly not 'automatic'
7) Fourth Grade to Adulthood	All levels automatic	Most levels 'correct,' but J to M not all 'automatic'

**TABLE 11.1**

## APPROXIMATE DEVELOPMENTAL LEVELS

If a student's performance matches the shaded *Low Achieving Readers* column, it suggests that phonological awareness may be a concern. If a student's level is lower than is listed in that column, then a phonological awareness problem is very likely. In either case, those students will require training beyond what they may be receiving in whole-class instruction.

Notice in Table 11.1 how small the differences can be, especially early on (i.e., K-1). Except for obvious cases of very low performance, the differences may be very slight. This is why all kids should get whole class or small group phonological awareness training in kindergarten and first grade. Next, note that over time, typical students start to pull away from those with reading difficulties. Automaticity becomes a bigger factor with time, especially after second grade. After third grade, lack of automaticity at any level may indicate that a phonological awareness difficulty may be present.

Do not be surprised by inconsistent performance across some levels. A student may struggle with an easier level, and pass a higher level. This is because different levels involve different types of manipulations. For example, H and K involve splitting initial blends. If a student struggles with awareness of sounds in blends, he may not pass H, but may pass J, which does not involve blends. Students who struggle with awareness of ending sounds may do poorly with Level I and L but do well with H, J, and K. While based upon group data I've gathered, the leveling system is quite accurately laid out, for any given student there may be some inconsistencies. For anyone interested in the actual data gathered on the PAST, they can e-mail me at [kilpatrickd@cortland.edu](mailto:kilpatrickd@cortland.edu). A website devoted to the PAST will have this data available.

Below is a table showing the average score out of five attained on each level of the PAST from among three first grade classes and two second grade classes from a lower middle class elementary school. The first graders were tested in December to January and the second graders from February to March. You can see there is an increasing degree of difficulty based upon a smaller average number of correct items as the test progresses. Also, with time, the gap between automatic and non automatic responses widens.

**Table 11.2**  
Average Performances on Each Level of the PAST

Grade Level:		Grade 1		Grade 2	
Scoring Approach:		Correct	Automatic	Correct	Automatic
Highest possible score:		5/5	5/5	5/5	5/5
Syllable	D	4.3	3.9	4.9	4.7
Levels	E	3.6	3.2	4.6	4.1
Onset-Rime	F	4.9	4.8	5.0	4.8
Levels	G	4.5	4.2	4.9	4.4
Phoneme	H	2.6	2.0	3.7	2.8
Levels	I	2.9	1.5	4.2	2.4
	J	1.6	1.0	3.8	2.1
	K	1.7	0.7	2.7	1.0
	L	2.0	0.9	2.9	1.0
	M	1.3	0.4	2.4	0.6

Note: All raw scores reported above are out of a possible 5 points. The current version of the PAST uses different scoring at the syllable levels than when these data were collected.

**Appendix C**  
PHONOLOGICAL AWARENESS  
SCREENING TEST (PAST)

The following eight pages contain four versions (Form A through D) of the *Phonological Awareness Screening Test (PAST)*. The multiple versions are designed for periodic updates throughout the school year. *For instructions on administering the PAST and for more information about phonological awareness assessment, see Chapter 11.*

**Copyright notice Appendix C:** The owner of this manual is free to photocopy the PAST (Forms A-D) for individual classroom use or use in a resource room, special class, or private tutoring. There is no limit to the number of copies that can be made for individual classroom use. However, owner's of this manual are not authorized to provide other teachers with this assessment.

Also note: No one should administer this assessment unless he or she has thoroughly read the instructions in Chapter 10 and practiced it at least three times on students for whom the results are not needed.

# PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM A

David A. Kilpatrick, Ph.D. © 2010, 2016  
Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_  
Teacher: \_\_\_\_\_ D.O.B.: \_\_\_\_\_ Evaluator: \_\_\_\_\_

**INSTRUCTIONS:** See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for detailed instructions on the PAST.

**RESULTS:**

	Correct	Automatic	Highest Correct Level:	
Basic Syllable	____/12	____/12	(Levels not passed below the highest correct level)	_____
Onset-Rime	____/10	____/10		_____
Basic Phoneme	____/10	____/10		_____
Advanced Phoneme	____/20	____/20	Highest Automatic Level:	_____
<b>Test Total</b>	<b>____/52</b>	<b>____/52</b>	(Non-automatic levels below highest automatic level)	_____

**Approximate Grade Level (Circle):** PreK/K K late K/early 1st 1st late 1st/early 2nd 2nd late 2nd to adult

*Note:* The grade levels listed throughout the PAST are estimates based on various research studies and clinical experience. They are not formalized norms.

## I. SYLLABLE LEVELS

*Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)*

**LEVEL D "Say *bookcase*. Now say *bookcase* but don't say *book*."**

FEEDBACK: "If you say *bookcase* without saying *book*, you get *case*. Okay? Let's try another one."

D1 (book)case \_\_\_\_\_ (sun)set \_\_\_\_\_ space(ship) \_\_\_\_\_

D2 (sil)ver \_\_\_\_\_ (mar)ket \_\_\_\_\_ gen(tle) \_\_\_\_\_

**LEVEL E "Say *October*. Now say *October* but don't say *Oc*."**

FEEDBACK: "If you say *October* without saying *Oc*, you get *tober*. See how that works?"<sup>1</sup>

E2 (Oc)tober \_\_\_\_\_ (um)brella \_\_\_\_\_ (fan)tastic \_\_\_\_\_

E3 (al)phabet \_\_\_\_\_ (Sat)urday \_\_\_\_\_ (tri)cycle \_\_\_\_\_

**Basic Syllable Total:**

Correct Automatic

\_\_\_\_/3 A: \_\_\_\_/3

\_\_\_\_/3 A: \_\_\_\_/3

\_\_\_\_/3 A: \_\_\_\_/3

\_\_\_\_/3 A: \_\_\_\_/3

\_\_\_\_/12 A: \_\_\_\_/12

## II. ONSET-RIME LEVELS

*Onset-Rime Levels (kindergarten to mid first grade)*

**LEVEL F "Say *feet*. Now say *feet* but don't say */f/*."**

FEEDBACK: "If you say *feet* without the */f/*, you get *eat*; *feet-eat*."

(f)eeet → eat \_\_\_\_\_ (l)ove → of \_\_\_\_\_

(t)ame → aim \_\_\_\_\_ (t)ime → I'm \_\_\_\_\_ (c)one → own \_\_\_\_\_

**LEVEL G "Say *guide*. Now say *guide* but instead of */g/* say */r/*."**

FEEDBACK: "If you say *guide*, and change the */g/* to */r/*, you get *ride*; *guide-ride*."

(g)uide /r/ → ride \_\_\_\_\_ (m)ore /d/ → door \_\_\_\_\_

(g)um /th/ → thumb \_\_\_\_\_ (l)ed /s/ → said \_\_\_\_\_ (f)eel /s/ → seal \_\_\_\_\_

**Onset-Rime Total:**

Correct Automatic

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/10 A: \_\_\_\_/10

<sup>1</sup>Only use the phrase "See how that works" the first time you provide feedback for an incorrect item.

**PAST Form A**  
**III. PHONEME LEVELS**

*Basic Phoneme Levels (early to late first grade)*

**LEVEL H**

H1 (Deletion) **“Say sleep. Now say sleep but don’t say /s/.”**

FEEDBACK: “If you say sleep without the /s/, you get leap; sleep-leap.”

(s)leep → leap \_\_\_\_ (c)rane → rain \_\_\_\_

H2 **“Say true. Now say grew but instead of /g/ say /t/.”**

FEEDBACK: “If you say grew, and change the /g/ to /t/, you get true; grew-true.”

(g)rew → (t)rue \_\_\_\_ (p)lowed → (c)loud \_\_\_\_ (f)lows → (c)lothes \_\_\_\_

**LEVEL I “Say went. Now say went but don’t say /t/.”**

FEEDBACK: “If you say went without the /t/, you get when; went-when.”

I1 wen(t) → when \_\_\_\_ ran(g)e → rain \_\_\_\_

I2 whea(t) → we \_\_\_\_ nie(c)e → knee \_\_\_\_ dri(v)e → dry \_\_\_\_

**Basic Phoneme Total:**

*Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)*

**LEVEL J “Say ran. Now say ran but instead of /a/ say /u/.”**

FEEDBACK: “If you say ran, and change the /a/ to /u/, you get run; ran-run.”

I. (short sound of vowel) r(a)n /u/ → run \_\_\_\_ k(i)t /u/ → cut \_\_\_\_ h(u)ff /a/ → half \_\_\_\_

II. (long sound of vowel) b(ea)k /A/ → bake \_\_\_\_ f(i)ne /O/ → phone \_\_\_\_

**LEVEL K**

K1 (Deletion) **“Say bread. Now say bread but don’t say /r/.”**

FEEDBACK: “If you say bread without the /r/, you get bed; bread-bed.”

b(r)ead → bed \_\_\_\_ s(n)eak → seek \_\_\_\_

K2 (Substitution) **“Say crew. Now say crew but instead of /r/ say /l/.”**

FEEDBACK: “If you say crew, and change the /r/ to /l/, you get clue; crew-clue.”

c(r)ew → c(l)ue \_\_\_\_ p(r)oud → p(l)owed \_\_\_\_ s(n)eeze → s(k)is \_\_\_\_

**LEVEL L “Say some. Say some but instead of /m/ say /n/.”**

FEEDBACK: “If you say some, and change the /m/ to /n/, you get sun; some-sun.”

so(m)e /n/ → sun \_\_\_\_ rhy(m)e /d/ → ride \_\_\_\_

nigh(t) /s/ → nice \_\_\_\_ see(m) /t/ → sea(t) \_\_\_\_ kee(p) /z/ → keys \_\_\_\_

**LEVEL M**

M1 (Deletion) **“Say ghost. Now say ghost but don’t say /s/.”**

FEEDBACK: “If you say ghost without the /s/, you get goat; ghost-goat.”

gho(s)t → goat \_\_\_\_ co(s)t → caught \_\_\_\_

M2 (Substitution) **“Say west. Now say west but instead of /s/ say /n/.”**

FEEDBACK: “If you say west, and change the /s/ to /n/, you get went; west-went.”

cra(f)t → cra(ck)ed \_\_\_\_ tru(s)t → tru(ck)ed \_\_\_\_ dea(l)t → de(n)t \_\_\_\_

**Advanced Phoneme Total:**

Correct Automatic

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/10 A: \_\_\_\_/10

\_\_\_\_/5 A: \_\_\_\_/5

Correct Automatic

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/20 A: \_\_\_\_/20

# PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM B

David A. Kilpatrick, Ph.D. © 2010, 2016  
Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_  
Teacher: \_\_\_\_\_ D.O.B.: \_\_\_\_\_ Evaluator: \_\_\_\_\_

**INSTRUCTIONS:** See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for detailed instructions on the PAST.

**RESULTS:**

	Correct	Automatic	Highest Correct Level:
Basic Syllable	____/12	____/12	_____
Onset-Rime	____/10	____/10	(Levels not passed below the highest correct level) _____
Basic Phoneme	____/10	____/10	
Advanced Phoneme	____/20	____/20	Highest Automatic Level: _____
<b>Test Total</b>	<b>____/52</b>	<b>____/52</b>	(Non-automatic levels below highest automatic level) _____

**Approximate Grade Level (Circle):** PreK/K | K | late K/early 1st | 1st | late 1st/early 2nd | 2nd | late 2nd to adult

*Note:* The grade levels listed throughout the PAST are estimates based on various research studies and clinical experience. They are not formalized norms.

## I. SYLLABLE LEVELS

*Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)*

**LEVEL D "Say flashlight. Now say flashlight but don't say flash."**

FEEDBACK: "If you say flashlight without saying flash, you get light. Okay? Let's try another one."

D1 (flash)light \_\_\_\_ (door)bell \_\_\_\_ rail(road) \_\_\_\_  
D2 (cor)ner \_\_\_\_ (mem)ber \_\_\_\_ mar(ble) \_\_\_\_

**LEVEL E "Say gymnastics. Now say gymnastics but don't say gym."**

FEEDBACK: "If you say gymnastics without saying gym, you get nastics. See how that works?"<sup>1</sup>

E2 (car)nation \_\_\_\_ (gym)nastics \_\_\_\_ (Sep)tember \_\_\_\_  
E3 (or)nament \_\_\_\_ (at)mosphere \_\_\_\_ (Af)rica

**Basic Syllable Total:**

Correct	Automatic
____/3	A: ____/3
____/12	A: ____/12

## II. ONSET-RIME LEVELS

*Onset-Rime Levels (kindergarten to mid first grade)*

**LEVEL F "Say far. Now say far but don't say /f/."**

FEEDBACK: "If you say far without the /f/, you get are; far-are."

(f)ar → are \_\_\_\_ (n)ame → aim \_\_\_\_  
(f)ive → I've \_\_\_\_ (c)ore → oar \_\_\_\_ (l)oan → own \_\_\_\_

**LEVEL G "Say kite. Now say kite but instead of /k/ say /r/."**

FEEDBACK: "If you say kite, and change the /k/ to /r/, you get right; kite-right."

(k)ite /r/ → right \_\_\_\_ (c)ane /r/ → rain \_\_\_\_  
(t)ime /r/ → rhyme \_\_\_\_ (s)oup /h/ → hoop \_\_\_\_ (sh)are /h/ → hair \_\_\_\_

**Onset-Rime Total:**

Correct	Automatic
____/5	A: ____/5
____/5	A: ____/5
____/10	A: ____/10

<sup>1</sup>Only use the phrase "See how that works" the first time you provide feedback for an incorrect item.

**PAST Form B**  
**III. PHONEME LEVELS**

*Basic Phoneme Levels (early to late first grade)*

**LEVEL H**

H1 (Deletion) **“Say *sleeve*. Now say *sleeve* but don’t say /s/.”**

FEEDBACK: “If you say *sleeve* without the /s/, you get *leave*; *sleeve-leave*.”

(s)leeve → leave \_\_\_\_ (g)reat → rate \_\_\_\_

H2 (Substitution) **“Say *freeze*. Now say *freeze* but instead of /f/ say of /t/.”**

FEEDBACK: “If you say *freeze*, and change the /f/ to /t/, you get *trees*; *freeze-trees*.”

(f)reeze → (t)rees \_\_\_\_ (c)rew → (t)rue \_\_\_\_ (p)roud → (c)rowd \_\_\_\_

**LEVEL I “Say *sword*. Now say *sword* but don’t say /d/.”**

FEEDBACK: “If you say *sword* without the /d/, you get *sword*; *sword-sore*.”

I1 swor(d) → sore \_\_\_\_ bol(t) → bowl \_\_\_\_

I2 sea(t) → see \_\_\_\_ grou(p) → grew \_\_\_\_ wi(d)e → why \_\_\_\_

**Basic Phoneme Total:**

Correct Automatic

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/10 A: \_\_\_\_/10

*Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)*

**LEVEL J “Say *man*. Now say *man* but instead of /a/ say /e/.”**

FEEDBACK: “If you say *man*, and change the /a/ to /e/, you get *man*; *man-men*.”

I. (short sound of vowel) m(a)n /e/ → men \_\_\_\_ n(e)ck /o/ → knock \_\_\_\_ d(o)t /e/ → debt \_\_\_\_

II. (long sound of vowel) l(oa)n /I/ → line \_\_\_\_ s(i)de /E/ → seed \_\_\_\_

Correct Automatic

\_\_\_\_/5 A: \_\_\_\_/5

**LEVEL K**

K1 (Deletion) **“Say *spy*. Now say *spy* but don’t say /p/.”**

FEEDBACK: “If you say *spy* without the /p/, you get *sigh*; *spy-sigh*.”

s(p)y → sigh \_\_\_\_ c(l)aim → came \_\_\_\_

K2 (Substitution) **“Say *crime*. Now say *crime* but instead of /r/ say /l/.”**

FEEDBACK: “If you say *crime*, and change the /r/ to /l/, you get *crime*; *crime-climb*.”

c(r)ime → c(l)imb \_\_\_\_ g(r)ew → g(l)ue \_\_\_\_ c(l)oud → c(r)owd \_\_\_\_

\_\_\_\_/5 A: \_\_\_\_/5

**LEVEL L “Say *set*. Now say *set* but instead of /d/ say /t/.”**

FEEDBACK: “If you say *set*, and change the /t/ to /d/, you get *head*; *set-said*.”

se(t) /d/ → said \_\_\_\_ whe(n) /t/ → wet \_\_\_\_

sou(p) /n/ → soon \_\_\_\_ to(n)e /d/ → toad \_\_\_\_ kni(f)e /t/ → night \_\_\_\_

\_\_\_\_/5 A: \_\_\_\_/5

**LEVEL M**

M1 (Deletion) **“Say *dusk*. Now say *dusk* but don’t say /s/.”**

FEEDBACK: “If you say *dusk* without the /s/, you get *duck*; *dusk-duck*.”

du(s)k → duck \_\_\_\_ she(l)f → chef \_\_\_\_

M2 (Substitution) **“Say *rift*. Now say *rift* but instead of /f/ say /s/.”**

FEEDBACK: “If you say *rift*, and change the /f/ to /s/, you get *wrist*; *rift-wrist*.”

ri(f)t → wri(s)t \_\_\_\_ te(s)t → te(n)t \_\_\_\_ le(f)t → lea(p)t \_\_\_\_

\_\_\_\_/5 A: \_\_\_\_/5

**Advanced Phoneme Total:**

\_\_\_\_/20 A: \_\_\_\_/20

# PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM C

David A. Kilpatrick, Ph.D. © 2010, 2016  
Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_  
Teacher: \_\_\_\_\_ D.O.B.: \_\_\_\_\_ Evaluator: \_\_\_\_\_

**INSTRUCTIONS:** See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for detailed instructions on the PAST.

**RESULTS:**

	Correct	Automatic	Highest Correct Level:
Basic Syllable	____/12	____/12	_____
Onset-Rime	____/10	____/10	(Levels not passed below the highest correct level) _____
Basic Phoneme	____/10	____/10	
Advanced Phoneme	____/20	____/20	Highest Automatic Level: _____
<b>Test Total</b>	<b>____/52</b>	<b>____/52</b>	(Non-automatic levels below highest automatic level) _____

**Approximate Grade Level (Circle):** PreK/K | K | late K/early 1st | 1st | late 1st/early 2nd | 2nd | late 2nd to adult

*Note:* The grade levels listed throughout the PAST are estimates based on various research studies and clinical experience. They are not formalized norms.

## I. SYLLABLE LEVELS

*Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)*

**LEVEL D "Say footprint. Now say footprint but don't say foot."**

FEEDBACK: "If you say footprint without saying foot, you get print. Okay? Let's try another one."

D1 (foot)print \_\_\_\_ (row)boat \_\_\_\_ mid(night) \_\_\_\_

D2 (ta)ble \_\_\_\_ (o)ver \_\_\_\_ pan(da) \_\_\_\_

**LEVEL E "Say invention. Now say invention but don't say in."**

FEEDBACK: "If you say invention without saying in, you get vention. See how that works?"<sup>1</sup>

E2 (in)vention \_\_\_\_ (ma)gician \_\_\_\_ (me)chanic \_\_\_\_

E3 (at)mosphere \_\_\_\_ (cu)cumber \_\_\_\_ (or)ganize \_\_\_\_

**Basic Syllable Total:**

Correct	Automatic
____/3	A: ____/3
<b>____/12</b>	<b>A: ____/12</b>

## II. ONSET-RIME LEVELS

*Onset-Rime Levels (kindergarten to mid first grade)*

**LEVEL F "Say sheet. Now say sheet but don't say /sh/."**

FEEDBACK: "If you say sheet without the /sh/, you get eat; sheet-eat."

(sh)eet → eat \_\_\_\_ (ph)one → own \_\_\_\_

(n)ame → aim \_\_\_\_ (q)uiz → is \_\_\_\_ (c)ough → off \_\_\_\_

**LEVEL G "Say loop. Now say loop but instead of /l/ say /s/."**

FEEDBACK: "If you say loop, and change the /l/ to /s/, you get soup; loop-soup."

(l)oop /s/ → soup \_\_\_\_ (p)ut /f/ → foot \_\_\_\_

(p)ool /r/ → rule \_\_\_\_ (c)are /ch/ → chair \_\_\_\_ (s)auce /l/ → loss \_\_\_\_

**Onset-Rime Total:**

Correct	Automatic
____/5	A: ____/5
____/5	A: ____/5
<b>____/10</b>	<b>A: ____/10</b>

<sup>1</sup>Only use the phrase "See how that works" the first time you provide feedback for an incorrect item.

## PAST Form C

### III. PHONEME LEVELS

*Basic Phoneme Levels (early to late first grade)*

#### LEVEL H

H1 (Deletion) **“Say *sled*. Now say *sled* but don’t say /s/.”**

FEEDBACK: “If you say *sled* without the /s/, you get *led*; *sled-led*.”

(s)led → led \_\_\_\_ (s)weet → wheat \_\_\_\_

H2 (Substitution) **“Say *true*. Now say *true* but instead of /t/ say /g/.”**

FEEDBACK: “If you say *true*, and change the /t/ to /g/, you get *grew*; *true-grew*.”

(t)rue → (g)rew \_\_\_\_ (c)laim → (b)lame \_\_\_\_ (t)roop → (g)roup \_\_\_\_

**LEVEL I “Say *word*. Now say *word* but don’t say /d/.”**

FEEDBACK: “If you say *word* without the /d/, you get *were*; *word-were*.”

I1 wor(d) → were \_\_\_\_ lam(p) → lamb \_\_\_\_

I2 boa(t) → bow \_\_\_\_ toa(d) → toe \_\_\_\_ hou(se) → how \_\_\_\_

**Basic Phoneme Total:**

*Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)*

**LEVEL J “Say *bat*. Now say *bat* but instead of /a/ say /i/.”**

FEEDBACK: “If you say *bat*, and change the /a/ to /i/, you get *bit*; *bat-bit*.”

I. (short sound of vowel) b(a)t /i/ → bit \_\_\_\_ g(e)m /a/ → jam \_\_\_\_ m(a)tch /u/ → much \_\_\_\_

II. (long sound of vowel) sh(ee)p /A/ → shape \_\_\_\_ ch(o)se /E/ → cheese \_\_\_\_

#### LEVEL K

K1 (Deletion) **“Say *sled*. Now say *sled* but don’t say /l/.”**

FEEDBACK: “If you say *sled* without the /l/, you get *said*; *sled-said*.”

s(l)ed → said \_\_\_\_ b(r)eeze → bees \_\_\_\_

K2 (Substitution) **“Say *crows*. Now say *crows* but instead of /r/ say /l/.”**

FEEDBACK: “If you say *crows*, and change the /r/ to /l/, you get *close*; *crows-close*.”

c(r)ows → c(l)ose \_\_\_\_ b(r)aid → b(l)ade \_\_\_\_ c(r)uise → c(l)ues \_\_\_\_

**LEVEL L “Say *hen*. Now say *hen* but instead of /n/ say /d/.”**

FEEDBACK: “If you say *hen*, and change the /n/ to /d/, you get *head*; *hen-head*.”

he(n) /d/ → head \_\_\_\_ ri(s)e /m/ → rhyme \_\_\_\_

migh(t) /s/ → mice \_\_\_\_ tu(b)e /th/ → tooth \_\_\_\_ cou(gh) /t/ → caught \_\_\_\_

#### LEVEL M

M1 (Deletion) **“Say *swept*. Now say *swept* but don’t say /p/.”**

FEEDBACK: “If you say *swept* without the /p/, you get *sweat*; *swept-sweat*.”

swe(p)t → sweat \_\_\_\_ bo(l)t → boat \_\_\_\_

M2 (Substitution) **“Say *rent*. Now say *rent* but instead of /n/ say /k/.”**

FEEDBACK: “If you say *rent*, and change the /n/ to /k/, you get *wrecked*; *rent-wrecked*.”

re(n)t → wre(ck)ed \_\_\_\_ ro(p)ed → roa(s)t \_\_\_\_ lea(s)t → lea(p)ed \_\_\_\_

**Advanced Phoneme Total:**

Correct Automatic

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/10 A: \_\_\_\_/10

\_\_\_\_/5 A: \_\_\_\_/5

Correct Automatic

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/20 A: \_\_\_\_/20

# PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM D

David A. Kilpatrick, Ph.D. © 2010, 2016  
Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_  
Teacher: \_\_\_\_\_ D.O.B.: \_\_\_\_\_ Evaluator: \_\_\_\_\_

**INSTRUCTIONS:** See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for detailed instructions on the PAST.

**RESULTS:**

	Correct	Automatic	Highest Correct Level:	
Basic Syllable	____/12	____/12	(Levels not passed below the highest correct level)	_____
Onset-Rime	____/10	____/10		_____
Basic Phoneme	____/10	____/10		_____
Advanced Phoneme	____/20	____/20	Highest Automatic Level:	_____
<b>Test Total</b>	<b>____/52</b>	<b>____/52</b>	(Non-automatic levels below highest automatic level)	_____

**Approximate Grade Level (Circle):** PreK/K K late K/early 1st 1st late 1st/early 2nd 2nd late 2nd to adult

*Note:* The grade levels listed throughout the PAST are estimates based on various research studies and clinical experience. They are not formalized norms.

## I. SYLLABLE LEVELS

*Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)*

**LEVEL D "Say sidewalk. Now say sidewalk but don't say side."**

FEEDBACK: "If you say sidewalk without saying side, you get walk. Okay? Let's try another one."

D1 (side)walk \_\_\_\_ (door)way \_\_\_\_ week(end) \_\_\_\_

D2 (dol)phin \_\_\_\_ (car)pet \_\_\_\_ mor(ning) \_\_\_\_

**LEVEL E "Say tornado. Now say tornado but don't say tor."**

FEEDBACK: "If you say tornado without saying tor, you get nado. See how that works?"<sup>1</sup>

E2 (tor)nado \_\_\_\_ (per)mission \_\_\_\_ (de)partment \_\_\_\_

E3 (in)strument \_\_\_\_ (con)centrate \_\_\_\_ (fa)vorite \_\_\_\_

**Basic Syllable Total:**

	Correct	Automatic		
	____/3	A: ____/3		
	____/3	A: ____/3		
	____/3	A: ____/3		
	____/3	A: ____/3		
<b>Basic Syllable Total:</b>	<b>____/10</b>	<b>A: ____/10</b>		

## II. ONSET-RIME LEVELS

*Onset-Rime Levels (kindergarten to mid first grade)*

**LEVEL F "Say joke. Now say joke but don't say /j/."**

FEEDBACK: "If you say joke without the /j/, you get oak; joke-oak."

(j)oke → oak \_\_\_\_ (r)ise → eyes \_\_\_\_

(j)ar → are \_\_\_\_ (f)ake → ache \_\_\_\_ (sh)ove → of \_\_\_\_

**LEVEL G "Say read. Now say read but instead of /r/ say /n/."**

FEEDBACK: "If you say read, and change the /r/ to /n/, you get need; read-need."

(r)ead /n/ → need \_\_\_\_ (h)er /f/ → fur \_\_\_\_

(c)ode /t/ → toad \_\_\_\_ (l)ed /s/ → said \_\_\_\_ (th)ese /ch/ → cheese \_\_\_\_

**Onset-Rime Total:**

	Correct	Automatic		
	____/5	A: ____/5		
	____/5	A: ____/5		
<b>Onset-Rime Total:</b>	<b>____/10</b>	<b>A: ____/10</b>		

<sup>1</sup>Only use the phrase "See how that works" the first time you provide feedback for an incorrect item.

## PAST Form D

### III. PHONEME LEVELS

*Basic Phoneme Levels (early to late first grade)*

#### LEVEL H

H1 (Deletion) “Say *tried*. Now say *tried* but don’t say /t/.”

FEEDBACK: “If you say *tried* without the /t/, you get *ride*; *tried-ride*.”

(t)ried → ride \_\_\_\_ (s)lam → lamb \_\_\_\_

H2 (Substitution) “Say *froze*. Now say *froze* but instead of /f/ say /g/.”

FEEDBACK: “If you say *froze*, and change the /f/ to /g/, you get *grows*; *froze-grows*.”

(f)roze → (g)rows \_\_\_\_ (t)rees → (f)reeze \_\_\_\_ (f)ries → (p)rize \_\_\_\_

LEVEL I “Say *port*. Now say *port* without the /t/.”

FEEDBACK: “If you say *port* without the /t/, you get *poor*; *port-poor*.”

I1 por(t) → poor \_\_\_\_ col(d) → coal \_\_\_\_

I2 sa(m)e → say \_\_\_\_ pla(c)e → play \_\_\_\_ nee(d) → knee \_\_\_\_

**Basic Phoneme Total:**

*Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)*

LEVEL J “Say *hit*. Now say *hit* but instead of /i/ say /a/.”

FEEDBACK: “If you say *hit*, and change the /i/ to /a/, you get *hat*; *hit-hat*.”

I. (short sound of vowel) h(i)t /a/ → hat \_\_\_\_ wh(e)n /i/ → win \_\_\_\_ t(oo)l /e/ → tell \_\_\_\_

II. (long sound of vowel) g(a)te /O/ → goat \_\_\_\_ c(a)pe /E/ → keep \_\_\_\_

#### LEVEL K

K1 (Deletion) “Say *try*. Now say *try* but don’t say /r/.”

FEEDBACK: “If you say *try* without the /r/, you get *tie*; *try-tie*.”

(r)y → tie \_\_\_\_ (s)lope → soap \_\_\_\_

K2 (Substitution) “Say *snail*. Now say *snail* but instead of /n/ say /t/.”

FEEDBACK: “If you say *snail*, and change the /n/ to /t/, you get *stale*; *snail-stale*.”

s(n)ail → s(c)ale \_\_\_\_ f(l)ows → f(r)oze \_\_\_\_ g(l)ean → g(r)een \_\_\_\_

LEVEL L “Say *foam*. Now say *foam* but instead of /m/ say /n/.”

FEEDBACK: “If you say *foam*, and change the /m/ to /n/, you get *phone*; *foam-phone*.”

foa(m) /n/ → phone \_\_\_\_ je(t) /m/ → gem \_\_\_\_

bo(th) /t/ → boat \_\_\_\_ wro(t)e /p/ → rope \_\_\_\_ tee(th) /ch/ → teach \_\_\_\_

#### LEVEL M

M1 (Deletion) “Say *wisp*. Now say *wisp* but don’t say /s/.”

FEEDBACK: “If you say *wisp* without the /s/, you get *whip*; *wisp-whip*.”

wi(s)p → whip \_\_\_\_ de(n)t → debt \_\_\_\_

M2 (Substitution) “Say *bent*. Now say *bent* but instead of /n/ say /s/.”

FEEDBACK: “If you say *bent*, and change the /n/ to /s/, you get *best*; *bent-best*.”

ri(pp)ed → wri(s)t \_\_\_\_ so(f)t → sa(l)t \_\_\_\_ ta(s)te → tai(n)t \_\_\_\_

**Advanced Phoneme Total:**

Correct Automatic

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/10 A: \_\_\_\_/10

\_\_\_\_/5 A: \_\_\_\_/5

Correct Automatic

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_/20 A: \_\_\_\_/20

**APPENDIX C** Oral Reading Fluency National Norms (Hasbrouck & Tindal, 2017)

## COMPILED ORF NORMS

### Hasbrouck & Tindal (2017)

From Hasbrouck, J. & Tindal, G. (2017). *An update to compiled ORF norms* (Technical Report No. 1702). Eugene, OR. Behavioral Research and Teaching, University of Oregon.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
<b>1</b>	90		97	116
	75		59	91
	<b>50</b>		<b>29</b>	<b>60</b>
	25		16	34
	10		9	18
<b>2</b>	90	111	131	148
	75	84	109	124
	<b>50</b>	<b>50</b>	<b>84</b>	<b>100</b>
	25	36	59	72
	10	23	35	43
<b>3</b>	90	134	161	166
	75	104	137	139
	<b>50</b>	<b>83</b>	<b>97</b>	<b>112</b>
	25	59	79	91
	10	40	62	63

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*
<b>4</b>	90	153	168	184
	75	125	143	160
	<b>50</b>	<b>94</b>	<b>120</b>	<b>133</b>
	25	75	95	105
	10	60	71	83
<b>5</b>	90	179	183	195
	75	153	160	169
	<b>50</b>	<b>121</b>	<b>133</b>	<b>146</b>
	25	87	109	119
	10	64	84	102
<b>6</b>	90	185	195	204
	75	159	166	173
	<b>50</b>	<b>132</b>	<b>145</b>	<b>146</b>
	25	112	116	122
	10	89	91	91

\*WCPM = Words Correct Per Minute

(Averil Coxhead's) High-Incidence Academic Word List (AWL) – Alphabetical Order

Words of highest frequency are followed by the number 1

abandon	8	bias	8	constitute	1	distinct	2	fee	6
abstract	6	bond	6	constrain	3	distort	9	file	7
academy	5	brief	6	construct	2	distribute	1	final	2
access	4	bulk	9	consult	5	diverse	6	finance	1
accommodate	9	capable	6	consume	2	document	3	finite	7
accompany	8	capacity	5	contact	5	domain	6	flexible	6
accumulate	8	category	2	contemporary	8	domestic	4	fluctuate	8
accurate	6	cease	9	context	1	dominate	3	focus	2
achieve	2	challenge	5	contract	1	draft	5	format	9
acknowledge	6	channel	7	contradict	8	drama	8	formula	1
acquire	2	chapter	2	contrary	7	duration	9	forthcoming	10
adapt	7	chart	8	contrast	4	dynamic	7	foundation	7
adequate	4	chemical	7	contribute	3	economy	1	found	9
adjacent	10	circumstance	3	controversy	9	edit	6	framework	3
adjust	5	cite	6	convene	3	element	2	function	1
administrate	2	civil	4	converse	9	eliminate	7	fund	3
adult	7	clarify	8	convert	7	emerge	4	fundamental	5
advocate	7	classic	7	convince	10	emphasis	3	furthermore	6
affect	2	clause	5	cooperate	6	empirical	7	gender	6
aggregate	6	code	4	coordinate	3	enable	5	generate	5
aid	7	coherent	9	core	3	encounter	10	generation	5
albeit	10	coincide	9	corporate	3	energy	5	globe	7
allocate	6	collapse	10	correspond	3	enforce	5	goal	4
alter	5	colleague	10	couple	7	enhance	6	grade	7
alternative	3	commence	9	create	1	enormous	10	grant	4
ambiguous	8	comment	3	credit	2	ensure	3	guarantee	7
amend	5	commission	2	criteria	3	entity	5	guideline	8
analogy	9	commit	4	crucial	8	environment	1	hence	4
analyse	1	commodity	8	culture	2	equate	2	hierarchy	7
annual	4	communicate	4	currency	8	equip	7	highlight	8
anticipate	9	community	2	cycle	4	equivalent	5	hypothesis	4
apparent	4	compatible	9	data	1	erode	9	identical	7
append	8	compensate	3	debate	4	error	4	identify	1
appreciate	8	compile	10	decade	7	establish	1	ideology	7
approach	1	complement	8	decline	5	estate	6	ignorance	6
appropriate	2	complex	2	deduce	3	estimate	1	illustrate	3
approximate	4	component	3	define	1	ethic	9	image	5
arbitrary	8	compound	5	definite	7	ethnic	4	immigrate	3
area	1	comprehensive	7	demonstrate	3	evaluate	2	impact	2
aspect	2	comprise	7	denote	8	eventual	8	implement	4
assemble	10	compute	2	deny	7	evident	1	implicate	4
assess	1	conceive	10	depress	10	evolve	5	implicit	8
assign	6	concentrate	4	derive	1	exceed	6	imply	3
assist	2	concept	1	design	2	exclude	3	impose	4
assume	1	conclude	2	despite	4	exhibit	8	incentive	6
assure	9	concurrent	9	detect	8	expand	5	incidence	6
attach	6	conduct	2	deviate	8	expert	6	incline	10
attain	9	confer	4	device	9	explicit	6	income	1
attitude	4	confine	9	devote	9	exploit	8	incorporate	6
attribute	4	confirm	7	differentiate	7	export	1	index	6
author	6	conflict	5	dimension	4	expose	5	indicate	1
authority	1	conform	8	diminish	9	external	5	individual	1
automate	8	consent	3	discrete	5	extract	7	induce	8
available	1	consequent	2	discriminate	6	facilitate	5	inevitable	8
aware	5	considerable	3	displace	8	factor	1	infer	7
behalf	9	consist	1	display	6	feature	2	infrastructure	8
benefit	1	constant	3	dispose	7	federal	6	inherent	9

## Academic Word List – Alphabetical

inhibit	6	migrate	6	precede	6	reverse	7	tense	8
initial	3	military	9	precise	5	revise	8	terminate	8
initiate	6	minimal	9	predict	4	revolution	9	text	2
injure	2	minimise	8	predominant	8	rigid	9	theme	8
innovate	7	minimum	6	preliminary	9	role	1	theory	1
input	6	ministry	6	presume	6	route	9	thereby	8
insert	7	minor	3	previous	2	scenario	9	thesis	7
insight	9	mode	7	primary	2	schedule	8	topic	7
inspect	8	modify	5	prime	5	scheme	3	trace	6
instance	3	monitor	5	principal	4	scope	6	tradition	2
institute	2	motive	6	principle	1	section	1	transfer	2
instruct	6	mutual	9	prior	4	sector	1	transform	6
integral	9	negate	3	priority	7	secure	2	transit	5
integrate	4	network	5	proceed	1	seek	2	transmit	7
integrity	10	neutral	6	process	1	select	2	transport	6
intelligence	6	nevertheless	6	professional	4	sequence	3	trend	5
intense	8	nonetheless	10	prohibit	7	series	4	trigger	9
interact	3	norm	9	project	4	sex	3	ultimate	7
intermediate	9	normal	2	promote	4	shift	3	undergo	10
internal	4	notion	5	proportion	3	significant	1	underlie	6
interpret	1	notwithstanding	10	prospect	8	similar	1	undertake	4
interval	6	nuclear	8	protocol	9	simulate	7	uniform	8
intervene	7	objective	5	psychology	5	site	2	unify	9
intrinsic	10	obtain	2	publication	7	so-called	10	unique	7
invest	2	obvious	4	publish	3	sole	7	utilise	6
investigate	4	occupy	4	purchase	2	somewhat	7	valid	3
invoke	10	occur	1	pursue	5	source	1	vary	1
involve	1	odd	10	qualitative	9	specific	1	vehicle	8
isolate	7	offset	8	quote	7	specify	3	version	5
issue	1	ongoing	10	radical	8	sphere	9	via	8
item	2	option	4	random	8	stable	5	violate	9
job	4	orient	5	range	2	statistic	4	virtual	8
journal	2	outcome	3	ratio	5	status	4	visible	7
justify	3	output	4	rational	6	straightforward	10	vision	9
label	4	overall	4	react	3	strategy	2	visual	8
labour	1	overlap	9	recover	6	stress	4	volume	3
layer	3	overseas	6	refine	9	structure	1	voluntary	7
lecture	6	panel	10	regime	4	style	5	welfare	5
legal	1	paradigm	7	region	2	submit	7	whereas	5
legislate	1	paragraph	8	register	3	subordinate	9	whereby	10
levy	10	parallel	4	regulate	2	subsequent	4	widespread	8
liberal	5	parameter	4	reinforce	8	subsidy	6		
licence	5	participate	2	reject	5	substitute	5		
likewise	10	partner	3	relax	9	successor	7		
link	3	passive	9	release	7	sufficient	3		
locate	3	perceive	2	relevant	2	sum	4		
logic	5	percent	1	reluctance	10	summary	4		
maintain	2	period	1	rely	3	supplement	9		
major	1	persist	10	remove	3	survey	2		
manipulate	8	perspective	5	require	1	survive	7		
manual	9	phase	4	research	1	suspend	9		
margin	5	phenomenon	7	reside	2	sustain	5		
mature	9	philosophy	3	resolve	4	symbol	5		
maximise	3	physical	3	resource	2	tape	6		
mechanism	4	plus	8	respond	1	target	5		
media	7	policy	1	restore	8	task	3		
mediate	9	portion	9	restrain	9	team	9		
medical	5	pose	10	restrict	2	technical	3		
medium	9	positive	2	retain	4	technique	3		
mental	5	potential	2	reveal	6	technology	3		
method	1	practitioner	8	revenue	5	temporary	9		



BERKELEY UNIFIED SCHOOL DISTRICT

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Professional Development Office

# BUSD Grade Level Academic Vocabulary

BERKELEY UNIFIED SCHOOL DISTRICT

# Grade Level Academic Vocabulary

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## Acknowledgements

*Many teachers have given input to this manual and the list itself. The following Berkeley educators contributed hours of work synthesizing the current research, best practice, and their professional expertise.*

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#### **Special Thanks to:**

Neil Smith, Co-Superintendent  
Christina Faulkner, Director of Instructional Services  
Veronica Valerio, BUSD Professional Development Coordinator  
Cathy Campbell, Berkeley Federation of Teachers President

BUSD Grade Level Academic Vocabulary Manual by Heather Tugwell

# Overview

## A COMMON BASELINE OF ACADEMIC VOCABULARY

*It is widely accepted among researchers that the difference in students' vocabulary levels is a key factor in disparities in academic achievement...but that vocabulary instruction has been neither frequent nor systematic in most schools*

– Appendix A of Common Core State Standards

One of the major instructional shifts in the Common Core State Standards (CCSS) is the renewed focus on the importance of **general academic vocabulary**.

The BUSD Grade Level Academic Vocabulary List is designed to help Berkeley Unified School District systematically enhance the academic vocabulary of all of our students to better prepare them to learn the new Common Core State Standards. It is an articulated list of general academic vocabulary required at each grade level in all subject areas. Effective implementation will ensure that all BUSD students share a common baseline of rich, complex vocabulary terms necessary for engagement in the academic discourse required by the CCSS.

This work is aligned with the current research on vocabulary development, the district policy on equity, the BUSD 2020 Vision, the Common Core Standards, local assessments, and SBAC release items.

BUSD has taken a **district-wide systematic approach** to general academic vocabulary instruction because the leading research indicates that tier two vocabulary words are

- Not unique to a particular discipline and therefore not usually the focus of vocabulary instruction
- Far less defined by contextual clues
- Frequently encountered in a variety of academic contexts
- Widely applicable in academic speaking and writing

Following the vocabulary development work of Beck, McKeown and Kucan, the CCSS references three tiers of words that are vital to academic achievement:

**Tier One** words are the words of everyday speech usually learned in the early grades...

**Tier Two** words (what the Standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as relative, vary, formulate, specificity, and accumulate), technical texts (calibrate, itemize, periphery), and literary texts (dignified, faltered). Tier Two words often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example. Because Tier Two words are found across many types of texts, they are highly generalizable.

**Tier Three** words (what the Standards refer to as domain-specific words) are specific to a domain or field of study (lava, legislature, circumference, aorta) and key to understanding a new concept within a text... Recognized as new and "hard" words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).

- Common Core State Standards, p.33. [corestandards.org](http://corestandards.org) CHECK OUT THIS VIDEO by Engage NY <http://d97cooltools.blogspot.com/2012/09/commoncoreunpackingacademicvocabulary.html>

General Academic  
Words are Often  
Referred to as Tier  
Two Words

## Academic Vocabulary Instruction for Equity

After decades of collaborating to increase child language vocabulary, Betty Hart and Todd Risley spent 2 ½ years intensely observing the language of 42 families. Specifically, they looked at household language use in three different settings: 1) professional families; 2) working class; 3) welfare families. Hart and Risley gathered an enormous amount of data during the study and subsequent longitudinal follow-ups to come up with an often cited 30 million word gap between the vocabularies of welfare and professional families by age three. Analysis of the data suggests that an even greater disparity exists in Berkeley. Systematically addressing the difference in our students' vocabulary is one of the ways to decrease the achievement gap in BUSD.

	Words heard per hour	Per week	Per year	In 4 years
Welfare	616	62,000	3 million	13 million
Working class	1,251	125,000	6 million	26 million
Professional	2,153	215,000	11 million	45 million

## Selection Criteria

*A team of Berkeley teachers, language development experts, and literacy specialists used the following criteria to cull words from the Coxhead Academic Word List, the list of EAP Academic Words, Dr. Kate Kinsella's Academic Word Lists, and other lists including common headwords, roots, suffixes, prefixes, and Spanish cognates, in conjunction with the Common Core State Standards, TCRWP and other BUSD language arts curriculum, as well as lists used in other. The General Academic (Tier Two) words were carefully selected based on the following criteria:*

Each word on the list . . .

- ✓ is portable; it is likely to appear across subjects at that grade level and beyond,
- ✓ is vital to comprehension of academic text,
- ✓ helps students express their academic understanding,
- ✓ is essential for participation in academic discussions and writing, and
- ✓ is not typically used by students\* without explicit instruction

\* Particularly students in historically underserved subgroups who are not yet proficient on standardized measures of achievement

# Implementation

Academic Vocabulary Instruction is no longer the sole responsibility of the Language Arts teacher. The CCSS requires that the **shared responsibility** of literacy instruction include general academic vocabulary instruction in all subject areas.

## District, Site, and Teacher Roles

---

**DISTRICT  
ROLE**

---

It is the district's role to provide this document which includes the BUSD Grade Level Academic Vocabulary List to every teacher and administrator. The PD Office will provide Academic Vocabulary Development training to accompany the list. The PD Office will also provide additional training at sites upon request. The preliminary list is subject to change as we learn more through implementation and as more information about the language demands of the SBAC is made available for alignment.

---

**SCHOOL SITE  
ROLE**

---

It is the principal's role to monitor and support effective implementation. Sites are encouraged to provide grade level collaboration time for teachers, including specialists, to strategize on when and how to teach the words as well as plan which text-based and Tier Three words to also teach. Principals and teacher leaders should contact the PD Office for Academic Vocabulary Development PD at their site.

## There are two approaches for school sites to choose from:

### Autonomy Approach

One to Two words from the list are taught per week at each teacher's discretion

- ± Benefits of the Autonomy Approach
  - The context in which the words are taught is more authentic
  - Allows more creativity in planning for vocabulary instruction
  - Allows teachers to group the words in ways that make sense to them
- ± Drawbacks of the Autonomy Approach
  - Requires more systematic planning for each teacher
  - Requires coordination among classroom teachers, resource teachers, and specialists
  - Is harder to monitor

### Words of the Week Approach

Two words per grade level are taught and emphasized school wide each week

- ± Benefits of the Words of the Week Approach
  - The entire school is focused on particular words at each grade level
  - Does not require teachers to map out when each word will be taught.
  - Is easier to monitor
- ± Drawbacks of the Words of the Week Approach
  - Using the words of the week in context in every subject in a given week may be a challenge leading to less authentic student practice

---

**TEACHER  
ROLE**

---

At the elementary level, it is the classroom teacher’s role to introduce and explicitly teach the words (See guidelines on page \_\_\_\_). The specialist teachers must intentionally reinforce the same words, requiring students’ regular and accurate use of them within their specific content.

***Note:** See page \_\_\_\_ for tips on how to reinforce the words across the curriculum throughout the school day.*

At the secondary level, while teaching students how to use the words accurately and requiring their fluent use is the shared responsibility of all teachers, the ELA teachers must develop students’ [deeper knowledge](#) of the words through word work such as parts of speech, semantic word webs, and other language arts techniques. All other teachers will teach ([Autonomy Approach](#)) and/or reinforce ([Words of the Week Approach](#)) and require students’ regular and accurate use of the words in their specific content.

---

**TEACH FOR  
MASTERY**

---

It is a district expectation that the words on the BUSD Grade Level Academic Vocabulary List be [taught for mastery](#) over the course of the school year. Teaching vocabulary for mastery means that it enables students to know and use the words accurately without hesitation. This requires explicit instruction of the terms that includes [practice, review, and deep processing](#). Instruction must be cumulative, with the terms integrated into increasingly complex tasks requiring them to be applied to multiple contexts.

---

**FOCUS FOR  
INSTRUCTION**

---

The BUSD Grade Level Academic Vocabulary [List](#) is by no means totally representative of all words students should learn, nor is it to be used for busy work, homework packets or spelling lists. The purpose is to create a guaranteed baseline of words to be an **intentional focus for instruction**. The list must be supplemented by terms and language frames from specific texts and tasks, thematic words, subject-specific, Tier Three words ...words that may vary from class to class but with the BUSD Grade Level Academic Vocabulary List as the constant (See page \_\_\_\_ for **information on how to select text based vocabulary to supplement the list**).

---

**SUPPLEMENT  
THE LIST**

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In the first years of implementation, it may be necessary to also teach words from previous grades. It is recommended to use the entire list as a guide in supplementing a grade level. However, to avoid repetition in the coming years, please do not plan to explicitly teach words from upcoming grades unless they come up in context.

---

**DIRECT  
TEACHING OF  
VOCABULARY  
MIGHT BE  
ONE OF THE  
MOST  
UNDERUSED  
ACTIVITIES  
IN K-12  
EDUCATION**

---

## Explicit Instruction

*Direct teaching of vocabulary might be one of the most underused activities in K-12 education. The lack of vocabulary instruction might be a result of misconceptions about what it means to teach vocabulary and its potential effect on student learning. Perhaps the biggest misconception is that teaching vocabulary means teaching formal dictionary definitions.* -Marzano et al. 2002

### Wide Reading Is Not Enough

Research indicates that wide reading alone is not an effective way to teach vocabulary, particularly to students who do not have exposure to academic English at home. In her 2010 lecture *Teaching Vocabulary in the Middle Grades*, Dr. Kate Kinsella cautions against over reliance on *indirect* vocabulary instruction:

*In order for students to be able to use a word effectively in either speaking or writing they need to have explicit, scaffolded instruction.* -Kate Kinsella, 2010

*[Students} have to read widely to get exposure to many new words. Although reading widely across the subject areas is the main way youth can really bolster their recognition of many words, it isn't the most reliable way for them to develop a confident command to use them correctly in speaking and writing. We know that in order for students to be able to use a word effectively in either speaking or writing they need to have explicit, scaffolded*

*instruction of high leverage words, words that are portable across the subject areas and to other contexts: social and, later, to professional areas of their lives.*

VIEW THE ENTIRE LECTURE INCLUDING FOOTAGE OF CLASSROOM INSTRUCTION  
<http://pubs.cde.ca.gov/tcsii/prolearningtoolkit/kinsellatwotktime.aspx>

### **Kate Kinsella's Examples of Other Less Effective Vocabulary Instruction:**

Many of us have been guilty at one time or another of utilizing inadequate techniques to teach vocabulary. Research has shown, however, that the following common practices are a waste of precious instructional minutes.

1. Incidental teaching of words
2. Asking, "Does anybody know what \_\_\_\_\_ means?"
3. Copying same word several times
4. Having students "look it up" in a typical dictionary
5. Copying from dictionary or glossary
6. Having students use the word in a sentence after #3,4, or 5
7. Activities that do not require deep processing (word searches, fill-in-the-blank)
8. Rote memorization without context
9. Telling students to "use context clues" as a first or only strategy. Asking students to guess the meaning of the word
10. Passive reading as a primary strategy (SSR)

# Guidelines for Explicit Instruction

**At the secondary level, although more time is spent on explicit vocabulary instruction, the words are systematically reinforced in every other class.**

**Explicitly teach one to two** of the **BUSD Grade Level Academic Vocabulary List** words per week in context. The words must be taught and reinforced in context in *every academic subject*. Effective academic vocabulary development includes [systematic practice](#), [review](#), and [deep processing](#). In all content areas, academic vocabulary instruction must be cumulative, with the terms integrated into increasingly complex tasks requiring them to be applied to multiple contexts. In language arts, more time should be spent on instruction about the nuance of the word, its origin, root, affixes, etc., and language arts teachers should use word work strategies such as parts of speech, semantic word webs, and other language arts techniques.

**When planning a unit**, choose the words from the [list](#) that best lend themselves to the topic. The words are common enough that it should not be difficult to find them in the texts you already use. Grade level teams may collaborate to plan the order or timeline in which the words are taught.

**Differentiation:** Use words from previous grades to guide planning for Tier One intervention. Words from previous grades may also be used in planning for ELD, ALD, and Tier Two and Three intervention groups.

Use a research proven **Vocabulary Development Routine**. While there is no single best way to teach vocabulary, the research and theory on vocabulary development does point to a few generalizations that provide strong guidance.

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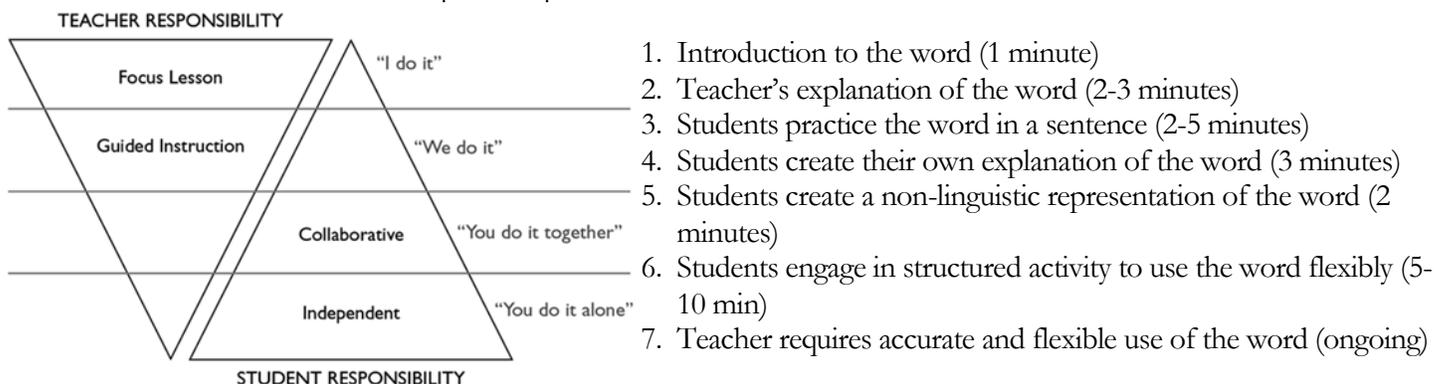
**ELD AND RTI  
USE WORDS  
FROM  
PREVIOUS  
GRADES**

---

## Sample Lesson

On the following pages is a research proven routine for instruction based on Robert Marzano’s six step vocabulary development (2009), Kate Kinsella’s vocabulary instruction routine (2010), and Doug Fisher and Nancy Frey’s Gradual Release of Responsibility (2007).

Keep the pace snappy. Steps one through six should take just **15-20 minutes total**. Although tempting to spread out over days, research shows that steps 1-6 must be done together within a lesson. Step 6 may be repeated as often as needed as well as independent practice with the words.



## Focus Lesson (I do) Includes:

### 1. Introduction to the word (1 minute)

- a. Spelling
- b. Syllabication
- c. Pronunciation (teacher models, students repeat multiple times)
- d. Teacher may do a knowledge rating to access prior knowledge

**What it might look like:** Our first new word today is **example, e-x-a-m-p-l-e**. Repeat after me, example... ex- AM ple...example... Now the back of the room only... Now the front... Now let's whisper it...

Class, show me on your fingers your knowledge of the word **example**. Kianna, I see you gave it a four. Will you explain **example** to us? (Kianna's Response: *An example is one thing to kind of show more things.*) Good, Kianna. That's similar to mine.

#### Knowledge Rating

**1=** I've never heard the word before

**2=** I've heard the word, but I don't know what it means

**3=** I'm not sure what it means, but I think it has something to do with...

**4=** I know the word well and can explain it to the class...

### 2. Teacher's explanation of the word (2-3 minutes)

- a. Not a formal or dictionary definition
- b. Brief, concise, planned out
- c. Write the brief explanation on the board as you explain it
- d. Students copy the brief explanation in a language log
- e. Give 2 examples of the word in use
- f. May include a non-example or an example of its opposite
- g. The teacher may ask Spanish speakers to share if the word has a familiar cognate
- h. The teacher may ask EL and bilingual students if they know the word in their other language

**What it might look like:** a-d: An example is one thing that *represents* a larger group of things.

e: So if I say 'jazz is an example of the kinds of music I like' that means that I like jazz and there are many other kinds of music that I also like. Jazz is just an **example** of the many kinds of music I enjoy. I could also say 'Bud and Amy are examples of heroic characters we've read about.' That means that they are both heroic characters, and that we must have also read about other heroic characters.

f: It would not be correct to say, 'A square is an example of a geometric figure with 4 equal sides and 4 right angles.' That doesn't make sense because the square is the **ONLY** figure like that. There are no **OTHER** examples so it doesn't represent a larger group.

g: Josue, my Spanish cognate expert, is there a word you've heard in Spanish that sounds like example? (Response: ejemplo) .

h: Yeshi, can you translate **example** into Tibetan for me? Tenzin, does that sound right?

## Guided Practice (We do) includes:

### 3. Students practice the word in a sentence (2-5 minutes)

- a. Use a cloze sentence and have students respond in unison with the target vocabulary word
- b. Direct students attention to anticipated errors (singular/plural, verb tense...)
- c. Then have students practice the target word correctly with a frame, written and orally with a partner

**What it might look like:**

a: Write on whiteboard:

Vanilla is an \_\_\_ of popular ice cream flavors.

Strawberry and vanilla are two \_\_\_ of popular ice cream flavors.

Read the sentences on the board as cloze sentences: Strawberry and vanilla are two (students respond in unison: examples) of popular ice cream flavors.

b: Notice how we went from “an example” in the first sentence to “examples” in the second sentence. Partner A’s tell partner B’s why it changed... (Response: Example changed to examples because there’s more than one now.) Partner B’s tell partner A’s when the word example needs to be singular, and when it needs to be plural... (Response: You write ‘an example’ if there’s just one, but you write the plural, examples, when there are two or more)

When you go to write your own, make sure that if you have one, you use an example (not a example) and if there are more than one example, you use the plural, examples.

c: Now use these frames on the board to write/say your own sentences.

\_\_\_ is an example of \_\_\_.

\_\_\_ and \_\_\_ are two examples of \_\_\_.

Student responses vary: Cats are an example of a popular pet. A square and a rhombus are two examples of a quadrilateral.

**Collaborative Practice (You do together):**

**4-7: Teacher moves into the role of facilitator**

**4. Students create their own explanation of the word (3 min)**

- a. Students share with a partner, revise as needed, and copy into a language log
- b. As students finish, the teacher picks a student with a strong response to share theirs with the class

**5. Students create non-linguistic representation of the word (2 min)**

- a. Teacher may model how this is done, but it is critical that students come up with their own representation that is meaningful to them
- b. Can be a sketch, picture, or gesture
- c. Skipping this step is not advised.

**To fully absorb the meaning of academic words, students need to actively think about and use academic vocabulary in multiple contexts**

**6. Students engage in structured activities to learn to use the word flexibly (5-10 minutes on first day, then ongoing)**

- a. Teacher requires students to use the new vocabulary in context
- b. As the students engage in learning activities the teacher listens not only for what they are saying, but how they are saying it
- c. Teacher monitors for accurate use of target vocabulary and provides feedback

**Structured Language Practice Strategies:**

<https://sites.google.com/a/berkeley.net/eld/home/slps>

**Engagement Strategies:** <http://its.gcsnc.com/act/strategies/>

**7. Independent Practice (You do)**  
*Teacher requires accurate and flexible use of the word in speaking and writing (ongoing)*

- a. In activities such as written assignments, collaborative projects, class discussions, homework, and exit tickets
- b. In assessment such as quizzes, tests, and writing rubrics
- c. Ongoing focus in all subjects throughout the rest of the year

# Systematic Practice

**REQUIRE  
STUDENTS'  
FLUENT AND  
ACCURATE  
USE OF THE  
WORDS  
THROUGHOUT  
THE YEAR**

In order to internalize unfamiliar academic language, students need to practice it orally. Regular use of structured language practice strategies (SLPS) ensures that each student practices academic language multiple times throughout the lesson. SLPS include vocabulary *and* sentence structures and require all students to use target language.

Any interactive engagement strategy can become a SLPS if the teacher explicitly teaches the language to be practiced, and the focus of the activity is on student use of the new/unfamiliar language (Not what is said, but *HOW* it is said).

## Basic Guidelines for effective SLPS:

1. Take the time to teach and model the *procedure* for any new SLPS. Demonstrate what successful participation looks and sounds like. Student volunteers or Fishbowl are good ways to model new procedures.
2. Make the target language rigorous, and mandatory. Never use SLPS with language that hasn't been explicitly taught first. Post the graphic organizers or word banks with "bricks" and the sentence frames with "mortar" that you've taught. Require students to use them during the activity and continuously remind them to focus on their use of the language.
3. Use a timer, chime, or other signal to mark the beginning, transitions, and ending of the activity. Keep it moving! Don't adjust your pace to allow all students to finish. If you use these strategies regularly, students will increase their speed to match your snappy pace.
4. Circulate to monitor for participation as well as accuracy. Provide targeted support as needed.
5. Take it to writing. A brief written product (sentence(s) in a journal, language log, note sheet, poster, post-it, exit ticket...) helps hold all students accountable.
6. Don't give up. If a SLPS routine results in chaos the first time, keep trying. Remember, using unfamiliar language makes people uncomfortable at first. Try using familiar/high interest content to introduce a new SLPS routine.
7. Keep it fresh. Once your class and you are comfortable with one or two SLPS, bring another into the rotation.



[CLICK HERE](#) to view an elementary classroom example of SLPS in math

[CLICK HERE](#) for Structured Language Practice Activities

[CLICK HERE](#) for collaborative group work strategies

[CLICK HERE](#) for more student engagement strategies

# Review and Deep Processing

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REINFORCE  
TAUGHT  
ACADEMIC  
VOCABULARY  
ACROSS THE  
CURRICULUM

---

## Tips to reinforce taught academic words across the curriculum and require students' regular and accurate use of them throughout the year

Strategically integrate taught academic vocabulary into your instructional routine so that students encounter the words often and have many opportunities to apply their knowledge of the words during reading, writing, and discussion. Focus on the relationship of selected words to important concepts or themes.

## Activities for Vocabulary Development Strategies

### 3 X 3 Vocabulary

This activity promotes the identification of relationships between words. It helps students learn to use the words flexibly as different parts of speech. Students will take related words, ideas, and concepts and combine them together in sentences. The sentences should illustrate the relationship among the words, ideas, and concepts. This can be used as a form of alternative assessment as well as a cognitive teaching strategy.

### 3 x 3 Vocabulary


Column 1 Down: \_\_\_\_\_

\_\_\_\_\_

Column 2 Down: \_\_\_\_\_

\_\_\_\_\_

Column 3 Down: \_\_\_\_\_

\_\_\_\_\_

Column 1 Across: \_\_\_\_\_

\_\_\_\_\_

Column 2 Across: \_\_\_\_\_

\_\_\_\_\_

Column 3 Across: \_\_\_\_\_

\_\_\_\_\_

#### Procedure:

1. Pass out a 3x3 Vocabulary sheet on to each student or pair of students.
2. Provide a list of academic words for students to choose from. For each word, list all forms of the word as well, for example the word **consider** includes **consideration**, **considerable**, **considerably**, etc. Remind students to be mindful of verb tense as they use the verb form.
3. Allow students to choose from the word list, placing words in the blocks they choose (one word and all of its forms in each box).
4. Once the sheet is filled out, students should write six sentences which illustrate the relationships between the words in column 1 down, 2 down, 3 down, and rows 1 across, 2 across, and 3 across.

Download from [http://its.gcsnc.com/act/strategies/3x3\\_Voc.htm](http://its.gcsnc.com/act/strategies/3x3_Voc.htm)

## **Analogies**

With analogies, students have to do more than simply recall definitions—they also have to find the relationship between words. This challenge adds a higher level of thinking to the vocabulary process. Relationships between words include:

- synonyms (boy/lad)
- antonyms (midday/midnight)
- order (prepare/eat)
- degree (walk/trot)
- parts (band/watch)
- commonalities (scalpel/doctor)

## **Categorizing**

Categorizing requires students to see what words have in common and how they fit together. Use the following activity, called List-Group-Label (Taba, 1967), before reading a book or beginning a new unit of study in social studies, science, or math.

- List words related to the major concept or theme.
- Group common words.
- Label each group.

While studying safety, for example, have pairs or small groups of students generate lists of words pertaining to safety. After the lists are complete, ask students to group the words into categories and label each group with a title, such as “At Home” and “First Aid.”

## **Close Reading focused on Vocabulary**

[First Grade Video](#)

[Elementary Video TCRWP](#)

[Secondary Science Video](#)

[Tenth Grade Language Arts Video](#)

[Eleventh Grade U.S. History Grade Video](#)

## Selecting Tier Two and Tier Three Vocabulary

### Considerations for Selecting Academic Vocabulary From a Text

Here are some useful guidelines to help you select words to supplement the BUSD Grade Level Academic Vocabulary List. There are typically far too many academic words in a sample text to teach explicitly. The key is to be strategic about which words to teach for mastery, which to teach for exposure, and which to not teach at all. Consider the following when determining which words in a text selection to teach explicitly.

- Does the word significantly impact the meaning of the text?
- Does it illustrate nuance in an author's choice of words (ie. admitted vs. confessed)
- Will it help students express their understanding of the ideas and concepts they are learning from the text?
- Is the word likely to appear often in other texts?
- Does the word belong to a semantic word family (ie. base, basic, basically)
- Does it connect to other words or ideas that the students have been learning (in previous lessons, in other subjects)?
- Will it be useful to students in their own writing?
- Are there multiple meanings based on context?

*NOTE: Often times textbook vocabulary words do not meet this criteria. Carefully select vocabulary with these questions in mind rather than teach textbook vocabulary that may not be as useful.*

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**ANOTHER  
USEFUL TIP  
TO GUIDE  
YOUR  
SELECTION IS  
TO MAKE THE  
DISTINCTION  
BETWEEN  
EXPOSURE  
AND MASTERY**

---

### Exposure

Provide students with a quick explanation or synonym (receptive language)

- to be able to recognize the word when they hear it
- to be able to understand the word when they read it

### Mastery

Explicitly teach students the word for mastery (expressive language)

- to be able to use the word with ease and accuracy when speaking
- to be able to use the word correctly in writing

For more on selecting vocabulary from complex text [CHECK OUT THIS VIDEO](#) by Engage NY

# Templates

## Academic Vocabulary Log

**Marzano’s Six Step Vocabulary Routine**

**Steps 1-4 should be brief – about 5 minutes per term**

1. Model pronunciation and spelling. Have students repeat and then add it to a vocabulary log.
2. Provide a student friendly explanation, including analogies and/or use in a sentence. Provide visuals, including your written explanation.
3. In partners, students add their own explanation.
4. Students create a non-linguistic representation of the term (symbol, icon, or sketch) in the log.
5. Students engage in structured activities to practice using the term in context. They add to their log notes as they expand on their knowledge of terms.
6. Students discuss the content and write using the new terms. (Provide sentence frames as needed). They add to their log notes as they expand on their knowledge of terms.

Unit/Topic: _____				
1. Term and pronunciation (ie. Meiosis = my <b>oh</b> sis )	2. Teacher’s explanation and examples	3. My explanation in my own words	4. Sketch, diagram, symbol, picture or icon	5 and 6. Notes from activities/discussions; deeper understanding, more examples, applications, related concepts...

# Academic Vocabulary Concept Map Organizer

<b>Definition/Explanation and symbol or sketch</b>	<b>Essential characteristics</b>
<b>Examples</b> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	<b>Concept</b>
	<b>Non-examples</b> <ul style="list-style-type: none"><li>∅</li><li>∅</li><li>∅</li><li>∅</li><li>∅</li><li>∅</li></ul>

## Academic Vocabulary Concept Map Organizer II

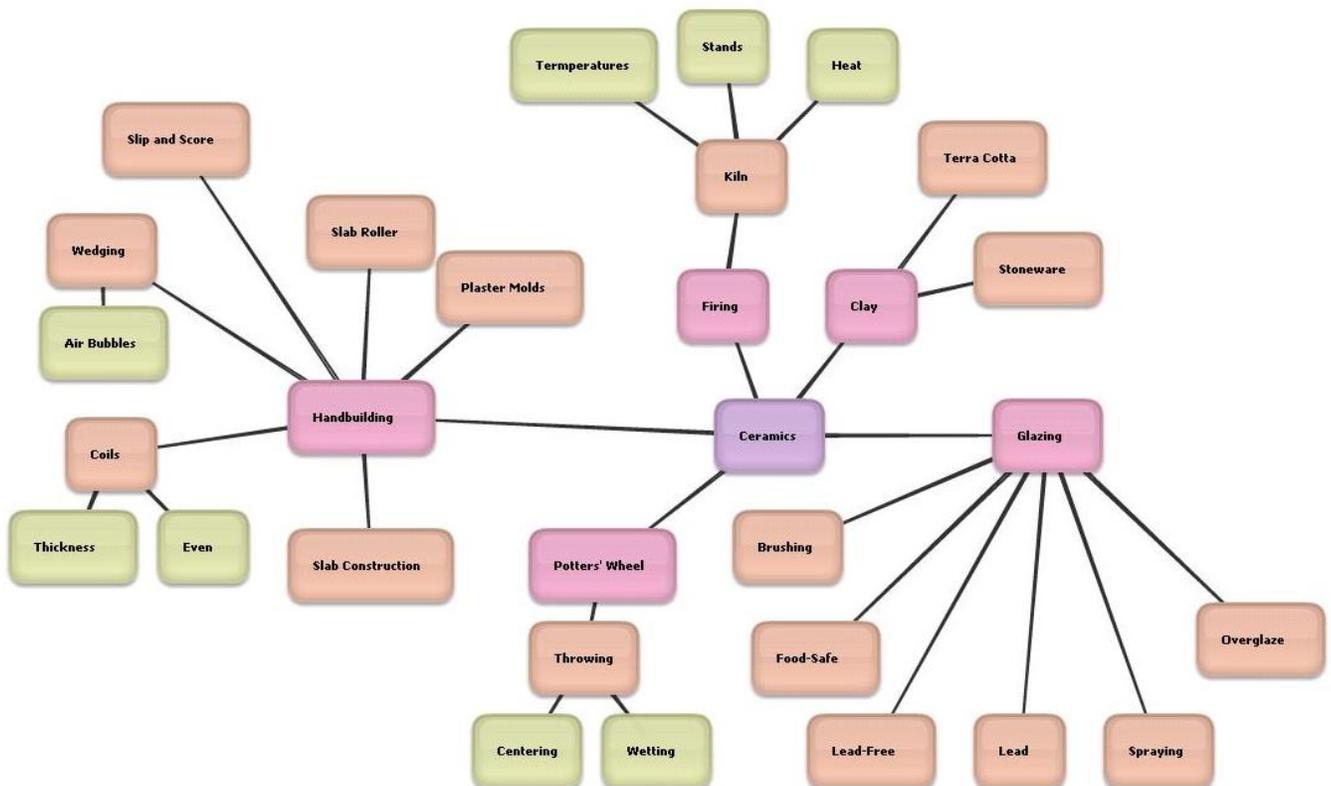
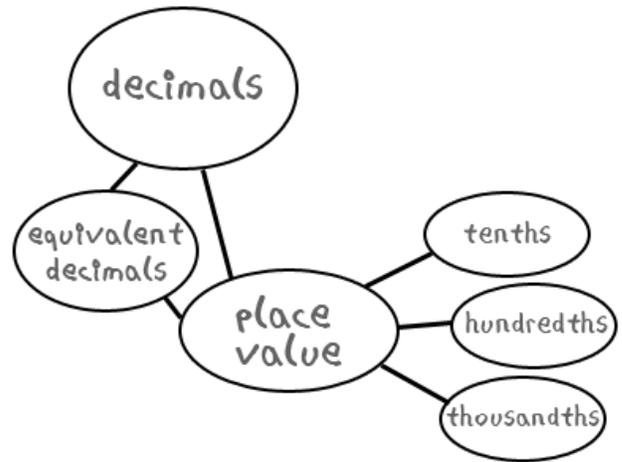
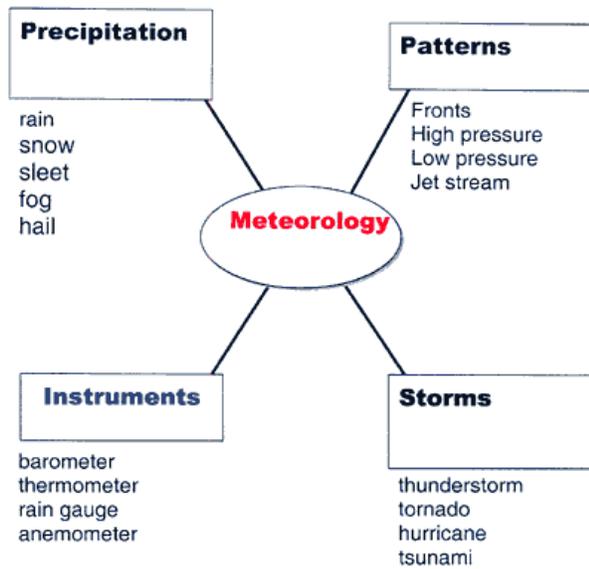
<b>Vocabulary Word:</b>	
<b>Prefix &amp; Meaning:</b>	<b>Root:</b>
<b>Synonym or brief explanation:</b>	
<b>Characteristics:</b>	
<b>Student definition:</b> <i>(general meaning or for a specific context)</i>	
<b>Examples:</b> ✓ ✓ ✓	<b>NON-examples:</b> ∅ ∅ ∅
<b>Showing Sentence:</b>	
<b>Illustration or symbol:</b>	

# Word Webs

A word web is a diagram showing how one word may be linked to several other groups of words. It may be linked by meaning, or by word family. For example, the word **like** can be linked to words with the prefix **dis-** (**dislike**) and can also be linked to words with the suffix **-able** (**likeable**). In addition, it can be found in other words such as: likelihood, alike, childlike, ladylike, etc.

More Graphic Organizer Templates:

<http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html>



# Building Academic Vocabulary

To download [CLICK HERE](#)

Other Downloadable Lists: Common Roots, Prefixes, and Suffixes ~ Spanish Cognates ~ Math Words Commonly Used in Other Subjects ~ Transition Words ~ Coxhead AWL List ~ EAP List

## One Hundred Plus Word Parts... *To Make You Smarter*

a	not	fer	carry	pel	push
able	able to	fid	faithful	pend	hang
acro	high	firma	hard	pent	five
agora	open space	frag	break	peni	around
amphi	both	fratri	brother	philos	love
anima	anima	ful	full of	phobia	fear
ante	before	gen	beginning	phono	sound
anthropos	mankind	geo	earth	photo	light
anti	against	gon	angle	polis	city
aqua	water	graph	write, record	poly	many
astro	star	hemi	half	pond	weight
audio	hear	hex	ten	port	carry
auto	self	homi	man	pre	before
bene	well	hydro	water	pro	forward
bi	two	hyper	over	pseudo	false
biblios	book	hypo	under	quad	four
bio	life	im	in	quin	five
bon	good	infanti	child	re	back again
eaco	bad	inter	between	regi	king
came	meat	intra	within	scope	look at
cede	go	intro	into	scribo	write
cent	hundred	ist	one who	sec	dry
chrono	time	ject	throw	sed	sit
cide	kill loc.	loq	speak	sophos	wisdom
circum	around	logy	study of	soror	sister
cis	cut	magni	great	sphere	globe
cogni	know	mal	bad	stat	stay
con	with	manu	hand	sui	self
contra	against	matri	mother	sym	together
cracy	government	meter	measure	tele	far off
cred	believe	micro	small	tene	hold
cure	heal	midi	middle	terra	earth
cycle	circle	mil	thousand	theos	god
de	from	mono	one	tract	draw
dec	ten	mort	dead	trans	across
demos	people	nautus	sail	tri	three
dent	teeth	nym	name	un	not
dermis	skin	Oct	eight	uni	one
dia	through	omni	all	val	well
dict	say	ortho	straight	vert	tum
duct	lead	Ous	full of	vid, vis	see
er, or	one who	path	feeling	vit, viv	live
eu	good	patri	father	voc	call
ex	out of	ped	foot, child	zo	animal

# Useful Links

## Videos:

Academic Vocabulary in Common Core Standards

<http://d97cooltools.blogspot.com/2012/09/commoncoreunpackingacademicvocabulary.html>

Generative Words video: <http://www.wordgeneration.org/proven1.html>

Kindergarten Strategy Video:

[http://www.youtube.com/watch?feature=player\\_embedded&v=iETebHSQX-w](http://www.youtube.com/watch?feature=player_embedded&v=iETebHSQX-w)

Word Sift Video: <http://www.wordsift.com/site/videotour/newFeat>

Elementary classroom example of vocabulary practice in math

<http://www.youtube.com/watch?v=TXMR2THtHcg>

## Close Reading Videos:

First Grade <http://www.wordsift.com/site/about>

Elementary TCRWP <http://www.youtube.com/watch?v=nznO1BMtahw>

Secondary Science <http://www.youtube.com/watch?v=mJgu2DsB9kQ>

Tenth Grade Language Arts <http://www.youtube.com/watch?v=XFRClI2q18Y>

Eleventh Grade U.S. History Grade <http://www.youtube.com/watch?v=iKIUovilf5Y>

## Academic Vocabulary Teaching Strategies

Vocabulary Instruction [http://www.scoe.org/docs/ah/AH\\_kinsella2.pdf](http://www.scoe.org/docs/ah/AH_kinsella2.pdf)

Structured Language Practice Activities

<https://docs.google.com/a/berkeley.net/viewer?a=v&pid=sites&srcid=YmVya2VsZXkubmV0fGVsZHxneDo3OWFkMjVjM2RmNDQyZTYx>

Collaborative group work strategies

<https://docs.google.com/a/berkeley.net/viewer?a=v&pid=sites&srcid=YmVya2VsZXkubmV0fGVsZHxneDoxMWU2NTA3MzIOMzA3N2Vm>

Student engagement strategies <http://its.gcsnc.com/act/strategies/>

## Web Vocabulary Resources for Teachers:

<http://www.wordsift.com/site/about>

<http://www.roberson.k12.nc.us/Page/33319>

<http://blog.colorincolorado.org/2013/01/01/top-ten-resources-on-the-ccss-for-ells/>

## **Articles and Presentations:**

AFT Article on Vocabulary Instruction

<http://www.aft.org/newspubs/periodicals/ae/spring2001/biemiller.cfm>

The Academic Language of Mathematics

[http://ptgmedia.pearsoncmg.com/images/9780205627585/downloads/Echevarria\\_math\\_Ch1\\_TheAcademicLanguageofMathematics.pdf](http://ptgmedia.pearsoncmg.com/images/9780205627585/downloads/Echevarria_math_Ch1_TheAcademicLanguageofMathematics.pdf)

General Academic Vocabulary to Enhance Understanding of Complex Texts

[http://www.ride.ri.gov/Instruction/DOCS/CommonCore/AV1/Academic\\_Vocabulary\\_PowerPoint.pdf](http://www.ride.ri.gov/Instruction/DOCS/CommonCore/AV1/Academic_Vocabulary_PowerPoint.pdf)

Vocabulary Instruction and Language Development for English Learners

<http://www.k12.wa.us/Reading/ReadingFirst/MaterialsHandouts2009-10/VocabELLFulldayHO.pdf>

Research Articles <http://onlinelibrary.wiley.com/doi/10.1002/RRQ.011/pdf>

[http://www.edweek.org/ew/articles/2013/02/06/20vocabulary\\_ep.h32.html](http://www.edweek.org/ew/articles/2013/02/06/20vocabulary_ep.h32.html)

## **Downloadable Lists:**

Common Roots, Affixes (PDF pp. 6-12)

<http://www.englishcompanion.com/pdfDocs/acvocabulary2.pdf>

Spanish Cognates <http://spanishcognates.org/>

Transition Words <https://www.msu.edu/~jdowell/135/transw.html>

Academic Word List (Coxhead AWL)

<http://www.victoria.ac.nz/lals/resources/academicwordlist/information>

General Service Lists [http://www.lex tutor.ca/freq/lists\\_download/](http://www.lex tutor.ca/freq/lists_download/)

AWL/GSL Sublists <http://www.nottingham.ac.uk/~alzsh3/acvocab/wordlists.htm>

EAP Vocabulary (PDF p. 13)

<http://www.englishcompanion.com/pdfDocs/acvocabulary2.pdf>

Kinsella Academic word lists

<http://staff.esuhdsd.org/danielle/english%20department%20village/cahsee%20vocabulary.html>

Common Terms in Mathematics <http://dorakmt.tripod.com/mtd/glosmath.html>

Spanish lists <http://quizlet.com/12171949/print/>

## Grade Level Academic Vocabulary List

The BUSD Grade Level Academic Vocabulary List is listed by grade level in reverse order to make clear to all what students are expected to achieve by graduation from our district.

Each grade level (spans in high school) has 36-90 words

### Number of Words by Grade Level:

<u>Kinder</u>	<u>37</u>
<u>1<sup>st</sup>-</u>	<u>51</u>
<u>2<sup>nd</sup>-</u>	<u>61</u>
<u>3<sup>rd</sup>-</u>	<u>63</u>
<u>4<sup>th</sup>-</u>	<u>62</u>
<u>5<sup>th</sup>-</u>	<u>61</u>
<u>6<sup>th</sup>-</u>	<u>55</u>
<u>7<sup>th</sup>-</u>	<u>61</u>
<u>8<sup>th</sup>-</u>	<u>70</u>
<u>9<sup>th</sup>-10<sup>th</sup> span –</u>	<u>90</u>
<u>11<sup>th</sup>-12<sup>th</sup> span –</u>	<u>85</u>

**K-12 Alphabetical List for Quick Reference – 664 words total**

**11<sup>th</sup>/12<sup>th</sup> Grade**

abrogate	frivolous	reciprocal
acerbic	hinder	rescind
ameliorate	hubris	restraint
amend	inane	salient
arbitrarily	incognito	sought
archaic	indispensable	specificity
articulated	infrastructure	staggering
auspicious	insulated	subjugate
banal	intangible	substantial(ly)
calibrate	itemize	subtlety
capricious	gist	succinct
caveat	juxtaposition	suffice
connotative	levity	superfluous
consolidate	lexicon	symbiotic
conversely	loquacious	ubiquitous
deleterious	milieu	underlying
denote	myopic	assumption
didactic	nefarious	unilateral
disparaging	obsequious	usage
divulge	offset	usurp
dogmatic	omnipotent	vehement(ly)
eclectic	pejorative	vested
ephemeral	periphery	vilify
epiphany	pertinent	visceral
facetious	posit	whereas
finite	predictability	whereby
formulate	predictor	wrought with
fortuitous	recapitulate	
frivolity	recede	

**9<sup>th</sup> /10<sup>th</sup> Grade**

abdicate	duration	notion
albeit	emerge	notwithstanding
alternate	enable	nuance
ambiguous	encounter	orient
apparent(ly)	enhance	paradigm
approximately	ensure	parameter
arbitrary	entity	perceive
attain	exceed	persist(ent)
attribute	exemplify	plausibility
beneficial	explicit(ly)	plethora
capability	extensive	preliminary
cease	facilitate	presumably
cohesion	feasible	prohibit
coincide	finite/infinite	refine
colleagues	fluctuate	relevant/ irrelevant
commence	forthcoming	reliable/reliability
compensate	given that	resolve
compile	hence	sequential
comprehensive	impede	signify
comprised of	implicit(ly)	specifically
conceive	incidental(ly)	subsequent
conform	inclination	subsidize
constrain	incontrovertible	supplement(ary)
convene	inevitable	sustain
delineate	inherent	tangible
derive	initiate	undergo
despite	integral	varied
deviate	intrinsic	verify
devote	invoke	
discrete	manipulate	
distort	nevertheless	

## 8<sup>th</sup> Grade

accordingly	devise
accurately	diminish
acquire	disputable (indisputable)
adequate(ly)	dynamic
allocate/allocation	Employ
alternative	equate
analytical	ethic(al)
anticipation	evident(ly)
applicable (inapplicable)	exceedingly
approach	exhibit, exhibition
articulate (adj)	focal
assertion	Inclined, inclination
assumptions	inconceivable
authentic, authenticity	indicative of
availability	influential
capacity	invariably
coherent (incoherent)	marginal
complexity	perception
conceivably	plausible
concurrent	Presume, presumption
consequently	Requisite (prerequisite)
considerably	specify
constitutes	Speculate, speculation
consult, consultation	subsequently
convey	susceptible
correlation	thereby
depict, depiction, depicted	validity
detect	vary/varied
determination	virtual(ly)

**7<sup>th</sup> Grade**

affect (v)  
articulate (v)  
aspects  
assertive(ly)  
authority  
capture  
clearly  
conceivable (inconceivable)  
conditional (unconditional)  
consideration  
consist of  
contradictory  
correlate  
credibility  
criteria  
design  
determined  
differentiate  
draft (v)  
establish  
exclusive  
exercise, exercise (n)  
factor  
feature  
generally  
generate  
illustrate  
impact  
imply  
incorporate  
indicate  
influence  
inquire  
integrate  
intense  
interpret  
isolate  
literal(ly)  
maturity  
notorious  
phase  
portray  
potential  
potentially  
preclude  
prospect(ive)  
recollection  
relate  
reserve  
resulting in  
rigid  
secure  
strategic(ally)  
subjective / objective  
sufficient(ly)  
supported by  
unify

**6<sup>th</sup> Grade**

according to	due to
accuracy	elaborate
additional	eligible
advocate	emphasis
analysis	equip
appeal	essentially
appropriately	evidently
assemble	
basically	extended
characteristic (adj)	extent
clarification	fundamentally
collaborate	genuine
common(ly)	given
comparable	justification
competent	likelihood
compile, compilation	maintain
concur	negativity
contend	obvious(ly)
context	positivity
contribute	prevent
contribution	productive
converse	prompt (v)
credible	require
debatable	reveal
decline	status
demonstrate	strategic
despite	subtle
development	the following

**5<sup>th</sup> Grade**

accurate	fundamental
additionally	including
address (v)	including
advantage/disadvantage	infer/inference
analyze	interact
arguably	interaction
assert	issue
available	limited
citation	negate
cite	note (v)
complement	object to (v)
complex	overall
condition	persuade
contradiction	primary/primarily
contrary	procedure
coordinate	product
correspond	properties
crucial	quality
data	reflect
debate	restrict
discriminate	restricted
drawback (benefit)	result
eliminate	significantly
emphasize	source
encounter	suggest
establish	transition
evaluate	ultimate(ly)
eventually	valid
excess(ive)(ly)	variation
expand	volume
focus	

**4<sup>th</sup> Grade**

abstract/concrete	logical
academic	maximize
alter	minimize
assess	modify
assume	monitor
assumption	notice
brief	oppose/opposition
clarify	optional
confirm	original/originally
consider	perhaps
consistent, consistently	possibility
contradict	possibly
current	presume
currently	previous/previously
develop	produce
display	propose
dispute	reaction/react
distinguish between	recent(ly)
effective(ly)	refer
essential	report
exaggerate	represent
examine	series
form/formation/format	significance
highlight	standard
influence/influential	state (as a verb)
inform	suppose
information	typical
informative	typically
involve	utilize
judge/judgment	vary
likely	version

**3rd Grade**

although	include
analyze	information
anticipate	investigate
cause	justify
characterize	label
claim	maximum
class/classify	minimum
collect	occur
comparison	organize
completely	Place
conclude	point out
constant	prior
contrast	process
create	question
critical	reason
defend	recall
define	regularly
determine	request
disagree	require/required
discuss	research
draw (draw conclusion, draw upon...)	respond
effect	response
event	review
evidence	sequence
exclude/include	significant
former	specific/specifically
frequently	strategy
general, in general	structure
however	summarize
identify	support
	various

**2<sup>nd</sup> Grade**

above	miss(ing)
ago	model
apply	object (n)
area	plan
argument	
arrange	portion
behind	possible
benefit	prepare
category	probably
characteristics	prove
check	purpose
clear	rank
compare	rare
complete	ready
conclusion	reduce
decide	relate to
deep	relationship
direct	restate
enough	results
ever	reverse
explanation	several
few (adj)	solution
free	Solve
important	soon
impossible	special
in common	state (v)
interest	though
interesting	trait
introduce	unique
item	useful
less	wonder

**1<sup>st</sup> Grade**

always	next
argue	observe
begin	often
better	opinion
between	order
both	organize
chart	participate
consequence	pass
describe	predict
discover	reason
discuss	review
during	seem
effect	should
event	since
explore	still
far	sure
few (n)	those
finish	thought
keep	type of
left	until
likely	unusual
locate	usual
main	usually
maybe	while
might	experience
never	

**Kindergarten**

after  
again  
agree with  
also  
any  
appropriate  
audience  
because  
before  
clue  
copy  
detail  
differ  
does  
even  
every  
example  
explain

finish  
just  
list  
many  
much  
must  
near  
only  
part  
perform  
place (v)  
point  
put  
self  
sort  
start  
such

**Alphabetical List  
for quick reference**

abdicate	authority	consequence	discrete	explicit(ly)
above	available	consequently	discriminate	explore
abrogate	Banal	consider	Discuss	extended
abstract/concrete	basically	considerably	discuss	extensive
academic	because	consideration	Disparaging	extent
according to	before	Consist of	display	facetious
accordingly, in	begin	consistent,	disputable	facilitate
accordance	behind	consistently	(indisputable)	Factor
accuracy	beneficial	consolidate	dispute	far
accurate	benefit	constant	distinguish	feasible
Acerbic	better	constitutes	between	Feature
acquire	between	constrain	distort	few (adj)
additional	both	Consult,	divulge	few (n)
additionally	brief	consultation	does	finish
address (v)	calibrate	contend	dogmatic	finish
adequate(ly)	capability	context	Draft (v)	Finite
advantage/disadvantage	capacity	Contradict	Draw (draw	finite/infinite
advocate	Capricious	contradiction	conclusion, draw	fluctuate
Affect	capture	contradictory	upon...)	focal
after	category	contrary	drawback/benefit	focus
again	Cause	Contrast	due to	form/format
ago	Caveat	Contribute	duration	former
agree with	cease	contribution	during	formulate
albeit	characteristic	convene	dynamic	forthcoming
allocate/allocation	characteristic (adj)	converse	Eclectic	Fortuitous
also	characterize	conversely	Effect	free
alter	chart	Convey	effect	frequently
alternate	check	coordinate	effective(ly)	Frivolity
alternative	citation	copy	elaborate	frivolous
although	cite	Correlate	eligible	fundamental
always	claim	correlation	eliminate	fundamentally
ambiguous	clarification	correspond	emerge	general
Ameliorate	clarify	Create	emphasis	generally
amend	class/classify	credibility	emphasize	Generate
analysis	clear	Credible	Employ	genuine
Analytical	clearly	Criteria	enable	given
analyze	clue	critical	encounter	given that
analyze	Coherent	crucial	enhance	hence
anticipate	(incoherent)	current	enough	highlight
anticipation	cohesion	currently	ensure	hinder
any	coincide	data	entity	hubris
apparent(ly)	collaborate	debatable	Ephemeral	Identify
appeal	colleagues	debate	epiphany	Illustrate
applicable	Collect	decide	equate	impact
(inapplicable)	commence	decline	equip	impede
apply	common	deep	essential	implicit(ly)
Approach	comparable	defend	essentially	Imply
appropriate	compare	define	establish	important
appropriately	Comparison	deleterious	ethic(al)	impossible
approximately	compensate	delineate	evaluate	in common
arbitrary	competent	Demonstrate	even	Inane
archaic	compile	denote	event	incidental(ly)
area	compile,	Depict, depiction,	event	inclination
arguably	compilation	depicted	eventually	Inclined, inclination
argue	complement	derive	ever	Include
argument	complete	describe	every	including
arrange	completely	Design	evidence	incognito
Articulate (adj)	complex	despite	evident	inconceivable
Articulate (v)	complexity	detail	evidently	incontrovertible
articulated	comprehensive	Detect	exaggerate	Incorporate
Aspects	comprised of	determination	examine	Indicate
assemble	conceivable/inconc	determine	example	indicative of
assert	eivable	determined	exceed	indispensable
assertion	conceivably	develop	exceedingly	inevitable
assertive	conceive	development	excess(ive)(ly)	infer/inference
assess	conclude	deviate	exclude/include	Influence
assume	conclusion	Devise	exclusive	influence/influential
assumption	concur	devote	exemplify	al
attain	concurrent	Didactic	Exercise, exercise	inform
attribute	condition	differ	(n)	information
audience	conditional	Differentiate	Exhibit, exhibition	informative
auspicious	(unconditional)	Diminish	expand	infrastructure
authentic,	confirm	direct	experience	influential
authenticity	conform	disagree	explain	inherent
	connotative	discover	explanation	initiate

Inquire	Nefarious	Preclude	respond	suffice
insulated	negate	predict	response	sufficient(ly)
intangible	negativity	predictability	restate	suggest
integral	never	predictor	restraint	Summarize
Integrate	nevertheless	preliminary	restrict	Superfluous
intense	next	prepare	restricted	supplement(ary)
interact	note (v)	presumably	result	support
interaction	notice	presume	Resulting in	supported by
interest	notion	presumption	results	Suppose
interesting	notorious	prevent	reveal	sure
interpret	notwithstanding	previous/previousl y	reverse	susceptible
intrinsic	nuance	primary/primarily	Review	sustain
introduce	object (n)	prior	review	Symbiotic
invariably	object to (v)	probably	rigid	tangible
investigate	obsequious	procedure	Salient	the following
invoke	observe	process	secure	thereby
involve	obvious(ly)	produce	seem	those
Isolate	occur	product	self	though
issue	offset	productive	Sequence	thought
item	often	prohibit	sequential	through
itemize	omnipotent	prompt (v)	series	trait
gist	only	properties	several	transition
judge/judgment	opinion	propose	should	type of
just	oppose/opposition	prospect(ive)	significance	typical
justification	optional	prove	significant	typically
justify	order	purpose	significantly	Ubiquitous
juxtaposition	Organize	put	signify	ultimate(ly)
keep	organize	quality	since	undergo
Label	orient	Question	solution	underlying
left	original/originally	rank	Solve	assumption
less	overall	rare	soon	Unify
Levity	paradigm	reaction/react	sort	Unilateral
lexicon	parameter	ready	sought	unique
likelihood	part	Reason	source	until
likely	participate	reason	special	unusual
likely	pass	recall	specific/specifically	usage
limited	Pejorative	recapitulate	specifically	useful
list	perceive	recede	specificity	usual
Literal(ly)	perception	recent(ly)	specify	usually
locate	perform	reciprocal	Speculate,	usurp
logical	perhaps	recollection	speculation	utilize
loquacious	periphery	reduce	staggering	valid
main	persist(ent)	refer	standard	validity
maintain	persuade	refine	start	variation
manipulate	pertinent	reflect	state (as a verb)	varied
many	phase	regularly	state (v)	various
marginal	Place	Relate	status	vary
maturity	place (v)	relate to	still	vary/varied
maximize	plan	relationship	strategic	vehement(ly)
maximum	Plausibility	relevant/irrelevant	Strategic(ally)	verify
maybe	plausible	reliable/reliability	strategy	version
might	plethora	report	structure	vested
Milieu	point	represent	subjective /	Vilify
minimize	point out	request	objective	virtual(ly)
minimum	portion	require	subjugate	Visceral
miss(ing)	Portray	require/required	subsequent	volume
model	posit	Requisite	subsequently	well
modify	positivity	(prerequisite)	subsidize	whereas
monitor	possibility	rescind	substantial(ly)	whereby
much	possible	Research	subtle	while
must	possibly	reserve	subtlety	wonder
Myopic	potential	resolve	Succinct	wrought with
near	potentially		such	

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**A Rubric for Evaluating Vocabulary Against an Academic Word List**

Because there are no limits to vocabulary acquisition, it is the most difficult to assess. However, there are useful tools that can provide some guidance for determining a student’s knowledge of academic vocabulary within certain grade levels. The first is a graded word list developed by the Berkley (California) Unified School District (BUSD). They took the High-Incidence Academic Word List developed by Averil Coxhead in 2000 and aligned it to grade level words. Thus, a teacher could assess a student according to a specific grade.

The Barksdale Reading Institute (BRI) developed a rubric based on the seminal work of Edgar Dale (1965) for informally assessing word knowledge of students using the Berkeley Unified School District Word List. The teacher provides the word orally to a student and records responses accordingly (See template below):

- A. Own the Word & Can Use Appropriately – the student at this level can define the word, use it in a sentence, and easily incorporates it into their oral discourse.
- B. I Know the Word – the student can provide a user-friendly definition; can provide a synonym; and can provide an antonym (or give an example of what the word is and what it is not.)
- C. Doesn’t know the word – student gives no response or incorrect definition.

Student Name: \_\_\_\_\_ Pretest Date: \_\_\_\_\_ Posttest Date: \_\_\_\_\_

ACADEMIC WORD LIST					
Word	A. Own the Word & Can Use Appropriately	B. I Know of This Word.			C. Doesn't Know the Word
		Definition	Synonym	Antonym	
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

This informal assessment can be administered at any time or as a screener at beginning, middle, and end of year to show growth. The Word List also serves as a good resource for teaching vocabulary.

## **APPENDIX G** Oral Language Informal Assessment (BRI, 2015)

Eight-five percent (85%) of struggling readers experience deficits in decoding, thus requiring phonics interventions. However, teachers should not forget the critical role that language comprehension plays in reading comprehension (per the Simple View of Reading). In addition to vocabulary assessments, another diagnostic option available to assess the language comprehension domain of reading comprehension is to administer an oral language assessment. These informal instruments (see **Appendix G & H**) are not normed but provide some insight as to a child's receptive and expressive language abilities.

### **Steps of an Explicit and Systematic Intervention**

Finally, once the lowest deficit skill has been identified, teachers are encouraged to deliver interventions using a systematic, sequential, and explicit approach. The following template provides a framework for developing explicit interventions in the foundational skills of reading.

## Informal Oral Language Assessment

**Unless otherwise indicated, many items are assessed orally and without pictures.**

Following directions: (1) Hand me the pencil. (2) Clap your hands and hand me the pencil. (3) Wave, clap your hands, hand me the pencil.

Body parts: Expressive – What is this? (point to nose) vs. Receptive – Point to your ear.

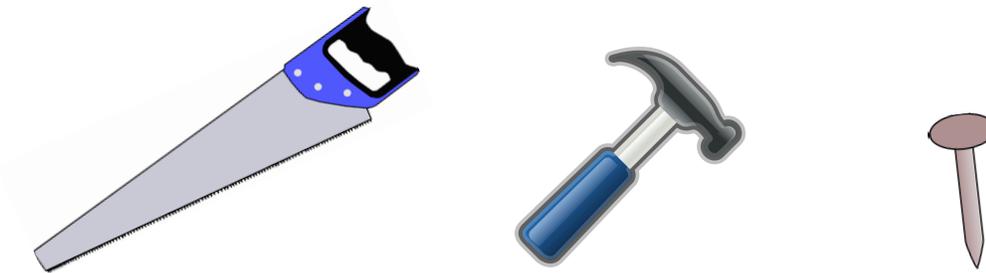
Comparisons: big, bigger, biggest (point to objects) fast, faster, fastest

Naming by category: Name five colors; name five foods; name five animals, etc.

Identify pictures: Point to the animals (pictures include squirrel, bird, dog);



Point to the tools (pictures include hammer, nail, saw)

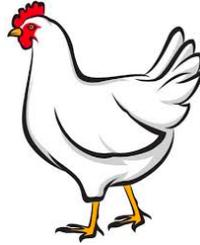
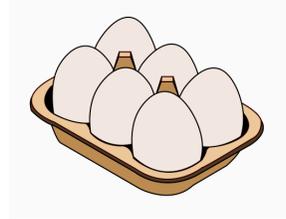


Describe objects by size, shape, color, composition (ball, car, book, paintbrush)

Functions: What do you do with a telephone? What do you do with a shoe?

Associations (how things are similar and different) car & bicycle cat & dog shoe & hat

Go together: pictures to match – chicken/egg pillow/bed bird/nest



Sequencing (4 – 6 part stories, sequencing pictures) retell, then create one

### 6. The Gingerbread Man

The illustrations are arranged in a 2x3 grid, separated by dashed lines. The top row contains three panels, and the bottom row contains three panels. The title '6. The Gingerbread Man' is located at the top right of the grid.

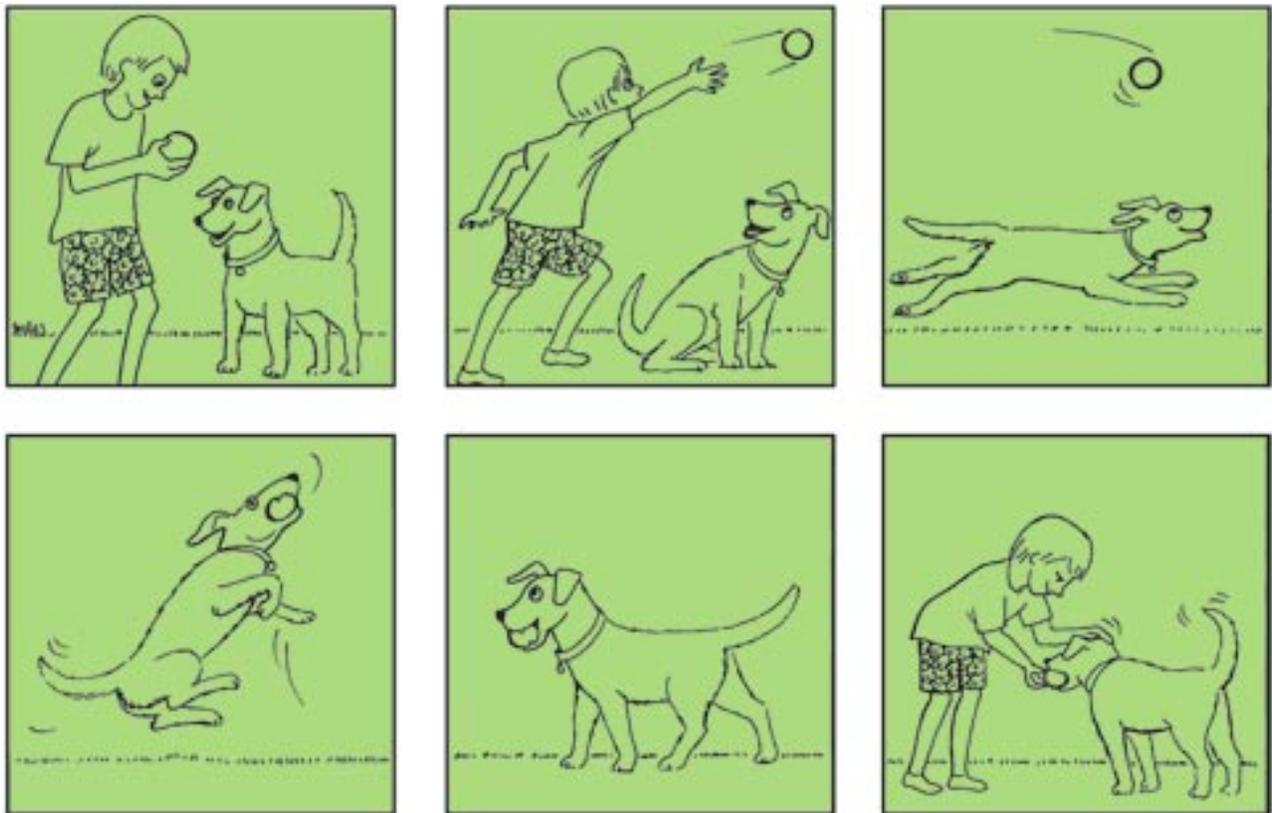
Verbal sequencing: How do you make a peanut butter sandwich? How do you wash your hands?

Opposites (antonyms): in/out light/dark

Similarities (synonyms): puppy/kitten book/magazine loud/noisy

Multiple meaning words: Student provides two different sentences to demonstrate understanding of different meanings of same word.

Narratives: retelling a story (with or without prompting; clear beginning, middle, and end)



Functional problem solving: (provide scenarios) What do you do if your friend fell off his bike and hurt himself?

Grammatical markers: ability to appropriately use of pronouns, regular plurals, possessives, etc.

Articulation of phonemes; distinction between two similar phonemes

# EXPLICIT AND SYSTEMATIC LESSON TEMPLATE

(Barksdale Reading Institute, 2017)

Phonological/phonemic awareness

Fluency

Phonics (decoding/word recognition)

Oral Language/Vocabulary

High frequency words

Comprehension

Teacher/Grade \_\_\_\_\_ Date \_\_\_\_\_

<b>Skill/Objective:</b>	<b>Materials/Supplies:</b>	
<p><b>Teaching/Explain</b></p> <p><b>What:</b> (Today, we are going to..)</p>  <p><b>Why:</b> (We need...because...)</p>  <p><b>When/Where:</b> (Whenever we read, we need to...)</p>		
<p><b>Modeling/Demonstrate the skill</b></p> <p><b>Examples:</b></p> <p><b>Non-examples:</b></p>		
<b>Scaffolding the Practice</b>		
<b>I Do:</b>	<b>We Do/Redo:</b>	<b>You Do:</b>
<b>Assess the Skill</b>		
<b>Rubric for Assessment</b>	<b>Discuss Goals &amp; Results</b>	<b>Graph Results</b>

**APPENDIX H** Oral Language Assessment  
*Used with permission from Neuhaus Education Center*



**ORAL LANGUAGE**

**Procedure:** The student will name items from four different categories. He or she will name items in each category for 30 seconds. Use hash marks to record the number of items. Count repeated items once. Do not count items named that are out of the category. Record the final number. Total the final number of all four categories and divide by two. This number represents the number of items named in one minute.

**Directions:** *You are going to name items in categories. When I give you the category or group, you will name items until I say stop.*

**Ready? Name things that you find in a classroom. Begin.**

Time the student for 30 seconds as he or she names things in a classroom.

Record items named with hash marks: \_\_\_\_\_

After 30 seconds, say, "**Stop.**" Record the number of items. \_\_\_\_\_

**Ready? Name fruits and vegetables. Begin.**

Time the student for 30 seconds as he or she names fruits and vegetables.

Record items named with hash marks: \_\_\_\_\_

After 30 seconds, say, "**Stop.**" Record the number of items \_\_\_\_\_

**Ready? Name animals. Begin.**

Time the student for 30 seconds as he or she names animals.

Record items named with hash marks: \_\_\_\_\_

After 30 seconds, say, "**Stop.**" Record the number of items. \_\_\_\_\_

**Ready? Name states in the United States. Begin.**

Time the student for 30 seconds as he or she names states in the United States.

Record items named with hash marks: \_\_\_\_\_

After 30 seconds, say, "**Stop.**" Record the number of items. \_\_\_\_\_

Total for all four categories: \_\_\_\_\_ divided by 2 = \_\_\_\_\_ items/minute.