

Literacy Focus

of the Month

Grades Pre-k-5



***“The more ways we teach,
the more students we are going to reach.”***

– Betty Hollas

Office of Elementary Education and Reading



MDE Literacy Focus of the Month Manual

Carey M. Wright, Ed.D., State Superintendent of Education

Office of the Chief Academic Officer

Kim S. Benton, Ed.D., Chief Academic Officer

Office of Professional Development

Trecina Green, Executive Director

Office of Elementary Education and Reading

Nathan Oakley, Executive Director

Kymyona Burk, Ed.D., State Literacy Director (K-12)

Tenette Smith, Ed.D., State Literacy Coordinator (K-3)

MISSISSIPPI DEPARTMENT OF EDUCATION

CAREY M. WRIGHT, ED.D., STATE SUPERINTENDENT OF EDUCATION

The Mississippi State Board of Education, the Mississippi Department of Education, the Mississippi School for the Arts, the Mississippi School for the Blind, the Mississippi School for the Deaf, and the Mississippi School for Mathematics and Science do not discriminate on the basis of race, sex, color, religion, national origin, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the above mentioned entities: Director, Office of Human Resources, Mississippi Department of Education, 359 North West Street, P. O. Box 771, Suite 203, Jackson, MS 39205-0771, (601) 359-3511.

A Message from Dr. Kymyona Burk, State Literacy Director



On behalf of the Mississippi Department of Education and the Office of Elementary Education and Reading, I am pleased to release the Literacy Focus of the Month Manual. Literacy is the capacity to construct and express meaning through reading, writing, and talking about texts. It is a prerequisite to the acquisition of new information and the formulation of new ideas (Bowman & Sadowski, 2005). The vision of the Mississippi Board of Education is to create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens. Strong literacy skills are critical for Mississippi students to succeed academically as well as to prosper in the current global economy. Students must be able to read, write, and think at increasingly higher levels of complexity, creativity, and sophistication to prepare for college and career pathways (Zhao, 2009).

The purpose of the *Literacy Focus of the Month Manual* is to provide guidance to administrators and teachers for supporting a monthly, school wide instructional focus based on best practices and research-based strategies in literacy. This "user-friendly" guide will assist districts and schools in the implementation of reading instruction in classrooms across multiple grade levels, as well as different subjects/content areas.

The topics in this manual range from policies and procedures to the five essential components of reading as identified by the National Reading Panel. The material is devoted to strengthen administration and teacher content knowledge by focusing on one topic each month. Although the monthly focus will highlight and supplement a specific procedure or skill, it is impossible to teach the components in isolation; therefore, the *MDE Literacy Focus of the Month Manual* should serve to present a school-wide shared commitment to literacy.

I look forward to working with you to improve literacy outcomes for all Mississippi students!

Sincerely,

A handwritten signature in black ink that reads "Kymyona C. Burk". The signature is fluid and cursive.

Kymyona C. Burk, Ed.D.

August

Screening & Diagnostic Tools

According to the State Education Resource Center Report (2012), in order to make sure that an assessment is meeting the needs of the student or students, educators will want to discuss certain questions, such as:

- To what extent are our assessments of learning varied, providing multiple and different ways for students to demonstrate understanding?
- To what extent do our assessments empower students to demonstrate deep learning and understanding of concepts?
- To what extent do our assessments reflect the personal and cultural strengths of our students, as well as their learning needs?
- How is this assessment aligned with the curriculum and standards?
- Does this assessment measure student learning in a way that reflects our beliefs about how students learn?
- Does this assessment provide useful data to us and the student/family about what the student understands and what needs to be learned next?

Note: This does not represent an all-inclusive list of screening and diagnostic tools that are available. The following list contains tools that various districts have used to provide interventions to students. The information within this document is only intended to be a general summary of information provided to the public. The Mississippi Department of Education does not endorse or promote any commercial products, or services. The views and opinions of authors expressed in this document do not necessarily reflect those of the MDE and they may not be used for advertising or product endorsement purposes. Please make sure that you choose the tool that best fits the needs of your students, school or district.

August

Examples of Screening & Diagnostic Assessments

Acuity

- With Acuity K–12 diagnostic assessments, educators receive trust-worthy diagnostic insights to help them quickly identify how students are achieving in alignment to the new college and career readiness standards. Acuity goes beyond traditional, multiple-choice assessment by helping educators focus on concepts that more deeply measure student mastery of the new standards.
- Offers ELA diagnostic assessments aligned to English 1-4 provided online, paper-pencil, clickers, or any combination.

Advanced Plus Decoding Survey

- The Advanced Decoding Survey Plus (ADS Plus) is a simple, common-sense, efficient way to determine if decoding effects a student's ability to understand what they are reading.

AIMSweb

- AIMSweb is the leading assessment and RTI solution in school today—a complete web-based solution for universal screening, progress monitoring, and data management for Grades K-12.
- At the foundation of AIMSweb is *general outcome measurement*, a form of *curriculum-based measurement (CBM)*, used for universal screening and progress monitoring.
- Can be administered frequently (even several times a week) without disrupting instruction. Provides accurate predictions of reading and math achievement. An increase in ability will be reflected in rising scores on the measure. Can be used accurately by a wide range of education personnel. *A valid* measure of skills that are central to the domain being measured (reading, math, language arts). Producing consistent results across time or testing conditions. *Available in multiple equivalent forms* to reduce practice effects on retesting (up to 33 forms per measure, per grade).

Classworks Universal Screener

- Classworks Universal Screener is administered 3 times per year: at the beginning to assess readiness for instruction for all students, mid-year to measure progress, and end of year to measure overall growth.
- Classworks Universal Screeners measure readiness for instruction, diagnose results at the strand level, identify baseline learning levels, and measure growth on a vertical scale. This formal assessment is often used to initiate the Response to Intervention (RtI) process for students requiring additional instructional support in a tiered intervention model.
- Includes specially designed Curriculum-Based Measurement (CBM) probes—brief assessments given online for immediate and automatic scoring and reporting.

easyCBM

- *easyCBM™* is an enhanced district assessment system designed by researchers at the University of Oregon as an integral part of an RTI model. Distributed exclusively by Riverside, it provides school districts, administrators, and teachers with a full suite of assessment and reporting options, offering a complete solution at every tier of the RTI process.
- Provides a full set of Benchmarking and Progress Monitoring assessments, Reading and Math, Grades K through 8 with multiple levels of account access for teachers, principals, district personnel, and administrators.
- Allows various forms of data entry including online student tests, streamlined total score entry of paper-pencil tests, and other options.
- Generates reports by teacher, building, grade-level, or district with customizable percentiles and color-codings.

Measures of Academic Progress® (MAP®)

- Measures of Academic Progress® (MAP®) are K – 12 interim assessments that measure growth, project proficiency on high-stakes tests, and inform how educators differentiate instruction, evaluate programs, and structure curriculum.
- Computer adaptive MAP assessments reveal precisely which academic skills and concepts the student has acquired and what they're ready to learn.
- MAP assessments are grade independent and adapt to each student's instructional level. Every item on a MAP assessment is anchored to a vertically aligned equal interval scale, called the RIT scale for **Rasch UnIT**—a stable measurement, like inches on a ruler, that covers all grades.

The Fountas & Pinnell Benchmark Assessment System

- System 2, Grades 3 - 8
- Evaluate student reading and comprehension ability with reliable and robust universal screening that is aligned to Leveled Literacy Intervention, and determine each child's

instruction level for guided reading according to the Fountas & Pinnell A-Z Text Level Gradient™.

- Collect, analyze, and share data on individual and class progress over time. Record, graph, and report weekly progress and monitor fidelity of implementation for Fountas & Pinnell's K–12 reading systems.

Quick Phonics Screener (QPS)

- QPS is a phonics assessment that can give the administrator quick results.

Reading Plus

- The *Reading Plus* assessment, *InSight*, is a computer-adaptive assessment that measures three dimensions essential to successful independent silent reading: capacity, efficiency, and motivation.
- The initial administration of *InSight* groups students by instructional needs to determine which students are in need of comprehension, vocabulary, and/or silent reading rate development, are proficient readers who will benefit from building capacity with increasingly complex texts, and/or may need a diagnostic assessment to determine if they have the foundational skills needed to begin Reading Plus.
- The initial administration of *InSight* provides baseline performance measures while subsequent administrations (mid-term and end-of-term) gauge performance changes in comprehension and vocabulary levels, comprehension-based silent reading rate, and various domains of motivation.

San Diego Quick Assessment of Reading Ability (K-11)

- This test measures the recognition of words out of context. Generally, proficient readers read as accurately both in and out of context. This test consists of 13 graded word lists from preprimer to eleventh grade. The words within each list are of about equal difficulty.
- Weak readers overrely on context and recognize words in context more easily than out of context.
- Begin with a list two or three sets below the student's grade level and continue until the student makes three or more errors in a list. Present the Student Material word list to the student. Use a paper to cover word lists not being read. Mark errors on the Record form by crossing out each missed word. Mispronunciations can be written down next to the word.

When the teacher says “next”, the student should move the paper down and read the next word. Encourage the student to read words that he or she does not know so that you can identify the techniques used for word identification. Wait no longer than five seconds before moving on to the next word.

- Each list completed by the student can be scored as shown below.

Errors/List	Reading Level
1 error	Independent Level
2 errors	Instructional Level
3 errors	Frustration Level

Student Reading Level = the student's reading level is the last grade-level word list in which the student reads eight or more words correctly.

NOTE: KEEP IN MIND THAT THIS IS A QUICK ASSESSMENT OF WORDS OUT OF CONTEXT AND SHOULD ONLY BE USED IN CONJUNCTION WITH OTHER, MORE AUTHENTIC MEASURES OF READING ACHIEVEMENT, SUCH AS RUNNING RECORDS.

Scholastic Phonics Inventory

- Assess foundational reading skills for grades 3-12.
- Research-based, SPI was created to assess mastery of foundational reading skills by measuring both accuracy and fluency. Validated against the *Test of Word Reading Fluency Efficiency* (TOWRE) and the *Woodcock-Johnson III*, SPI is proven to provide accurate results.
- Hundreds of students can be tested simultaneously with results immediately available at the individual, classroom, school, and district level.

STAR Reading:

- STAR Reading is by far the most widely used reading assessment in K12 schools. Educators get valid, reliable, actionable data in about 15 minutes.
- Computer-adaptive reliability and efficiency.
- Assess 46 reading skills in 11 domains.
- Core Progress learning progressions for reading tell you what students know and what they are ready to learn next on an empirically validated learning continuum.

USA Test Prep

- Our diagnostic benchmark system provides a performance snapshot at the student, class, school, and district level.
- Easily create a custom test for your students in less than five minutes. Administer and collect data for your class, department, school, and district. Pinpoint student strengths and weaknesses using the data grid view. Export results to Excel. Dig deep with your data to see grade distribution and item analysis. Create and share a benchmark with colleagues. Create and administer an unlimited number of tests.
- Teachers can control difficulty, set random ordering within the class, control availability of results, and add special needs accommodations.
- Auto-Generated Tests have randomly-generated questions that mimic an actual state-administered test.

Intervention Tools

CompassLearning

- Compass Learning solutions identify current performance levels, diagnose skill and concept gaps, and draw upon literally thousands of digital learning activities to prescribe individualized learning paths for each and every student in grades K-12. Learning paths and activities contain Common Core and state standards-aligned direct instruction, supported practice, independent practice, and formative assessment. Instructional content is presented through a blend of highly engaging, grade-appropriate full animation, video, and digital interactivity to deliver the right instruction to the right student at precisely the right time.

Edcite Interactive Assignments

- Edcite is a free resource that enables teachers to create high-quality, easily customizable, interactive content to fit their class. Edcite also addresses the critical issue for students who are unfamiliar with online standardized assessments. At Edcite, students can use the library of teacher-created assignments to get unlimited practice on relevant assignments and can get immediate feedback on their performance. Assignments may be made for the entire class or to select students to differentiate instruction

Learn Zillion

- A free resource that can be used to identify what students understand as well as provide challenge or support to individualize instruction. Provides thousands of lessons with visuals and conceptual explanations for each standard across grades 2-12.

MindPlay Virtual Reading Coach

- MindPlay Virtual Reading Coach® improves students' reading performance by assessing reading abilities, developing an individual student syllabus, differentiating instruction, and providing mastery-based activities to address reading gaps. MVRC provides interactive lessons with media-rich content, direct, explicit, and systematic instruction, scaffolded instruction and remediation, virtual reading specialists and speech pathologists, self-paced and mastery-based instruction, and immediate and specific feedback.

MobyMax

- MobyMax is for all students in grades kindergarten through 8th grade. Moby's adaptive curriculum creates a unique, individualized education plan for each student. Moby Curriculum teaches students to be better problem solvers, critical thinkers, and creative geniuses with thousands of cognitive skill manipulatives. Students are not only fully engaged but also learn a deep intuitive sense of concepts that are retained. Formative assessment drives good instruction in the classroom. Moby allows you to monitor student

progress in real time, so that you know exactly how each student is doing. Analyze data for all standards in the common core by student, class, school, and district.

Orchard Targeted Instruction Software

- Orchard Software provides differentiated instruction in mathematics, reading, writing, language arts, and science for grades Pre-K-9. It combines formative and benchmark assessments aligned with state standards, motivating instruction, and qualitative data reporting. Orchard includes more than 160 Skill Trees that cover 5,000 essential skills and concepts in reading, language arts, mathematics, and science.

Reading Plus

- *Reading Plus* provides an extensive library of engaging, cross-curricular informational and literary selections that adhere to grade-appropriate Lexile® metrics, and provide grade-appropriate levels of vocabulary complexity, sentence length, and word count. These rigorous controls ensure students encounter ever-increasing levels of text complexity. As a student demonstrates mastery in *Reading Plus*, the selections presented will have richer academic vocabulary, higher word counts, and deeper examinations of topics and themes. For students who require support, the program provides personalized scaffolds that help students engage with challenging texts rather than avoid them.

Saxon Phonics Intervention

- Lorna Simmons, author of Saxon's *Phonics* program for the early grades, has created this remedial phonics program for students in grades 4 through adult. It follows a very systematic, incremental approach to teach reading, spelling, and vocabulary. It teaches students "coding"—marking letters and groups of letters with both common and specialized marks (e.g., macrons for long vowels) to show their sounds within words. The program is designed to be taught from the extensive teacher's manual. Lessons are scripted and include detailed instructions and tools for using all components of the program. Student workbooks are essential, but they are not self-contained and do not provide instruction.

Study Island

- Study Island provides rigorous & engaging college & career readiness solutions for K-12. Study Island offers rigorous content built from the Mississippi College and Career Readiness Standards. Study Island supports the learning process and builds off of your students' enthusiasm for technology with engaging, interactive lessons and activities. Students can work through the web-based program at their own pace, or teachers can guide students through the program.

USA Test Prep

- USA Test Prep empowers teachers to tailor a Learning Pathway to the needs of their students, integrating diagnostic assessments, individualized learning and classroom support. This curriculum companion tool features fun, educational games and tests that provide students with immediate feedback. This interactive element shows students the program works with their strengths and weaknesses in real time.

Data Wall

- Display to identify trends for strengths and weaknesses within the school, by each grade, or by certain student populations
- Use to make instructional decisions
- Collaborate to exchange ideas for interventions and teaching strategies
- Update individual student cards to decrease the chance of losing a student in the system

NOTE: All Data Walls should be in compliance with FERPA privacy regulations

Sample Data Card

____ Grade Data Card									
Student Name						Teacher			
IEP <input type="checkbox"/>	ELL <input type="checkbox"/>	Gifted <input type="checkbox"/>	Speech <input type="checkbox"/>	Tier	2	3	Grade Retained:		
STAR (Circle One)	BOY		MOY		EOY		Date:		
E Lit. / Reading							BOY: _____		
							MOY: _____		
							EOY: _____		
Progress Monitor	1	2	3	4	5	6	7	8	9
Reading Grade	1 st 9 Weeks		2 nd 9 Weeks		3 rd 9 Weeks		4 th Nine Weeks		
Days Absent	1	2	3	4	5	6	7	8	9

Resources

Accessing STAR Resources and Reports

Elementary Assessments: Universal Screening, Diagnostic & Progress Monitoring

Accessing STAR Resources and Reports

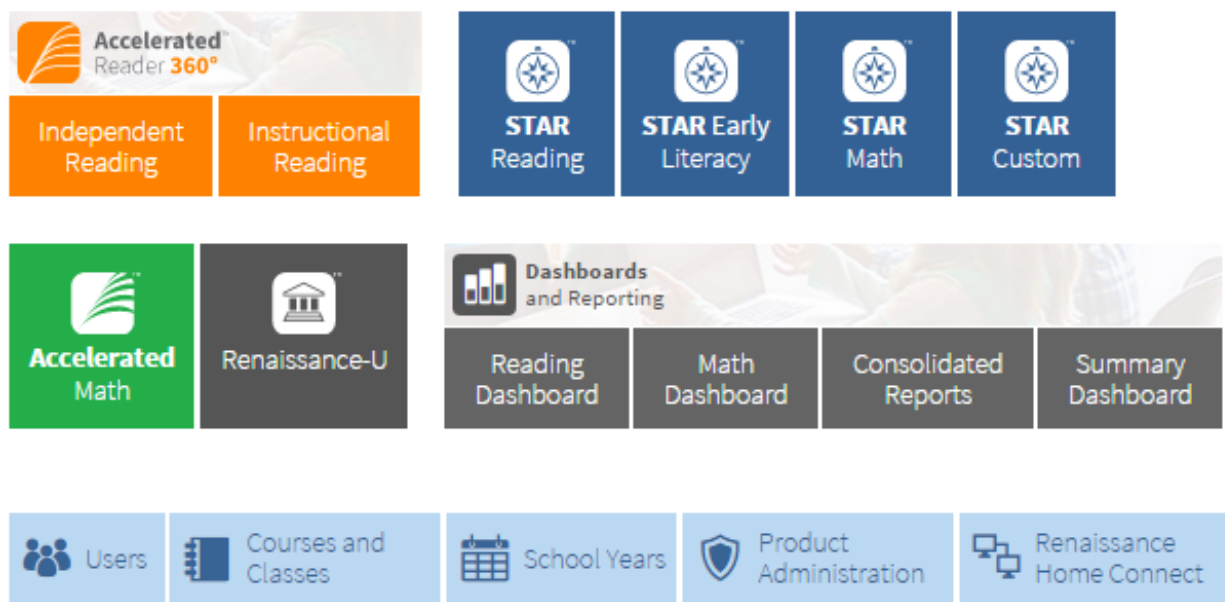
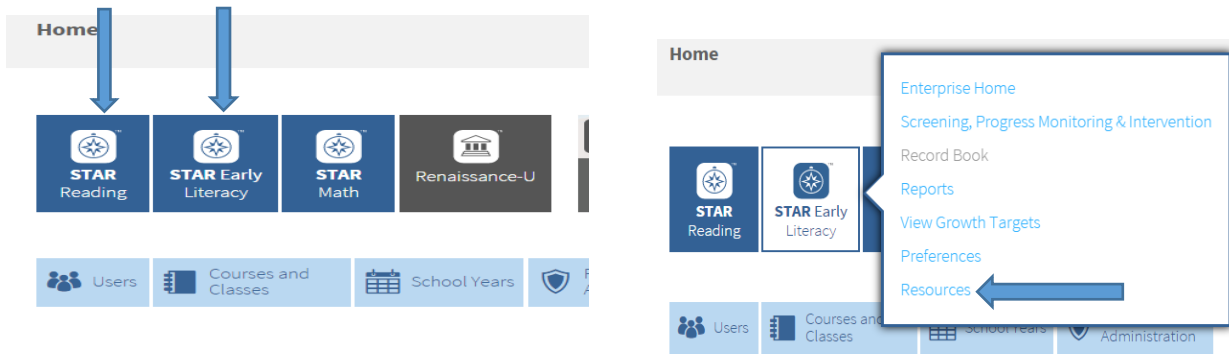


Table of Contents:

Available Resources.....	3
Pretest Instructions	3
Benchmarks, Cut Scores, and Growth Rates	4
Grade 3 Reading Proficiency Indicators	5
Changing School Year in STAR	5
Screening Report	6
Summary Report	7
Early Literacy Class Diagnostic Report	8
Student Diagnostic Report	9
Growth Report	10
Instructional Planning – Class Report	11
Instructional Planning – Student Report	12
Core Learning Progressions	13
District State Standards Report	14
Class State Standards Report	15
Student State Standards Report	16
Setting Progress Monitoring Goals	17
Progress Monitoring Report	18

Available Resources:



At-Home Reading Activities, Benchmarks, Cut Scores, and Growth Rates, College Readiness Reference Tables, Core Progress for Reading – Learn More, Core Progress for Reading White Paper, Definitions, Enter Core Progress for Reading, Enterprise Overview, Getting the Most out of STAR Assessments, Grade 3 Reading Proficiency Indicators, Growth Targets in STAR, Interpretation and Guidance, Interpreting Performance Reports, Kindergarten Literacy Readiness Indicators, Pretest Instructions, Pretest Instructions – Enterprise Test, Renaissance Empowered Educator Program, Setting Goals in STAR, Software Manual, Student Growth Percentiles, Student Growth Percentiles in STAR Assessments – Technical Summary, Technical Manual, and Tips for Getting Started.

- Log into Renaissance Learning™
- Click on either Reading Assessments or Early Literacy Assessments.
- Click on “Resources”.

Pretest Instructions

- Log into Renaissance Learning.™
- Click on either Reading Assessments or Early Literacy Assessments.
- Click on “Resources”.
- For STAR Reading, click on “Pretest Instructions – Enterprise Test”.
- For STAR Early Literacy, click on “Pretest Instructions”.

Benchmarks, Cut Scores, and Growth Rates



STAR™
Reading

Benchmarks, Cut Scores, and Growth Rates

To interpret screening results, schools often use benchmarks and cut scores. These scores help educators identify which students require some form of intervention to accelerate growth and move toward proficiency, and which students are already high performing.

Please note: the table below includes benchmarks for a specific point in time. For the most precise benchmarks based on the exact day(s) your students were tested, rely on the STAR™ reports.

Benchmarks are the minimum performance levels students are expected to reach by certain points of the year in order to meet end-of-year performance goals. The end-of-year benchmark typically represents the minimum level of performance required by state or local standards. Benchmarks are always grade specific, e.g., the 3rd grade benchmark.

A **cut score** is used to determine which students may need additional assistance to move toward the end-of-year benchmark.

Moderate growth rate is the amount a typical student is expected to grow per week. Based on national data, 50 percent of the students who started at this level were able to achieve this growth rate. Student Growth Percentile (SGP), now found on the Growth Report, can also help an educator determine if a student is growing adequately between screening windows.

Grade	Percentile	Fall September		Winter January		Spring May		Moderate Growth Rate
		Scaled Score	Est. ORF*	Scaled Score	Est. ORF*	Scaled Score	Est. ORF*	Scaled Score/ Week
1	10	64	9	71	15	78	19	1.3
	20	67	12	76	18	88	25	1.5
	25	69	13	79	20	95	28	2.1
	40	73	16	87	25	133	37	2.8
	50	76	18	95	28	164	44	3.8
	75	98	29	170	46	251	68	5.3
	90	205	56	269	73	339	89	4.6

- Log into Renaissance Learning.™
- Click on either Reading Assessments or Early Literacy Assessments.
- Click on “Resources”.
- Click on “Benchmarks, Cut Scores, and Growth Rates”.

Grade 3 Reading Proficiency Indicators

The document provides a list of proficiency indicator skills from kindergarten through third grade, and a sample parent letters for communicating students' progress.

Indicator Skills Grade 3–K

Grade 3

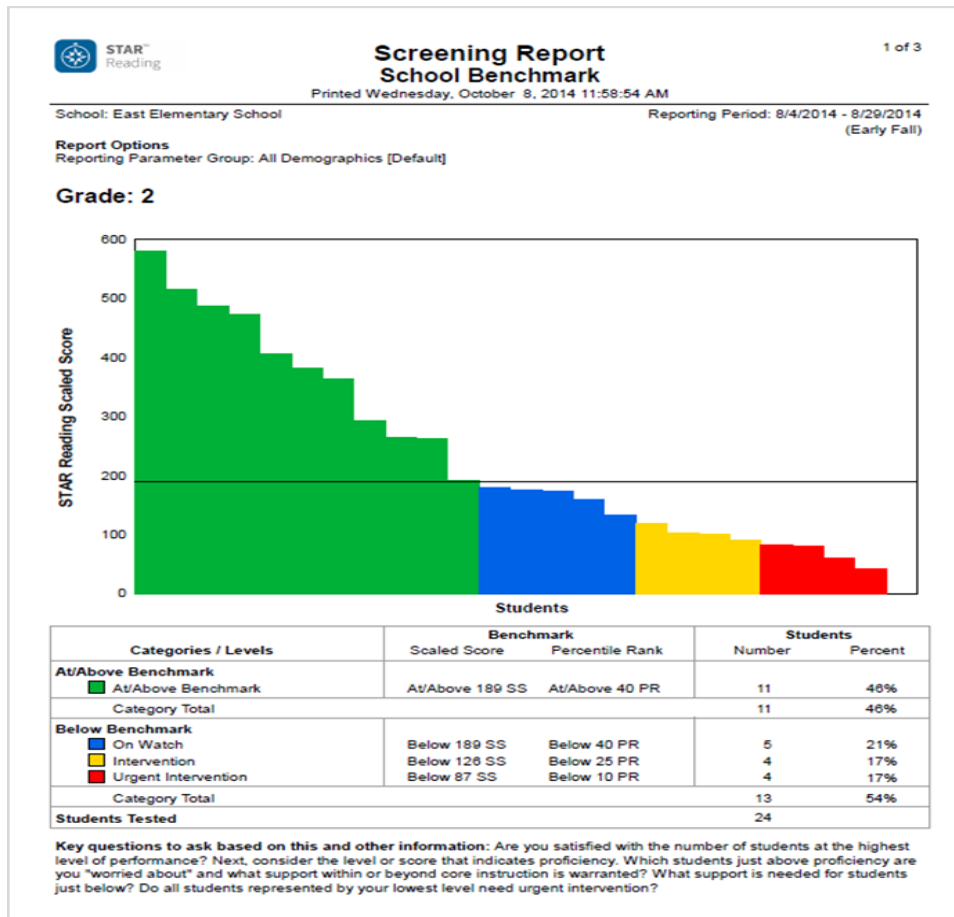
Indicator Skills	Core Progress Learning Progression Skill
Identify common prefixes	Identify the meanings of grade-level appropriate affixes (e.g., <i>dis-</i> , <i>non-</i> , <i>re-</i> , <i>un-</i> and <i>-ful</i> , <i>-ly</i> , <i>-ness</i>) and infer how they affect the meanings of words
Identify common derivational suffixes	Identify the meanings of grade-level appropriate affixes (e.g., <i>dis-</i> , <i>non-</i> , <i>re-</i> , <i>un-</i> and <i>-ful</i> , <i>-ly</i> , <i>-ness</i>) and infer how they affect the meanings of words
Know the meaning of common prefixes	Identify the meanings of grade-level appropriate affixes (e.g., <i>dis-</i> , <i>non-</i> , <i>re-</i> , <i>un-</i> and <i>-ful</i> , <i>-ly</i> , <i>-ness</i>) and infer how they affect the meanings of words
Know the meaning of common derivational suffixes	Identify the meanings of grade-level appropriate affixes (e.g., <i>dis-</i> , <i>non-</i> , <i>re-</i> , <i>un-</i> and <i>-ful</i> , <i>-ly</i> , <i>-ness</i>) and infer how they affect the meanings of words
Decode words with common Latin suffixes	Decode words with common Latin suffixes, such as the <i>-or</i> in <i>elevator</i> or <i>-ment</i> in <i>government</i> , and identify the meanings of the words
Decode multisyllable words	Decode increasingly difficult multisyllable words by identifying syllable patterns (e.g., <i>transportation</i>)
Read words with irregular spellings	Read grade-level irregularly spelled sight words automatically (e.g., <i>certain</i> , <i>notice</i>)
Read texts with purpose and understanding	Identify purpose for reading (e.g., for enjoyment, to answer a question, to learn about a subject) and comprehend on-level texts demonstrated by talking about interesting characters or surprising events, writing an answer to the question, or summarizing what was learned
Read on-level text accurately and fluently	Read on-level texts aloud at the estimated oral reading fluency (ORF) to meet grade-level benchmarks

- Log into Renaissance Learning.™
- Click on either Reading Assessments or Early Literacy Assessments.
- Click on “Resources”.
- Click on “Grade 3 Reading Proficiency Indicators”.

Changing School Year in STAR

- Log into Renaissance Learning.™
- In the third row of boxes, click on the third light blue box labeled “School Years”.
- Click on “Work in a Different School Year”.
- Click on the desired year in which you wish to view data.

Screening Report



Purpose: This report provides a graphical display of students identified in each of four categories based on percentile rank on universal screener, which is given three times per year.

- Log into Renaissance Learning.™
- Click on Reading Assessments or Early Literacy Assessments.
- Click on "Screening, Progress Monitoring, & Intervention".
- Select the correct school in the drop down box. Then, on the right side of the screen, under Reports, click on "Screening".
- Under "Customization Options" across from "Students" select either the grade, student, class, or group desired. Usually to view all students' screening data, grade is selected.
- Across from "Reporting Period", select desired assessment date.
- Check all boxes across from "Show Student Details".
- Across from "Group By", select "class".
- At the bottom of the page, click "View Report".

Summary Report



Summary Report

Printed Monday, September 15, 2014 3:40:06 PM

1 of 1

School: Oakwood Elementary School

Reporting Period: 09/02/2014 - 09/15/2014
(1st Quarter)

Class: Math 4A

Student	Class	Teacher	Test Date	Rank	GP	SS	GE	PR	NCE
Thelss, Kimberly	Mrs. Fox's Class	Fox, Susan	09/09/2014	1	4.03	782	7.4	98	93.3
O'Neil, Sarah	Mrs. Fox's Class	Fox, Susan	09/08/2014	2	4.02	687	5.2	83	70.1
Richmond, Angela	Mrs. Fox's Class	Fox, Susan	09/08/2014	3	4.02	660	4.7	71	61.7
Halden, Susan	Mrs. Fox's Class	Fox, Susan	09/08/2014	4	4.02	657	4.7	70	61.0
Anderson, Marcus	Mrs. Fox's Class	Fox, Susan	09/08/2014	5	4.02	639	4.4	62	56.4
Chang, Michelle	Mrs. Fox's Class	Fox, Susan	09/08/2014	6	4.02	613	3.9	49	49.5
Stone, Lisa	Mrs. Fox's Class	Fox, Susan	09/08/2014	7	4.02	602	3.7	44	46.8
Delacruz, Benito	Mrs. Fox's Class	Fox, Susan	09/09/2014	8	4.03	574	3.4	32	40.1
Bell, Timothy	Mrs. Fox's Class	Fox, Susan	09/08/2014	9	4.02	563	3.3	29	38.3
Bollig, Brandon	Mrs. Fox's Class	Fox, Susan	09/08/2014	10	4.02	537	3.0	20	32.3
Santos, Juan	Mrs. Fox's Class	Fox, Susan	09/09/2014	11	4.03	519	2.8	16	29.1
Ricco, Sara	Mrs. Fox's Class	Fox, Susan	09/09/2014	12	4.03	506	2.7	13	26.3
Unger, Jerry	Mrs. Fox's Class	Fox, Susan	09/09/2014	13	4.03	448	2.2	4	13.1
Malloux, Louis	Mrs. Fox's Class	Fox, Susan	09/09/2014	14	4.03	429	2.0	3	10.4
Aschenbrenner, Chris	Mrs. Fox's Class	Fox, Susan	09/09/2014	15	4.03	403	1.8	2	6.7
Average					4.02	575	3.4	32	40.1

PR Distribution Summary

Percentile	Students	Percent
Below 25th	6	40.0
25th to 49th	4	26.7
50th to 74th	3	20.0
75th & Above	2	13.3
Number of Students: 15		


GE Distribution Summary

GE	Students	Percent
0.0 - 0.9	0	0.0
1.0 - 1.9	1	6.7
2.0 - 2.9	4	26.7
3.0 - 3.9	5	33.3
4.0 - 4.9	3	20.0
5.0 - 5.9	1	6.7
6.0 - 6.9	0	0.0
7.0 - 7.9	1	6.7
8.0 - 8.9	0	0.0
9.0 - 9.9	0	0.0
10.0 - 10.9	0	0.0
11.0 - 11.9	0	0.0
12.0 - 12.9	0	0.0

Purpose: This report allows you to look at data for all students on their most recent assessment. Data includes the student's age, test date, grade placement, scaled score, sub-domain scores, and literacy classification.

- Log into Renaissance Learning.™
- Click on Reading Assessment or Early Literacy Assessments.
- Click on "Reports".
- Select desired school at the top of the screen.
- Under "Frequently Used Reports" click, "Summary".
- Under "Customization Options" across from "Students", select either the student, class, or group desired.
- Click "View Report" at the bottom of the page

STAR Early Literacy Class Diagnostic Report



**STAR™
Early Literacy**

Student Diagnostic Report

Skill Set Scores

Printed Tuesday, May 6, 2014 8:15:52 AM

After reviewing the Student Instructional Planning Report, use the Student Diagnostic Report to get an idea of students' ability with different skill sets. Share this report with parents and students.

School: East Elementary School Reporting Period: 1st Quarter

Bolden, Chad

Class: Mr. Johnson's class Student's Age (yrs): -
 Teacher: Grade: 1
 Test Date: Chad's literacy ID: 10087
 SS: 567 (classification.)

Sub-Domains	Score
Alphabetic Principle	68
Concept of Word	73
Visual Discrimination	76
Phonemic Awareness	42
Phonics	44
Structural Analysis	34
Vocabulary	47
Sentence-Level Comprehension	38
Paragraph-Level Comprehension	31
Early Numeracy	62

Literacy Classification

Early Emergent Reader SS 300-487	Late Emergent Reader SS 488-674	Transitional Reader SS 675-774	Probable Reader SS 775-900
-------------------------------------	--	-----------------------------------	-------------------------------

Estimated Oral Reading Fluency (Words Correct Per Minute): 9
 Est. ORF is available for tests taken in grades 1-3.

Skill Sets Within Each Sub-Domain

Skill set scores, ranging from 0-100, estimate the student's percent of mastery of skills in each set.

Alphabetic Principle

Alphabetic Knowledge	76
→ Alphabetic Sequence	44
→ Letter Sounds	72

Concept of Word

Print Concepts: Word length	79
→ Print Concepts: Word borders	49
Print Concepts: Letters and Words	81

Visual Discrimination

Letters	84
→ Identification and Word Matching	65

Phonemic Awareness

→ Rhyming and Word Families	57
→ Blending Word Parts	69

Phonics

→ Consonant Digraphs	43
→ Other Vowel Sounds	41
→ Sound-Symbol Correspondence: Consonants	63
Word Building	37
Sound-Symbol Correspondence: Vowels	39
Word Families/Rhyming	37

Structural Analysis

→ Words with Affixes	45
→ Syllabification	43
Compound Words	29

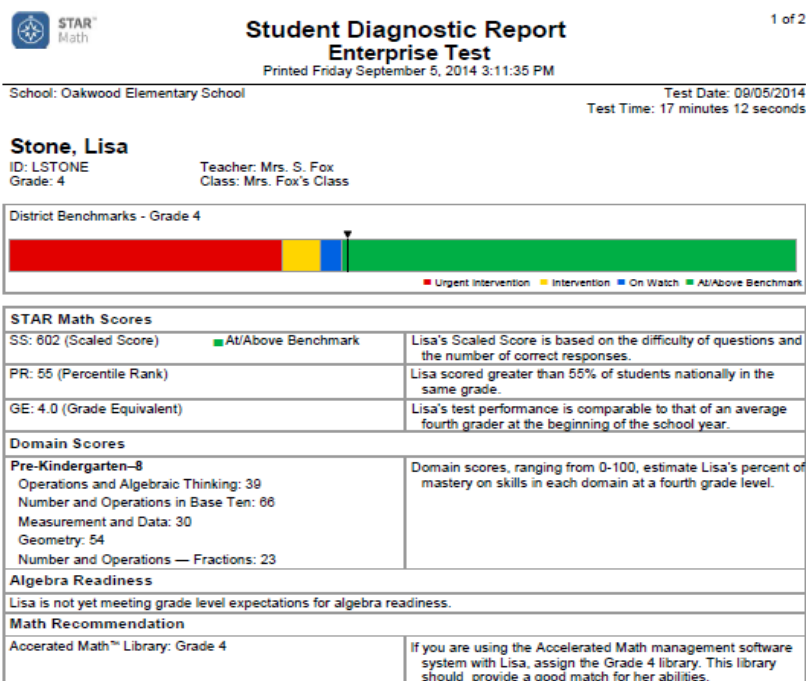
Vocabulary

→ Word Facility	62
Synonyms	36
Antonyms	37

Purpose: This report allows you to look at data for all students on the most recent assessment. Data includes the student's age, test date, grade placement, scaled score, sub-domain scores, and literacy classification.

- Log into Renaissance Learning.™
- Click on Early Literacy Assessments.
- Click on "Reports".
- Select desired school at the top of the screen.
- Under "Additional Reports" click, "Diagnostic - Class".
- Under "Customization Options" across from "Select Students", select either student, class, or group desired.
- Across from "Reporting Period", either select a "Predefined Test Date" in the dropdown box or select "Custom Dates".
- Click "View Report" at the bottom of the page


Student Diagnostic Report



Purpose: This report allows you to look at an individual student's data in both STAR Reading and STAR Early Literacy. Data provided for STAR Reading includes test date, time for completion, scaled score, percentile rank, grade equivalent, instructional reading level, estimated oral reading fluency rate, and zone of proximal development (ZPD). STAR Early Literacy data provided includes test date, scaled score, and literacy classification. Both reports contain domain scores from 0 to 100.

- Log into Renaissance Learning.™
- Click on Reading Assessment or Early Literacy Assessments.
- Click on "Reports".
- Select desired school at the top of the screen.
- For STAR reading click "Diagnostic" under "Frequently Used Reports". For STAR Early Literacy click "Diagnostic – Student" under "Additional Reports".
- Under "Customization Options" across from "Students", select either student, class, or group desired.
- Across from "Reporting Period", either select a "Predefined Test Date" in the dropdown box or select "Custom Dates".
- Click "View Report" at the bottom of the page.

Growth Report



Growth Report

Printed Thursday, May 14, 2015 3:15:02 PM

1 of 2

School: Lincoln Middle School

Pretest: SGP Fall window (8/1 - 11/30)
Posttest: SGP Spring window (4/1 - 7/31)

Report Options

Reporting Parameter Group: All Demographics [Default]
Group By: Class
Sort By: Last Name

Class: English G7

Growth Target: 40 SGP

Student	Class	Teacher	Grade	SGP Fall-Spr	Test Date	SS	GE	PR	NCE	IRL	EORF ²
Bailey, Katrina	English G7	Westby, Adam	7	49	9/10/2014	980	9.2	73	62.9	8.5	
					5/7/2015	1015	9.4	66	58.7	8.9	
					Change	+35	+0.2	-7	-4.2	+0.4	
Douglas, Miranda	English G7	Westby, Adam	7	72	9/10/2014	466	4.1	11	24.2	3.8	
					5/7/2015	589	5.6	21	33.0	4.7	
					Change	+123	+1.5	+10	+8.8	+0.9	
Jackson, Perry	English G7	Westby, Adam	7	81	9/10/2014	501	4.6	15	28.2	4.1	
					5/7/2015	674	6.2	31	39.6	5.6	
					Change	+173	+1.6	+16	+11.4	+1.5	
McCormick, Stewart	English G7	Westby, Adam	7	55	9/10/2014	635	5.9	34	41.3	5.2	
					5/7/2015	726	6.5	37	43.0	6.0	
					Change	+91	+0.6	+3	+1.7	+0.8	
Petersen, Rayette ²	English G7	Westby, Adam	7	-	11/24/2014	744	7.2	45	47.4	6.0	
					5/7/2015	806	7.3	44	46.8	6.3	
					Change	+62	+0.1	-1	-0.6	+0.3	
Soto, Samuel	English G7	Westby, Adam	7	62	9/10/2014	737	6.6	47	48.4	6.0	
					5/7/2015	865	7.9	50	50.0	6.5	
					Change	+128	+1.3	+3	+1.6	+0.5	
Stevens, Sean	English G7	Westby, Adam	7	49	9/10/2014	833	7.5	56	53.2	6.4	
					5/7/2015	899	8.2	54	52.1	6.7	
					Change	+66	+0.7	-2	-1.1	+0.3	

²Estimated Oral Reading Fluency is only reported for tests taken in grades 1-4.

²Student Growth Percentile (SGP) cannot be calculated. For more information, click on [Learn More](#).

Purpose: This report enables you to compare data from two universal screener assessments for each student in a class or for an individual student.

- Log into Renaissance Learning.™
- Click on Reading Assessment or Early Literacy Assessments.
- Click on “Reports”.
- Select desired school at the top of the screen.
- Under “Frequently Used Reports” click, “Growth”.
- Under “Customization Options” across from “Students”, select either the student, class, or group desired.
- Across from “Pretest Reporting Period”, click the dropdown box to select the pretest date.
- Across from “Posttest Reporting Period”, click the posttest date in the dropdown box.
- Select “View Report” at the bottom of the page.

Instructional Planning – Class Report

STAR[®] Reading

Class Instructional Planning Report

Printed Wednesday, April 30, 2014 6:45:21 AM

1 of 12

School: East Elementary School

Reporting Period: 4/1/2014 - 4/30/2014

Class: Mr. Patton's class

Teacher: Patton, M.

Step 2: Run the Instructional Planning Report for a Class.
This report provides a list of skill recommendations for each group identified on the Instructional Report Groupings page.

Instructional Groups	Number of Students	Scaled Score	
		Median	Range
Group 1	4	489	473 - 671
Group 2	4	454	443 - 467
Group 3	5	394	357 - 432
Group 4	4	348	304 - 352

Suggested Skills
Skill recommendations are based on the median score for each Instructional Group. These skills are a starting point for instructional planning. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use Core Progress[™] learning progression for reading to find additional information for each skill, teacher activities, and sample items.

Group 1

Students
Students are listed in rank order.
Kyle Hay*, Kevin Reagon, Patrick Smith, Hugh Zimmerman

Reading: Foundational Skills

Phonics and Word Recognition

5 Use knowledge of syllabication patterns to accurately read unfamiliar multisyllabic words in context (multiple in a contextual sentence)

5 Accurately read unfamiliar grade-appropriate multisyllabic words in context using knowledge of correspondences (e.g., the ice on the pond was solid)

5 Use knowledge of syllabication patterns to accurately read unfamiliar multisyllabic words in isolation (e.g., election, cabinet)

5 Accurately read unfamiliar grade-appropriate multisyllabic words in isolation using knowledge of all letter-sound correspondences (e.g., solid, enamel)

5 Accurately read unfamiliar grade-appropriate multisyllabic words in context, applying greater knowledge of word morphology (e.g., read visible in a contextual sentence)

5 Accurately read unfamiliar grade-appropriate multisyllabic words in isolation, applying greater knowledge of word morphology (e.g., destruction, transport)

Fluency

5 Read on-level texts aloud at the estimated oral reading fluency (ORF) to meet grade-level benchmarks

5 Read on-level prose and poetry aloud with expression (e.g., appropriate phrasing, pauses, and stresses and matching the rhythm of speech)

5 Confirm or correct understanding of text by previewing and setting a purpose for reading, using word-attack skills, and by rereading and/or reading ahead or around as necessary

Reading: Literature

Key Ideas and Details

4 Make inferences about characters' actions, traits, and motives based on details found in a story or play

4 Cite textual details and examples to support inferences and explanations about a literary text's meaning (e.g., conclude the poet thinks the tree leaves are pretty because she says the colors make her smile)

4 Use details from a story, drama, or poem to determine its theme

Page 1 of a multiple page report. Remaining groups are shown on following.

Purpose: This report/tool enables you to group students in the software and then identify the skills each group is ready to learn next.

- Log into Renaissance Learning.[™]
- Click on Reading Assessment or Early Literacy Assessments.
- Click on "Reports".
- Select desired school at the top of the screen.
- Under "Frequently Used Reports", click on "Instructional Planning – Class".
- In the dropdown box at the top of the page, select the teacher's name.
- In dropdown box select the group or class name.
- Select testing end date. Data will be found for up to 30 days prior to date.
- Click "Update".
- Students' scaled scores will be listed from highest to lowest and color coded as At/Above Benchmark, On Watch, Intervention, or Urgent Intervention.
- In the dropdown box labeled Instructional Groups, select desired number from 2 to 10.
- Use the radio buttons to assign students to groups based on test results and your professional judgement.
- Click "Preview Report" at the bottom of the page.

Instructional Planning – Student Report



Instructional Planning Report for Kelsea Cheama

1 of 3

Printed Monday, August 11, 2014 2:11:47 PM

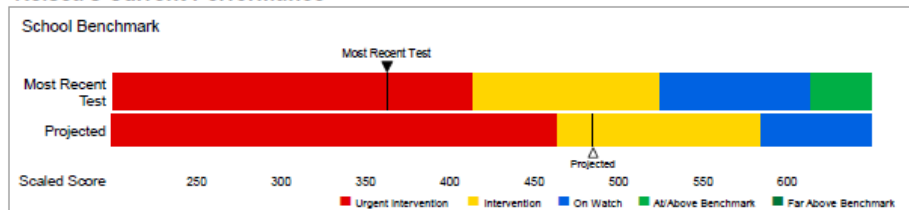
School: West Middle School
Class: Mrs. Trevino's class

Teacher: E. Trevino
Grade: 6

STAR Reading Test Results

Current SS (Scaled Score): 363	Test Date: 08/11/2014	Lexile® Measure: 365L	Lexile® ZPD: 440L-610L
IRL: 3.1	ZPD: 2.6-3.7		
Projected SS for 07/31/15: 485	Based on research, 50% of students at this student's level will achieve this much growth.		

Kelsea's Current Performance



Suggested Skills

Kelsea's STAR Reading scaled score(s) suggest these skills from Core Progress™ learning progressions would be challenging, but not too difficult for her. Combine this information with your own knowledge of the student and use your professional judgment when designing an instructional program. Use the Core Progress learning progressions to see how these skills fit within the larger context of the progression.

Reading: Foundational Skills	
GR	Phonics and Word Recognition This score suggests Kelsea should continue to work on decoding and comprehension skills when reading text at Kelsea's reading level.
4	Read unfamiliar multisyllabic words in context using knowledge of syllabication patterns (e.g., read success in a contextual sentence)

Purpose: This report/tool allows you to determine which exact skills an individual student needs to focus.

- Log into Renaissance Learning.™
- Click on Reading Assessment or Early Literacy Assessments.
- Click on "Reports".
- Select desired school at the top of the screen.
- Under "Frequently Used Reports", click on "Instructional Planning – Student".
- Under "Customization Options", across from "Select Students" make selection.
- Click "View Report" at the bottom of the page.

Core Learning Progressions

* Contains Suggested Skills

Reading: Foundational Skills

- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

Reading: Literature

- * Key Ideas and Details
- * Craft and Structure
- * Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Reading: Informational Text

- * Key Ideas and Details
- * Craft and Structure
- * Integration of Knowledge and Ideas
- Range of Reading and Level of Text Complexity

Language

- * Vocabulary Acquisition and Use

Core Progress Learning Progression [Learn more](#) [View Performance Tasks](#) [Go to Suggested Skills](#)

Reading: Literature

Read literary texts that may have multiple themes, and infer these themes from textual details such as how characters respond to challenges or how a speaker in a poem reflects on a topic. When summarizing, they choose which details are needed.

- 5 Summarize a story, drama, or narrative poem, describing the main characters, details, and key events including conflict and resolution
- 5 Compare and contrast characters using specific details and describe how they interact with other characters
- 5 Describe plot structure and explain how key events advance the plot of a story or drama
- 5 » Compare and contrast key events in the plot of a story or drama (e.g., compare how a character acts when facing similar circumstances)
- 5 Describe the influence of the setting on the plot and characters and compare and contrast the effects of different settings
- 5 » Determine themes in a story, drama, or poem that are stated directly or indirectly (e.g., revealed by details in the text such as how characters respond to challenges or how a poem's speaker reflects on a topic)
- 5 » Cite accurate evidence from a literary text to support inferences and to explain the text's explicit meaning
- 5 Use textual evidence to distinguish between valid and invalid conclusions drawn in and from literary texts (e.g., note when a character makes an incorrect conclusion)

Purpose: This tool identifies the continuums of concepts, strategies, behaviors, and skills students need to read successfully. The continuums begin with emergent reading ability, and progress to the level required for college and careers.

Domains—Presents the progression of skills within a specified area to more readily show the growth continuum in a specific area of reading development.

Grade-level domain statements—Describes the desired level of student understanding by the end of the year.

Skill statements—Summarizes the skill expectations in each grade in each domain. Each skill statement addresses a component of or prerequisite to a Common Core state standard.

Focus skills—Identifies the most critical reading skills for a student to learn at a grade level. They are key building blocks to reading and comprehension.

Skill elements table—Provides information that supports teaching and learning the skill.

- **Content-Area Vocabulary**
- **Conceptual Knowledge**
- **Linguistic Competencies**
- **ELL Support**

- When viewing the instructional planning report, look at the top of the report.
- Click on “Enter Core Progress Learning Progressions”.

District State Standards Report



State Standards Report - District

1 of 4

1
Printed Friday, September 5, 2014 3:12:32 PM

District: Union School District

Reporting Period: 9/2/2014-9/5/2014

Report Options

Reporting Parameter Group: All Demographics [Default]

Group By: School

List By: Teacher

Sort By: Rank

How STAR Reading Estimates Mastery of State Standards

STAR Reading provides an estimate of the students' mastery of standards by aligning them to the same 1400-point difficulty scale used to report STAR scores. The Estimated Mastery Range identifies a band of scores where the student is just below or above mastery. The percentage of students who score in or above this range indicates overall progress toward standards mastery.

Current - Shows progress on tests taken between 9/2/2014 - 9/5/2014









Projected - Shows likely progress by 6/10/2015. Based on research, 50% of students will achieve this much growth.

Grade: 7

Grade 7: Texas, English Language Arts and Reading, 2008, 110.19. Seventh Grade, Essential Knowledge and Skills, Texas Education Agency

TX RC

*Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.

School/Teacher	% of Students In or Above the Estimated Mastery Range	
	Current	Projected (6/10/2015)
Pine Hill Middle School	 72% 72 / 100	 72% 72 / 100
Taylor, L.	 75% 30 / 40	 75% 30 / 40
Olson, B.	 74% 31 / 42	 74% 31 / 42
Jones, K.	 61% 11 / 18	 61% 11 / 18

Purpose: This report enables administrators to compare student achievement in classrooms across a grade level on individual state standards.

- Log into Renaissance Learning.™
- Click on Reading Assessment or Early Literacy Assessments.
- Click on "Reports".
- Select desired school at the top of the screen.
- Under "Additional Reports", click on "State Standards - District".
- Under "Customization Options", across from "Select Students" make selection.
- Across from "Grade" select selection from drop down box.
- Select date across from "Reporting Period". Data will be displayed for 30 days prior to date.
- Click "View Report" at the bottom of the page.

Class State Standards Report



State Standards Report - Class Texas TEKS

1 of 4

Printed Friday, September 5, 2014 4:12:12 PM

School: Pine Hill Middle School

Reporting Period: 9/2/2014-9/5/2014

How STAR Reading Estimates Mastery of State Standards

STAR Reading provides an estimate of the students' mastery of standards by aligning them to the same 1400-point difficulty scale used to report STAR scores. The Estimated Mastery Range identifies a band of scores where the student is just below or above mastery. Monitor students in this range to confirm their understanding of the standard.

Group: Grade 7 Reading

Teacher: Jones, K.

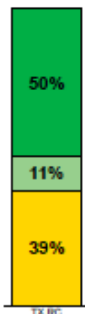
Grade: 7

110.19. **Seventh Grade:** Texas, English Language Arts and Reading, 2008, 110.19. Seventh Grade, Essential Knowledge and Skills, Texas Education Agency

TX RC

*Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.

Students Grouped By Estimated Mastery



Above
9 of 18 Students
Rice, Heather
Curtis, Jason
Lao, Jose
Johnson, Tim
Waldenmaier, Dean
Reyes, Christina
Mackowski, Gregory
Frisch, Dena

Within Range
2 of 18 Students
Major, Jasmine
Atkinson, Rebecca

Below
7 of 18 Students
▶ Kahl, Robert
▶ Hanneman, David
▶ Bussey, Walter
▶ Farrens, Cathy
▶ Okada, Casey
▶ Locke, Kimberly

Purpose: This report/tool groups students by estimated mastery of State Standards based on STAR Enterprise scaled score.

- Log into Renaissance Learning.™
- Click on Reading Assessment or Early Literacy Assessments.
- Click on "Reports".
- Select desired school at the top of the screen.
- Under "Additional Reports", click on "State Standards - Class".
- Under "Customization Options", across from "Select Students" make selection.
- Across from "Grade" select selection from drop down box.
- Select date across from "Reporting Period". Data will be displayed for 30 days prior to date.
- Click "View Report" at the bottom of the page.

Student State Standards Report



State Standards Report - Student Common Core State Standards

1 of 3

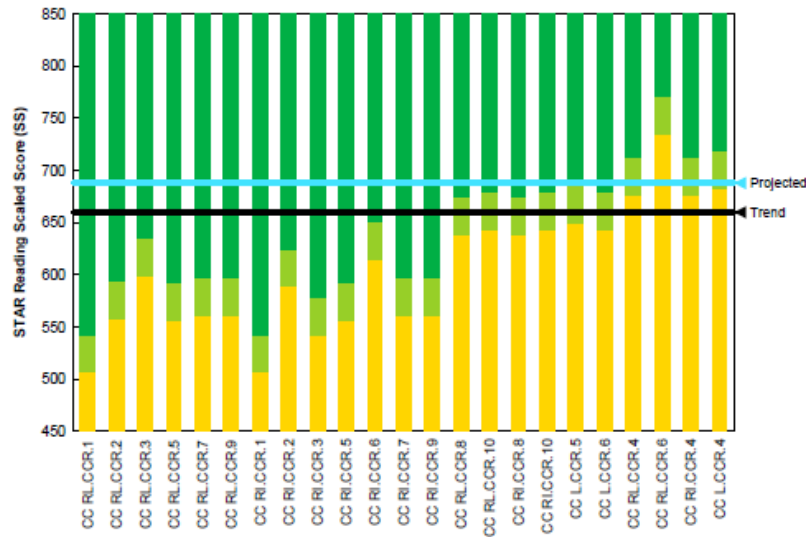
School: Pine Hill Middle School

Major, Jasmine

ID: JMAJOR
Grade: 7

Class: 4th Hour English
Teacher: Jones, K.

Estimated Mastery



How STAR Reading Estimates Mastery of State Standards

STAR Reading provides an estimate of the student's mastery of standards by aligning them to the same 1400-point difficulty scale used to report STAR scores. The Estimated Mastery Range identifies a band of scores where the student is just below

Purpose: This report produces a graphical display for each student's performance on individual state standards which is color coded according to level of mastery.

- Log into Renaissance Learning.™
- Click on Reading Assessment or Early Literacy Assessments.
- Click on "Reports".
- Select desired school at the top of the screen.
- Under "Additional Reports", click on "State Standards - Student".
- Under "Customization Options", across from "Select Students" make selection.
- Across from "Grade" select selection from drop down box.
- Select date across from "Reporting Period". Data will be displayed for 30 days prior to date.
- Click "View Report" at the bottom of the page.

Setting Progress Monitoring Goals

★ STAR Reading M. Adams, Teacher 2010 - 2011
Home > Screening, Progress Monitoring & Intervention Manuals | Help | Log Out

Edit an Intervention and Goal
Define an intervention and set a goal

School: **Oakwood Elementary School**
Student: **Halden, Susan**

Latest Test	Score	Goal	Growth Rate
10/7/2010	346 SS / 23 PR	411 SS / 38 PR (5.5 SS/week)	4.3 SS/week

What would you like to do?

☒ Change duration or goal of existing intervention [Delete Existing Intervention](#)

☐ Set up new intervention and goal

Intervention Details	Interpretation & Recommendations
Intervention Name Appears in report details <input type="text" value="Reading Intervention Class"/>	
Goal End Date Used for SS/week calculation <input type="text" value="1/21/2011"/>	
Goal Expected growth rate and score	<p>Starting test: 10/7/2010 - 346 SS / 23 PR </p> <p>(Sets intervention line; starts trend and goal lines)</p> <p>Reference points to help you select a goal type:</p> <ul style="list-style-type: none"> - Maintain 23 PR throughout the school year = 1.6 SS/week - Reach 40 PR benchmark by end of school year = 3.8 SS/week <p>Select a goal type: (based on students who scored similarly*)</p> <p><input type="radio"/> Moderate: 2.6 SS/week = 386 SS / 26 PR</p> <p><input checked="" type="radio"/> Ambitious: 4.3 SS/week = 411 SS / 38 PR</p> <p>Or define a custom goal:</p> <p><input type="radio"/> Growth Rate 0.0 SS/week = 0 SS / 0 PR</p>

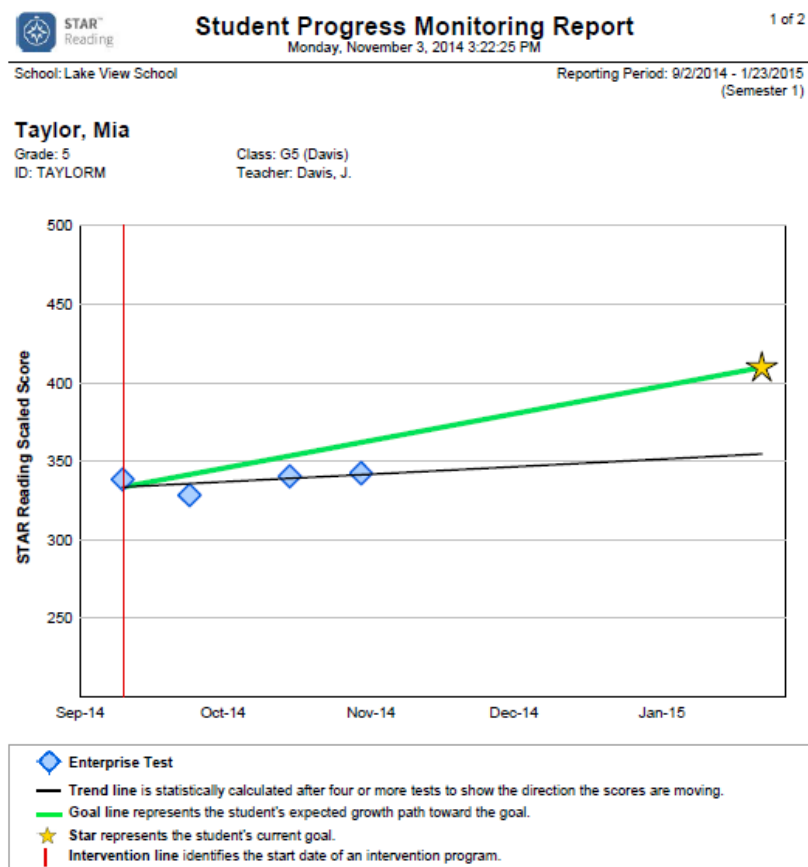
*National data show that 50% of students who started the school year at the 23 PR were able to achieve a Moderate growth rate or better, while 25% were able to achieve an Ambitious growth rate or better. Set an appropriate goal and adjust as necessary.

Purpose: This tool enables you to set a progress monitoring goal tailored to each student in need of intervention.

- Log into Renaissance Learning.™
- Click on Reading Assessment or Early Literacy Assessment.
- Click on “Screening, Progress Monitoring & Intervention”.
- Select the “Progress Monitoring & Goals” tab toward the center of the page.
- Select desired school at the top of the tab.
- Search for student by entering first and last name or by class and click “Search”.
- Click on desired student’s name.
- Across from “Intervention Name” type the Intervention strategy or program to be utilized.
- Use calendar across from “Goal End Date” to select the ending date for the intervention.
- Across from “Goal” in the dropdown box beside “Starting Test” select assessment to use for baseline data.

- Click on desired radio button across from “Select a goal type” or you may “Define a Custom Goal”.
- Click “Calculate Goal” and then “Save”.

Progress Monitoring Report



Purpose: This report/tool provides a graphical display for individual students toward their set goal.

- Log into Renaissance Learning.™
- Click on Reading Assessment or Early Literacy Assessments.
- Click on “Screening, Progress Monitoring & Intervention”.
- Select desired school in the top middle of the screen.
- Click “Progress Monitoring” under “Reports” on the left side of the screen.
- Under “Customization Options”, across from “Select Students” make selection.
- Across from “Reporting Period”, either select “Predefined Date Range” in the dropdown box or add “Custom Dates”.
- Click “View Report”.



ELEMENTARY ASSESSMENTS: Universal Screening, Diagnostic, & Progress Monitoring

This document was created as a tool to assist educators in understanding the differences among universal screening, diagnostic, and progress monitoring assessments. It can be used by districts and schools to guide the selection and use of assessments, although it does not contain enough information to be the sole resource for these decisions. In order to make sure that each assessment is meeting the needs of the student or students who will be given it, educators will want to discuss certain questions, such as:

- To what extent are our assessments of learning varied, providing multiple and different ways for students to demonstrate understanding?
- To what extent do our assessments empower students to demonstrate deep learning and understanding of concepts?
- To what extent do our assessments reflect the personal and cultural strengths of our students, as well as their learning needs?
- How is this assessment aligned with the curriculum and standards?
- Does this assessment measure student learning in a way that reflects our beliefs about how students learn?
- Does this assessment provide useful data to us and the student/family about what the student understands and what needs to be learned next?

The document is divided into four main sections based on the focus of the assessments: reading, math, writing, and behavioral & social/emotional. *Sample assessment items are in alphabetical order, and there is no explicit or implied endorsement of any assessment instrument or company. Not all sample assessments listed contain all the important characteristics identified by the professional literature.*

Each of the sections summarizes information about the following types of assessments:

Universal screening assessments are characterized by the administration of quick, low-cost, repeatable testing of age-appropriate skills to all students. Schools typically administer screenings to all students three times a year. These assessments yield two important pieces of information. First, they provide evidence to help assess how functional the core curriculum, environment, and instruction are in the school. At least 80% of all students in the school should be showing adequate progress in a particular curricular element or program. If more than 20% of the students are not making acceptable gains in an area, the school must focus on improving the core curriculum and/or instruction. Secondly, universal screening identifies those students who may not be making expected progress and who may need additional diagnostic assessment and/or intervention, either in small groups or on an individual basis.

Characteristics of universal screening assessments identified in the professional literature:

- Accessible to all students
- Assess critical skills and concepts
- Brief (under 10 minutes), easy to administer and score
- Given to all students (i.e. district, school, grade-level, course)
- Quick turn-around time (1-3 days) of aggregated and disaggregated data to classroom teachers
- Repeatable
- Reliable (Commercial assessments have undergone psychometric analyses to determine reliability. A “teacher-made” assessment cannot be referred to as reliable if it has not been analyzed by a psychometrician.)

- Valid (Commercial assessments have undergone psychometric analyses to determine validity. The inferences made from a “teacher-made” assessment cannot be referred to as valid, if it has not been analyzed by a psychometrician.)

Diagnostic assessments are used to aid educators in understanding the causes for student performance, i.e. the learning strengths and needs that underlie student performance on a universal screening or other assessment. They help teachers identify where a student’s understanding breaks down. This information is used to plan, modify and/or differentiate instruction/intervention.

Other tools that provide diagnostic information (e.g. analysis of student work, teacher observations, and student/family interviews) are important to include in the diagnostic process in order to triangulate data (analyze at least 3 different kinds of data). This helps educators determine the accuracy of any one assessment.

Characteristics of diagnostic assessments identified in the professional literature:

- Given to selected students
- Reliable (Commercial assessments have undergone psychometric analyses to determine reliability. A “teacher-made” assessment cannot be referred to as reliable if it has not been analyzed by a psychometrician.)
- Valid (Commercial assessments have undergone psychometric analyses to determine validity. The inferences made from a “teacher-made” assessment cannot be referred to as valid, if it has not been analyzed by a psychometrician.)

Progress monitoring assessments are used to regularly assess students in specific academic and behavioral areas in order to determine the efficacy of and inform instruction/intervention and to make effective decisions regarding the instructional/intervention needs of a class, small group or individual student. The group’s or student’s current level of performance is determined and a goal that is aligned to the relevant standard(s) is set. Progress is measured regularly (the frequency depends on the intensity of instruction/intervention) to see if the actual rate of learning matches the expected rate. Based on the results, changes in curriculum, instruction and/or environment are made to match the student’s needs.

Progress monitoring helps schools establish more effective programs for children who have not benefited from previous programming, as well as students who are already proficient. It is a useful formative assessment in the classroom, as it yields information about students’ mastery of specific skills or concepts, is sensitive to small increments of growth, and produces results that can be graphed.

Characteristics of progress monitoring assessments identified in the professional literature:

- Administered at regular intervals, with increasing frequency as the intensity of the intervention increases
- Rates of improvement are specified
- Reliable (Commercial assessments have undergone psychometric analyses to determine reliability. A “teacher-made” assessment cannot be referred to as reliable if it has not been analyzed by a psychometrician.)
- Sensitive to improvement/small increments of growth
- Sufficient number of alternative forms of equal difficulty
- Valid (Commercial assessments have undergone psychometric analyses to determine validity. The inferences made from a “teacher-made” assessment cannot be referred to as valid, if it has not been analyzed by a psychometrician.)

ELEMENTARY READING ASSESSMENTS

(Underlined items are hyperlinked)

Use	Sample Concepts and Skills	Sample Assessments	Resources
			<i>This is not meant to be a complete resource list.</i>
UNIVERSAL SCREENING	<ul style="list-style-type: none"> Kindergarten: <ul style="list-style-type: none"> Phonological awareness Letter naming Letter sounds Nonsense words Grade 1: <ul style="list-style-type: none"> Phonological awareness Letter knowledge Word identification fluency Oral reading fluency Grades 2 and 3: <ul style="list-style-type: none"> Oral reading fluency Word identification fluency Grades 4 - 6: <ul style="list-style-type: none"> Oral reading fluency Reading comprehension 	<ul style="list-style-type: none"> AIMSweb (for use up to 8th grade) Benchmark assessments aligned to CCSS <ul style="list-style-type: none"> Measure of Academic Progress (MAP) from NWEA CTB (McGraw Hill's acuity assessments) Brigrance Screener Common assessments aligned to CCSS Curriculum-Based Measures (CBM) <ul style="list-style-type: none"> Maze Oral reading fluency measures Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Developmental Reading Assessment 2 (DRA-2) Emerging Literacy Survey (ELS) First Steps Reading Map of Development Gates-MacGinitie Gray Oral Reading Test (GORT 4) Group Reading Assessment and Diagnostic Evaluation Iowa Test of Basic Skills (ITBS) Learning Access Northwest Evaluation Association (NWEA) Phonological Awareness Literacy Screening (PALS) Quick Phonics Assessment (QPA) Quick Phonics Screener (QPS) Read Naturally Renaissance Learning (STAR Reading, Math and Early Literacy) Scholastic Reading Inventory (SRI) System to Enhance Educational Performance (STEEP) Teacher's College Reading & Writing Project Assessments 	<p>Look at these first:</p> <ul style="list-style-type: none"> Screening Reading Tools Chart Secondary Literacy Instruction and Intervention Guide (Stupski Foundation) – Appendix C contains a detailed chart of 26 assessments for elementary & secondary levels <p>Other resources:</p> <ul style="list-style-type: none"> A Comprehensive K-3 Reading Assessment Plan <i>ABCs of CBM</i> by Hosp, Hosp & Howell – complete how-to guide for creating, administering & scoring CBMs Florida Center for Reading Research – maze Florida Center for Reading Research – oral reading fluency Free maze passages 4-6th grade Intervention Central CBM Warehouse, free CBMs National Center on RTI – CBM training modules Reading-Assessment Instruments – a review of 34 assessments covering K-12 Screening for Reading Problems in Preschool & Kindergarten, including table of screening tools, benefits & limitations Screening for Reading Problems in Grades 1-3, includes table of screening & diagnostic tools Screening for Reading Problems in Grades 4-12 SERC Library – assessments available for review or check out for 3-week intervals Universal Screening for Reading Problems: Why and How Should We Do This? Using CBM Reading Assessments to Monitor Progress, includes how-to, finding passages, recommendations for goals

ELEMENTARY READING ASSESSMENTS

(Underlined items are hyperlinked)

Use	Sample Concepts and Skills	Sample Assessments	Resources
			<i>This is not meant to be a complete resource list.</i>
DIAGNOSTIC	<ul style="list-style-type: none"> Phonological awareness <ul style="list-style-type: none"> Phonemic awareness Initial sound Phonemic segmentation Decoding <ul style="list-style-type: none"> Alphabetic principle Letter knowledge Vowel sounds Digraphs, blends Prefixes, suffixes, base words 	<p>Covers multiple components of reading:</p> <ul style="list-style-type: none"> Common assessments aligned to CCSS Curriculum-based measurement (CBM) Developmental Reading Assessment 2 (DRA-2) Diagnostic Assessment of Reading (DAR) Early Reading Diagnostic Assessment (ERDA) Fountas & Pinnell (K-8th) Gray Oral Reading Test (GORT) Iowa Tests of Basic Skills (for use up to 8th grade) Quick Reading Inventory (no vocabulary) Running records Woodcock Diagnostic Reading Battery (no fluency) 	<p>See resources in Universal Screening section</p> <ul style="list-style-type: none"> Critical Analysis of Eight Informal Reading Inventories First Steps Reading Map of Development & Reading Resource Book
	<ul style="list-style-type: none"> Fluency <ul style="list-style-type: none"> Nonsense word Word use Oral reading Passage reading Vocabulary <ul style="list-style-type: none"> Context clues Word parts Content area vocabulary 	<p>Phonics:</p> <ul style="list-style-type: none"> Developmental Spelling Inventory (DSI) Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Qualitative Reading Inventory (QRI) Quick Phonics Assessment Quick Phonics Screener Test of Word Reading Efficiency (TOWRE) Woodcock Reading Mastery Words Their Way Spelling Inventory 	

ELEMENTARY READING ASSESSMENTS

(Underlined items are hyperlinked)

Use	Sample Concepts and Skills	Sample Assessments	Resources <i>This is not meant to be a complete resource list.</i>
	<ul style="list-style-type: none"> • Comprehension <ul style="list-style-type: none"> ○ Sequencing ○ Retelling ○ Predicting ○ Making inferences ○ Drawing conclusions ○ Summarizing 	<p>Fluency:</p> <ul style="list-style-type: none"> • AIMSweb (up to 8th grade) • Dynamic Indicators of Basic Early Literacy Skills (DIBELS) • Developmental Reading Assessment (DRA-2) • Informal Reading Inventories (IRI) <ul style="list-style-type: none"> ○ Bader Reading and Language Inventory (6th Ed.) ○ Basic Reading Inventory (10th Ed.) ○ Classroom Reading Inventory (10th Ed.) ○ Comprehensive Reading Inventory: Measuring reading development in regular and special education classrooms ○ Critical Reading Inventory ○ Ekwall/Shanker Reading Inventory (5th Ed.) ○ Qualitative Reading Inventory (QRI) • Reading Fluency Progress Monitor (RFPMP) by Read Naturally (for use up to 8th grade) • Test of Silent Word Reading Fluency (TSWRF) • Test of Word Reading Efficiency <p>Vocabulary:</p> <ul style="list-style-type: none"> • Group Reading Assessment and Diagnostic Evaluation (GRADE) • Informal Reading Inventory (IRI) • Stanford Diagnostic Reading Test (SDRT) <p>Comprehension:</p> <ul style="list-style-type: none"> • Gates-MacGinitie • Informal Reading Inventory (IRI) • Qualitative Reading Inventory (QRI) 	

ELEMENTARY READING ASSESSMENTS

(Underlined items are hyperlinked)

Use	Sample Concepts and Skills	Sample Assessments	Resources <i>This is not meant to be a complete resource list.</i>
		<p>Additional:</p> <ul style="list-style-type: none"> • Curriculum-based measurement (CBM) • Running records • Student work samples • <u>Teacher's College Reading & Writing Project Assessments</u> <p>ELL Students:</p> <ul style="list-style-type: none"> • LAS Links 	

ELEMENTARY READING ASSESSMENTS

(Underlined items are hyperlinked)

Use	Sample Concepts and Skills	Sample Assessments	Resources <i>This is not meant to be a complete resource list.</i>
PROGRESS MONITORING	<p>Same as in Diagnostic section:</p> <ul style="list-style-type: none"> • Phonological awareness <ul style="list-style-type: none"> ○ Phonemic awareness ○ Initial sound ○ Phonemic segmentation • Decoding <ul style="list-style-type: none"> ○ Alphabetic principle ○ Letter knowledge ○ Vowel sounds ○ Digraphs, blends ○ Prefixes, suffixes, base words • Fluency <ul style="list-style-type: none"> ○ Nonsense word ○ Word use ○ Oral reading ○ Passage reading • Vocabulary <ul style="list-style-type: none"> ○ Context clues ○ Word parts ○ Content area vocabulary • Comprehension <ul style="list-style-type: none"> ○ Sequencing ○ Retelling ○ Predicting ○ Making inferences ○ Drawing conclusions ○ Summarizing 	<ul style="list-style-type: none"> • AIMSweb • Common assessments aligned to CCSS • Curriculum-based measures (CBM) • Oral Reading Fluency (ORF) • Running records • Scoring guides • Student and family interviews • Student work samples • Teacher's College Reading & Writing Project Assessments • Yearly Progress Pro <p><u>ELL Students:</u> LAS Links</p>	<p>Look at this first:</p> <ul style="list-style-type: none"> • Progress Monitoring Tools Chart <p>See also resources in Universal Screening and Diagnostic sections</p> <p>Other resources:</p> <ul style="list-style-type: none"> • Apps Designed with Disability in Mind • Charting in Microsoft Excel • Graphing Made Easy • National Center on RTI • National Center on Student Progress Monitoring • Research Institute on Progress Monitoring • Rubistar, free tool to create rubrics • teAchnology, variety of tools to create rubrics for different subjects

ELEMENTARY MATHEMATICS ASSESSMENTS

(Underlined items are hyperlinked)

Use	Sample Concepts & Skills	Sample Assessments	Resources <i>This is not meant to be a complete resource list.</i>
UNIVERSAL SCREENING	<ul style="list-style-type: none"> • Computation • Concepts & applications • Early numeracy <ul style="list-style-type: none"> ○ Missing number ○ Next number ○ Number identification ○ Oral counting ○ Quantity discrimination 	<ul style="list-style-type: none"> • AIMSweb • Benchmark assessments aligned to CCSS • Common assessments aligned to CCSS • Curriculum-Based Measures (CBM) • Northwest Evaluation Association (NWEA) • Scholastic Math Inventory – grades 2-8 	<ul style="list-style-type: none"> • Doing What Works: RTI in Elementary-Middle Math • Intervention Central CBM Warehouse, free CBMs • SERC Library – assessments available for review or check out for 3-week intervals • <i>The ABCs of CBM</i> by Hosp, Hosp & Howell – complete how-to guide for creating, administering & scoring CBMs

ELEMENTARY MATHEMATICS ASSESSMENTS

(Underlined items are hyperlinked)

Use	Sample Concepts & Skills	Sample Assessments	Resources
			<i>This is not meant to be a complete resource list.</i>
DIAGNOSTIC	<ul style="list-style-type: none"> • Computation • Concepts <ul style="list-style-type: none"> ○ Algebra ○ Fractions, decimals & percentages ○ Geometry ○ Measurement ○ Mental computation & estimation ○ Money ○ Number sense ○ Operations ○ Patterns & relationships ○ Probability & statistics ○ Time ○ Whole numbers • Applications <ul style="list-style-type: none"> ○ Foundations of problem solving ○ Applied problem solving 	<ul style="list-style-type: none"> • <u>First Steps in Mathematics</u> • <u>Key Math3</u> • <u>Scholastic Math Inventory – grades 2-8</u> • Student work samples 	See resources in Universal Screening section

ELEMENTARY MATHEMATICS ASSESSMENTS

(Underlined items are hyperlinked)

Use	Sample Concepts & Skills	Sample Assessments	Resources <i>This is not meant to be a complete resource list.</i>
PROGRESS MONITORING	<p>Same as in Diagnostic section:</p> <ul style="list-style-type: none"> • Computation • Concepts <ul style="list-style-type: none"> ○ Algebra ○ Fractions, decimals & percentages ○ Geometry ○ Measurement ○ Mental computation & estimation ○ Money ○ Number sense ○ Operations ○ Patterns & relationships ○ Probability & statistics ○ Time ○ Whole numbers • Applications <ul style="list-style-type: none"> ○ Foundations of problem solving ○ Applied problem solving 	<ul style="list-style-type: none"> • AIMSweb • Curriculum-Based Measures (CBM) • mClass Math • Monitoring Basic Skills Progress (MBSP) • Renaissance Learning (STAR Reading, Math and Early Literacy) • Scholastic Math Inventory – grades 2-8 • Student and family interviews • Student work samples • Yearly Progress Pro 	<p>Look at this first:</p> <ul style="list-style-type: none"> • Progress Monitoring Tools Chart <p>See also resources in Universal Screening and Diagnostic sections</p> <p>Other resources:</p> <ul style="list-style-type: none"> • Charting in Microsoft Excel • Graphing Made Easy • Rubistar, free tool to create rubrics • teAchnology, variety of tools to create rubrics for different subjects

ELEMENTARY WRITING ASSESSMENTS

(Underlined items are hyperlinked)

Use	Sample Concepts & Skills	Sample Assessments	Resources <i>This is not meant to be a complete resource list.</i>
UNIVERSAL SCREENING	<ul style="list-style-type: none"> Writing fluency Total words written Words spelled correctly Correct writing sequence Total correct punctuation 	<ul style="list-style-type: none"> Common assessments aligned to CCSS Curriculum-Based Measures (CBM) Writing prompt (scored with rubric or checklist) 	<ul style="list-style-type: none"> Intervention Central CBM Warehouse, free CBMs National Center on RTI – CBM training modules SERC Library – assessments available for review or check out for 3-week intervals <i>The ABCs of CBM</i> by Hosp, Hosp & Howell – complete how-to guide for creating, administering & scoring CBMs Six Plus One Traits of Writing rubrics
DIAGNOSTIC	<p><u>Content:</u></p> <ul style="list-style-type: none"> Development Focus Organization Revision Structure Support/Elaboration Vocabulary or semantic maturity Writing fluency <p><u>Conventions:</u></p> <ul style="list-style-type: none"> Spelling Grammar Punctuation Editing Syntactic maturity Writing fluency 	<p><u>Content:</u></p> <ul style="list-style-type: none"> Common assessments aligned to CCSS Curriculum-Based Measures (CBM) First Steps Writing Map of Development Student and family interviews Student work samples (scored with rubric or checklist) Teacher's College Reading & Writing Project Assessments – K-8th grades <p><u>Conventions:</u></p> <ul style="list-style-type: none"> Common assessments aligned to CCSS Curriculum-Based Measures (CBM) Developmental Spelling Inventory (DSI) Student work samples (scored with rubric or checklist) First Steps Writing Map of Development 	<p>See resources in Universal Screening section</p> <ul style="list-style-type: none"> First Steps Writing Map of Development & Writing Resource Book

ELEMENTARY WRITING ASSESSMENTS

(Underlined items are hyperlinked)

Use	Sample Concepts & Skills	Sample Assessments	Resources <i>This is not meant to be a complete resource list.</i>
PROGRESS MONITORING	<p>Same as Diagnostic section:</p> <p><u>Content:</u></p> <ul style="list-style-type: none"> • Development • Focus • Organization • Revision • Structure • Support/Elaboration • Vocabulary or semantic maturity • Writing fluency <p><u>Conventions:</u></p> <ul style="list-style-type: none"> • Spelling • Grammar • Punctuation • Editing • Syntactic maturity • Writing fluency 	<ul style="list-style-type: none"> • Student and family interviews • Student work samples (scored with rubric or checklist) • Teacher's College Reading & Writing Project Assessments 	<p>See resources in Universal Screening and Diagnostic sections</p> <ul style="list-style-type: none"> • Charting in Microsoft Excel • Graphing Made Easy • Rubistar, free tool to create rubrics • teAchnology, variety of tools to create rubrics for different subjects

ELEMENTARY BEHAVIORAL & SOCIAL/EMOTIONAL ASSESSMENTS (Underlined items are hyperlinked)			
Use	Sample Concepts & Skills	Sample Assessments	Resources
UNIVERSAL SCREENING	<ul style="list-style-type: none"> • Academic achievement • Attachment to & involvement in school community • Attendance • Following rules • Risky behaviors (use of alcohol, tobacco, drugs, etc.) 	<ul style="list-style-type: none"> • Attendance records • Expulsion records • Grades • Office discipline referrals • Mental health surveys • Minor discipline reports • School climate surveys • Suspension records 	<i>This is not meant to be a complete resource list.</i> <ul style="list-style-type: none"> • Center for Mental Health in Schools: Virtual Toolbox for Mental Health in Schools • CT Clearinghouse Screening Tools for Mental Health, Substance Abuse and Wellness • Screening for Risk Factors that Inhibit School Success • SERC Library – assessments available for review or check out for 3-week intervals

ELEMENTARY BEHAVIORAL & SOCIAL/EMOTIONAL ASSESSMENTS (Underlined items are hyperlinked)			
Use	Sample Concepts & Skills	Sample Assessments	Resources
DIAGNOSTIC	<ul style="list-style-type: none"> • Assertion • Cooperation • Developmentally appropriate behavior • Empathy • Executive function skills <ul style="list-style-type: none"> ○ Emotional control ○ Flexibility ○ Goal-directed persistence ○ Metacognition ○ Organization ○ Planning ○ Response inhibition ○ Task initiation ○ Time management ○ Working memory 	<ul style="list-style-type: none"> • Achenbach Child Behavior Checklist • Adaptive Behavior Assessment System II • Attention Deficit/Hyperactivity Disorder Test • Battelle Developmental Inventory (2nd Ed.) • Behavior Assessment Scale for Children (BASC-2) • Behavior and Emotional Rating Scale: A Strength-Based Approach to Assessment • Behavior Rating Inventory of Executive Functions • Children's Depression Inventory • Clinical interviews • Conners Rating Scales (3rd Ed.) • Functional Analysis Screening Tool (FAST) • Functional behavioral assessment (FBA) • Interest inventories • Motivation Assessment Scale • Observation-based assessments • Record review • Reynold's Depression Inventory • Scale for Assessing Emotional Disturbance • Social Skills Improvement System (SSIS) • Social Skills Rating Scale (SSRS) • Student and family interviews • Vineland Adaptive Behavior Scales: Classroom Edition 	<i>This is not meant to be a complete resource list.</i> See resources in Universal Screening section <ul style="list-style-type: none"> • Collaborative for Academic, Social and Emotional Learning (CASEL): Assessment • <i>Executive Skills in Children and Adolescents</i> (2nd edition) by Dawson & Guare • Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools • Teacher Assistant app (iTunes)

ELEMENTARY BEHAVIORAL & SOCIAL/EMOTIONAL ASSESSMENTS (Underlined items are hyperlinked)			
Use	Sample Concepts & Skills	Sample Assessments	Resources <i>This is not meant to be a complete resource list.</i>
PROGRESS MONITORING	Same as Diagnostic section: <ul style="list-style-type: none"> • Assertion • Cooperation • Developmentally appropriate behavior • Empathy • Executive function skills <ul style="list-style-type: none"> ○ Emotional control ○ Flexibility ○ Goal-directed persistence ○ Metacognition ○ Organization ○ Planning ○ Response inhibition ○ Task initiation ○ Time management ○ Working memory 	<ul style="list-style-type: none"> • Attendance records • Behavioral checklists • Expulsion records • Grades • Observation-based assessments • Office discipline referrals • School staff interviews • Service provider interviews • Student and family interviews • Surveys • Suspension records 	See resources in Universal Screening and Diagnostic sections

To provide suggestions for changes and additions, please contact Cortney Sharpe at SERC: sharp@ctserc.org or 860-632-1485 x 238.

Resources

- Acuity - www.ctb.com/acuity
- Advanced Decoding Survey Plus - <https://www.reallygreatreading.com/advanced-decoding-survey-plus-0>
- AIMSweb - <http://www.aimsweb.com/>
- Classworks Universal Screener - www.classworks.com/features/universal-screeners
- CompassLearning - <https://compasslearning.com/about-us/>
- easyCBM - <https://easycbm.com/>
- Edcite Interactive Assignments - <http://www.edcite.com/>
- Learn Zillion - <https://learnzillion.com/>
- MindPlay Virtual Reading Coach - <http://www.mindplay.com/>
- MobyMax - <http://www.mobymax.com/>
- National Center on Intensive Intervention - www.intensiveintervention.org
- National Center on Response to Intervention - www.rti4success.org
- Orchard Targeted Instructional Software - <http://www.orchardsoftware.com/>
- Quick Phonics Screener - <http://www.wovsed.org/RtI%20Forms/Other%20RtI%20Forms/QuickPhonicsScreener.pdf>
- Reading Plus - <http://support.readingplus.com/>
- Saxon Phonics Intervention - http://cathyduffyreviews.com/phonics_reading/phonics-intervention-saxon.htm
- Scholastic Phonics Inventory - http://teacher.scholastic.com/products/readingassessment_spi/
- STAR Reading - <http://www.renaissance.com/>
- Study Island - <http://www.studyisland.com/>
- The Fountas & Pinnell Benchmark Assessment System - http://www.heinemann.com/fountasandpinnell/BAS2_Overview.aspx
- USA Test Prep - <http://www.usatestprep.com/>

September



Phonological Awareness & Phonics

Phonemic Awareness

- the ability to hear, identify, and manipulate the individual sounds – phonemes – in spoken words
- does NOT involve written words

*The Barksdale Reading Institute
Emergent Literacy Continuum
Strands from The Reading Universe©*

Phonological Awareness (no print)

Children need to be able to recognize and manipulate the units of sound in the language when they hear them and understand that spoken language maps to written language.

Listening to and Producing Oral Language	Sentence Segmentation Concept of words	Syllable Awareness	Onset-Rime Blending Rhyming, Alliteration, Assonance	Phoneme Comparison (beginning, middle, end)	Phoneme Categorization and Isolation, Deletion, Substitution, Transposition	Phoneme Blending	Phoneme Segmentation and Phoneme Deletion	Begin to link Sounds to Letters (move to GK spectrum below)
--	---	--------------------	---	---	---	------------------	---	---

Graphophonemic Knowledge (Decoding)

The foundation of all reading is the understanding of the systematic and predictable relationship between written letters and spoken sounds.

Letter Name Identification	Linking Letters to Sounds	Initial and Final Consonants	Short Vowels	Digraphs and Blends	Long Vowels and other Vowel Patterns	Consonant Doubling	Plural Endings	Compound Words	Simple Inflectional Endings	Changing -y to -i	Simple Prefixes, Roots and Base Words
----------------------------	---------------------------	------------------------------	--------------	---------------------	--------------------------------------	--------------------	----------------	----------------	-----------------------------	-------------------	---------------------------------------

Revised July 2010

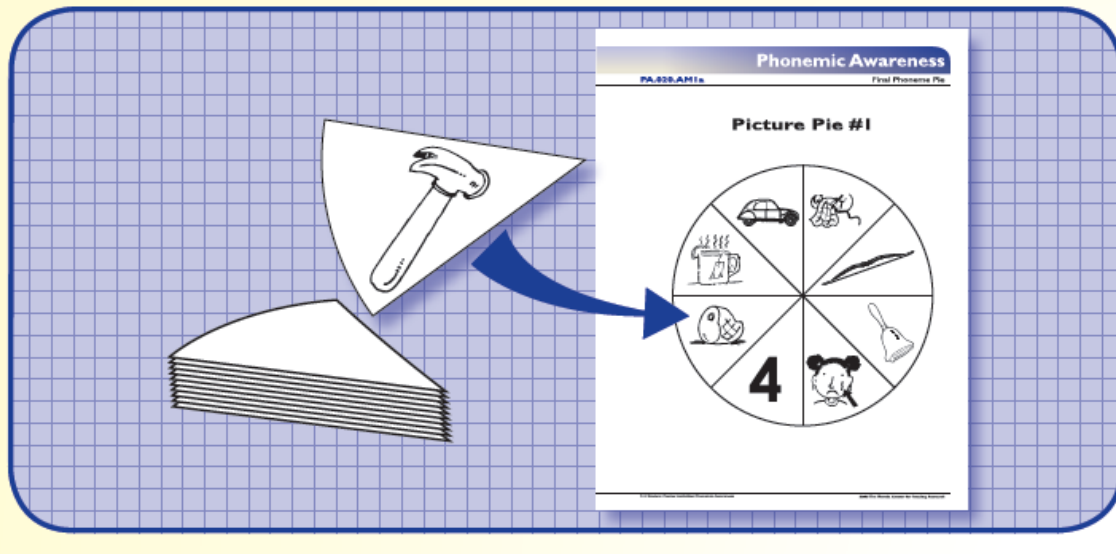
Rhyming: (K-2nd grade)

1. Begin the lesson by teaching students to sing the song "A-Hunting We Will Go."
Oh, a-hunting we will go, a-hunting we will go.
We'll take a little fox and put it in a box
and then we we'll let it go.
2. Ask students to identify the two words that sound the same in the song (fox and box). Continue to sing the song with the following phrases to replace the second line. As you sing the song, pause (-) for the second rhyming word and allow students to sing the word they think rhymes. This should be easy and fun for students.
We'll take a little whale (-) and put it in a pail.
We'll take a little frog (-) and put it on a log.
We'll take a little fish (-) and put it on a dish.
3. Allow students to sing the song together several more times using both the original lyrics and the three new verses.
4. Ask students to brainstorm other animals that could be used in the song. List these animals on chart paper. Then ask students to think of words that rhyme with each animal name. For example:
snake: lake, cake, rake
bear: hair, dare, chair
cat: hat, mat
5. Model for students how these words can be used to create new verses of the song. For example:
We'll take a little snake (-) and put it in a lake
We'll take a little bear (-) and hug it if we dare
We'll take a little cat (-) and put it on a mat

Sound Deletion: (K-2nd grade)

Students manipulate final phonemes and match new word to pictures.

1. Place pie pieces in a stack face down at the center. Provide each student with a different Picture Pie.
2. Taking turns, students select the top pie piece from the stack.
3. Say the name of the picture on the pie piece, delete final phoneme, and say the new word (e.g., “hammer” becomes “ham”).
4. Find the picture of the new word (“ham”) on the Picture Pie and place the pie piece (“hammer”) on top of it. If picture of the new word is not on student’s game board, return pie piece to the bottom of the stack.
5. Continue until all pie pieces are placed.
6. Peer evaluation






Syllable Awareness: (PreK-1st grade)

The purpose of this activity is to make students aware of compound words being formed from multiple base words.

Directions: Say, “We are going to practice putting two words together to make one word. Once you learn to do this, you will be able to take two words like *sun* and *shine* and combine them to make the word *sunshine*.” Place a green felt square on the left side of a white board. Place a red felt square on the right side. Use the words *dog* and *house*. Touch the green square and say the first word: *dog*. Touch the red square and say the second word: *house*. Move the felt squares together and with your fist “stamp” where the felt squares connect while saying the new word: *doghouse*. Examples of words to use: classroom, hairbrush, cornbread, airplane, moonlight, pancake, popcorn, homework, coastline, proofread, landslide, frostbite, baseball, firefly, doorbell.

Associating sounds/words with objects: (PreK-1st grade)

Students must be able to identify phonemes within a word. This activity allows students to identify the sounds they hear and count those phonemes.

Routine	Positive Error Correction
<p>I do: (It is recommended that each student begin with a green felt square.) <i>We are going to tap our felt squares each time we hear a sound. One square for each sound. Watch as I tap out the word 'cat' as in 'My cat is brown.'</i></p> <p>/c/ /a/ /t/</p> <p>  </p> <p>Glide your finger under the felt squares after tapping out the sounds and then say the whole word "cat".</p> <p>We do: <i>Let's tap out the word 'cat' as in 'I have a brown cat.' 'cat'.</i> Complete with students.</p> <p>You do: Allow students to practice independently of your voice.</p> <p>Repeat steps with additional words.</p>	<p>Always return to "I do" (modeling) when there is a student error or confusion.</p> <p>I do: If a student ("Billy") taps each sound correctly but misses the word when gliding his finger under the word, say, <i>you tapped each sound correctly. Listen as I glide my finger under each sound.</i></p> <p>We do: Provide a practice with the whole group. Complete with students.</p> <p>You do: <i>Billy, can you tap out the word 'cat' as in 'My cat is brown'?</i></p> <p>Variations</p> <p>Objects: felt squares, plastic discs, erasers</p> <p>Can be used for: segmenting phonemes, onset & rime, segmenting syllables, etc.</p>

Phoneme Manipulation: (PreK-1st grade)

These leveled activities, arranged in order from easier to more complex order, can be used to develop phonemic awareness:

- Sound matching – requires the student to match a word to a particular sound. The student may be given the sound /t/ and be asked to match words that have the same initial sound. Sound matching progresses from initial sounds to medial vowel sounds.
- Sound isolation – requires the student to determine the beginning, middle, or final sounds in a word. For example, the student would identify /c/ as the initial sound in cat or /t/ as the final sound in cat.
- Sound blending – requires the student to pull individual sounds together to make a word. (This is the knowledge needed when decoding words using phonics. One activity is to play a game such as: "I'm thinking of a pet and here are the sounds in its name: /c/ /a/ /t/. What is it?" As students gain proficiency, they can create their own questions and segment the sounds for one another.
- Sound substitution – requires the student to subtract, add, or substitute sounds presented in words. For example, "What do you get when you take the /b/ off of bat?" Sound substitutions require the student to segment sounds from the word and then re-blend the sounds using the remaining sounds. After the student has mastered adding and subtracting sounds from given words, they can try substituting sounds. For example, "This is Luke. If we substitute the first sound in his name with /d/, his name would be Duke." Substituting of individual sounds can be done with middle and ending sounds as well. For example, "This is cat. If we substitute the middle sound /a/ in the word cat with /u/, the word would be cut."

- Sound segmenting – requires the student to progress from isolating one sound to isolating all the sounds within the word. For example, lips would be segmented as /l/ /i/ /p/ /s/. Start with short, two sound words initially and then move to more complex words.

Phonics:

- The relationship of letter-sound correspondences and their use in reading and spelling.

Alphabet Knowledge

Alphabet knowledge is a significant predictor of future reading success. Assessing alphabet knowledge will allow you to align instruction to meet the needs of your students. As you administer this task, you should take note of the automaticity of your students' responses.

Letter- Sound Correspondence

Letter-Sound Correspondence is the ability to produce a sound associated with a letter and the ability to write a letter that stands for a sound.

Letter- Sound Strategy (K-1st grade)

Purpose: Increase students' ability to recognize the letter and its corresponding sound

Step 1: Connect the Integrated Picture to a Letter Sound

- Point to the integrated picture of the house. Say: This is a house. The house is drawn in the shape of the letter h. Ask: What is this? (house) Say: The first sound in house is /h/. Ask: What is the first sound in house? /h/. Say: The sound the letter makes stands for the first sound in house. /h/ Watch as I trace the picture of the house.

Step 2: Make a copy of the integrated picture

Step 3: Trace the letter and make it into an integrated picture

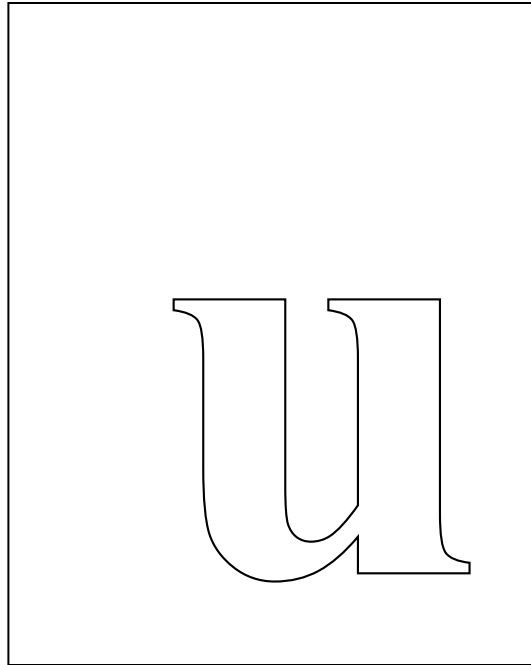
Step 4: Write the letter and connect it to the picture name

Letter Picture Worksheet Example

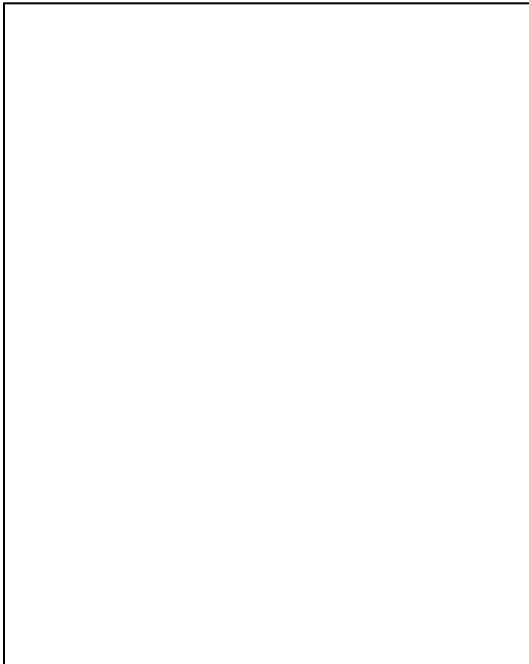
1



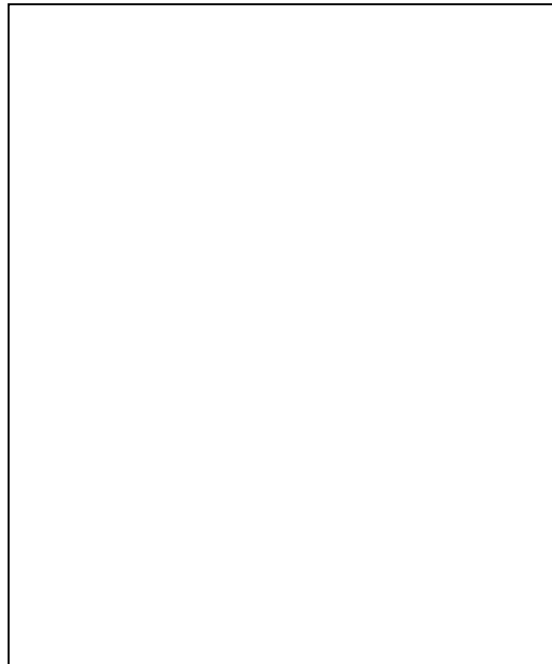
2



3



4



Bumpy Blending (K-2nd grade)

Routine

I do: Listen to me do bumpy blending one sound at a time.

S a d

• • •

Tap the 1st dot. /s/

Tap the 2nd dot. /a/

Tap the 3rd dot. /d/

Glide hand under word from left to right 'sad'.
'She is sad'

We do: Complete together.

You do: Have students complete independent of your voice. Students may take turns. All students should be following along even when it is not their turn to speak.

Use with I do, We do, You do. Repeat steps with additional words.

Positive Error Correction

Always return to "I do" (modeling) when there is a student error or confusion.

Errors to watch for:

- If a student says /s/ /a/ /b/ instead of /s/ /a/ /d/, say, *you said two sounds correctly. Watch me bumpy blend the word 'sad'. Go back to I do, we do, you do.*

Tips

- When creating, place one dot under each spoken sound in the word.
- Pause between each sound.
- Be sure students touch dots as they say them.

Multisyllabic Syllable Segmentation: (2nd & 3rd grade)

VC/CV	C/CV (75%) VC/V (25%)	VC/CCV VCC/CV	Consonant - le
<u>2 consonants between 2 vowels</u> If 2 consonants come between 2 vowels, divide the consonants. The 1 st vowel will be short. <i>rab-bit</i>	<u>1 consonant between 2 vowels</u> If a word has 1 consonant between 2 vowels, divide the word after the first vowel and give the vowel the long sound. If this division does not produce a recognizable word then divide the word after the consonant and give the vowel a short sound <i>mu-sic nap-kin</i>	<u>3 consonants between 2 vowels</u> Keep the letters in a consonant blend or digraph together in the same syllable. <i>hun-dred</i> <i>ink-well</i> <i>ath-lete</i>	<u>Consonant – le forms a separate syllable</u> If the first syllable end with a consonant, try the short sound of the first vowel. If the first syllable ends with a vowel, try the long sound. <i>wig-gle</i> <i>ri-fle</i>

1. Syllable Clap or Syllable Chin Drop
2. Talk with children about why knowing about syllables can help them when they read and write.
3. Ask them to clap with you as you say these words:

sunshine

vacation

delicious

dinner

astronaut

alphabet

communication

calendar

school

wonderful

merry-go-round

television

Onset and Rime Chunks: (K-1st grade)

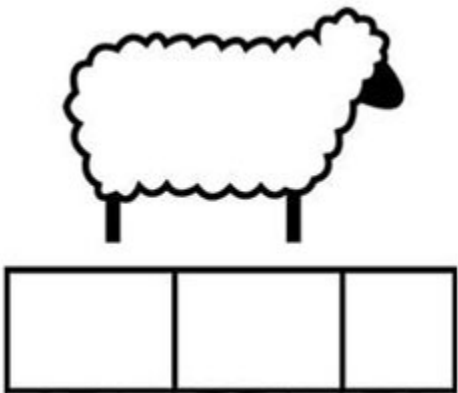
- It is essential for students to know that in a syllable, the onset is the initial consonant or consonants. The rime is the vowel and any consonants that follow (e.g., the word “sat”: the onset is “s” and the rime is “at”. In the word “flip” the onset is “fl” and the rime is “ip”).
- Activity:
- **I Do:** I am going to make a word using the letter rod with **b** and the rod with **-ug** on it. Point to each rod and say, “The sound for the onset is /b/*; the sound for the rime is /ug/. Put them together (click rods together), glide your finger under the word from left to right hand read “bug”. The bug is crawling on the leaf.”
- Next write the word on the magnetic board as you spell it and then have students to do the same.
- Put the b onset rod aside, use ug rime rod to build another word together and write.
- **We Do:** Make one more word with students following the same procedure.

- **You do:** Call students one by one to build word by selecting an onset letter rod, attaching it to the rime, reading the word, using it in a sentence and then everyone spelling and writing the new word on his/her magnetic board.
- Once all onset letter rods are used, model reading your list of words from the board and then having students read the words to a partner and/or individually as they are called.

Phoneme-Grapheme Mapping: (K-3rd grade)

- This is considered an effective method to help students understand the often confusing relationship between phonemes (the sounds we hear in a word) and graphemes (the letters that represent those sounds). Students who have difficulty transferring their phonological awareness to print will learn to map words while diagramming the letter/sound relationship.
- Pronounce a target word slowly, stretching it out by sound.
- Ask the child to repeat the word.
- Draw "boxes" or squares on a piece of paper, chalkboard, or dry erase board with one box for each syllable or phoneme.
- Have the child count the number of phonemes in the word, not necessarily the number of letters. For example, *wish* has three phonemes and will use three boxes. /w/, /i/, /sh/
- Direct the child to slide one colored circle, unifix cube, or corresponding letter in each cell of the Elkonin box drawing as he/she repeats the word.

The example below shows an Elkonin Box for the word "sheep," which consists of three phonemes (sounds): /sh/ /ee/ /p/



Phoneme Segmenting: (K-1st grade)

Sound Counting:

Routine

I do: Watch me count the sounds in the word 'light' as in 'turn on the light'. Hold up your thumb and say /l/, hold up index finger and say /i/, hold up middle finger and say /t/. How many fingers do I have up? 3 is correct. The word 'light' has 3 sounds.

We do: Let's count the sounds in the word 'light' as in 'turn on the light'. Complete with students. Good! Let's try another word. The word is 'sun'. 'The sun is hot.' Let's count the sounds in 'sun'. Start with your thumb. /s/ /u/ /n/. How many fingers do you have up? 3 is correct. The word 'sun' has three sounds.

You do: Provide students with additional words to try. Allow students to practice independently of your voice. Return to I do, We do, You do if errors are made. Individual students may be selected to practice and all other students should count along silently. Mary, can you count the sounds in 'fan' for me? 'Fan'. 'The breeze from the fan felt good.' 'Fan'

Repeat steps with additional words.

Positive Error Correction

Always return to "I do" (modeling) when there is a student error or confusion.

I do: If a student ("Mary") says the word 'light' has 4 sounds instead of 3, say, you got three sounds right. Listen as I count the sounds in 'light'.

We do: Everyone, please count the sounds in the word 'light' with me. /l/ /i/ /t/. How many fingers do we have up? That's right, we have 3 fingers up so the word 'light' has 3 sounds.

You do: Mary, can you count the sounds in the word 'light' by yourself? How many sounds do you hear in the word 'light'?

Variations

Ask students to identify certain sounds:

- What is the first sound you heard in the word 'light'? /l/
- What is the second sound you heard in the word 'light'? /i/
- What is the last sound you hear in the word 'light'? /t/

Stretch & Shrink:

Routine

To stretch and shrink, make your hands into fists and touch your hands, knuckle to knuckle.

1. Say the word with hands together.
Mat. I stepped on the mat.

2. Stretch: Slowly pull your fists apart (until you reach your shoulders) while saying the word very slowly, sound-by-sound, with sounds connected.

mmmmaaaaaat

3. Shrink: Quickly shrink by pulling your fists back together until knuckles are touching. Simultaneously say the word.

mat

4. Repeat the sentence. *I stepped on the mat.*

Use with I do, We do, You do. Repeat steps with additional words.

Positive Error Correction

Always return to "I do" (modeling) when there is a student error or confusion.

Errors to watch for:

- Stretching arms too far / being more aware of arms than sounds.
- Segmenting sounds (/m/ /a/ /t/ instead of mmmmaaaaaat.)
- Omitting sounds
- Attempting to stretch sounds that are stops (/t/, /c/, /b/, etc)

Variations

Rubber bands or slinkies may be used to model Stretch and Shrink.

Rhyming Activity: (Pre K-1st grade)

The purpose of this activity is to explain that nursery rhymes have rhyming words and to identify rhyming words in a nursery rhyme.

I DO: I will explain that one characteristic of nursery rhymes is that they have rhyming words. I will add this characteristic to my Characteristics of Nursery Rhymes Chart (Example Chart is provided in Unit Teacher and Student Materials). Rhyming words are words that sound the same at the end of the word but are different at the beginning. I will show students two sets of words that rhyme, such as “pat” and “mat,” read them aloud to hear the same sound, and then underline the letters that sound the same at the end of the word. I will model how to identify the first pair of rhyming words in the nursery rhyme, “Humpty Dumpty” (included in the unit) by listening for words that sound the same and underlining words that have the same ending sounds. I will note that usually rhyming words in a nursery rhyme come at the end of a line or sentence.

Think Check

- Ask: “How do I identify rhyming words in a story?” Students should answer that you listen for words that sound the same at the end. You can look at the words, and underline words with similar endings, but have different beginning sounds.

Guided Practice

- **WE DO:** We will continue to read the nursery rhyme, “Humpty Dumpty” and work together to identify the next pair of rhyming words. We will reflect that there were many rhyming words in the rhyme that make it a nursery rhyme, so we will add “Humpty Dumpty” to our chart, along with an example pair of rhyming words identified. We will read and listen to “Three Blind Mice” (included in this unit).

Independent Practice

- **YOU DO:** You will listen to the nursery rhyme “Three Blind Mice.” Then, you will write or draw two words that you hear that rhyme. The teacher may need to read the poem several times so you can identify the rhyming words. We will add our words to the chart. You will explain how you know this is a nursery rhyme.

Syllable Split: (1st – 3rd grades)

After explicitly teaching the six syllable types (CLOVER: closed, consonant-l-e, open, vowel team, silent e, r-controlled), students should be aware of syllable patterns and how to identify them.

Activity:

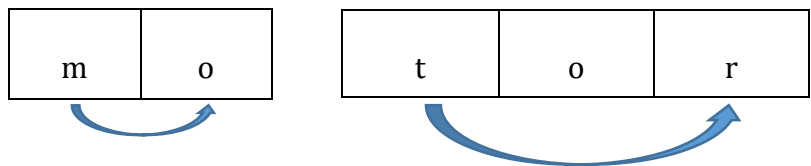
The teacher will review the syllable pattern being taught (closed, VC=e, open, vowel teams, r-controlled, C+le). The teacher will then produce an assembled Reading Rod containing a word that fits the syllable pattern being taught and modeled how to read the word and identify the syllable pattern. After identifying the pattern, the teacher will break the Reading Rod in the different syllables.

Ex:

m	o	t	o	r
---	---	---	---	---

 Read the word on the Reading Rod.

Identify the syllable (in this case: open and r-controlled), and split the syllables. Read each syllable separately.



Have the student practice with other Reading Rods.

Review activity: Have students review previously taught syllable patterns by having them break apart Reading Rod words and sorting the syllables into their appropriate rule group.

Challenge activity: Have the student create pseudo words, or nonsense/made-up words, using the syllable combinations and read the word phonetically using the syllable rules.

Word Chaining: (K-3rd grade)

Word chaining is a good strategy for students to recognize subtle differences in or among similar sounding words. (*Word Chaining* differs from *Making Words* lessons which are much less systematic).

Ideas for Assessment:

How do I assess word knowledge? How do I monitor student progress?

At the beginning, middle, and end of the year, you measure students' word knowledge through various tasks on the PALS. Alphabet Knowledge, Letter Sound Knowledge, Word Recognition in Isolation and Context, and Spelling are all tasks that provide information about students' developing word knowledge. Additionally, you can analyze the errors your students make while reading word lists and passages.

It is also important to monitor students' progress by assessing their word knowledge on a regular but informal basis. Such assessments are especially crucial for struggling readers. These informal assessments help you determine if students are making progress in their word knowledge and if you need to modify your instruction. Taking several measures across time will give you a more complete picture of your students' word knowledge development.

Phonics Instructional Routine (LETRS® Module 7): (PreK – 3rd grade)

1. Goal and purpose of lesson
2. Review: speed drills
3. New concept: identify sound, match to symbol (explicitly teach)
4. Word reading for accuracy: blend and read new words
5. Word practice for fluency: word chain, sort, or phoneme-grapheme mapping
6. Dictation
7. *Word meaning
8. *Read connected text

*May be completed in a small group setting

WHAT

The *CORE Phonics Survey* assesses the phonics and phonics-related skills that have a high rate of application in beginning reading. Each survey presents a number of lists of letters and words for the student to identify or decode. Pseudo words, or made-up words, are included since the student must use decoding skills to correctly pronounce these words and cannot have memorized them. These assessments are best used to plan instruction for students in the primary grades and to develop instructional groups. They may be administered every four to six weeks.

WHY

A student's ability to use knowledge of sound/letter correspondences (phonics) to decode words determines, in large measure, his or her ability to read individual words. A detailed assessment of a student's phonics skills points to areas in which the student is likely to benefit most from systematic, explicit phonics instruction. Also, knowing the skills that the student does possess will help in selecting reading tasks that offer the most effective reinforcement of those skills.

HOW

Instructions for administering each part of the survey are included on the Record Form. Students read from the Student Material on the pages that follow the Record Form. To focus the student's attention on the part of the test being given, cover the other parts with a piece of paper. The Record Form shows the same material that appears on the Student Material, in a reduced size, so that you may easily record the student's responses. Following administration, score each of the test parts, and transfer the results to the first page of the Record Form under Skills Summary. Retest every 4–6 weeks but only on parts not yet mastered. Be aware of the student's behavior during testing. If the student is tiring or making many consecutive errors, discontinue testing at that time.

WHAT IT MEANS

This test is a mastery test. It is expected that students will ultimately get all items correct.

- In five-item subtests, a student who misses *two or more items* would benefit from more direct instruction in the indicated element.
- In ten-item subtests, *three or more errors* warrant attention.

WHAT'S NEXT?

Use the information to monitor phonics instruction and to design skill groups in direct instruction in the particular element measured. Older students who score poorly on the CVC portion of the survey may need further assessment, such as the *CORE Phoneme Segmentation Test*.

Resources

CORE Phonics Survey
Phoneme-Grapheme Mapping
Word Chain

CORE Phonics Survey

Name _____

Grade _____ Date _____

SKILLS SUMMARY

Alphabet Skills

___/ 26 Letter names - uppercase

___/ 26 Letter names - lowercase

___/ 23 Consonant sounds

___/ 5 Long vowel sounds

___/ 5 Short vowel sounds

Skills Assessed: Phonics

Grade Level: K-8

Language: English

Grouping: Individual

Approximate Testing Time: 10-15 Minutes

Materials: Pencil, Lined Paper

Reading and Decoding Skills

___/ 10 Short vowels in CVC words

___/ 10 Short vowels, digraphs, and *-tch* trigraph

___/ 20 Consonant blends with short vowels

___/ 10 Long vowel spellings

___/ 10 Variant vowels and diphthongs

___/ 10 *r-* and *l-*controlled vowels

___/ 24 Multisyllabic words

Spelling Skills

___/ 5 Initial consonants

___/ 5 Final consonants

___/ 5 CVC words

___/ 5 Long vowel spellings

Skills to review:

Skills to teach:

1. Letter Names – Uppercase

Say to the student: *Can you tell me the names of these letters?* If the student cannot name three or more consecutive letters, **say:** *Look at all of the letters and tell me which ones you do know.*

	D	A	N	S	X	Z	J	L	H
	T	Y	E	C	O	M	R	P	W
___/ 26	K	U	G	B	F	Q	V	I	

2. Letter Names – Lowercase

Say to the student: *Can you tell me the names of these letters?* If the student cannot name three or more consecutive letters, **say:** *Look at all of the letters and tell me which ones you do know.*

	d	a	n	s	x	z	j	l	h
	t	y	e	c	o	m	r	p	w
___/ 26	k	u	g	b	f	q	v	i	

3. Consonant Sounds

Say to the student: *Look at these letters. Can you tell me the sound each letter makes?* If the sound given is correct, do not mark the Record Form. If it is incorrect, write the sound the student gives above each letter. If no sound is given, circle the letter. If the student cannot say the sound for three or more consecutive letters, **say:** *Look at all of the letters and tell me which sounds you do know.*

	d	l	n	s	x	z	j
	t	y	p	c	h	m	r
___/ 23	w	g	b	f	q	v	

4. Vowel Sounds

Ask the student: *Can you tell me the sounds of each letter?* If the student names the letter, count it as the long vowel sound. Then **ask:** *Can you tell me the other sound for the letter?* The student should name the short vowel sound.

e __ i __ a __ o __ u __

l = long sound s = short sound

Record *l* on the first line for the long sound (letter name) and *s* for the short sound on the second line. If the student makes an error, record the error over the letter.

___/5 Long vowel sounds (count the number of *l*'s above)

___/5 Short vowel sounds (count the number of *s*'s above)

5. Reading and Decoding

For items A through G, students must read both real and pseudowords (made-up words). For the first line of real words, tell the student: *I want you to read these words.* If the student cannot read two or more of the real words, do not administer the line of pseudowords. Go to the next set of items. Before asking the student to read the line of pseudowords, say: *Now, I want you to read some made-up words. Do not try to make them sound like real words.*

A. Short vowels in CVC words

___/ 5	sip	cat	let	but	hog	(real)
___/ 5	vop	fut	dit	kem	laz	(pseudo)

B. Short vowels, digraphs, and -tch trigraph

___/ 5	when	chop	ring	shut	match	(real)
___/ 5	wheck	shom	thax	phitch	chud	(pseudo)

C. Consonant blends with short vowels

___/ 5	stop	trap	quit	spell	plan	(real)
___/ 5	stig	brab	qued	snop	dran	(pseudo)
___/ 5	clip	fast	sank	limp	held	(real)
___/ 5	frep	nast	wunk	kimp	jelt	(pseudo)

D. Long vowel spellings

___/ 5	tape	keylute	paid	feet	(real)
___/ 5	loe	bine	joad	vaysoat	(pseudo)

E. r- and l-controlled vowels

___/ 5	bark	horn	chirp	term	cold	(real)
___/ 5	ferm	dall	gorf	murd	chal	(pseudo)

F. Variant vowels and diphthongs

___/ 5	few	down	toyha	wk	coin	(real)
___/ 5	voot	rew	fout	zoyba	wk	(pseudo)

G. Multisyllabic words

Administer this item if the student is able to read most of the single-syllable real and pseudowords in the previous items. **Say to the student:** *Now I want you to read down the first column of words. Each of the real words in this column has two syllables.* Point to the first column. If the student can read at least 3 out of 8 of the words in this column, **say:** *Now I want you to read some made-up words. Do not try to make them sound like real words.* Point to the second column. Repeat the same procedure for the third column. NOTE: The following made-up words can be pronounced in two ways: *sunop* (su-nop or sun-op); *wopam* (wo-pam or wop-am); *potife* (po-tife or pot-ife); *zuride* (zu-ride or zur-ide); and *zubo* (zu-bo or zub-o).

___/ 3	Closed-closed	kidnap	pugnad	quibrap
___/ 3	Closed silent <i>e</i>	compete	slifnate	prubkine
___/ 3	Open or closed	depend	sunop	wopam
___/ 3	Open or closed	zero	zubo	yodu
___/ 3	Silent <i>e</i>	locate	potife	zuride
___/ 3	Consonant + <i>le</i>	stable	grickle	morkle
___/ 3	<i>R</i> -Controlled	further	tirper	pharbid
___/ 3	Vowel team	outlaw	doipnoe	loymaud

6. Spelling

Give the student a pencil and a sheet of lined paper. Write the student's responses over the words.

A. Tell the student: *Listen to each of the words I read and write the **first sound** you hear.*

___/ 5 fit map pen kid hand

B. Tell the student: *Listen to each of the words I read and write the **last sound** you hear.*

___/ 5 rub fled leg sell less

C. Tell the student: *Listen to each of the words I read and write the **whole word**.*

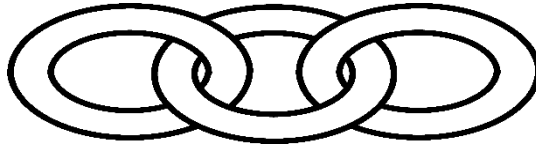
___/ 5 fork yam sip shop tub
___/ 5 coin float steep drive spoon

Phoneme-Grapheme Mapping: (K-3rd grade)

Phoneme-grapheme Mapping Protocol

1. Teacher: "The word is _____. What's the word?"
 2. Students: "_____"
 3. Teacher: "Segment it!"
 4. Students pull down markers/chips and segment each sound/phoneme.
 5. Teacher: "First sound?"
 6. Students say first sound.
 7. Teacher: "Voiced or unvoiced?"
 8. Students respond.
 9. Teacher: "Stopping or continuous?"
 10. Students respond.
 11. Teacher: "Letter name?"
 12. Students respond.
 13. Teacher: "Write it!" (Repeat steps 5-13 for each proceeding sound.)
 14. Teacher: "Write the word on the side and spell it (aloud)."
 15. Teacher: "Stand up."
 16. Students stand up. Class body maps while spelling! We call it "Spell-er-cize!"
-

Word Chain



Manipulate **one** phoneme at a time.

1. Teacher: "The word is _____. What's the word?"
 2. Students: "_____"
 3. Teacher: Delete the "/_/" in _____ and change it to "/_/".
 4. Teacher: "What's the (new) word?"
 5. Students articulate new word while teacher monitors responses.
 6. Teacher: "Write it!"
 7. Students write new word, one phoneme (sounds)
-

Resources:

Barksdale Reading Institute

<http://msreads.org/>

CORE: Teaching Reading Sourcebook

<https://www.corelearn.com/Services/Common-Core-Standards/CORE-Teaching-Reading-Sourcebook-Correlations.html>

Reading Rockets

<http://www.readingrockets.org/>

October

Vocabulary



Basic Vocabulary Routine (K-12)

Choose Tier 2 words that deserve the greatest focus in the current text being used in the classroom and that the students will be likely to encounter again. Choose words the students have a concept of and can provide synonyms for. Limit the number of words chosen for each reading passage based on the age level of the students.

Word Introduction

- Say the word, pronounce the word clearly, discuss pronunciation based on the level of the students' phonetic knowledge, and give them multiple opportunities to say and pronounce the words with their peers (knee partners, pair sharing, boys say then girls say, etc.)
- Give the students the opportunity to write, or "sky write," the words. Then, let them discuss any familiar parts of the words they might see.
- Give the students a student friendly definition of the word that includes the word in terms that they will understand.
- Say the word again using it in context. Give several examples, synonyms, or non-examples, antonyms, of the word.
- Ask the students the word meaning.
- Ask the students to share, discuss, and use the word.

Assessment

- Listen for understanding as the students participate in think-pair-share.

Sample

- Dr. Anita Archer: Explicit Vocabulary Instruction for Elementary
- <http://explicitinstruction.org/video-elementary/elementary-video-4/>
- Dr. Anita Archer: Explicit Vocabulary Instruction for Secondary
- <http://explicitinstruction.org/video-secondary-main/secondary-video-3/>

Frayer Model (Grades K-3 and up)

The Frayer Model is a graphic organizer used for word analysis and vocabulary building. This four-square model prompts students to think about and describe the meaning of a word or concept by defining the term, describing its essential characteristics, providing examples of the idea, and offering non-examples of the idea. This strategy stresses

understanding words within the larger context of a reading selection by requiring students, first, to analyze the items (definition and characteristics) and, second, to synthesize/apply this information by thinking of examples and non-examples. The Frayer model helps critical thinking and also helps students to identify and understand unfamiliar vocabulary. This can be used with the entire class, small groups, or for individual work. The model draws on a student's prior knowledge to build connections among new concepts and creates a visual reference by which students learn to compare attributes and examples.

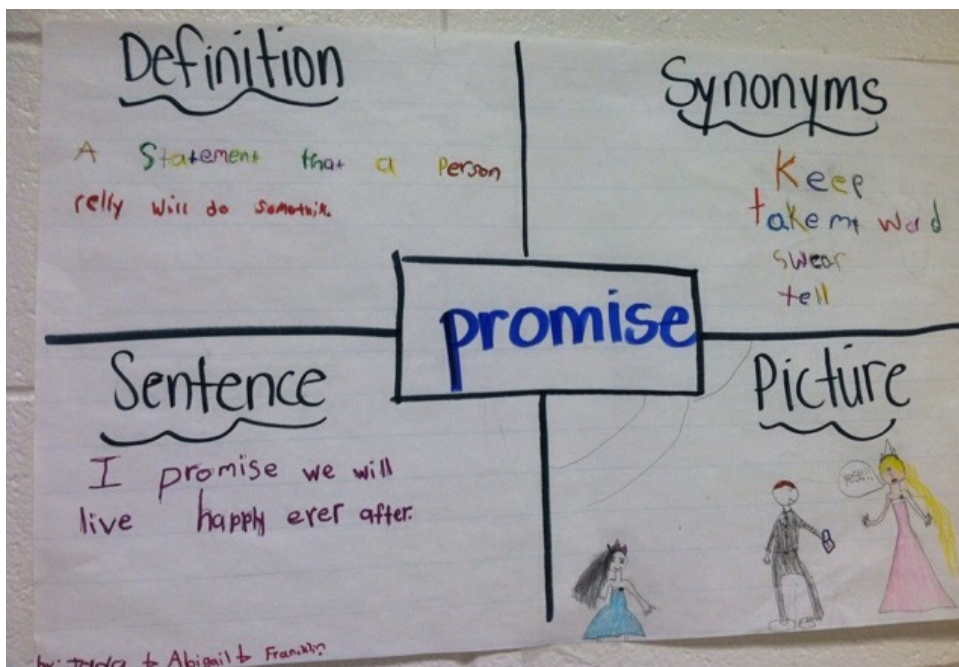
Directions

1. Review vocabulary words or concepts list with the class before students read the selection.
2. Have students read the assigned text and carefully define the target concepts.
3. Have students complete the four-square chart for each concept.

Assessment

Ask the students to share their conclusions with the class to check for understanding. These presentations may be used to review the entire list of new vocabulary or concepts.

Sample



Gestures (All Grades)

Each student will be given a previously taught vocabulary word from the word wall. Students will stand in a circle holding their words. (More words and more students will increase the challenge of the activity.) Choose a student to begin and rotate clockwise around the circle. The first student states the word on his/her card, says the definition (in his/her own words), and creates a gesture that corresponds with the word. Repeat the following with each student until everyone has a turn. When the activity reaches the first person once again, that student says his/her word, but the rest of the group must restate the definition provided by the original student and the gesture that matches the word.

Marzano's Six Step Process

STEP ONE: The teacher will give a description, explanation, or example of the new term.

- Provide learners information about the term.
- Determine what the learner already knows about the term.
- Ask learners to share what they already know (as a means of monitoring misconceptions and to use this knowledge as a foundation for more learning).
- Utilize examples or descriptions, but not definitions. Definitions are not a recommended method for vocabulary instruction as they do not provide learners an informal, natural way to learn new vocabulary.
- Instruct learning of proper noun terms through identifying characteristics of the proper noun.

STEP TWO: The teacher will ask the learner to give a description, explanation, or example of the new term in his/her own words

- Remind learners to not copy the definition, but define the word using their own words.
- Monitor students to determine if any confusion exists.
- Provide more descriptions, explanations, or examples if necessary.
- Request that students record these on their Academic Notebook Worksheet. These notebooks can travel with the learner as he/she moves through each class, or grade level, and become a compilation of vocabulary terms mastered.

STEP THREE: The teacher will ask the learner to draw a picture, symbol, or locate a graphic to represent the new term.

- Provides learners a nonlinguistic method of vocabulary mastery.
- Share examples of other learners' drawings or allow students to work in teams to help those who complain that cannot draw.
- Use graphics from magazines or the Internet.
- Illustrating terms through symbols, drawing the actual term, illustrating with a cartoon, or drawing an example of the term should be encouraged.

STEP FOUR: The learner will participate in activities that provide more knowledge of the words in their vocabulary notebooks (For notebook and academic notebook worksheet go to: <http://www.jc-schools.net/tutorials/vocab/notebook.htm>)

- Remind learners to not copy the definitions, but to use their own words.
- Distribute the Academic Notebook Worksheet to assist learners in organizing their vocabulary terms.
- Encourage learners to identify prefixes, suffixes, antonyms, synonyms, related words for the vocabulary term as "new info" on the Academic Notebook Worksheet.
- If English is a second language to the learner, provide an opportunity to translate the word into their native language.

STEP FIVE: The learner will discuss the term with other learners.

Think-Pair-Share Strategy:

- *THINK:* Allow think time for learners to review their own descriptions and images of the terms.
- *PAIR:* Put learners in pairs to discuss their descriptions, images, and any new info related to the terms.
- *SHARE:* Provide opportunity for groups to share aloud and discuss conceptions and misconceptions.
- Monitor as learners help each other identify and clear up confusion about new terms.

STEP SIX: The learner will participate in games that provide more reinforcement of the new term.

- Walk around the room and check their work when learners are working on their Academic Notebook Worksheet.
- Check the notebooks to evaluate accuracy.
- Listen for misconceptions when learners are playing games/activities.
- Provide an opportunity for learners to work together
- A variety of games are available at this website:
 - <http://www.jc-schools.net/tutorials/vocab/notebook.htm>
 - (PowerPoint Games, Word Game Boards, Excel Games, WORDO, Twister, Fly Swat)

Million Dollar Word Walls (Grades 2nd and Above)

Variation 1: Using a Pocket Chart, place common nouns, verbs, adjectives, adverbs etc. on the front of the pocket.

- Step 1: Students use a thesaurus to find synonyms and antonyms of the words on the front of the pocket.
- Step 2: Students create sentences from the common words on the front of the pockets (underlining them), then pass their sentences around to their group for each

person to write another sentence but using a synonym or antonym for the common word.

- **Step 3:** Students can edit sentences, or create paragraphs using expansion words
- **Step 4:** Common words can be retired as the students master their replacements.
- **Step 5:** Words on pockets can be changed and activity repeated as needed.

Variation 2: Create an interactive anchor chart with the most common overused words written on pockets or attached containers. Place “exciting” synonyms inside the pockets so that students can use alternative words to enhance vocabulary during writing.

Extensions

- Allow students to begin picking words to place in the pocket chart from stories or books.
- Have a contest to see who can create the strongest sentence from the chart and present them orally to the class for a class vote.
- Using a Pocket Chart, place common nouns, verbs, adjectives, adverbs etc. on the front of the pocket.

Assessment

- Review students’ expanded sentences for comprehension and understanding.

Samples:



Dead Word Wall Activity (Grades K and up)

Students participate in a funeral for the words they overuse in their writing.
Objectives: Students will recognize words that are overused in their writing, understand that they can replace many overused words with more interesting words, develop a list of alternate words for those overused words and start to make an effort to avoid overused words in their writing

- Step 1: Establish a rule for use of words from the Dead Word Wall; for example, a student who uses a Dead Word in his or her writing will face an appropriate penalty -- perhaps minus 1 point from the grade on the paper that includes the word.
- Step 2: Each time an overused word appears in student writing, invite students to join in a brief mock funeral. They might, for example, hum the funeral march as the new word is posted to the list.
- Step 3: Cut from craft paper the shape of a grave headstone. At the top of the headstone, print R.I.P. in large letters. Display the headstone on a classroom bulletin board. Explain to students that this is the Dead Word Wall. Dead words are words -- such as *thing, stuff, cool, good, nice, awesome* -- that students use again and again in their writing even though other words would do a better job of conveying meaning. (The Dead Word list will vary by grade level.)

Extension activity 1

- Select a paragraph from a book that students are reading. Challenge students to replace as many of the words in that paragraph as possible with words from the Dead Word Wall. The resulting paragraphs will provide a spoof of the actual writing some students pass in and help drive home the point that such words can make writing seem uninteresting, even ridiculous!

Extension activity 2

- Invite students to work in groups to create a list of alternate words that might be used in place of each word on the Dead Word Wall. Keep a file of index cards (one card for each dead word) as a thesaurus-like resource for students.

Assessment

Students will reduce their use of words from the Dead Word Wall in their writing.

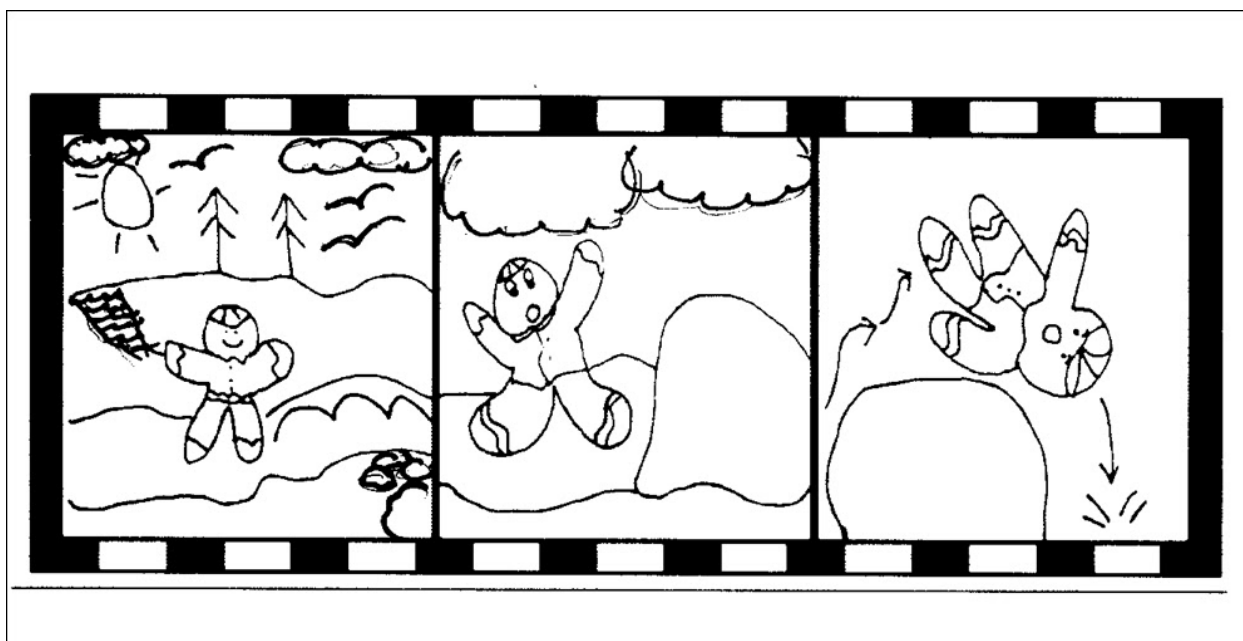
Multiple Meaning Words & Using Context Clues

Purpose

Context clues help students figure out the meaning of unknown words by using hints in the surrounding text. These hints include pictures, syntax, text format, grammatical constructions, mood or tone, mechanics, and surrounding words that provide synonym, antonym, logic, or example clues.

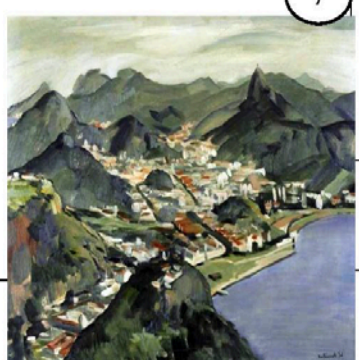
Nancy Fetzer's Word Masters to Movie Scripts (Grades K-1)

The Movie Script is an oral language activity that includes the vocabulary words into a storytelling activity. This language activity is critical because students utilize their vocabulary words in a different context than the focus story from which they were extracted. In order to develop flexibility of these words (the ability to retrieve a word while writing or reading in any context) students need to use them in flowing language and different contexts.



PAVE Map (3rd and above)

The PAVE Procedure (Bannon, Fisher, Pozzi, & Wessel, 1990) was developed to encourage students to check the dictionary definition against the context in which the word appeared. It also helps students remember word meanings by associating the word with a visual image. PAVE stands for the four parts of the procedure - prediction, association, verification, and evaluation. Students should predict the meaning of the word based on the context clues, associate the word with a mental image, verify the word's meaning by consulting a dictionary, then evaluate the prediction they made.

1	Context Sentence from the reading containing the target word:	
2	Target Word:	
3	Predicted Meaning (What YOU Think) for the target word:	
4	Sentence Using YOUR definition of the target word:	
5	Word's Dictionary Definition:	
6	Revised Sentence dictionary definition of the target word:	

PAVE Map

Snowball Fight (Grades 2-3)

- Have your students each choose two pieces of white paper. The students will write a vocabulary word on one piece and write the definition on the other piece.
- Crumple the papers up and have a snowball fight for a set amount of time. Once the fight is over, everyone has to pick up one of the snowballs and find their partner with the matching word/definition.
- You can also prepare the words in advance if you want to review certain vocabulary words.

Words in Context (Grades 2-3)

Vocabulary

Words in Context V.032

Multiple Meaning Match

Objective
The student will identify words that have multiple meanings in context.

Materials

- ▶ Word cards (Activity Master V.032.AM1)
- ▶ Sentence cards (Activity Master V.032.AM2a - V.032.AM2b)
- ▶ Student sheet (Activity Master V.032.SS)
- ▶ Pencils

Activity
Students identify multiple meanings of words by playing a sentence game.

1. Place the word cards face up in a column on a flat surface. Place sentence cards face down in a stack. Provide each student with a student sheet.
2. Taking turns, students pick up the top sentence card on the stack and read the sentence saying "blank" where there is a space. For example, "My uncle works in a ten _____ building."
3. Find the word card that completes the sentence (i.e., story). Place the word card face up next to the sentence card. Read the sentence with the word (i.e., "My uncle works in a ten story building.").
4. State what the word means (i.e., story means floor of a building). Note: There will be two sentences for each word (i.e., the other sentence for the word story: I read a story about a dog that finds a lost boy).
5. Continue until two sentences are placed on either side of the corresponding word.
6. Write the words and both meanings on student sheet.
7. Teacher evaluation

Name _____		V.032	
meaning	word	meaning	
Works in a building	story	reads about something	

Extensions and Adaptations

- ▶ Write more sentences using other meanings of the words.
- ▶ Write other words and multiple meanings on student sheet (Activity Master V.032.SS).
- ▶ Make more multiple meaning sentence and word cards to match.

2006 The Florida Center for Reading Research (Revised July, 2007) 2-3 Student Center Activities: Vocabulary

Morphology

Morphology is defined as the study of the meaningful units in language and how they are combined into word formation (Moats, 2009). The ability to identify and understand word structure has been found to be a key factor in vocabulary acquisition and comprehension. Students who develop a strong understanding of prefixes, suffixes, and root words in the early grades have significantly higher comprehension and fluency scores in fourth grade and beyond.

Michael J. Kieffer and Nonie K. Lesaux recommend 4 basic principles for teaching Morphology:

- Teach Morphology in the context of rich, explicit vocabulary instruction: should be done as part of basic vocabulary routine with words that apply to what is being covered in the classroom and are relevant to what is being studied.
- Teach students to use morphology as a cognitive strategy with explicit steps: students should be able to recognize words they don't understand or know completely, analyze the word for morphemes he or she recognizes (both affixes and roots), hypothesize a meaning based on what they know of the word parts, and be able to check their hypothesis against context.
- Teach the underlying morphological knowledge needed in two ways—both explicitly and in context: students will need an understanding of prefixes and suffixes, an understanding of how words get transformed with affixes, and the ability to extract root words from derived words.
- ELL students need morphology taught in relation to cognate instruction: students will need to see the cognate relationships between their words and the words in English. This is also important for teaching all students the origins of words and their roots as it is a vital part of morphological analysis.



V.009

Vocabulary

Morphemic Elements

Compound Word Trivia



Objective

The student will identify the meaning of compound words.



Materials

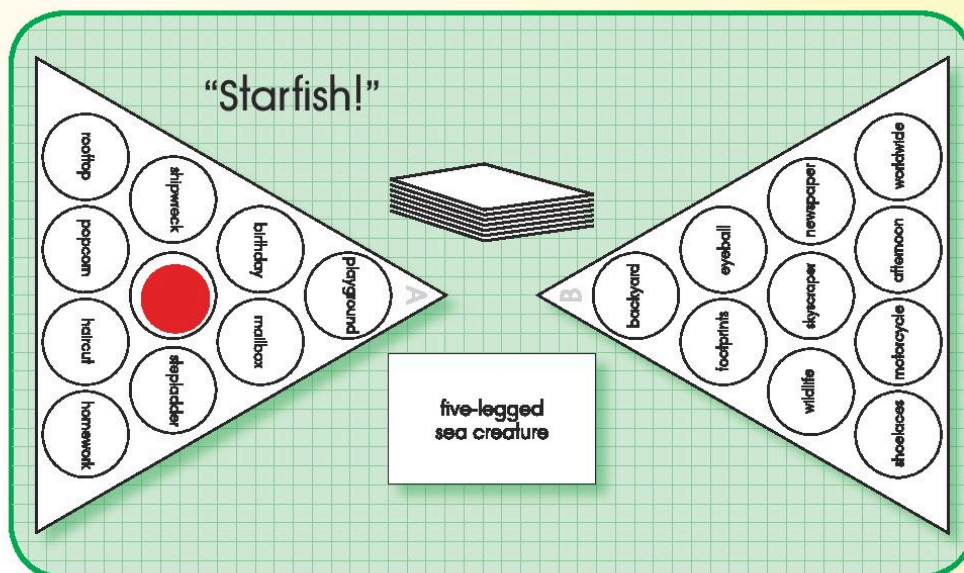
- ▶ Compound Word triangles (Activity Master V.009.AM1a - V.009.AM1b)
- ▶ Trivia cards (Activity Master V.009.AM2a - V.009.AM2c)
- ▶ Answer key (Activity Master V.009.AM3a - V.009.AM3b)
- An answer key is provided.*
- ▶ Game pieces (e.g., counters)



Activity

Students identify the meaning of compound words by playing a trivia game.

1. Place trivia cards face down in a stack at the center. Provide each student with a Compound Word triangle and game pieces.
2. Taking turns, students draw a card from the stack and read it (e.g., five-legged sea creature).
3. Look for word on triangle that fits description (e.g., starfish). Read word and place game piece on that spot. Place trivia card in a discard pile.
4. If no word is found which matches description, place trivia card at the bottom of the stack.
5. Continue activity until all matches are made.
6. Peer evaluation



Extensions and Adaptations

- ▶ Make other compound word triangles and trivia cards (Activity Master V.009.AM4).

Vocabulary



Morphemic Elements

V.014

Root-A-Word



Objective

The student will identify words containing the same root.



Materials

- ▶ Tree sort boards (Activity Master V.014.AM1a - V.014.AM1d)
- Note: Roots used are port-carry, act-do, graph-write, tract-pull or drag.*
- ▶ Student sheet (Activity Master V.014.SS1)
- ▶ Word cards (Activity Master V.014.AM2)



Activity

Students identify and sort words by common roots.

1. Place the word cards face down in a stack. Place tree sort boards face up next to each other. Provide each student with a student sheet.
2. Working in pairs, student one selects top card and reads it (e.g., photograph).
3. States root portion of the word (i.e., graph).
4. Places word card on the tree sort board with matching root.
5. Reverse roles and continue until all words are sorted.
6. Record meaning of the root and words on student sheet.
7. Teacher evaluation



Extensions and Adaptations

- ▶ Write other roots and related words (Activity Master V.014.SS2 and Activity Master V.014.SS3)
- ▶ Play memory game with cards by matching words with the roots.

Resources

PAVE Procedure
Root a Word
Vocabulary Activities (Florida Center for Reading Research)
Vocabulary Word Map

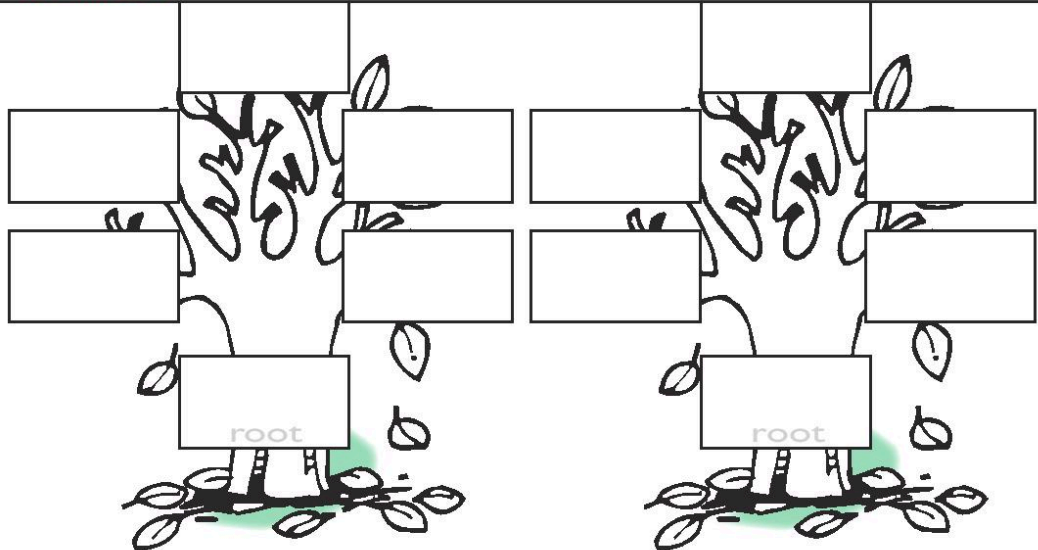
1	Context Sentence from the reading containing the target word:	
2	Target Word:	
3	Predicted Meaning (What YOU Think) for the target word:	Word Image
4	Sentence Using YOUR definition of the target word:	
5	Word's Dictionary Definition:	
6	Revised Sentence dictionary definition of the target word:	

PAVE Map

Name _____

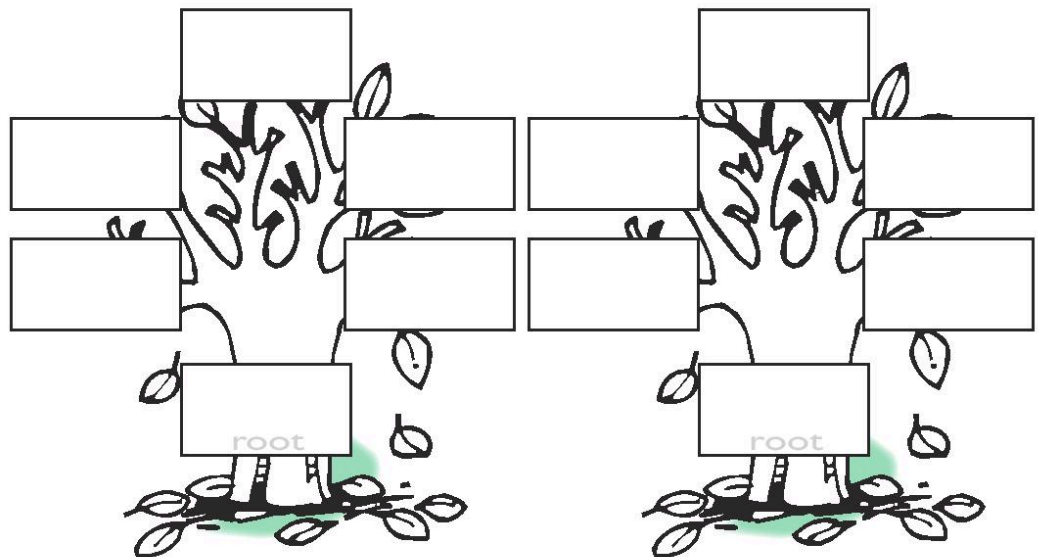
V.014.SS2

Root-A-Word



meaning

meaning



meaning

meaning

Vocabulary

Multiple Meaning Match

V.032.AM2a

The _____ on the tree is rough.	I hope that the dog doesn't _____ all night.
They looked for gold in the _____.	Put your shoes next to _____.
My uncle works in a ten _____ building.	I read a _____ about a dog that finds a lost boy.
There are three feet in a _____.	My brother will mow the _____ today.



Vocabulary

V.032.AM2b

Multiple Meaning Match

There were two
pigs living in
the _____.

Do you write
with a pencil
or a _____?

The _____ had
many fun rides
and interesting
animals.

The weather was
rainy yesterday,
but today it is
sunny and _____.

She was absent
on Monday, but
_____ today.

I got a nice
_____ for my
birthday.

Many cars were
stopped and
they caused a
traffic _____.

She puts lots of
strawberry _____
on her toast.

Vocabulary

Compound Word Trivia

V.009.AM3b

Answer Key B

land behind a house	backyard
tracks made by the things that you walk on	footprints
round thing in your head that helps you see	eyeball
current events that are written on sheets of paper folded together	newspaper
all over the globe	worldwide
time that follows 12:00 in the daytime	afternoon
strings that hold together the things that you walk in	shoelaces
animals that are not tame	wildlife
thing you ride with two wheels and an engine	motorcycle
a very tall building that seems to rub against the place where there are clouds	skyscraper

Answer Key A

place outdoors where children can enjoy games and have fun	playground
container where letters are put	mailbox
part of the week when one is born and celebrated every year	birthday
five-legged sea creature	starfish
something that you climb up or down one foot at a time	stepladder
a big boat that is destroyed	shipwreck
yellow seeds from a cob that jump	popcorn
to shorten what grows on your head	haircut
school work done where you live	homework
highest part of a building	rooftop

Vocabulary

Compound Word Trivia

V.009.AM2c

strings that hold together the things that you walk in	animals that are not tame
a very tall building that seems to rub against the place where there are clouds	thing you ride with two wheels and an engine



Vocabulary

V.009.AM2b

Compound Word Trivia

school work done
where you live

highest part
of a building

land behind
a house

tracks made by
the things that
you walk on

round thing in
your head that
helps you see

current events that
are written on
sheets of paper
folded together

all over the globe

time that follows
12:00 in the daytime



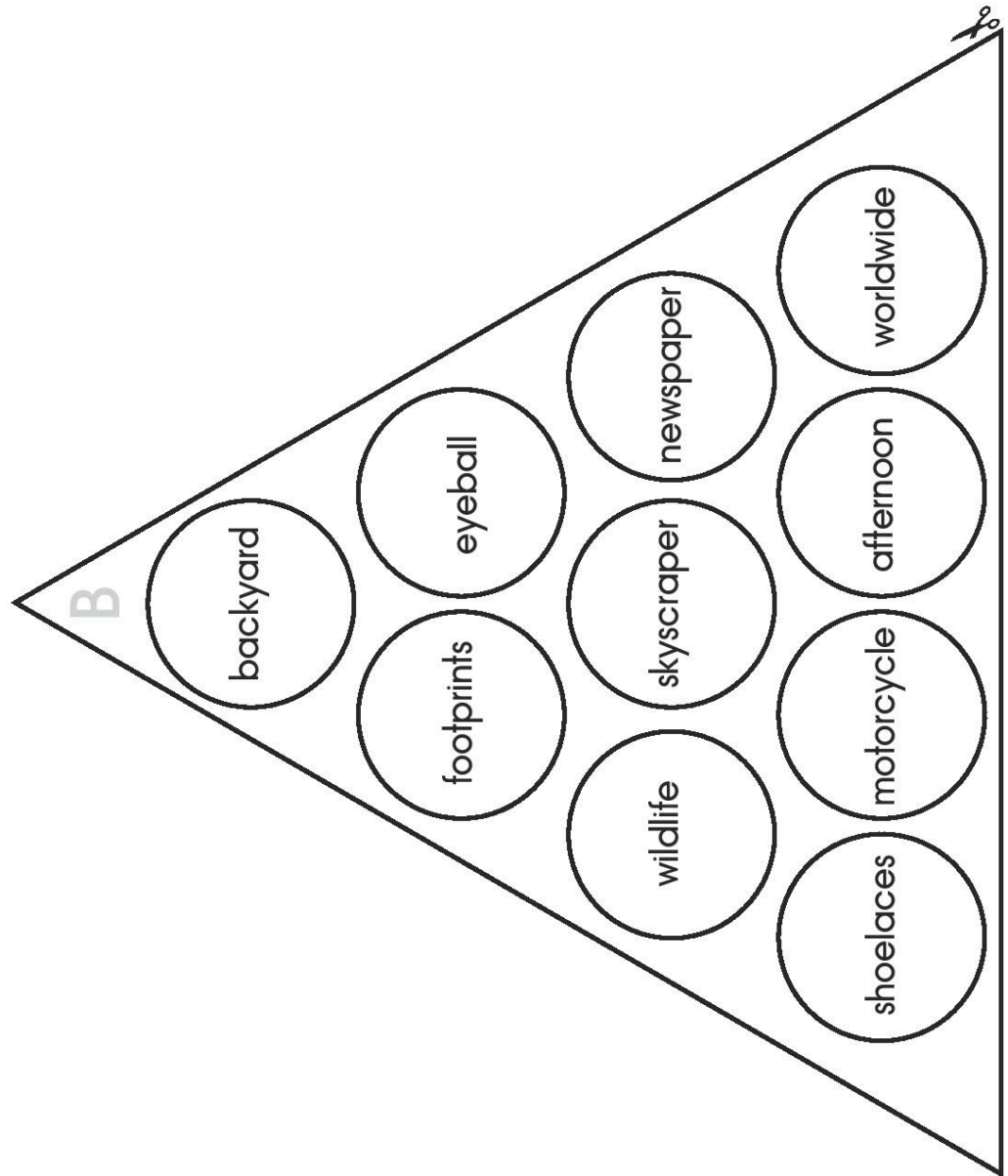
Vocabulary

Compound Word Trivia

V.009.AM2a

place outdoors where children can enjoy games and have fun	container where letters are put
part of the week when one is born and celebrated every year	five-legged sea creature
something that you climb up or down one foot at a time	a big boat that is destroyed
yellow seeds from a cob that jump	to shorten what grows on your head

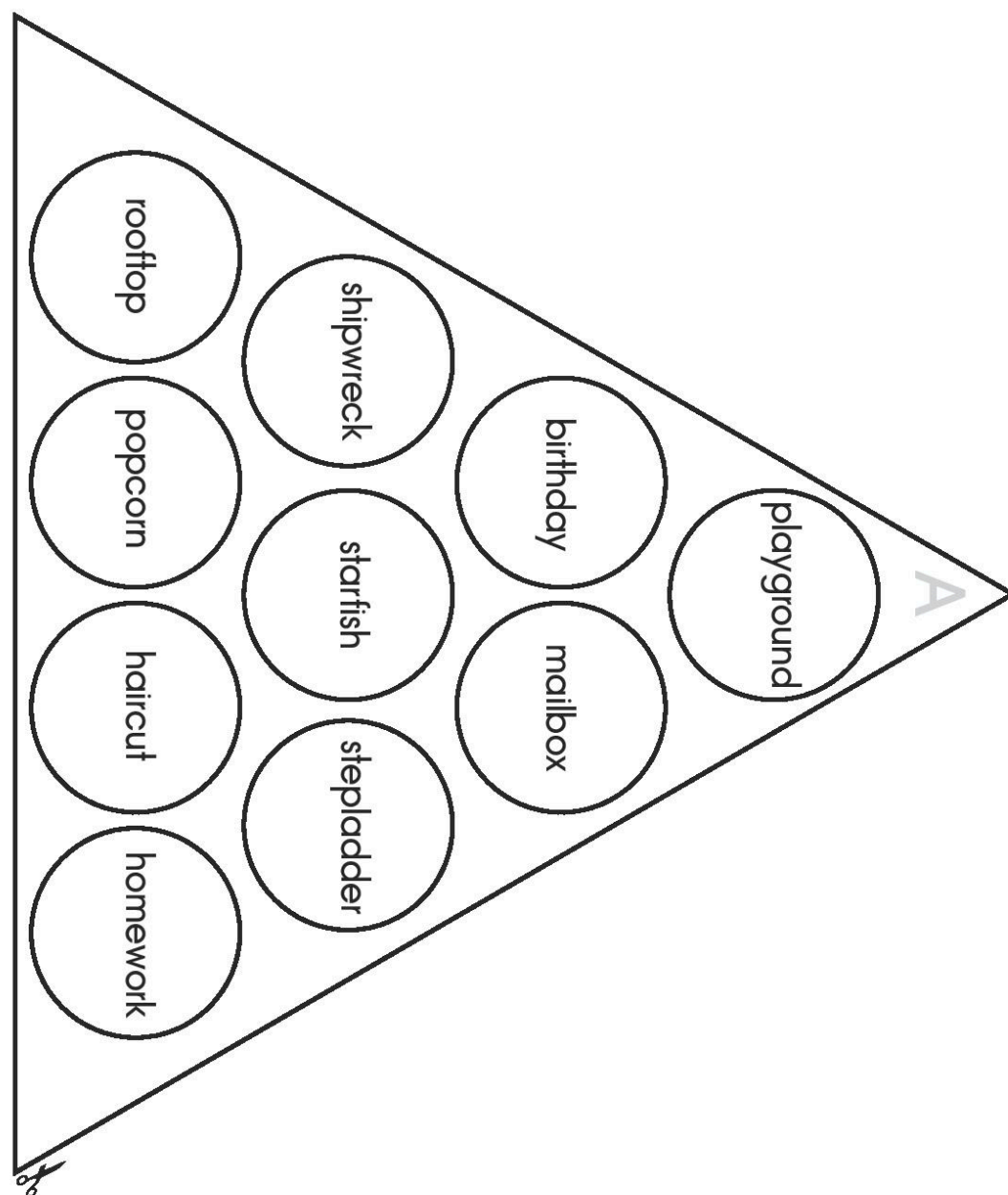




Vocabulary

Compound Word Trivia

V.009.AM1a



Vocabulary

Build-A-Word

V.012.AM1a

behave

lunch

model

cheap



Vocabulary

V.012.AM1b

Build-A-Word

honest

possible

legal

loud



Vocabulary

Build-A-Word

V.012.AM1c

ripe

wonder

cook

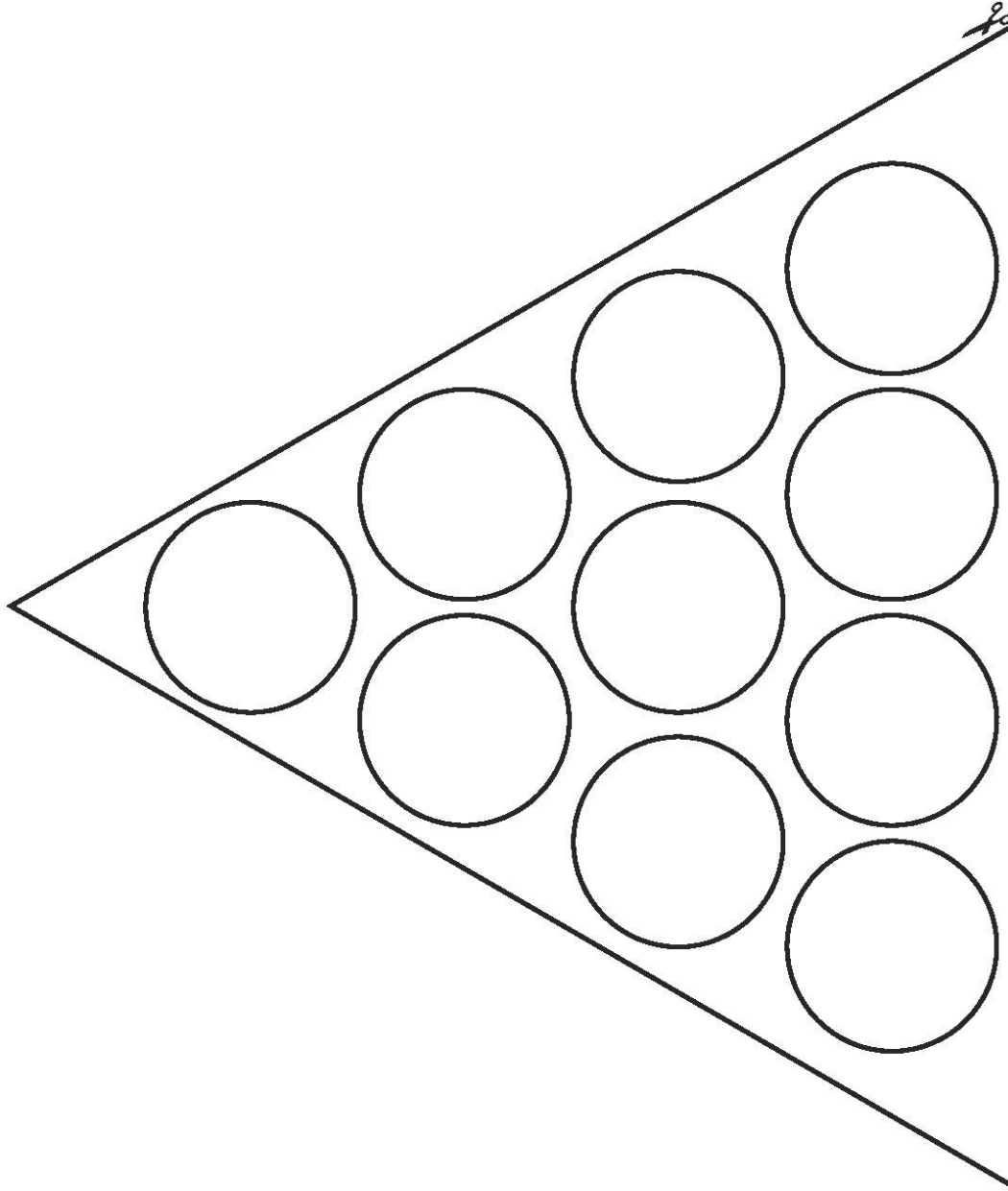
protect



Vocabulary

V.009.AM4

Compound Word Trivia



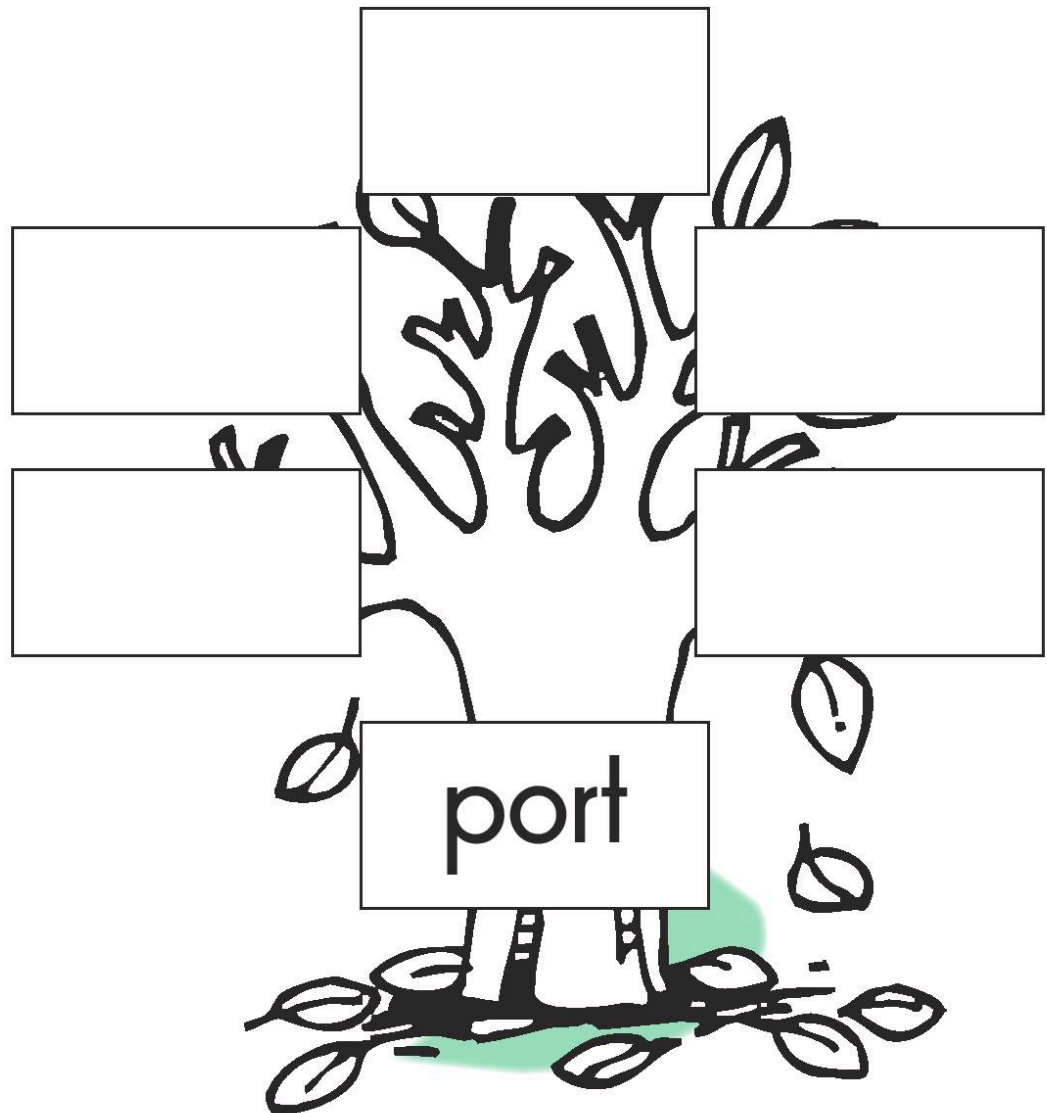
Vocabulary

V.012.AM2

Build-A-Word

pre	un	im	mis
est	re	ful	er
es	il	dis	or

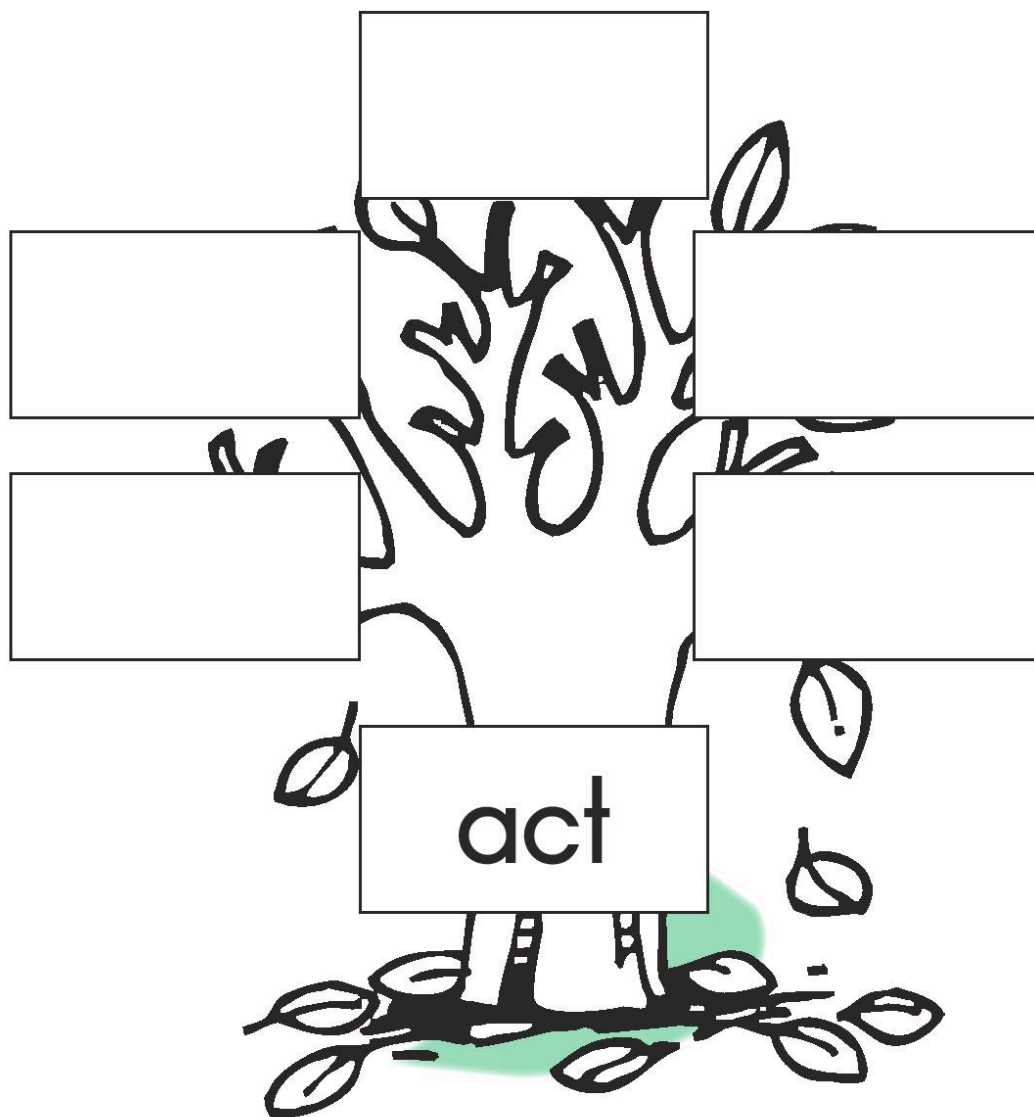


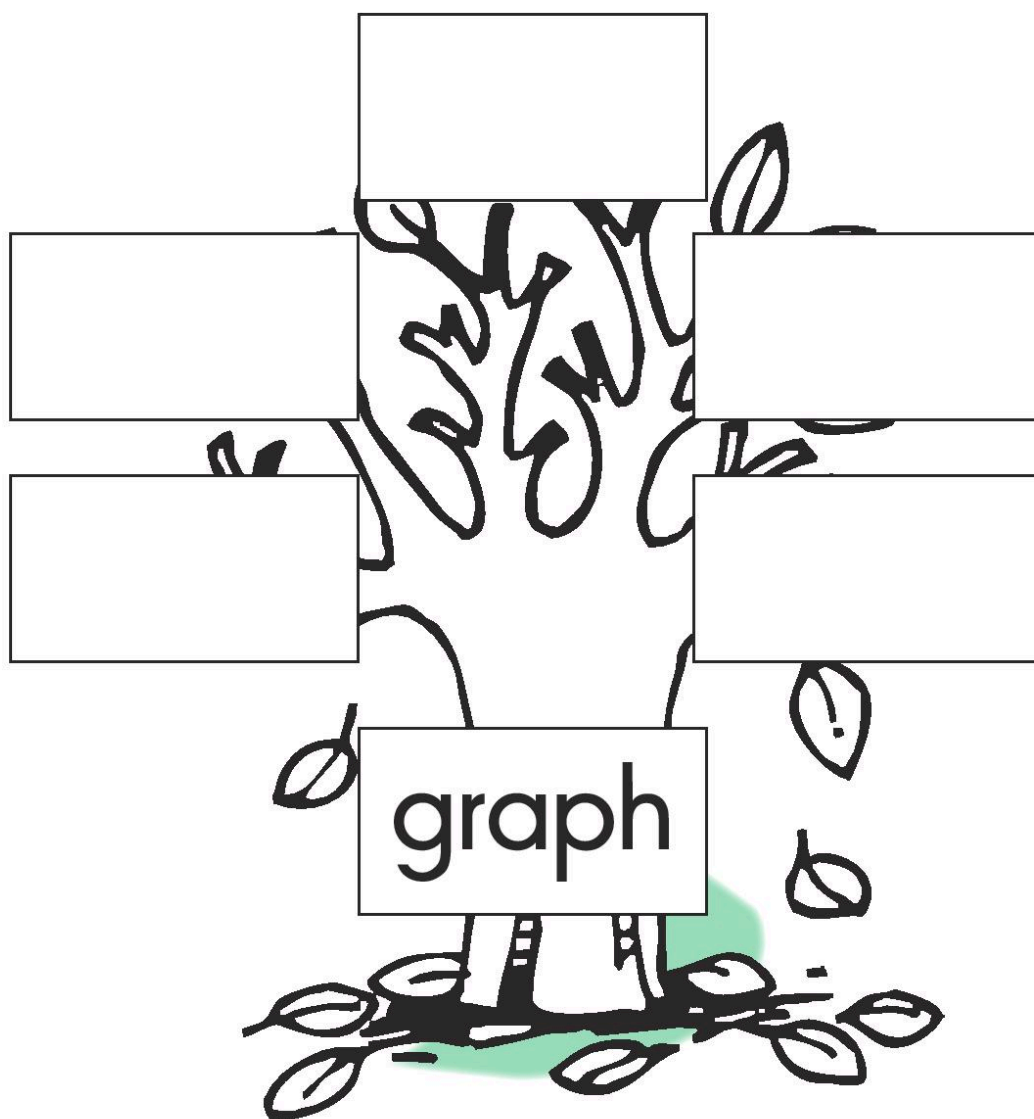


Vocabulary

Root-A-Word

V.014.AM1b

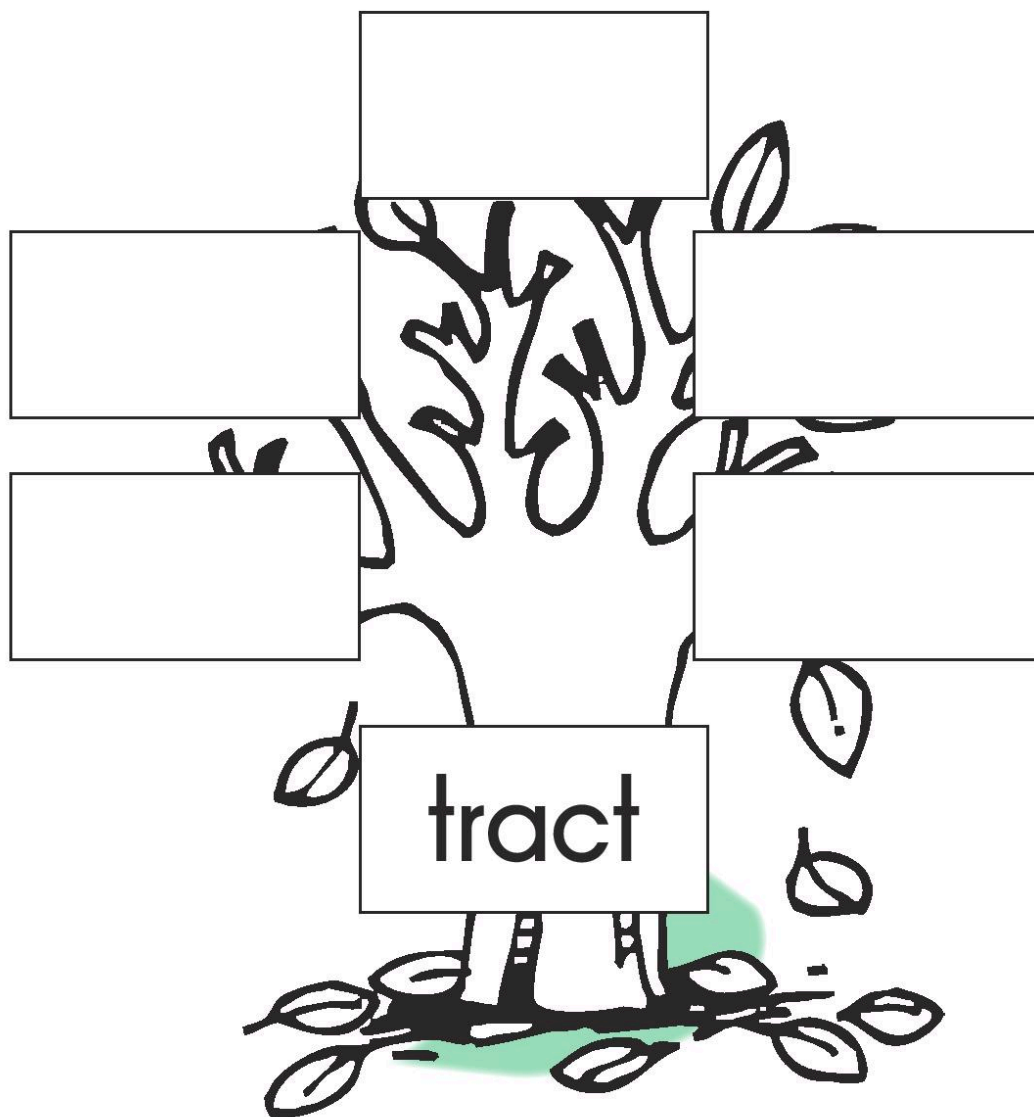




Vocabulary

Root-A-Word

V.014.AM1d



Vocabulary

V.014.AM2

Root-A-Word

extract	tractor	attract
contract	subtract	react
activity	actor	activate
action	transport	import
support	portable	transportation
photograph	autograph	biography
digraph	graphite	



VOCABULARY WORD MAP

Definition in Your Own Words

Synonyms

VOCABULARY WORD

Use It Meaningfully in a Sentence

Draw a Picture of It

Thanks to Debbie Petzick for design idea.

Resources

- Barksdale Reading Institute msreads.org
 - Florida Center for Reading Research www.fcrr.org
 - Honig, Bill, et al. *Teaching Reading Sourcebook*. Novato: Arena Press, 2013. Print.
 - *LETRS® Module 7 Teaching Phonics, Word Study and the Alphabetic Principle*, (2nd ed.) (ISBN-13: 978-1-60218-424-4)
 - West Virginia
Phonics www.readingfirst.virginia.edu/prof_dev/phonics/introduction.html
-

November

Oral Reading and Fluency

Break-in Read

One group of students, or the teacher, begins reading orally. All other students follow along silently. The teacher stops mid-sentence or mid-passage to switch to the next group that will read orally.

Echo Reading

The teacher reads a sentence from a previously read text. The student then reads the same sentence echoing the phrasing and prosody of the teacher. The teacher may repeat the echoed sentence and ask the student to read again if practice is needed. To extend the activity, the teacher may continue this process until the entire paragraph is read and practiced sentence by sentence. The teacher then asks the students to re-read the entire paragraph.

ERT= Everyone Read To.....

Teacher sets a purpose for reading and assigns a section of the text for all students to silently read.

Procedure:

- Teacher sets a purpose for reading (question/skill)
- Assigns a section of the text to read
- When time is up, students share information obtained with their partner (turn and talk, think pair share)
- Teacher observes partner sharing
- Teacher shares information with group

Impress Reading

The teacher *and* students read a passage aloud at the same time. The students are simultaneously hearing a good model and mimicking that model. This direct, guided practice helps with impression, pacing, and fluency.

Independent Reading

Students silently read at their independent reading level. Teacher confers with individual students.

Procedure:

- Teacher provides a purpose for reading
- Students select books to read independently
- Teacher holds conferences with individual students to monitor fluency, accuracy and/or comprehension
- Students record in reader's response journals/or have book talks with their partners

Inquiry Reading

Students read silently for a purpose. The teacher assigns the students a question to answer or an answer they have to support using text evidence.

It's All in How You Phrase It

Teacher prepares phrases (prepositional phrases, dependent clauses, quotations, etc.) which students may have difficulty reading in a passage. Prior to reading, students practice the phrases using flashcards, handouts, or sentence strips. Students may practice as individuals, pairs, small groups, or chorally as a class.

Phrase-Cued Reading

Phrase-Cued Reading is a fluency strategy that helps students read with appropriate phrasing, which allows the reader to process the text in meaningful phrases. A phrase-cued text is a passage marked explicitly, or cued, for the reader to show phrases.

Procedure:

- To begin instruction, the teacher will read a familiar text to students using non-traditional or incorrect phrasing. The teacher will then lead a discussion on the importance of phrasing in our spoken language.
- The teacher will then select a relatively short passage at the students' independent reading level. Students should be able to effectively decode the words before fluency practice can begin.
- The passage will be marked with phrase breaks (/). Mark short pauses (phrases) within the sentence with one mark (/) and longer pauses (end of sentences) with two marks (/ /).
- The teacher will explain the meaning of the marks in the text.
- The teacher will model reading the passage with the appropriate (even slightly exaggerated) pauses.
- On subsequent readings, the students will read the text using the marks to guide their phrasing. Choral reading may be used for this practice. This can be followed by individual turns reading.

Partner Reading

Students help each other increase their knowledge and understanding of text and vocabulary words by reading the text aloud to each other. While one student reads aloud, the other student listens and then summarizes what he/she heard as main ideas.

Procedure:

- Assign students partners
- Designate amount to read to partner
- When an error is heard, have students use the “Ask, then Tell” procedure:
 - Ask “Can you figure out this word?”
 - Tell “The word is _____.”
 - “Read the sentence again.”

Variations:

Side by Side- Reading to a Partner

Students sit next to each other with one book between them. One partner reads & points to the words; the other partner follows along. Students take turns reading a section.

Shoulder to Shoulder- Reading to a Partner

Students sit facing opposite directions with shoulders aligned. Each partner has a book. Students take turns reading a section.

Reading WITH a Partner

Students sit side to side with one book between them. Both partners read at the same time as partner one touches the words.

Playschool Groups

Used for rereading, students are divided into groups with mixed ability readers. One student acts as the teacher keeping group on track, asking questions, assigning reading, etc. Students then read for a purpose: acting out a story, completing graphic organizer, discussing story elements, etc.

Radio Reading

Teacher assigns text to students to read. Students present the text, as a radio announcement, in their “radio voice.”

Procedure:

- Teacher assigns reading
- Students independently read assignment
- Students transform text into a radio news announcement to provide relevant information
- Students rehearse “news” announcement
- Students present to class
- Discuss announcement

Rapid Word Recognition

Students read lists of words orally to see how many they can read in a given time frame.

Procedure:

- Teacher will provide a list of words that are within the student's instructional reading level.
- Teacher gives student a certain time to read the words.
- Student reads the words and teacher checks off words missed.
- Teacher and student can chart the time and words correct on a word recognition chart.
- Student practices the words missed several times before reading the whole word list to the teacher again.
- Teacher times and charts the words again once student has had adequate time to practice the words.
- Words should get increasingly harder as the student progresses through the lists.

Reader's Theater

When reading a story or play, students are assigned different parts to read aloud. One student, pairs, or triads read the individual parts or dialogue.

Repeated Reading

This technique is designed for children who read slowly despite adequate word recognition.

Procedure:

- Select a passage which is 50-100 words long and slightly above the student's independent reading level.
- Have the student read the passage orally while they are being timed to see how many words they get correct.
- Record the time and the errors (number of incorrect words).
- Have student reread the passage to themselves, practice words that were difficult, and practice accuracy of the passage.
- Have student reread the passage orally to you and time them again counting the errors.
- Have the student to practice reading the selection repeatedly.
- The teacher charts the progress until the student can read the passage fluently with few errors.

Choral Reading

Choral reading is reading aloud in unison with a whole class or group of students. After hearing the teacher read and discuss a selection, students reread the text together. Choral reading helps build students' fluency, self-confidence, vocabulary knowledge, motivation, and enjoyment of literature. Reading and rereading shared texts may have the additional benefit of building a sense of community in the classroom.

Antiphonal Choral Reading

Divide the group into groups and assign parts of the text to each group. Give students an opportunity to practice how they will read before bringing them back together to read chorally.

Dialogue Choral Reading

Select a text that contains different speaking parts. Assign the part of the narrator to one group and each character to other groups

Cumulative Choral Reading

The number of students reading gradually builds as the text is read. An individual or small group reads the first line or section of a passage, and then they are joined by another group of students. By the end of the passage, the whole group is reading. (This can also be done in reverse, starting with whole group and ending with just one person or group.)

Impromptu Choral Reading

As a text is read, students join in or fade out as they choose. Some students may choose to highlight certain words or sections of the text, read every other line, or the whole selection. Students choose ahead of time what section(s) of the text they will read. (If no one selects a section, someone usually jumps in!)

Sticky Note

Partners are given sticky notes to mark things they want to remember. There are a limited number of notes and partners have to decide together what to mark as important, interesting, or confusing.

Stop and Jot

Read to a certain point, stop, and have students write.

Audio-Assisted Reading

Students read along in their books as they listen to a recording of a fluent reader model the text. For audio-assisted reading, you need text that is at a student's independent reading level. The recording should not have sound effects or music.

Teacher Modeling of Fluent Reading

By listening to good models of fluent reading students learn how a reader's voice can help written text make sense. Fluent readers read aloud effortlessly and with expression.

Three Ring Circus

Teacher assigns a variety of reading arrangements. Some students read in partners, some individually, some in triads, etc.

Two Read Then One Reads

Partners read passage chorally. Then one partner rereads passage.

Whisper Read

Similar to *Everyone Read To*, students read aloud, but in a whisper. The teacher monitors the group or class to see and hear who is reading for themselves. This is an effective strategy for a small group.

Appendix

**Hasbrouck-Tindal Table of Oral Reading Fluency Norms
Six-Minute Fluency Solutions
Round Robin Reading: An Ineffective Strategy**

Hasbrouck-Tindal table of oral reading fluency norms

The Hasbrouck-Tindal table shows the oral reading fluency rates of students in grades 1 through 8, as determined by data collected by Jan Hasbrouck and Gerald Tindal. Teachers can use this table to draw conclusions and make decisions about the oral reading fluency of their students. The table can also be used to set the long-term fluency goals for struggling readers.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement*
1	90	—	81	111	1.9
	75	—	47	82	2.2
	50	—	23	53	1.9
	25	—	12	28	1.0
	10	—	6	15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
	10	68	82	93	0.8
7	90	180	192	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
8	90	185	199	199	0.4
	75	161	173	177	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6
	10	77	84	97	0.6

*WCPM = Words Correct Per Minute

**Average weekly improvement is the average words per week growth you can expect from a student. It was calculated by dividing the difference between the fall and spring scores by 32, the typical number of weeks between the fall and spring assessments. For grade 1, since there is no fall assessment, the average weekly improvement was calculated by dividing the difference between the winter and spring scores by 16, the typical number of weeks between the winter and spring assessments.

Steps for Six-Minute Fluency Solutions

TIME	PROCEDURE
Minute 1 1	<ul style="list-style-type: none"> Teacher announces it is time for fluency practice; students retrieve fluency folder Partners record date on their respective record sheets Students identify Partner 1 and Partner 2
Minute 2 2	<ul style="list-style-type: none"> Teacher sets timer and says, "Begin" Partner 1 reads, and Partner 2 marks errors and stopping point
Minute 3 3	<ul style="list-style-type: none"> Partner 2 tells Partner 1 how many words he/she read and how many errors were made, and does error correction procedure Partner 1 records the numbers on his/her record sheet
Minute 4 4	<ul style="list-style-type: none"> Teacher again sets timer and says, "Begin" Partner 2 reads the same passage to Partner 1 Partner 1 records errors and stopping point
Minute 5 5	<ul style="list-style-type: none"> Partner 1 tells Partner 2 how many words he/she read and how many errors were made, and does error correction procedure Partner 2 records the numbers on his/her record sheet
Minute 6 6	<ul style="list-style-type: none"> Students return their passages, record sheets, and materials

© 2015 Voyager Sopris Learning, Inc.

Round Robin Reading: An Ineffective Strategy

Overview

Round Robin Reading—defined in *The Literacy Dictionary* as “the outmoded practice of calling on students to read orally one after the other” (Harris & Hodges 1995, p.222)—poses many problems.

Abandoning Round Robin reading does not mean foregoing all oral reading. There is a place for oral reading in the classroom in addition to silent reading, but it must be done for specific, authentic purposes: to develop comprehension, to share information, to determine strategies students use in reading, and to help a struggling reader achieve greater fluency. Oral reading is a means to an end, not the end itself.

From *Goodbye Round Robin Reading* by Opitz and Rasinsky 1998

Despite its widespread use, Round Robin reading has never been widely advocated nor endorsed by scholars of reading. For example, Eldredge, Reutzel, and Hollingsworth (1996) found that it was inferior to the shared book experience, another form of instructional book reading, in promoting word recognition, accuracy, fluency, vocabulary acquisition, and comprehension.

Round Robin reading’s drawbacks have been recognized by scholars for years. So why do teachers continue to practice it? The answer lies in the fact that teachers have not been given many viable alternatives (Hoffman, 1987). Indeed, in many teacher education classes, the only alternative to such traditional forms of oral reading is silent reading. Without more progressive forms of oral reading, silent reading is given primacy in elementary classrooms by default or oral reading is simply not an option.

From *The Fluent Reader* by Timothy Rasinski (2003)

The majority of teachers believe that Round Robin reading is the way to help children practice fluency, share content and build comprehension through oral language. In fact the only purpose it serves is to assess students’ oral reading skills before the child has had adequate time to practice. However, as Glazer and Moats (2008) describe, teachers do need to monitor and assist students while they are reading to improve their fluency by listening to students read, providing feedback, asking for a retell, and assisting with decoding of unknown or missed words.

Problems with Round Robin Reading

1. Round Robin Reading can cause unnecessary sub-vocalization. While one reader is reading aloud, the others are expected to follow along, reading silently. Because oral reading is slower than silent reading, the silent readers are therefore encouraged to sub-vocalize every word. This sub vocalization may become internalized and cause slower reading rates. (Opitz and Rasinski)
 2. Round Robin Reading lowers the quantity of reading. Oral reading is much slower than silent reading and the amount of reading that will occur during Round Robin Reading is less, both in quantity and meaning (Hoffman & Rasinski, 2003). One of the most serious concerns regarding Round Robin Reading is that it does not provide an accurate view of reading for students. It assigns too much importance that reading be pronunciation-perfect instead of recognizing the importance of comprehension. (Durkin, 2004)
 3. Round Robin Reading can lower self-esteem. Students do not gain confidence during Round Robin Reading, instead they are often embarrassed and their self-esteem is lowered. Round Robin Reading is unrehearsed and can be challenging and frustrating especially because teachers correct students' errors in a public way, usually before the students can attempt to self-correct. (Beach, 1993; Hoffman, 1987; Kelly, 1995)
 4. Round Robin Reading can cause inattentive behaviors, leading to discipline problems. Although students are expected to follow along, they rarely do. Instead they are reading ahead, because either they are faster readers than the person who is reading aloud or they are practicing the part they will be expected to read. Or they aren't paying attention at all but are poking and whispering to the other children. The result? Little attention is given to the meaning of the passage being read. Also, some children may be reprimanded for not following along, which leads them to a less than favorable view of reading.
 5. Round Robin Reading consumes valuable classroom time that could be spent on other meaningful activities. Because oral reading, being much slower than silent reading, takes longer, the number of words that students will read over a school year can actually decrease (Stanovich 1986). Add to this slower rate the additional time that is used to keep students on track, reminding them where to focus, and a considerable amount of time has been invested in an ineffective activity. (Opitz and Rasinski)
 6. Round Robin Reading can hamper listening comprehension. Instead of truly listening to others read, students are preoccupied with following lines of print and looking ahead, either because they are bored or because they are trying to give themselves some practice before they will be expected to read aloud before others. In short, they are distracted. Yet we know that listening comprehension is an important skill. Some
-

studies suggest that listening comprehension and reading comprehension are related and that children who do poorly with listening comprehension will also do poorly with reading comprehension. (Daneman, 1991). "In terms of listening and meaning-making, this strategy is a disaster". (Sloan & Lotham, 1981, p.135)

7. Round Robin Reading can be a source of anxiety and embarrassment for students. Reading aloud to others without the opportunity to rehearse causes much anxiety and embarrassment. Students are so focused on "saving face" that they forget the real purpose of reading—to comprehend.
 8. Round Robin Reading can work against all students developing to their full potential. Research has shown that when children make a mistake when reading aloud—especially children who are struggling with reading—they are corrected by others before they have an opportunity to correct themselves (Allington, 1980). One of the most important skills for all children to learn, however, is to monitor themselves, paying attention to meaning and self-correcting when meaning is interrupted. Because less fluent readers are generally not afforded this opportunity, they are less likely to develop this most important skill.
-

Resources

- <http://www.youtube.com/watch?v=CLpEkMUqZlg>
 - <http://www.youtube.com/watch?v=dnF8sYsmWo8>
 - http://www.youtube.com/watch?v=LFRzl2Oe_Bs&feature=related
 - "Ditch Round-Robin Reading and Read More!, Round Robin Alternative, Karen Haag, www.LikeToRead.com
 - <http://myweb.stedwards.edu/mikekb/ReadStrong/choralreading.html>
 - http://www.d21.k12.il.us/dept_instr/langarts/parentinfo/choral_rdg.html
 - http://www.educationworld.com/a_curr/profdev/profdev082.shtml
 - http://www.fcrr.org/curriculum/pdf/GK-1/F_Final.pdf
 - <http://www.k5chalkbox.com/interactive-read-aloud.html#sthash.Qau6ouuB.dpuf>
 - http://www.readinga-z.com/poetry/lesson_plans/choral_poetry/choralpoetry_print.html
 - <http://www.readingrockets.org/article/fluency-instructional-guidelines-and-student-activities>
 - <http://www.readingrockets.org/article/what-guided-oral-reading>
 - [http://www.readingrockets.org/strategies/tape assisted reading](http://www.readingrockets.org/strategies/tape_assisted_reading)
 - [http://www.readingrockets.org/strategies/tape assisted reading](http://www.readingrockets.org/strategies/tape_assisted_reading)
 - [http://www.readingrockets.org/strategies/timed repeated readings](http://www.readingrockets.org/strategies/timed_repeated_readings)
 - [http://www.readingrockets.org/strategies/word walls](http://www.readingrockets.org/strategies/word_walls)
 - <http://www.readwritethink.org/classroom-resources/lesson-plans/readers-theatre-172.html>
 - <http://www.scholastic.com/teachers/article/5-surefire-strategies-developing-reading-fluency>
 - <http://www.scilearn.com/blog/developing-oral-reading-fluency>
 - [http://www.theschoolbell.com/Links/word walls/words.html](http://www.theschoolbell.com/Links/word_walls/words.html)
 - [http://www.tips-for-teachers.com/readers theater.htm](http://www.tips-for-teachers.com/readers_theater.htm)
 - <http://www.thebestclass.org/rtscripts.html>
 - Interactive Word Wall:
<http://www.teachnet.com/lesson/langarts/wordwall062599.html>
 - Resource: Download Shared Reading: An Instructional Strategy for Teachers:
<http://www.readingrockets.org/content/pdfs/SharedReading.pdf>
 - [Teaching](#) Reading Sourcebook, (2nd Edition), Arena Press and CORE, 2013.
 - [The Six-Minute Solution: A Reading Fluency Program \(Primary Level\)](#), Gail Adams and Sheron Brown, 2007, Sopris West Educational Services
 - Word Wall Activities: <http://www.teachingfirst.net/wordwallact.h>
 - www.explicitinstruction.org- Anita Archer Alternative Oral Reading Strategies model lessons
-

December

Comprehension

3-2-1

Purpose:

This strategy provides a structure for students to record their own comprehension and summarize their learning. It also gives teachers the opportunity to identify areas that need re-teaching, as well as areas of student interest.

Procedure:

- *Three* – After the lesson, instruct each student to record three things he or she learned from the lesson.
- *Two* – Next, instruct students to record two things that they found interesting and would like to learn more about.
- *One* – Then, instruct students to record one question they still have about the material.
- *Review* – Finally, the most important step is to review the students' responses. You can use this information to help develop future lessons and determine if some of the material needs to be taught again.

Variations

Compare and Contrast 3-2-1

As a way to compare and contrast, ask students to record three similarities between two items, two differences, and one question they still have about them.

Reading 3-2-1

When reading, ask students to record three of the most important ideas from the text, two supporting details for each of the ideas, and one question they have about each of the ideas.

Pyramid 3-2-1

Ask students to create a triangle and divide it into three sections horizontally. In the bottom section, the students record three things they learned for the day. In the middle section, the students record two questions they have. In the top section, the students describe how the information learned is applicable to their everyday lives.

Academic Vocabulary 3-2-1

To increase comprehension and use of academic language, ask students to explore a concept through 3-2-1. First, have them speak with a partner. Provide the structure for 3 minutes of conversation using targeted academic language. Then, ask students to write 2 sentences using the language. Finally, have students read 1 paragraph, which contains the targeted vocabulary.

ABC Brainstorm

Before students read or talk about a major topic, it is essential to activate their background knowledge. The ABC Brainstorm is simple. Students think of a word or phrase associated with the topic and match it to each letter of the alphabet. The teacher may give students time to think of many different ideas, and then allow students to work in small groups to fill in the blanks for the letters they have not completed.

Ideas for Assessment

This strategy can be used as a pre-assessment tool to see what background knowledge students are bringing to the topic. It can also be used as a formative assessment to see the students' understanding of the topic being learned.

Close Reading

Purpose

Close reading is thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, meanings, etc. It directs the reader's attention to the text itself.

Close reading includes:

- Using short passages and excerpts
- Diving right into the text with limited pre-reading activities
- Focusing on the text itself
- Rereading deliberately
- Noticing things that are confusing
- Discussing the text with others
 - Think-Pair Share
 - Turn and Talk frequently
 - Small groups and whole class
- Responding to text-dependent questions

Samples:

First Reading	<ul style="list-style-type: none"> ✓ Get to know the text ✓ Read for enjoyment/build fluency
Second Reading *Depending on the length of the section, this could take more than one day to complete.	<ul style="list-style-type: none"> ✓ Reread a selection of the text ✓ Use annotation symbols to locate important information and make connections to unfamiliar words/phrases ✓ State the central idea, or main ideas, of the paragraph (short phrases in the margin) ✓ Determine the meaning of unfamiliar words or phrases
Third Reading	<ul style="list-style-type: none"> ✓ Student reread the targeted sections ✓ Students respond to text-dependent questions (not basic recall questions)

Plan for a Close Read of Text for Three Purposes

1st Read- What does the text say? (Key Ideas and Details/ Standards 1, 2, & 3)

Key Details- GIST

- Who, what, where, when, why, and how
- GIST Summary
- Connect to supporting details and evidence

2nd Read - How does the text work? (Craft and Structure/ Standards 4, 5, & 6)

- Vocabulary (context clue, transition words)
- Text structure/features (pictures, captions, etc.)
- Point of View (author)

3rd Read - What does the text mean? (Integration of Knowledge and Ideas/ Standards 7, 8, & 9)


- Purpose (author's purpose)
- Point of view/Narrative perspective (reader)
- Inferences- prediction/Drawing conclusions
- Connection- text to self, text to text, and text to world

Teachers' Roles for a Close Read	Students' Roles for a Close Read
<ul style="list-style-type: none"> • Select challenging and appropriate text • Analyze the text's content and language ahead of time • Anticipate potential challenges the text may present for certain students (ex. English Learners; students reading far above or below level) • Write text-dependent questions that engage students in interpretive tasks • Lead rich and rigorous conversations through the use of text-dependent questions • Ensure reading activities stay closely connected to the text 	<ul style="list-style-type: none"> • Read the text more than once • Persevere in reading and comprehending challenging text • Analyze the text for purposes and/or levels of meaning • Use evidence from the text to ask and answer text-dependent questions • Increase comprehension of a text through multiple re-readings • Participate in rich and rigorous conversations about a common text

GO Charts

Purpose/Description

The GO Chart is a graphic organizer designed to help students get the most out of their reading assignments by encouraging them to actively engage with content. The GO Chart focuses on comprehension, vocabulary, and personal connections.

<u>Predictions</u>	<u>Vocabulary</u>	<u>Understandings</u>	<u>Interpretations</u>	<u>Connections</u>	<u>Retelling</u>
This is what I think the story might be about...	I think the author might use these words to tell the story...	I noticed...	I wonder...	This reminds me of...	

The Power of Retelling (2000) by Vicki Benson and Carrie Cummins

In addition, the Go Chart graphic organizer simplifies the summarizing process for a fictional text. A triangle, square, and circle are the components of a Go Chart. The triangle represents the beginning of the text, square represents the middle of the text, and the circle represents the ending of the text.

Triangle: Beginning of the Text

Each corner of the triangle is labeled. Characters, setting, and plot are the 3 headings in the triangle. All three of these components encompass the beginning of the fictional text.

Students write the correct information in short form beside the headings.

The questions of who, what, and where are answered, usually at the beginning of the text.

Characters represent “who,” setting represents “where,” and problem represents “what.”

Main characters, setting, and the problem are usually in the first few chapters of text for a novel and the first few pages for a picture book.

Square: Middle of the Text

Students usually are able to define the beginning of the text with accuracy but struggle with the important events in the middle of the text.

Square has each corner labeled with a number from 1-4. Each number represents one event in the story. Often a story has more than 4 events but it is important for students to learn that not all events need to be highlighted when retelling a story.

Students appreciate the comparison of book summaries to television show summaries. A student is unable to retell a television show word for word and the same is true of retelling a fictional text. As well, the events highlighted in the middle of the text are different for the students. The important element of the middle of the story is to identify the important events but not to disclose the closing of the book.

Circle: End of the Text

Circle represents the end of the text as it brings everything together. The end reveals the solution to the problem and gives a little insight to what might happen next. Students write the solution in the circle and add any thoughts about the book.

Guided Reading

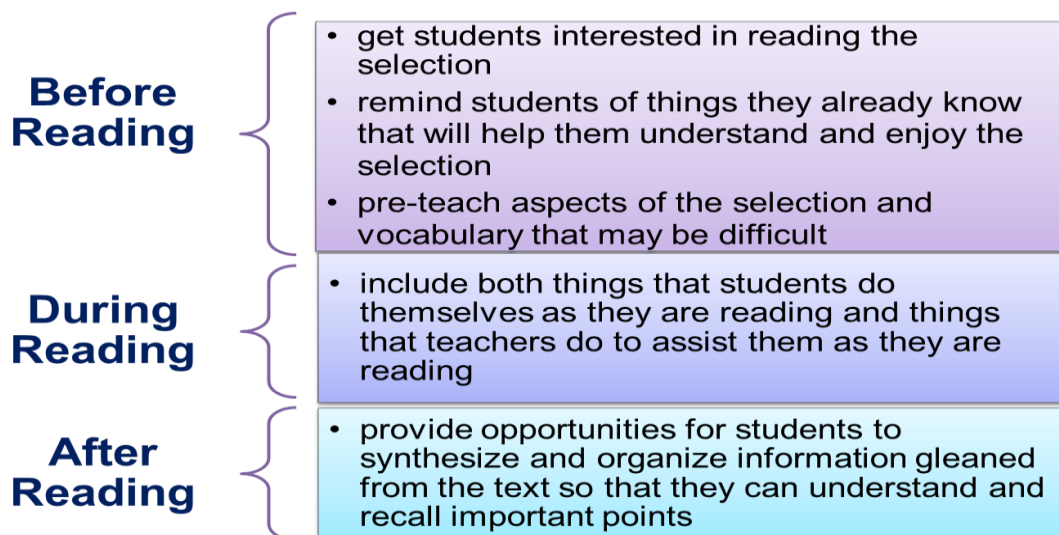
Purpose/Description

Guided Reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts. The text is easy enough for students to read with teacher support. The text offers challenges and opportunities for problem solving, but is easy enough for students to read with some fluency. Selections are chosen that students can read with about 90 percent accuracy to help students expand their strategies.

Procedure

- The teacher works with a small group of students with similar needs.
- The teacher provides introductions to the text that support children’s later attempts at problem solving.
- Each student reads the whole text or a unified part of the text.
- Readers figure out new words while reading for meaning.

- The teacher prompts, encourages, and confirms students' attempts at problem solving.
- The teacher and student engage in meaningful conversations about what they are reading.
- The teacher and student revisit the text to demonstrate and use a range of comprehension strategies.



High 5

Purpose/Description

The High 5 Reading Strategy is a simple and effective approach formulated to enhance the comprehensive abilities of students. By using this technique, students are able to understand the material and direct their attention to the details.

Procedure

1. *Activating Background Knowledge*

- KWL Charts
- Anticipation Guides
- Prediction Guides
- Background Knowledge Research
- Think Alouds

2. *Questioning*

Use Bloom's taxonomy to help students create higher-level thinking questions.

3. Analyzing Text Structure

Reading text that is not narrative is often difficult for students because they are unable to recognize the different patterns of text. Teaching students the different text structures will greatly increase their abilities to comprehend the reading of texts.

4. Creating Mental Images

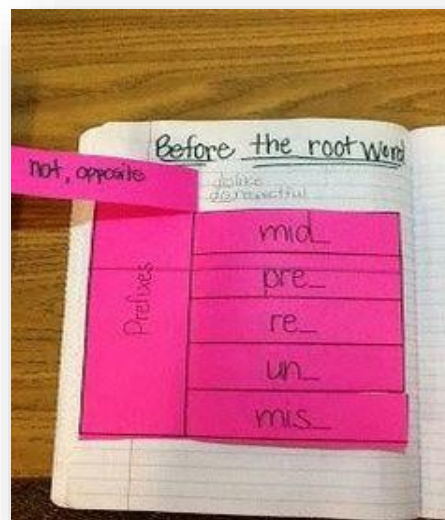
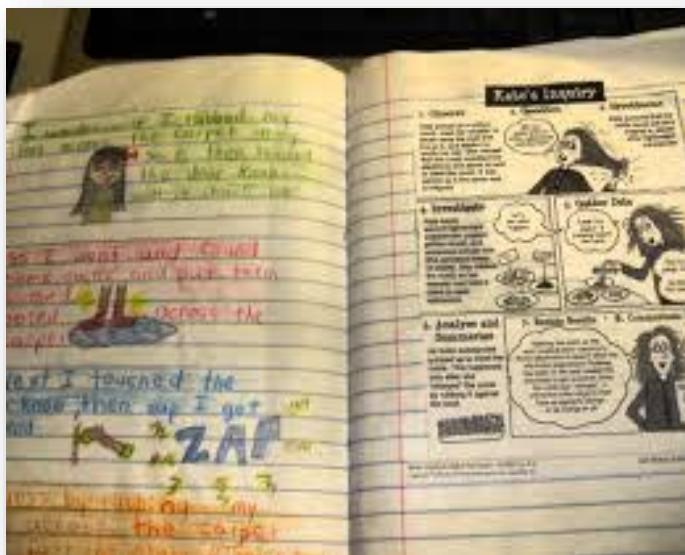
Narrative text allows readers to use their senses to experience the reading. Expository text may be more difficult to picture, so using the graphic organizers may help students to visualize the text and better understand what the author is trying to portray.

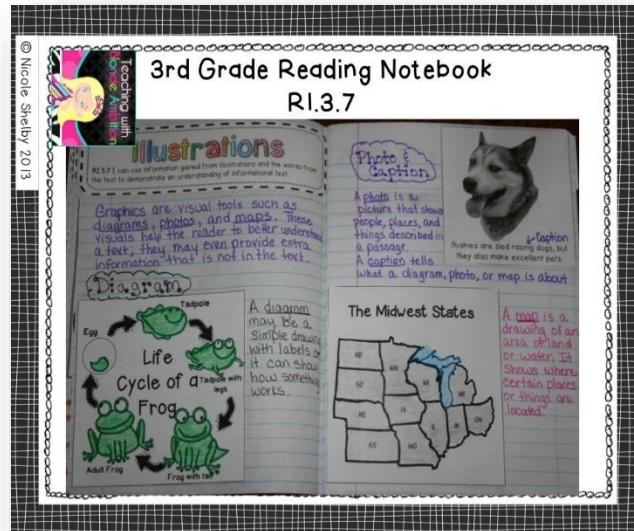
5. Summarizing

Interactive Reading Notebooks

Interactive Notebooks serve many purposes in the classroom. The notebooks become an “anchor” for the standards taught, as well, as a reference that students can use throughout the year. Interactive notebooks are engaging and address multiple intelligences. Students are allowed to become active participants in their learning. Students organize systematically as they learn. Interactive notebooks become a portfolio of individually learning.

Samples:





December



Link and Rethink

This is an inferential strategy that seeks to link a reader's prior knowledge and experiences with his or her comprehension of a given text by posing questions prior to reading and encouraging discussion after reading. The teacher will develop a set of two pre-reading questions for each main idea selected for the planned reading assignment. The first question should elicit prior knowledge of the topic, and the second should encourage students to imagine, speculate, and project beyond their past knowledge. Students will write their predictions and speculations before reading the selection. Then after reading, the students will review their written predictions about the passage. Discuss as a class how the new information from the text changed or reshaped the students' prior knowledge.

Note Taking

* *Sticky Notes* – Students will use sticky notes to mark interesting passages or places where they have questions or make connections while reading.

* *Sticky Notes #2* – Students respond to a Text Dependent Question charted on large paper by placing a sticky note on the chart.

Idea for Assessment

Utilizing *Sticky Notes #2* creates student product for a formative assessment, checking for their understanding of the Text Dependent Question.

QAR (Question-Answer Relationship)

Purpose/Description

Question-Answer relationship (QAR) is a strategy to be used after students have read. QAR teaches students how to decipher what types of questions they are being asked and where to find the answers to them. Four types of questions are examined in the QAR:

- ***Right There Questions:*** Literal questions whose answers can be found in the text. Often the words used in the question are the same words found in the text.
- ***Think and Search Questions:*** Answers are gathered from several parts of the text and put together to make meaning.
- ***Author and You:*** These questions are based on information provided in the text but the student is required to relate it to their own experience. Although the answer does not lie directly in the text, the student must have read it in order to answer the question.
- ***On My Own:*** These questions do not require the student to have read the passage but he or she must use his or her background or prior knowledge to answer the question.

Procedure

1. Depending on your students, you may choose to teach each type of question individually or as a group. Explain to students that there are four types of questions they will encounter. Define each type of question and give an example.
2. Read a short passage aloud to your students.
3. Have predetermined questions you will ask after reading. When you have finished reading, read the questions aloud to students and model how you decide which type of question you have been asked to answer.
4. Next, show your students how find information to answer the question (i.e., in the text, from your own experiences, etc.).

5. Model your thinking process for each type of question, and invite students to read another passage on their own, using a partner to determine the type of question and how to find the answer.
6. After students have practiced this process for several types of questions and over several lessons, you may invite students to read passages and try to create different types of questions for the reading.

Students may work by themselves, in pairs or small groups. Remind students that they should be prepared to discuss and debate their reactions to the questions and how they figured out their answers. QARs require students to activate both literal and critical thinking skills. For students who have a hard time thinking beyond the text, this will be a challenging task and will require a lot of time to apply to their own readings. These students will need consistent practice in determining the type of thinking the text is requiring them to answer.

Queries

Traditional questions are often aimed at retrieval of information from a text. Queries, however, serve to “crack open” meaning from the text. The teacher asks queries throughout the shared oral or silent reading at critical points in the text. They often address the *why* and *how* of the narrative or topic. Queries are normally open-ended but are also asked with the intent to foster specific understandings (*see LETRS Module 6, 2nd Edition*).

- Queries teach students to construct meaning during reading
- Queries, or discussion questions, encourage students to engage with ideas in text to build meaning
- Queries help teachers facilitate group discussion and student-to-student interaction

Sample Queries:

- What was the reason for that?
- Why do you think the character said that?
- What does that have to do with what the character just said or did?
- What does the author want us to think here?
- Why did the author choose this word?
- What’s this all about?
- Were you surprised here? Why?
- What might happen now?
- What do you wish would happen here?
- Is that part clear to you?
- So, what has happened so far?
- What problem is the person trying to solve?
- What do we know about _____ at this point?

Queries (During Reading)

- Pose queries at critical junctures in text
- Model the thoughts and questions of an inquiring reader by thinking aloud
- Teach children to: (a) ask for clarification; (b) summarize; (c) anticipate; and (d) ask questions of the author as they read
- Visualize or construct a mental image of settings, events, and concepts

Questioning the Author

This strategy is done during reading, and it allows teachers to ask specific questions of the students that will help them create meaning and reflect on the text while reading. During classroom discussion, teachers will assist students in going beyond sharing their opinions and ideas about a text they have read.

Read-Talk-Write

This strategy helps to monitor comprehension during reading. Students will read a small section of the text, then talk in pairs about what they read. Then, students will write a summary of the information from the text. Variations include: read-draw-write, read-draw-talk, and listen-talk-write.

Reciprocal Teaching

Reciprocal teaching is an instructional method or procedure that is designed to enhance students' reading comprehension. Scaffolded dialogue is the centerpiece of reciprocal teaching, designed to provide students with the skill to work in small groups or individually employing these same strategies without direct teacher involvement (but with continued teacher monitoring).

To begin, teachers model four reading strategies:

- 1) predicting
- 2) questioning
- 3) clarifying, and
- 4) summarizing.

The strategies are introduced, one at a time, over several lessons (four or more) and then practiced with teacher direction over many more lessons (10-12). After the initial introduction, students use reciprocal teaching to read and study in small groups. Reciprocal teaching has been used to help students who decode fairly well but struggle with comprehension. It is a useful learning and reading strategy for all readers in all content areas (2004 America's Choice Ramp-Up to Middle Grades Literacy).

Role Play

Students are required to step out of their role as the student and take on the characteristic of a character from the text. Role-play encourages creativity and high levels of thought from the student. This strategy is most successful when students are given time to research the character they are portraying.

Idea for Assessment

Use a rubric to score the students' interpretation and understanding of the character.

Selective Highlighting

Selective Highlighting/Underlining is used to help students organize what they have read by selecting what is important. This strategy teaches students to highlight/underline ONLY the key words, phrases, vocabulary, and ideas that are central to understanding the reading.

SQ3R

SQ3R is a comprehension strategy that helps students think about the text they are reading while they're reading. Often categorized as a study strategy, SQ3R helps students "get it" the first time they read a text by teaching students how to read and think like an effective reader.

This strategy includes the following five steps:

1. **Survey:** Students review the text to gain initial meaning from the headings, bolded text, and charts.
2. **Question:** Students begin to generate questions about their reading from previewing it.
3. **Read:** As students read, they need to look for answers to the questions they formulated during their preview of the text. These questions, based on the structure of the text, help focus students' reading.
4. **Recite:** As students move through the text they should recite or rehearse the answers to their questions and make notes about their answer for later studying.
5. **Review:** After reading, students should review the text to answer lingering questions and recite the questions they previously answered.

SQ3R requires the teacher to model.

1. Explain to students that effective readers do many things while reading, including surveying, questioning, reading, reciting and reviewing.
2. Choose a content area passage to read and model the five SQ3R steps.
3. During each step, make sure to explain what you're doing and why you're doing it.

4. After modeling, invite students to independently read a selection and practice applying the SQ3R steps. This could be completed as an in-class or take-home assignment.
5. Afterwards ask students to review their notes and reflect on the process. Were they surprised by how much they remember by using the SQ3R method?
6. Students may not be "sold" on this strategy the first time they try it. Not all readings will be worth the time it takes to complete the SQ3R steps. Help students understand, not just how to apply it, but when to apply it.

Summarizing

Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their memory for what is read. Summarization strategies can be used in almost every content area.

- It helps students learn to determine essential ideas and consolidate important details that support them.
- It enables students to focus on keywords and phrases of an assigned text that are worth noting and remembering.
- It teaches students how to take a large selection of text and reduce it to the main points for more concise understanding.

Procedure:

- Begin by reading OR have students listen to the text selection.
- Ask students the following framework questions:
 - What are the main ideas or central messages?
 - What are the crucial details necessary for supporting the ideas?
 - What information is irrelevant or unnecessary?
- Instruct students to use keywords or phrases to identify the main points from the text.

Text Dependent Questions

Text-dependent questions can only be answered by referring back to the text being read. The College and Career-Readiness Standards require students to read closely to determine what the text says explicitly and to make logical inferences from it.

Text Dependent Questions...

- Can *only* be answered with evidence from the text.
- Can be literal (checking for understanding) but must also involve analysis, synthesis, and evaluation.
- Focus on the word, sentence, and paragraph, as well as larger ideas, themes, or events.
- Focus on difficult portions of text in order to enhance reading proficiency.
- Can also include prompts for writing and discussion questions.

Prompts for Text Dependent Questions

FICTION – CHARACTER ANALYSIS

- What do you know about (character)? What words does the author use to show you?
- What are (character's) strengths? Weaknesses? What words and phrases does the author use for each?
- How does the main character treat other characters? What evidence does the author include?
- How does the main character change throughout the story? What evidence does the author include?
- How does the author show each character's feelings?

FICTION ELEMENTS AND STRUCTURES

- How does the author help you learn about the setting (time, place, season)? What do you learn from the text? From the illustrations?
- How does the character react to the setting? How do you know?
- How does the setting change through the story? How do you know?
- How does the dialogue help you understand the interaction between characters?
- An author usually does some research to help him/her write the text. What evidence of research do you find in this text?
- Can you tell if the story describes a particular culture? How do you know? Would the story be different if set in a different culture/setting?
- How does the sequence of events develop the story? Describe the major events of ___, in order.

AUTHOR'S WORD CHOICE

- What words or phrases grab your attention?
- What words or phrases tug at your heart?
- What beautiful language does the author use?
- What words (color, size, shape, material, proper names) help the author be specific?
- What strong verbs do you notice? How do they help you visualize the author's meaning?
- How do the author's words help develop sensory images?
- How does the author use transition words (such as *first*, *last*, *suddenly*, *later*) to help you transition from sentence to sentence, paragraph to paragraph, and section to section?
- What comparisons (simile, metaphor, personification) do you notice in the text? How do they help you understand the text?
- What onomatopoeia, interjections, and alliteration does the author use? How does it support you as a reader?

GENERAL QUESTION PROMPTS

- How do you know?
- Explain your thinking. What is the evidence?
- What is the author's purpose? How do you know?
- What is the author's point of view? How do you know?
- The phrase ___ means ___.
- I think the author means ___ when he/she says ____.
- ___ is an example of ____.
- What does the author want us to know about ___?
- What is the author's message to his/her readers?
- What ideas in the text support/validate ___?
- What do you learn from the illustrations?
- What do we know from the title and cover?
- What context clues tell you what (word) means?
- What do you notice about the author's use of punctuation?
- What does ___ mean? How do you know?

NONFICTION TEXT FEATURES

- What new information did you learn from the captions?
- Why did the author use (specific text feature) on this page?
- How does the author use ___ (table of contents, index, glossary, labeled diagram, heading, bold/underlined/ italicized words) to help you gain information?
- What text structure(s) does this author use (question/ answer, problem/solution, description, cause/effect, sequence, compare/contrast)? Why was this a good choice?

NONFICTION

- What did you learn after reading this ___ (sentence, paragraph, passage, page)?
- What is the most important point in this ___ (paragraph, passage, page, piece)? How do you know?
- What supporting details does the author include to help you learn about ___?
- What does the author think about ___?

Two-Word Summary

The objective of this strategy is for students to briefly summarize chunks of text into two words.

Visualizing

Read aloud a descriptive passage while students close their eyes and imagine how it looks. After reading, allow students to draw or write what they *see*, and justify how the text supports their image. When students cannot visualize what they have read, they have more difficulty comprehending.

Appendix

3-2-1 Strategy
ABC Brainstorming
Go Charts
Guided Reading Lesson Plan Template
High 5
Question Answer Relationship
Reciprocal Teaching
Retelling Organizer
SQ3R
Text Dependent Questions

3-2-1 Strategy


3	
2	
1	

ABC Brainstorming Strategy

A	G	M	S
B	H	N	T
C	I	O	U
D	J	P	V
E	K	Q	W
F	L	R	XYZ



Suggested Five Day Plan to Using the GO! Chart

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p>Build background knowledge around the story you have chosen. Read the title of the book, covering the illustration and ask the students to predict what they think the story might be about. Discuss the reasoning behind the predictions. Show the students the picture on the front cover and ask them to make further predictions about what they think the story might be about. Students may modify their predictions based on the new information. Record their responses under PREDICTIONS on the GO! Chart. Ask the students to predict some words that the author might use to tell the story and record these words on the GO! Chart under VOCABULARY. Also, reveal any words that students will encounter in the story that you think they should know.</p>	<p><i>Before Reading</i> Review the predictions and the vocabulary words that were made the day before.</p> <p><i>During Reading</i> Read the story with fluency and expression. Do a think-aloud. Tell the students what you noticed and explain how you know this. Show the students that "...the answer is right here in the text." Your 'think-aloud(s)' will lead to a deeper understanding of the text.</p> <p><i>After Reading</i> Ask the students to confirm or disconfirm the accuracy of their predictions and see which vocabulary words appeared in the story.</p> <p>Do a <i>think-pair-share</i> involving an explicit question. Students will share their ideas after a few minutes of 'thinking' with a partner. Record their response(s) to your explicit question under UNDERSTANDINGS on the GO! Chart. This activity encourages student to deepen their understandings about characters' feelings and actions, about the setting and about the problem and solution.</p>	<p><i>Before Reading</i> Read over the UNDERSTANDINGS comments on the GO! Chart. Discuss how we found the answer in the text.</p> <p><i>During Reading</i> Re-read the text or portions of the text as a review. Do a think-aloud. Tell the students what you wonder about and how you have come to a 'conclusion' about what you are wondering. Explain that the answer is implied (we need to infer). My 'conclusion' is based on clues in the text and what is in 'my head/what I think'. Remember, your think-aloud(s) will lead to a deeper understanding of the text.</p> <p><i>After Reading</i> Do a <i>think-pair-share</i> involving an implicit question. Students will share their ideas after a few minutes of 'thinking' with a partner. Record their response(s) to your implicit question under INTERPRETATIONS on the GO! Chart.</p>	<p><i>Before Reading</i> Re-read the UNDERSTANDINGS and INTERPRETATIONS comments on the GO! Chart. Discuss how sometimes we find the answers in the text and sometimes the answers are in your head (and in the text).</p> <p><i>During Reading</i> Re-read the text or portions of the text as a review. This time, your think-aloud will involve making connections. When making connections, model how we choose a specific passage from the text and explain how 'this reminds me of...' or 'this makes me think of a time when...'</p> <p><i>After Reading</i> Ask students to make their own connections to a specific passage in the text. Students should make connections between the text and their own feelings and experiences (text-to-self), other texts (text-to-text), and their knowledge of the world (text-to-world). Record their responses under CONNECTIONS on the GO! Chart.</p>	<p><i>Before Reading</i> Re-read the UNDERSTANDINGS, INTERPRETATIONS, and CONNECTIONS comments on the GO! Chart.</p> <p><i>During Reading</i> Do a clean read.</p> <p><i>After Reading</i> Using pictures or the GO! Map (if necessary), invite the students to retell the story to refresh their memory of the text. Encourage the use of anchor words (This story is about..., First..., Then..., Next..., Finally..., At the End..., This story reminds me of...). When appropriate, teacher inserts significant vocabulary from the text (if it is not used in the retelling). Record the students' responses under RETELLING on the GO! Chart.</p> <div style="text-align: center;"></div>

GUIDED READING LESSON PLAN EXAMPLE

Group/ Students				
CCRS Focus Standard Teaching Point(s) RF: Reading Foundatio nal Skills RL: Reading Literature RI: Reading Informatio nal Text	RF Standards			
	Print Concepts RF1	Phonological Awareness RF2	Phonics RF3	Fluency RF4
	RL Standard 1	RL Standard 2	RL/RI Standard 3	
	Infer Drawing Conclusion(s) Cite Evidence	Theme/Message/Lesson/ Moral Key Details	Character Analysis RL Sequence of Events RL Cause and Effect RI	
	RL Standard 4	RL/RI Standard 5	RL/RI Standard 6	
	Interpret Words/Phrases Figurative Meaning	Text Structure RL Text Features RI	Narrator Point of View RL Reader Point of View RI	
	RL/RI Standard 7	RI Standard 8	RL Standard 9	
	Using Illustrations RL Using Maps, Photos RI	Comparison, Cause/Effect, Sequence	Compare/Contrast	
Text	Title:			Lexile Level or GE:
Before Reading	<ul style="list-style-type: none"> Running record/DIBELS-Familiar reading Introduce vocabulary Set purpose for reading & link to schema (Picture walk) Emphasize strategy/teaching point May ask questions to be answered through reading (may give tools such as sticky notes, graphic organizers, etc. for students to use as they read) 		Words to Locate:	Page #:
Set Purpose/Teaching Point: Book Introduction Notes:				

During Reading	<ul style="list-style-type: none">• Students read at their pace (Rate)• Teacher listens to students read (Expression & Accuracy) individually. (Lower level students typically need to whisper/read aloud.)• Provide cues & prompts• Students may use tools (sticky notes, graphic organizer, etc.)• Check for use of strategy – emphasis on strengths with perhaps a point to work on• Makes notes about the skills/strategy use of different readers.		Notes:
During Reading Behaviors :	s-t-r-e-t-c-h-i-n-g	Flipping vowel sounds	Reading through the words
	One-to-one match	Self-Correcting	Chunking
	Cross Checking	Re-Reading	Sight Word Recognition
After Reading	<ul style="list-style-type: none">• Discuss book/story-emphasize higher level questions, especially for higher students• Focus on teaching point- may revisit text for examples• Assesses student’s understanding of what they read. Students may respond through writing (Comprehension/Writing Connected to Text)• May do fluency practice		
After Reading Comp Questions	Literal		
	Inferential		
Next Steps/Reflection:			

HIGH 5!

Comprehension Strategies

1 Activating
background knowledge



2 Questioning ^{??}?

3 Analyzing text
structure



4 Creating
mental images



5 Summarizing



Question-Answer Relationships

In the Book	In My Head
<p>Right There</p> <p>The answer is easily found in the text. The exact words for the questions and answers are located in the same sentence.</p>	<p>Author and You</p> <p>The answer is not in the text. The reader combines previous knowledge with text information to create a response.</p>
<p>Think and Search</p> <p>The answer is in the text, but requires gathering information from different places in the selection.</p>	<p>On My Own</p> <p>The answer is not in the text. The reader uses previous experience to respond.</p>

Reciprocal Teaching

Predict: Based on what you've read and what you know, what do you think will happen next? What clues helped you to think about what will happen next? Is your prediction logical?	Clarify: Was there a word you weren't sure about? What is it? What page is it on? What can we predict it means? How can we check it? Were there any ideas that were confusing to you or that you don't understand? What strategies can we use to figure this out?
Question & Connect: Is there anything that you did not understand? Is there anything that did not make sense? What were you thinking about as you were reading? Has anything like this ever happened to you? Have you ever known anyone like this character? What are you curious about?	Summarize: What are the most important ideas or events? What does the author want you to remember or learn from this? What is the most important information in this passage? What was this passage mostly about? In your own words...

Reciprocal Teaching Cards

Predict

Based on the title, I predict this is going to be about ____.

I think the next part will be about ____.



Based on _____ (a clue) I

Teacher-Like Question

Who is ____?

What is/does ____?

When is ____?

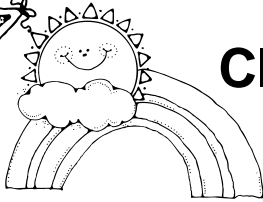
Where is ____?

Why is ____ important?

Why does ____ happen?



Clarify



1. Reread
2. Look for little words inside big words
3. Look for root words, prefixes or suffixes
4. Look for commas, parentheses, or bold-face type.
5. Think of a similar word
6. Substitute a word
7. Use a reference

Summarize

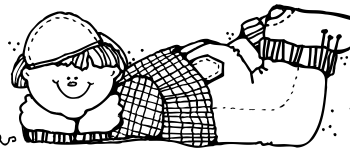
Who? What? When? Where? Why? How?

This story/paragraph is mostly about ____.

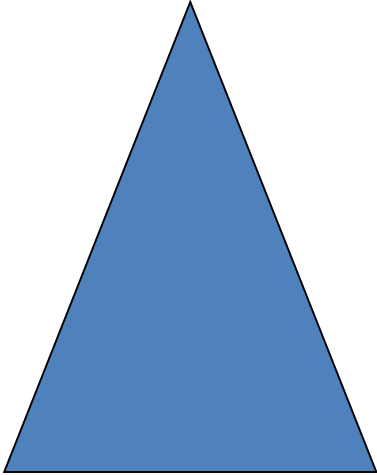
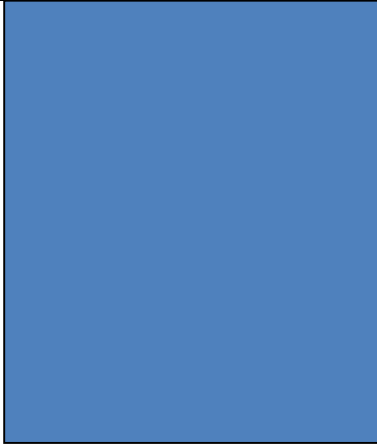
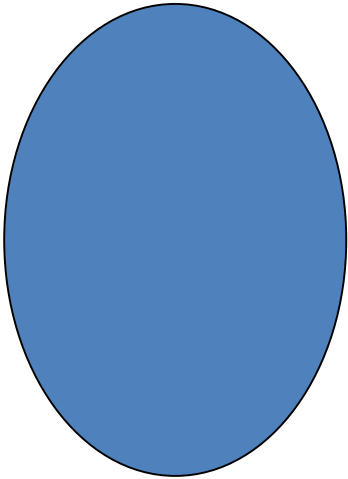
The topic sentence is ____.

The author is trying to tell me ____.

This is mostly about ____.



Retelling Organizer

The Beginning		Setting, Characters and Problem
The Middle		Events towards solving the problem
The End		The resolution to the problem

SQ3R

S

- Survey

Q

- Question

R

- Read

R

- Recite

R

- Review

TEXT DEPENDENT QUESTIONS



General Understanding

Main Idea, Organization

Is the argument the author presents effective? Using examples from the text, explain why or why not.

Key Details

Who, What, When, Where, Why

What is the central idea of ____ (title of text)? Summarize the story/drama/poem objectively.

Vocabulary & Text Structure

Literal, Inferential, Figurative

Which words help the reader understand the meaning of ____? How does the text structure contribute to the story? Use examples from the story.

Author's Purpose

Entertain, Inform, Persuade, POV

What is the author's purpose? How does the author use rhetoric to advance that purpose? Use examples from the text.

Inference

Clues, Conclusions, Connotation

What values and beliefs motivate the main character? What inferences can you draw from your analysis of the text?

Opinions, Arguments, Intertextual Connections

Author's Opinion, Claims, Evidence

Is the argument the author presents effective? Using examples from the text, explain why or why not.

Text Dependent Question Stems

KEY IDEAS AND DETAILS: STANDARDS 1-3

CCRA.R.1

- Cite evidence to prove what is indirectly stated in the text.
- Cite examples to show what the author is trying to say.
- What clues show you...?
- Who are the main characters? Cite evidence to prove it.
- What is the setting? Cite evidence. When does the story take place? How do you know?
- What evidence showed...? Cite evidence to show how...

CCRA.R.2

- What is the central idea? Cite evidence to prove it?
- What is the central message? Cite evidence to prove it.
- What is the theme? Cite evidence to prove it?
- What is the topic? Cite evidence to prove it.
- What are key ideas or details?
- Where does the author prove the intended message?
- Summarize the main ideas, details, or points of the text.
- Explain how the author shows the central idea. Cite evidence.

CCRA.R.3

- What evidence shows that a character is working on a solution?
 - What evidence shows that a character is having a conflict?
 - Explain and cite evidence that shows how the characters relate to each other.
 - Cite evidence to show that a specific character is changing.
 - Cite evidence to show how the events unfold.
 - How did the central idea of the text develop? Cite evidence.
 - Cite evidence to show how the plot is revealed.
 - Explain how the key points, ideas, and message are made known. Cite evidence.
-

CRAFT AND STRUCTURE STANDARDS 4-6

CCRA.R.4

- What is the meaning of _____ as used in the text?
- What is the meaning of the phrase _____ as used in the text?
- How does the word _____ contribute to the _____ ?
- How does the phrase _____ contribute to _____?
- What is the purpose of this word? What is the purpose of this phrase? What in the text helped you understand this work?
- What in the text helped you understand the meaning of this phrase?

CCRA.R.5

- The text begins with...How does the beginning shape the text?
- What does the opening help you recognize?
- How does the sentence...affect the structure?
- How the chapter ...affect the overall text?
- How does stanza... fit into the overall structure?
- How does paragraph... fit into the overall structure?
- Where in the text does the author show...? How does this affect the text?
- The text ends with...Describe how this wraps up or closes the text?

CCRA.R.6

- How does the author develop the point of view in the text?
- What is the purpose of the text? The author included _____ in the text. Determine why. Cite evidence to support.
- Locate a sentence, phrase, or paragraph that persuades. Cite evidence to explain how.
- Locate a sentence, phrase, or paragraph that informs. Cite evidence to explain how.
- Locate a sentence, phrase, or paragraph that entertains. Cite evidence to explain how.
- Locate a sentence, phrase, or paragraph that describes or explains something. Cite evidence to explain how.

INTEGRATION OF KNOWLEDGE AND IDEAS

STANDARDS 7-9

CCRA.R.7

- What is the purpose of the information that is graphically displayed? Cite evidence to explain.
 - What information did you gain from the graphics that is not written in the text? Cite evidence to explain.
 - How do the graphics affect the meaning of the text? Cite evidence to explain.
 - What is the purpose of the illustrations? Cite evidence to explain.
-

- Describe the relationship between the graphics and the text.
- Explain the purpose of the_____.
- How do the graphics enhance the meaning of the text? Cite evidence.

CCRA.R.8

- How does the author support the points of the text? Cite evidence to explain.
- Describe how the author proves the key ideas of the text. Cite evidence.
- Does the author support the intended message with adequate information? Cite evidence to support your opinion.
- Cite evidence that supports the various points of view in the (text, article, paragraph, graphic, picture, etc.)
- How does the tone of the text change? Why does it change? Cite evidence to explain.
- What evidence does the author give that relates to the argument?
- Describe which reasons and evidence support specific points.

CCRA.R.9

- How do the two texts address similar themes? Cite evidence to explain.
- How do the texts address similar topics? Cite evidence to explain.
- Cite evidence that supports the similarities of the texts.
- Compare and contrast the texts.
- Describe the different approaches the authors of the (articles, paragraphs, pictures, graphics, etc.) use to communicate information on the same topic. Cite evidence to explain.
- Describe how the concepts/information about the same topic are presented in the (articles, paragraphs, pictures, graphics, etc.)

Using text dependent questions and close reading strategies will help students move towards being able to:

Read and comprehend complex literary and informational texts independently and proficiently.
(CCRA.R.10)

Resources

- <http://csai-online.org/sites/default/files/resource/38/Supporting%20Students%20in%20Close%20Reading.pdf> (Article)
 - <http://guidedreading101.weebly.com/lesson-plan-templates.html> (Guided Reading Lesson Plan Templates)
 - <http://forpd.ucf.edu/strategies/stratABC.html>
 - [LETRS Module 6](#)
 - <http://literacymalden.wikispaces.com/file/view/Bookmarks%20for%20Reciprocal%20Teacher.pdf> (Bookmark)
 - <http://literacymalden.wikispaces.com/file/view/Recording%20Sheet%20for%20Reciprocal%20Teaching.pdf> for reciprocal teaching (Recording Sheet)
 - <http://literacymalden.wikispaces.com/file/view/Tic%20Tac%20Toe%20for%20Reciprocal%20Teaching.pdf> (Tic Tac Toe)
 - http://pde.state.pa.us/reading_writing/cwp/view.asp?A=196&Q=98157
 - <http://www.adlit.org/strategies/19802>
 - <http://www.adlit.org/strategies/19803/> (Background/Benefits)
 - <http://www.adlit.org/strategies/23332/>
 - http://www.amy-laurent.com/images/docs/VS_Go_Chart.pdf (Go-Chart Printable)
 - <http://www.bhsd228.com/reading/docs/pdf/sq3rreadingworksheet.pdf> (Student template)
 - http://www.cesa4.k12.wi.us/cms_files/resources/Text-Dependent_Questions_Template.pdf (Text Dependent question template)
 - <http://www.dentonisd.org/cms/lib/TX21000245/Centricity/Domain/1614/High%20Five.pdf> (High 5 Strategy Article)
 - <http://www.desotocountyschools.org/?PN=Pages&SubP=Level1Page&L=1&DivisionID=10922&DepartmentID=11058&PageID=17991> (Guided Reading Videos)
 - <http://www.gedtestingservice.com/uploads/files/91b04ab85d851656f4ac959aadb57cf0.pdf> (Steps in Close Reading; Close Reading Template; Sample Lesson)
 - http://www.glencoe.com/sec/teachingtoday/subject/creating_learn_centered.phtml
 - <http://www.justreadnow.com/strategies/frame.htm>
 - <http://www.learner.org/jnorth/tm/ReadStrat17.html>
 - http://www.nassp.org/Content/158/pl_sept12_instructldr.pdf (Article)
 - http://www.nassp.org/tabid/3788/default.aspx?topic=Instructional_Leader_0912 (Article & Description of text dependent questions)
 - <http://www.neiu.edu/~kcrueda/linkandinsertstrategy.doc>
 - <http://www.readingeducator.com/strategies/SQ3R.pdf> (Template)
 - <http://www.readingquest.org/strat/321.html>
 - <http://www.readingquest.org/strat/qta.html>
 - http://www.readingrockets.org/strategies/question_the_author
 - http://www.readingrockets.org/strategies/reciprocal_teaching
 - <http://www.scholastic.ca/clubs/images/whatisgrl.pdf> (Purpose & Procedures for Guided Reading)
 - <http://www.scholastic.com/teachers/lesson-plan/graphic-organizers-reading-comprehension> (Free story maps and graphic organizers)
 - <http://www.studygs.net/texred2.htm> (Description/Steps)
 - <http://www.tc.umn.edu/~jewel001/CollegeWriting/READSPEAKTHINK/READ/HowToRead.htm#Critical>
 - <http://www.teachervision.fen.com/reading-comprehension/skill-builder/48791.html>
-

- <http://www.teacherweb.com/LA/lancasterelementary/NRoberts/Comprehension-GO-Chart.pdf> (Comprehension Go-Chart printable)
 - http://www.teachtci.com/pdf/webinar_handouts/Interactive_StudentNotebook_Getting_Started.pdf (How to get started with interactive notebooks)
 - <http://www.world-affairs.org/globalclassroom/curriculum/ReadingToLearn2.pdf>
 - <https://www.learninga-z.com/commoncore/close-reading.html>
-

January

Writing Connected to Texts

1 x 3 x 10 Writing Activity (1st-5th Grade)

The 1 x 3 x 10 writing activity is a great way to develop writing fluency in a short amount of time. Students are given a short amount of time to write, the writing task becomes a game as students race against the clock. There will not be time for prewriting and planning, so let students know that they have to put pen to paper and go! Students can write their responses in their journals, notebooks, or on a separate piece of paper.

Steps:

1. Develop a writing task that has high interest and is familiar. Students should use what they know and information that they have read about the topic to support their ideas.
2. Provide a writing prompt verbally and in writing.
3. Establish your expectations. Do not allow students to ask questions once the time has started. Let students know that this is an exercise and will not hurt their grades if they do not finish on time.
4. Set students to task. Provide time benchmarks along the way.

Ideas for Assessment:

Some initial qualities to look for when examining the responses include:

- Concepts/ideas relevant or key to the content/topic at hand
- Writing Fluency
- Discuss the responses with the class—focus on how responses show understanding of the content/topic at hand

Variations of the 1 x 3 x 10

1 page	3 paragraphs	10 minutes
1 paragraph	3 supporting details	10 minutes
1 sentence	3 descriptive words	10 minutes
1 claim	3 examples of evidence	10 minutes

3-2-1 Strategy (1st-5th)

After reading a non-fiction (informational) book or passage and when the teacher closes out the lesson, the students will reflect on what they have learned through their reading by completing this graphic organizer. Students can do this individually, in pairs, or in a small group.

Ideas for Assessment:

- Use the information and questions that the students write to drive instruction further for the lesson topic
- Use the information written by students to gauge the level of student understanding of the lesson topic and reading.

Analyzing Writing Prompt Activity (1st -5th Grade)

Students often have trouble writing in response to reading simply because they do not understand the prompt. This activity gives students a strategic formula to help breakdown any prompt that is given to them.

Use the steps below to help you analyze (breakdown) your writing prompts.



Circle Verbs

Circle verbs in your prompt like summarize, list, explain, and Identify.

Example: Summarize the events in a story.



Underline Your Tasks

Underline what the verbs in the prompt ask you to do. If there is a Who, What, Where, When, Why type question in the prompt, rewrite the question into statement that begins with a verb.

Example: Summarize the events in a story.



Number Your Verbs

Go back and number each of the verbs you circled.
Number your verbs in the order you will write about them.



Box Your Audience

Draw a box around the stated audience. If the prompt does not state your audience, write in a formal tone.

Example: 1 Explain the story to your friend.

Ideas for Assessment:

Some initial qualities to look for when examining the responses include:

- Concepts/ideas relevant or key to the content/topic at hand
- Prompt was responded to in its entirety
- Discuss the responses with the class—focus on how responses show understanding of the content/topic at hand

Four Square Writing Strategy (K-5th Grade)

After reading a story or passage, students will use the four square model organizer to identify the main idea or topic of text and then add supporting details. This organizer will aid in the transition of writing a summary or paragraph that includes main idea and key details. Teachers can also place a text dependent question in the center of the organizer and use the outer spaces to use text evidence to answer the question.

Ideas for Assessment:

Teacher will use student's content written in organizer to determine level of understanding of main idea of passage and written communication skills.

Persuasion Map (3rd-12th Grade)

The Persuasion Map is a graphic organizer that enables students to map out their arguments for a persuasive essay or debate. Students begin by determining their goal or thesis. They then identify three reasons to support their argument, and three facts or examples to validate each reason. This map may be used electronically by going to this website:

<http://www.readwritethink.org/classroom-resources/student-interactives/persuasion-30034.html>

Some initial qualities to look for when examining the responses include:

- Concepts/ideas relevant or key to the content/topic at hand
- Prompt was responded to in its entirety
- Discuss the responses with the class—focus on how responses show understanding of the content/topic at hand

Reader's Response Journal (1st -6th Grade)

There are different ways readers can respond to literature in order to gain insight into text, reveal their thinking, and interact with literature in meaningful ways. A reader's response journal is a perfect way to engage students in literature through writing. It also teaches students how to comprehend what they read at a higher level because it teaches them to think about their reading.

Process:

- At the beginning of the year, model for your students the purpose and use of reader's response journals. You can do this as part of one of your mini-lessons when introducing students to independent reading or Reader's Workshop.
- As you read, write your personal response in your reading log.
 - State your feelings, thoughts, reactions, and questions about situations, ideas, actions, characters, settings, symbols, plots, themes, and any other elements in the story. You can't be wrong in your responses, so take risks and be honest.
 - Write about what you like and dislike, what seems confusing or unusual to you.
 - Tell what you think something means.
 - Make predictions about what might happen later.
 - Relate your personal experiences which connect with the plot, characters, or setting. Don't just summarize the plot. Let me hear your voice. Remember your response journal is a place to record your reactions and questions, not a place to simply summarize what you have read. Sometimes a summary will be necessary to get your point across, but make sure you include more than just a summary of what is happening.
 - Support your summaries with what you are feeling as you read your book. Doing this will help you get the MOST from your book.

Ideas for Assessment:

Some initial qualities to look for when examining the responses include:

- Ensure that students are writing more than just a summary.
- Verify that students are making connections and responding to the books they are reading.
- Discuss the responses with the class—focus on how responses show understanding of the content/topic at hand.

Reading Response Tic -Tac- Toe (1st-5th Grade)

A tic-tac-toe board is a great way to give students a choice with their assignments for reading response. On days when students are doing a quick response they can choose an open square on the tic-tac-toe board and respond to it on a page in their reading binder. Part of the fun is trying to achieve a tic-tac-toe, but students are actually answering prompts that are within, about, and beyond the text.

Story Mapping for Comprehension Strategy (1st-5th Grade)

After students have read a story or passage at their instructional level, then discuss what happened in the story or passage and the student's reaction to it. Discuss the setting, names of characters, story problem, and solution to the problem.

Steps:

1. Give each student a piece of paper.
2. Have students fold the paper in half lengthwise, then twice widthwise, to make eight symmetrical rectangles.
3. In the first rectangle, have the students write the title and author of the story.
4. In the following rectangles, have the students write/draw the characters, setting, plot, and solution. A story element may take more than one rectangle. Continue work for more than one day if necessary.

Ideas for Assessment:

Some initial qualities to look for when examining the responses include:

- Concepts/ideas relevant or key to the content/topic at hand
- Eliminating responses that definitely do not fit
- Discuss the responses with the class—focus on how responses show understanding of the content/topic at hand

Text Dependent Questions Worksheet Strategy (K-5th Grade) See Appendix

Prior to beginning a close read:

- *Identify the Core Understandings and Key Idea of the Text*
As in any good reverse engineering or “backwards design” process, teachers should start by identifying the key insights they want students to understand from the text—keeping one eye on the major points being made is crucial for fashioning an overarching set of successful questions and critical for creating an appropriate culminating assignment.
- *Think about how this text fits into the culminating assessment*
Remember, any culminating activity should integrate the key ideas or understandings identified at the onset and should include (a) mastery of one or more of the standards, (b) involves writing, and (c) is structured to be completed by students independently.
- *Identify the Standards That Are Being Addressed*
The teacher will use the Text Dependent Questions Worksheet to develop text dependent questions to ask throughout a close read. The students will use written responses to answer the questions while referring back to text. The students can answer questions individually, in pairs, or in small groups.

Text Structure Resource Strategy: (K-5th Grade) See Appendix

The teacher will guide the students to decide what the text structure is of the text, story or passage, read. After discussion and agreement of the text structure used, the students will use the text structure work-map resource to choose a graphic organizer and then will use the paragraph frame to write.

Wondering Reading Response (2nd-5th Grade)

Developing readers benefit from being taught to stop and think about what they are reading. After mini-lessons on this topic, students use this organizer to help them remember to stop and reflect on what they've read. When the students are just beginning to use this strategy, guide them with pre-selected stopping points “during reading” periodically while they are reading.

Process:

The students ask questions before, during, and after reading. They record their questions on sticky notes and place them in the spaces provided. When answers to the questions are discovered, the students record those answers under the appropriate sticky note.

Ideas for Assessment:

Some initial qualities to look for when examining the responses include:

- Questions are relevant or key to the reading
- Questions are being answered
- Discuss the responses with the class—focus on how responses show understanding of the reading

Top Hat Strategy for Comparing and Contrasting (K-5th Grade)

The Top Hat Graphic Organizer is used for comparing and contrasting. It is an alternative to the Venn diagram. It is great for all subjects; comparing texts, words, experiments, properties, equations, numbers, etc. Students can use this to compare two stories, two ideas, two characters, etc. Students can use this organizer when transferring information to a writing piece by adding signal words between the differences on the top part of the hat. This organizer places the differences side by side for easier transfer to a writing piece.

Ideas for Assessment:

Some initial qualities to look for when examining the responses include:

- Concepts/ideas relevant or key to the content/topic at hand
- Eliminating responses that definitely do not fit
- Discuss the responses with the class—focus on how responses show understanding of the content/topic at hand

Appendix

3-2-1 Strategy
Four-Square Writing Method
Persuasion Map
Reading Response Tic-Tac-Toe
Top Hat Graphic Organizer
Wondering Reading Response

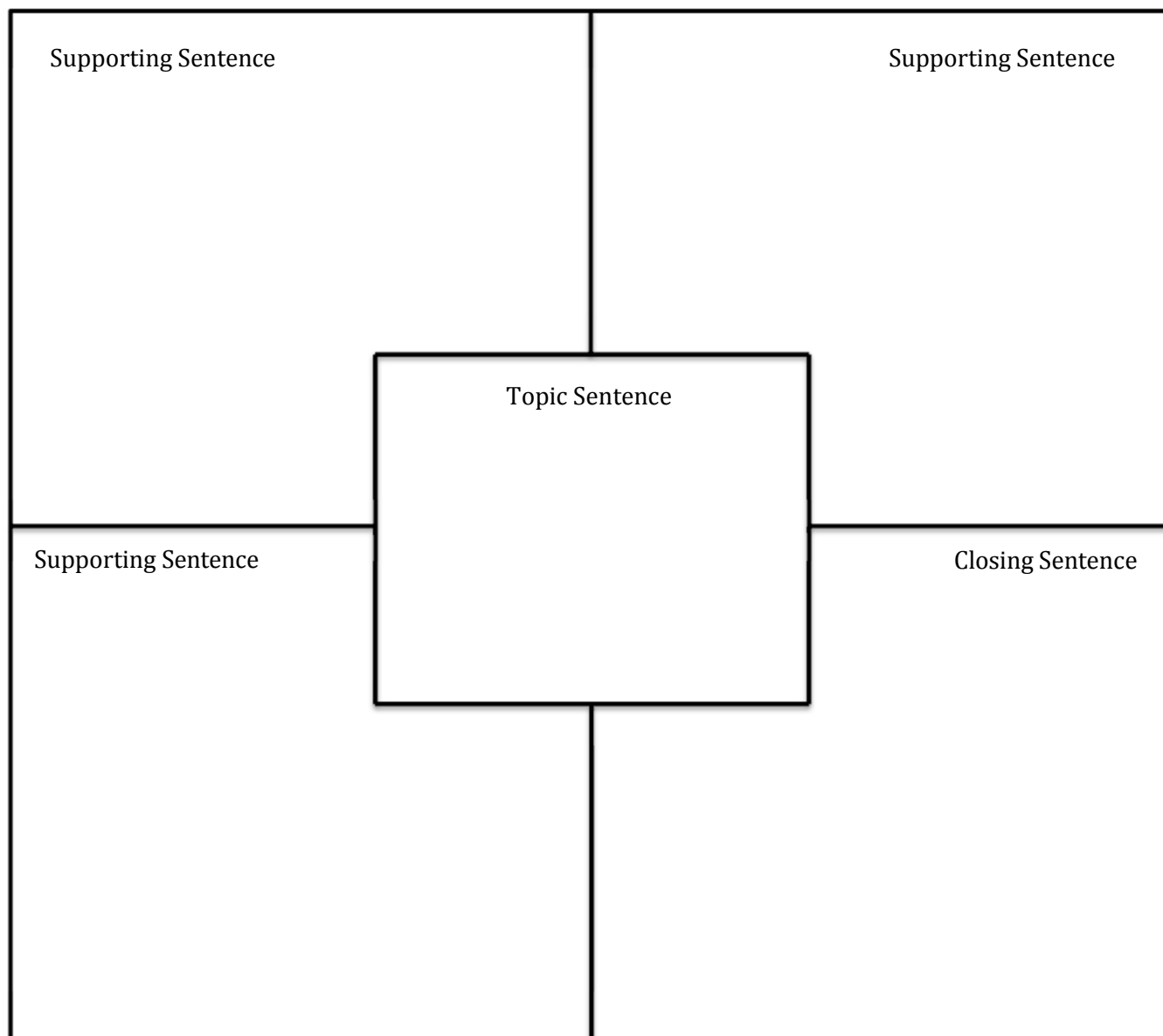
3-2-1

3	Things I Learned Today ...
2	Things I Found Interesting ...
1	Question I Still Have ...

3	Things I Learned Today ...
2	Things I Found Interesting ...
1	Question I Still Have ...

Four-Square Writing Method

(Paragraph)



Four-Square Writing Method

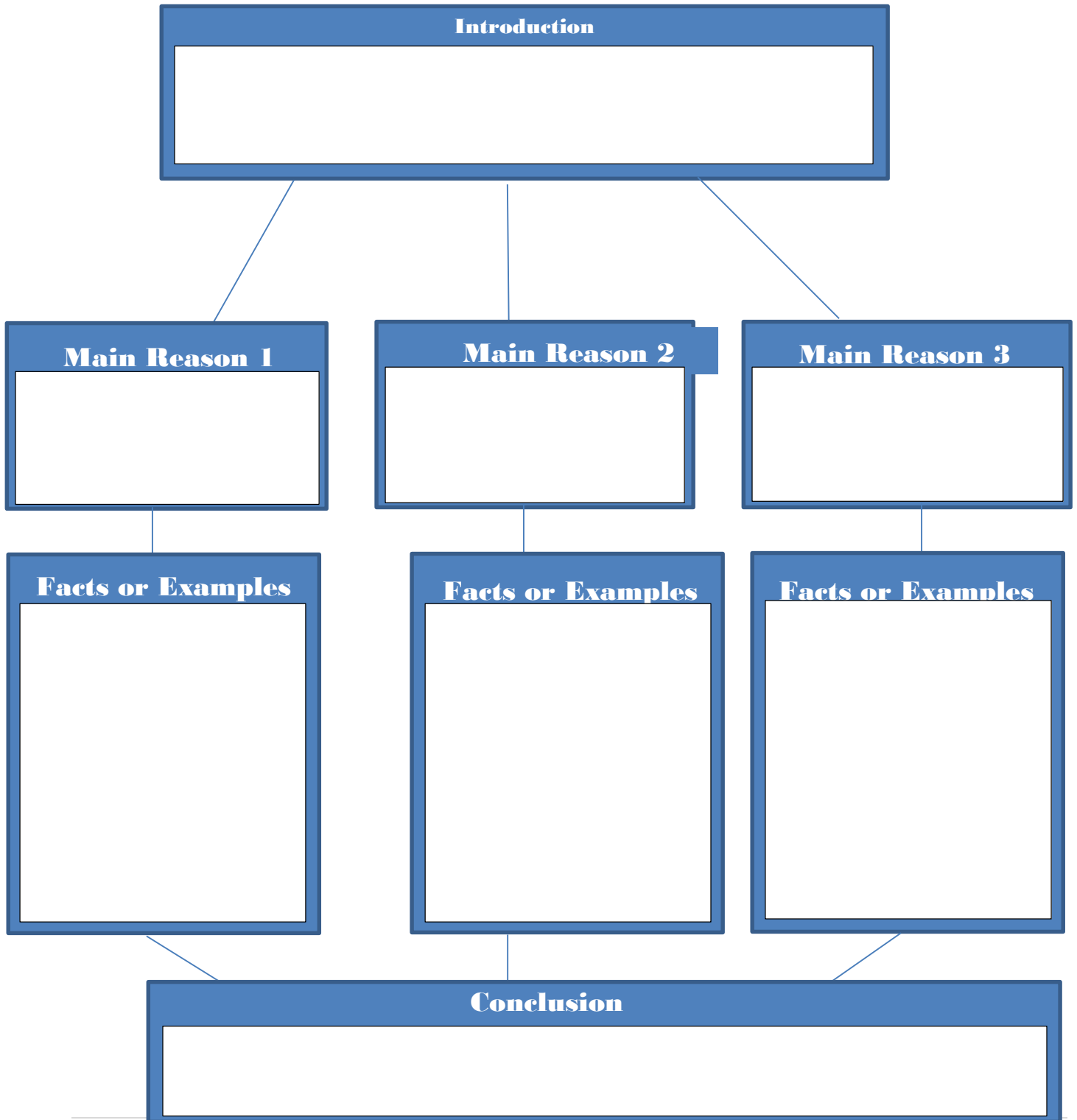
(Essay)

<p>Reason:</p> <p>Detail</p> <p>Detail</p> <p>Detail</p>	<p>Reason:</p> <p>Detail</p> <p>Detail</p> <p>Detail</p>
<p>Introductory Paragraph</p>	
<p>Reason:</p> <p>Detail</p> <p>Detail</p> <p>Detail</p>	<p>Wrap up paragraph</p>

Persuasion Map

By: _____

Topic: _____



Top Hat Graphic Organizer

Directions: Use the Top Hat Graphic Organizer to Compare and Contrast the following topics:

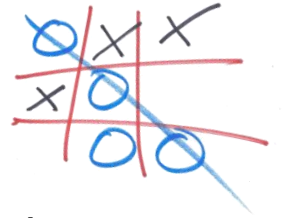
Topic 1:	Topic 2:
Similarities	

Date:

Pages Read:

[illegible][illegible]

Reading Response Tic Tac Toe



Do one of the activities below in your reading binder and mark it off with an X. The next time you do an activity, mark it with a O. Switch back and forth between X and O until you have a tic tac toe!

Why did you choose this book to read?



Write a three sentence summary of what you read today. Write the details in order.



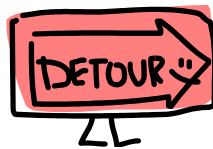
If you could ask your main character one question, what would it be?



What character in your story would you like to invite over to your house? Explain why.



If you were the author, what's one thing you would change about the book and why?



If you wrote a sequel to this book, what title would you give it and why?



Describe the setting in your book including time and place.



You are going to give one character in your book an award for one of their character traits. What would the award be and why?



What lesson do you think the author wants you to learn from reading this



Resources

- <http://commoncoreresources.weebly.com/writing-resources.html>
 - <http://teacher.scholastic.com/professional/teachwriting/>
 - http://writingfix.com/PDFs/RICA_PDFS/constructed_response/A_suggested_process_for_writing_constructed_response_questions.pdf
 - http://writingfix.com/PDFs/RICA_PDFS/constructed_response/bloomsverbs.pdf
 - http://writingfix.com/PDFs/RICA_PDFS/constructed_response/Constructed_Response_Checklist_version2.pdf
 - http://writingfix.com/PDFs/RICA_PDFS/constructed_response/CR_Team_question_suggestions.pdf
 - http://writingfix.com/PDFs/RICA_PDFS/constructed_response/questionanatomy.pdf
 - http://writingfix.com/PDFs/RICA_PDFS/constructed_response/solid_versus_unsolid_CR_Questions.pdf
 - http://writingfix.com/RICA/constructed_response.htm#passages
 - http://www.asdk12.org/MiddleLink/LA/writing/StepUp/Writing_Conclusion.pdf
 - <http://www.commoncorestandardswriting.com/>
 - <http://www.dailyteachingtools.com/language-arts-graphic-organizers.html#6>
 - http://www.eduplace.com/kids/hme/k_5/brightideas/
 - http://www.ehow.com/facts_5486289_early-history-american-football.html
 - <http://www.factmonster.com/ipka/A0875085.html>
 - <http://www.factmonster.com/ipka/A0875086.html>
 - http://www.footy4kids.co.uk/short_history_of_football.htm
 - <http://www.plattscsd.org/parents/6+1overview.pdf>
 - <http://www.poetry4kids.com/m/?pid=649#.UmRrwK4o5D9>
 - <http://www.readingquest.org/strat/abc.html>
 - <http://www.readwritethink.org/files/resources/lesson-docs/SampleLitResponse.pdf>
 - <http://www.studenthandouts.com/Assortment-01/Graphic-Organizers/ABC-Brainstorming-Directions.html>
 - <http://www.theteacherscorner.net/daily-writing-prompts/>
 - <http://www.tncurriculumcenter.org/resources/48>
 - <http://www.ttms.org/>
 - <http://www.writingfix.com/>
 - http://www.writingfix.com/PDFs/Writing_Tools/Little_Red_Riding_Hooks.pdf
 - [Nancy Fetzner's Writing Curriculum](#)
-