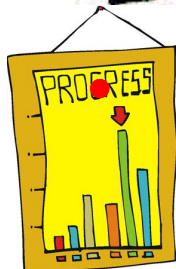


Working Together



Student Profile



* To assist in developing pupils.

* Teachers can plan better to assist more and focus on reading instructions effectively.

* Prepare instructional plans for pupils. Both Teacher and Parents should cooperate, and fill out the information required for the pupil.

 	Student Name:			
	Student Address:			
	Male: <input type="checkbox"/>	Female: <input type="checkbox"/>	Ethnic Origin:	Religion:
	Date of Birth:		Present Age:	
	Student Registration Number:			
	E.A.R Number:		Date Admission:	
	School:		District:	
Mother's Name				
Mother's Address				
Mother's Contacts	Phone Numbers:			
		e-mail:		
Father's Name				
Father's Address				
Father's Contacts	Phone Numbers:			
		e-mail:		
Guardian's Name		Relationship:		
Guardian's Address				
Guardian's Contacts			e-mail:	

Any significant Health FACTORS that the school needs to know about the Pupil?

Any impairment? Physical _____ (please specify):

Vision: _____ Speech _____ Hearing _____

Other Factors: e.g. Suspected or Diagnosed Learning Disability)


IF YES, PLEASE NOTE THAT THERE MUST BE PROPER medical documentation as proof of any illnesses which needs to be brought in as soon as possible.

State any significant childhood experience which could have affected your child's school performance and behaviour.

Hobbies/interests

Favorite subjects

Likes

<p>Inappropriate Behaviours</p>																					
<p>Replacement Behaviours</p>																					
<p>Accommodations to assist the student in displaying the replacement behavior:</p> <table border="0"> <tr> <td><input type="checkbox"/> clear, concise directions</td> <td><input type="checkbox"/> supervise free time</td> </tr> <tr> <td><input type="checkbox"/> frequent reminders/prompts</td> <td><input type="checkbox"/> avoid strong criticism</td> </tr> <tr> <td><input type="checkbox"/> frequent breaks/vary activities</td> <td><input type="checkbox"/> predictable, routine schedule</td> </tr> <tr> <td><input type="checkbox"/> teacher/staff proximity</td> <td><input type="checkbox"/> specified study area</td> </tr> <tr> <td><input type="checkbox"/> reprimand the student privately</td> <td><input type="checkbox"/> preferential seating</td> </tr> <tr> <td><input type="checkbox"/> modify assignments</td> <td><input type="checkbox"/> avoid power struggles</td> </tr> <tr> <td><input type="checkbox"/> review rules & expectations</td> <td><input type="checkbox"/> specifically define limits</td> </tr> <tr> <td><input type="checkbox"/> provide alternate recess</td> <td><input type="checkbox"/> avoid physical contact</td> </tr> <tr> <td><input type="checkbox"/> provide cooling off period</td> <td><input type="checkbox"/> provide highly-structured setting</td> </tr> <tr> <td><input type="checkbox"/> communicate regularly with parents</td> <td><input type="checkbox"/> other _____</td> </tr> </table>		<input type="checkbox"/> clear, concise directions	<input type="checkbox"/> supervise free time	<input type="checkbox"/> frequent reminders/prompts	<input type="checkbox"/> avoid strong criticism	<input type="checkbox"/> frequent breaks/vary activities	<input type="checkbox"/> predictable, routine schedule	<input type="checkbox"/> teacher/staff proximity	<input type="checkbox"/> specified study area	<input type="checkbox"/> reprimand the student privately	<input type="checkbox"/> preferential seating	<input type="checkbox"/> modify assignments	<input type="checkbox"/> avoid power struggles	<input type="checkbox"/> review rules & expectations	<input type="checkbox"/> specifically define limits	<input type="checkbox"/> provide alternate recess	<input type="checkbox"/> avoid physical contact	<input type="checkbox"/> provide cooling off period	<input type="checkbox"/> provide highly-structured setting	<input type="checkbox"/> communicate regularly with parents	<input type="checkbox"/> other _____
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<input type="checkbox"/> frequent reminders/prompts	<input type="checkbox"/> avoid strong criticism																				
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<input type="checkbox"/> provide cooling off period	<input type="checkbox"/> provide highly-structured setting																				
<input type="checkbox"/> communicate regularly with parents	<input type="checkbox"/> other _____																				
<p>Method of Measuring Progress</p>	<p>How to know the plan is working.</p> <table border="0"> <tr> <td><input type="checkbox"/> direct observation</td> <td><input type="checkbox"/> daily behavior sheet</td> <td><input type="checkbox"/> weekly behavior sheet</td> </tr> <tr> <td><input type="checkbox"/> charting/graphing</td> <td><input type="checkbox"/> self-monitoring</td> <td><input type="checkbox"/> number of discipline referrals</td> </tr> <tr> <td colspan="3"><input type="checkbox"/> other: _____</td> </tr> </table>	<input type="checkbox"/> direct observation	<input type="checkbox"/> daily behavior sheet	<input type="checkbox"/> weekly behavior sheet	<input type="checkbox"/> charting/graphing	<input type="checkbox"/> self-monitoring	<input type="checkbox"/> number of discipline referrals	<input type="checkbox"/> other: _____													
<input type="checkbox"/> direct observation	<input type="checkbox"/> daily behavior sheet	<input type="checkbox"/> weekly behavior sheet																			
<input type="checkbox"/> charting/graphing	<input type="checkbox"/> self-monitoring	<input type="checkbox"/> number of discipline referrals																			
<input type="checkbox"/> other: _____																					
<p>Positive Consequences for Positive Behaviour</p>	<p>What can the student earn?</p> <table border="0"> <tr> <td><input type="checkbox"/> verbal praise</td> <td><input type="checkbox"/> immediate feedback</td> <td><input type="checkbox"/> computer time</td> </tr> <tr> <td><input type="checkbox"/> earned privileges</td> <td><input type="checkbox"/> earned tokens/points</td> <td><input type="checkbox"/> positive call or note home</td> </tr> <tr> <td><input type="checkbox"/> tangible rewards</td> <td><input type="checkbox"/> free time</td> <td><input type="checkbox"/> positive visit to office</td> </tr> <tr> <td colspan="3"><input type="checkbox"/> other _____</td> </tr> </table> 	<input type="checkbox"/> verbal praise	<input type="checkbox"/> immediate feedback	<input type="checkbox"/> computer time	<input type="checkbox"/> earned privileges	<input type="checkbox"/> earned tokens/points	<input type="checkbox"/> positive call or note home	<input type="checkbox"/> tangible rewards	<input type="checkbox"/> free time	<input type="checkbox"/> positive visit to office	<input type="checkbox"/> other _____										
<input type="checkbox"/> verbal praise	<input type="checkbox"/> immediate feedback	<input type="checkbox"/> computer time																			
<input type="checkbox"/> earned privileges	<input type="checkbox"/> earned tokens/points	<input type="checkbox"/> positive call or note home																			
<input type="checkbox"/> tangible rewards	<input type="checkbox"/> free time	<input type="checkbox"/> positive visit to office																			
<input type="checkbox"/> other _____																					
<p>Negative Consequences for inappropriate Behaviour</p>	<p>What happens when student does not behave:</p> <table border="0"> <tr> <td><input type="checkbox"/> loss of points/tokens</td> <td><input type="checkbox"/> loss of privileges</td> <td><input type="checkbox"/> time out</td> </tr> <tr> <td><input type="checkbox"/> phone call home</td> <td><input type="checkbox"/> work detail</td> <td><input type="checkbox"/> detention</td> </tr> <tr> <td><input type="checkbox"/> send to office</td> <td><input type="checkbox"/> in-school suspension</td> <td><input type="checkbox"/> out-of-school suspension</td> </tr> <tr> <td colspan="3"><input type="checkbox"/> escort to another area <input type="checkbox"/> other _____</td> </tr> </table>	<input type="checkbox"/> loss of points/tokens	<input type="checkbox"/> loss of privileges	<input type="checkbox"/> time out	<input type="checkbox"/> phone call home	<input type="checkbox"/> work detail	<input type="checkbox"/> detention	<input type="checkbox"/> send to office	<input type="checkbox"/> in-school suspension	<input type="checkbox"/> out-of-school suspension	<input type="checkbox"/> escort to another area <input type="checkbox"/> other _____										
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<input type="checkbox"/> send to office	<input type="checkbox"/> in-school suspension	<input type="checkbox"/> out-of-school suspension																			
<input type="checkbox"/> escort to another area <input type="checkbox"/> other _____																					

Word Analysis

LPK
Reading & Reading



* Prepare instructional plans for pupils using the tools and reading assessment strategies.

* Tools to work in tandem with the Reader Approach texts for Standard 1.

* Phonemic Awareness

* Phonics

* Fluency

* Vocabulary

* Comprehension

Phonics

Lowercase Letter, then Sound

36 seconds



Name		
Term 1-Date:	Term 2-Date:	Term 3-Date:

Letter		Term 1	Term 2	Term 3
1.	t			
2.	m			
3.	a			
4.	d			
5.	o			
6.	c			
7.	g			
8.	i			
9.	n			
10.	h			
11.	s			
12.	f			
13.	v			
Score		/13	/13	/13

Letter		Term 1	Term 2	Term 3
1.	z			
2.	p			
3.	e			
4.	b			
5.	l			
6.	u			
7.	r			
8.	w			
9.	j			
10.	y			
11.	x			
12.	k			
13.	q			
Score		/13	/13	/13

Level	Intervention	Instructional	Independent	Advanced
Total Score	0 - 9	10 - 20	21 - 25	26
Any Observations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Phonics

Recognising Long Sounds

45 seconds



Name _____		
Term 1-Date: _____	Term 2-Date: _____	Term 3-Date: _____

Letter		Term 1	Term 2	Term 3
1.	a			
2.	e			
3.	i			
4.	o			
5.	u			
6.	u_e			
7.	i_e			
8.	oe			
9.	ay			
10.	oo			
11.	ai			
12.	o_e			
13.	ea			
Score		/13	/13	/13

Letter		Term 1	Term 2	Term 3
1.	ow			
2.	ue			
3.	ey			
4.	ew			
5.	e_e			
6.	ay			
7.	a_e			
8.	ie			
9.	a			
10.	ei			
11.	ee			
12.	oa			
13.	u			
Score		/13	/13	/13

Level	Intervention	Instructional	Independent	Advanced
Total Score	0 - 9	10 - 20	21 - 25	26
Any Observations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Phonics

Recognising Diphthongs & Digraphs

35 seconds



Name		
Term 1-Date:	Term 2-Date:	Term 3-Date:

Letter		Term		
		1	2	3
1.	ch			
2.	oi			
3.	ng			
4.	th			
5.	oy			
6.	gh			
7.	ow			

Letter		Term		
		1	2	3
1.	ea			
2.	oo			
3.	ou			
4.	wh			
5.	aw			
6.	au			
7.	sh			
8.	ph			

Score	/8	/8	/8
--------------	----	----	----

Score	/8	/8	/8
--------------	----	----	----

Level	Intervention	Instructional	Independent	Advanced
Total Score	0 - 5	6 - 10	11 - 15	16
Any Observations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Phonemic Awareness

Individual Reading



Name		
Term 1-Date:	Term 2-Date:	Term 3-Date:

Blend / Segment sentences into words				
		1 st try	2 nd try	3 rd try
1.	Pam did a stunt and was able to stand on her hand.			
2.	The plump pig can just sit in the mud and grunt.			
3.	Sam can help plant the crop on the plot of land.			
4.	Ben spent a lot but did not get the best brand.			
5.	While combing her hair, Kim felt a bump on her scalp.			
6.	Did Ben spend a lot to get the best brand?			
7.	Pilt can get it printed from the store.			
Total Score		/7	/7	/7

Level	Intervention	Instructional	Independent	Advanced
Total Score	0 - 2	3 - 5	6	7
Any Observations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

A basic sentence read with any mistake would be considered wrong and fluency will be affected.

Phonemic Awareness

Recognising

High Frequency Words



Name		
Term 1-Date:	Term 2-Date:	Term 3-Date:

15 seconds

	Words	Term 1	Term 2	Term 3
1.	walk			
2.	fruit			
3.	circus			
4.	match			
5.	castle			
6.	bridge			
7.	know			
8.	ghost			
9.	wreck			
10.	enough			
Score		/ 10	/10	/10

Level	Intervention	Instructional	Independent	Advanced
Total Score	0 - 3	4 - 6	7 - 9	10
Any Observations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Phonemic Awareness

Recognising

High Frequency Words



Name		
Term 1-Date:	Term 2-Date:	Term 3-Date:

15 seconds

	Words	Term 1	Term 2	Term 3
1.	laugh			
2.	knee			
3.	world			
4.	few			
5.	phone			
6.	honest			
7.	climb			
8.	maze			
9.	afraid			
10.	safe			
Score		/ 10	/10	/10

Level	Intervention	Instructional	Independent	Advanced
Total Score	0 - 3	4 - 6	7 - 9	10
Any Observations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Phonemic Awareness

Recognising High Frequency Words



35 seconds

Name		
Term 1-Date:	Term 2-Date:	Term 3-Date:

Sights Words		Term 1	Term 2	Term 3	Sights Words		Term 1	Term 2	Term 3
1	name				1	need			
2	good				2	land			
3	sentence				3	different			
4	man				4	home			
5	think				5	us			
6	say				6	move			
7	great				7	try			
8	where				8	kind			
9	help				9	hand			
10	through				10	picture			
Score		/ 10	/ 10	/ 10	Score		/ 10	/ 10	/ 10

Level	Intervention	Instructional	Independent	Advanced
Total Score	0 - 7	8 - 15	16 - 19	20
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Overall Observation

Phonemic Awareness

Recognising

3rd Dolch Sight Words



Name _____ **45 seconds each column**

Term 1-Date: _____ Term 2-Date: _____ Term 3-Date: _____

Sights Words		Term 1	Term 2	Term 3	Sights Words		Term 1	Term 2	Term 3
1	high				1	light			
2	every				2	thought			
3	near				3	head			
4	add				4	under			
5	food				5	story			
6	between				6	saw			
7	own				7	left			
8	below				8	don't			
9	country				9	few			
10	plants				10	while			
11	last				11	along			
12	school				12	might			
13	father				13	close			
14	keep				14	something			
15	trees				15	seemed			
16	never				16	next			
17	started				17	hard			
18	city				18	open			
19	earth				19	example			
20	eyes				20	beginning			
Score		/ 20	/20	/20	Score		/ 20	/20	/20

Level	Intervention	Instructional	Independent	Advanced
Total Score	0 - 14	15 - 30	31 - 39	40
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Phonemic Awareness

Recognising

3rd Dolch Sight Words



Name _____ **45 seconds each column**

Term 1-Date: _____ Term 2-Date: _____ Term 3-Date: _____

Sights Words		Term 1	Term 2	Term 3	Sights Words		Term 1	Term 2	Term 3
1	life				1	sea			
2	always				2	began			
3	those				3	grow			
4	both				4	took			
5	paper				5	river			
6	together				6	four			
7	got				7	carry			
8	group				8	state			
9	often				9	once			
10	run				10	book			
11	important				11	hear			
12	until				12	stop			
13	children				13	without			
14	side				14	second			
15	feet				15	later			
16	car				16	miss			
17	miles				17	idea			
18	night				18	enough			
19	walked				19	eat			
20	white				20	face			
Score		/ 20	/20	/20	Score		/ 20	/20	/20

Level	Intervention	Instructional	Independent	Advanced
Total Score	0 - 14	15 - 30	31 - 39	40
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Phonemic Awareness

Recognising

3rd Dolch Sight Words



Name _____			24 seconds each column
Term 1-Date: _____	Term 2-Date: _____	Term 3-Date: _____	

Sights Words		Term 1	Term 2	Term 3
1	watch			
2	far			
3	quiet			
4	really			
5	almost			
6	let			
7	above			
8	girl			
9	sometimes			
10	mountains			
Score		/ 10	/10	/10

Sights Words		Term 1	Term 2	Term 3
1	cut			
2	young			
3	talk			
4	soon			
5	list			
6	song			
7	being			
8	leave			
9	family			
10	it's			
Score		/ 10	/10	/10

Level	Intervention	Instructional	Independent	Advanced
Total Score	0 - 7	8 - 15	16 - 19	20
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Overall Observation

Phonemic Awareness

Vowel Teams



Name		
Term 1-Date:	Term 2-Date:	Term 3-Date:

Level	Intervention	Instructional	Independent	Advance
Total Score	0 - 9	10- 18	19 - 24	25
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

		Long Vowel a		
Sights Words		Term 1	Term 2	Term 3
1	lady			
2	tape			
3	claim			
4	away			
5	vein			
Score		/ 5	/5	/5

Overall Observation

		Long Vowel e		
Sights Words		Term 1	Term 2	Term 3
1	even			
2	these			
3	eat			
4	beep			
5	mean			
Score		/ 5	/5	/5

		Long Vowel o		
Sights Words		Term 1	Term 2	Term 3
1	focus			
2	slope			
3	moat			
4	grow			
5	toe			
Score		/ 5	/5	/5

		Long Vowel i		
Sights Words		Term 1	Term 2	Term 3
1	iron			
2	time			
3	high			
4	tied			
5	sky			
Score		/ 5	/5	/5

		Long Vowel u		
Sights Words		Term 1	Term 2	Term 3
1	music			
2	screw			
3	flute			
4	igloo			
5	blue			
Score		/ 5	/5	/5

Phonemic Awareness

Tricky Letters



Name		
Term 1-Date:	Term 2-Date:	Term 3-Date:

Level	Intervention	Instructional	Independent	Advanced
Total Score	0 - 9	10- 18	19 - 24	25
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

		Vowel Y		
Sights Words		Term 1	Term 2	Term 3
1	yank			
2	shy			
3	reply			
4	navy			
5	hazy			
Score		/ 5	/5	/5
		Soft C		
Sights Words		Term 1	Term 2	Term 3
1	face			
2	mice			
3	city			
4	circle			
5	circus			
Score		/ 5	/5	/5
		Soft G		
Sights Words		Term 1	Term 2	Term 3
1	gist			
2	age			
3	wage			
4	gym			
5	germ			
Score		/ 5	/5	/5

		Bossy R		
Sights Words		Term 1	Term 2	Term 3
1	perk			
2	girth			
3	turf			
4	fork			
5	shark			
Score		/ 5	/5	/5
		Bossy Magic Silent E		
Sights Words		Term 1	Term 2	Term 3
1	huge			
2	rude			
3	home			
4	grow			
5	kite			
Score		/ 5	/5	/5
		Letter S		
Sights Words		Term 1	Term 2	Term 3
1	crabs			
2	gloves			
3	dress			
4	boxes			
5	sings			
Score		/ 5	/5	/5

Phonemic Awareness

Diphthong



Name		
Term 1-Date:	Term 2-Date:	Term 3-Date:

20 seconds

	Words	Term 1	Term 2	Term 3
1.	crawl			
2.	fault			
3.	coin			
4.	coy			
5.	growl			
6.	spout			
7.	cloud			
8.	towel			
9.	royal			
10.	soil			
	Score	/ 10	/10	/10

Level	Intervention	Instructional	Independent	Advanced
Total Score	0 - 3	4 - 6	7 - 9	10
Any Observations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Phonemic Awareness

Digraphs



Name		
Term 1-Date:	Term 2-Date:	Term 3-Date:

20 seconds

	Words	Term 1	Term 2	Term 3
1.	black			
2.	chair			
3.	shoe			
4.	sing			
5.	them			
6.	mouth			
7.	whale			
8.	laugh			
9.	eight			
10.	phone			
	Score	/ 10	/10	/10

Level	Intervention	Instructional	Independent	Advanced
Total Score	0 - 3	4 - 6	7 - 9	10
Any Observations	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Phonemic Awareness

Consonant Blends



Name _____			20 seconds each column
Term 1-Date: _____	Term 2-Date: _____	Term 3-Date: _____	

Sights Words		Term 1	Term 2	Term 3
1	plane			
2	glue			
3	floor			
4	clock			
5	block			
6	brick			
7	crop			
8	drink			
9	frog			
10	grape			
Score		/ 10	/10	/10

Sights Words		Term 1	Term 2	Term 3
1	pray			
2	trace			
3	skate			
4	slip			
5	spot			
6	start			
7	swan			
8	scat			
9	smash			
10	snake			
Score		/ 10	/10	/10

Level	Intervention	Instructional	Independent	Advanced
Total Score	0 - 7	8 - 15	16 - 19	20
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Overall Observation

Reading

Understanding Diagnostic Reading Levels

Diagnostic reading levels play a pivotal role in understanding a student's reading behaviours, comprehension abilities, and literacy development. The instructions elucidate the importance and benefits of having comprehensive knowledge about a student's reading levels.

Understanding diagnostic reading levels involves assessing various components of reading, including decoding skills, fluency, vocabulary, and comprehension. This multifaceted approach provides educators with valuable insights into a student's strengths and areas for improvement.



One of the primary benefits of diagnostic reading levels is their ability to inform targeted instruction. By pinpointing specific areas of difficulty or mastery, educators can tailor their teaching strategies to meet the individual needs of each student. For example, a student struggling with decoding skills may require phonics-based intervention, while a student with advanced comprehension abilities may benefit from more complex texts and analytical discussions.

Reading

Understanding Diagnostic Reading Levels

Moreover, diagnostic reading levels serve as a benchmark for monitoring progress over time. By regularly assessing and reassessing a student's reading proficiency, educators can track growth, identify trends, and adjust instructional approaches accordingly. This ongoing assessment cycle promotes continuous improvement and empowers students to achieve their full potential as readers.

Additionally, diagnostic reading levels facilitate data-driven decision-making at both the individual and classroom levels. Educators can use this data to identify patterns across student populations, inform curriculum development, and allocate resources effectively. By leveraging insights from diagnostic assessments, schools can implement targeted interventions, differentiate instruction, and promote a culture of literacy excellence.

Furthermore, diagnostic reading levels foster collaboration among educators, specialists, and families. By sharing assessment results and discussing instructional strategies, stakeholders can work together to support student learning and development holistically. This collaborative approach reinforces the importance of literacy across all aspects of a student's academic life.

In conclusion, diagnostic reading levels are indispensable tools for understanding, supporting, and nurturing students' literacy skills. By providing comprehensive insights into reading behaviors and comprehension abilities, these assessments enable educators to tailor instruction, monitor progress, make data-driven decisions, and promote collaboration.

Who is a Student at the Frustration Level



- ⇒ When a student finds it hard to talk about their favorite book or passage, it might mean they haven't had much experience with reading and exploring books.
- ⇒ If a student isn't keen on reading independently, it may mean he's not feeling very motivated or have plans to keep reading.
- ⇒ The student doesn't read as if he's having a conversation.
- ⇒ Sometimes, the student reads in a flat tone, word by word, which could mean he's feeling anxious.
- ⇒ Often, the student is still sounding out letters or breaking words into parts too frequently.
- ⇒ If a student reads really slowly, it could mean he's feeling frustrated to different degrees.
- ⇒ The student doesn't always fix his mistakes consistently.
- ⇒ If the teacher has to explain the meaning of words more than three times, it means the student might need to work on building his vocabulary skills.

Who is a Student at the Frustration Level



- ⇒ The student reads less than 59 words per minute and gets about 92-93% of the words correct.
- ⇒ When making predictions about the story, his answers before, during, and after reading are often unrelated. He might have trouble connecting with the characters or remembering names and places.
- ⇒ The student provides limited information about the passage, often giving less than two responses. He needs to practice summarizing and retelling what he has read read.
- ⇒ The student struggles to provide two or more examples or apply what he has learned from the passage.
- ⇒ After reflecting on the passage, the student gives little or no response or opinion, even after being prompted multiple times (more than 5 times) to explain further.
- ⇒ The student has trouble organizing his thoughts when asked to verbally explain something, which could also affect his writing.
- ⇒ This difficulty in sequencing thoughts could become a problem when the student needs to write and explain his ideas.

Who is a Student at the Instructional Level

LPK
Reading & Reading



- ⇒ Sometimes, the student needs a bit of help explaining his favorite book or passage. This suggests that he has some experience with reading but there's room to explore more books.
- ⇒ The student is pretty good at reading on his own, which means he has some plans and motivation to keep going.
- ⇒ When reading, the student's voice is usually calm but sometimes he still reads word by word.
- ⇒ He might read a few words smoothly, then pause to figure out the punctuation and rhythm, which can slow him down a bit.
- ⇒ The student is still working on sounding out letters and putting sounds together. He is making progress but it can still be a bit tricky for him.
- ⇒ He's not always great at fixing mistakes but manages to correct some of them.
- ⇒ Sometimes, the teacher needs to explain the meaning of words once or twice, which is okay.

Who is a Student at the Instructional Level cont'd



- ⇒ The student knows some important word concepts, but could use more vocabulary practice
- ⇒ He could use some more help with understanding new words although he might find problem-solving a bit tough.
- ⇒ He reads around 60 to 69 words per minute, getting about 94% of them right.
- ⇒ When making predictions about the story, he sometimes misses the mark, but he's starting to give some good reasons and opinions.
- ⇒ The teacher might need to remind him a few times to explain things clearly. He seems to connect well with the characters in the story and remembers names and places.
- ⇒ He can talk about what happened in the story in a logical order, but he needs a bit more practice summarizing and retelling.
- ⇒ Sometimes, his answers show he didn't quite get what the passage was about, but he's still learning and might occasionally misinterpret things.

Who is a Student at the Independent Level



- ⇒ When talking about his favourite book or passage, the student gives lots of clear details. This means he has read a lot of different books and knows quite a bit about them.
- ⇒ The student is really good at reading by himself, which shows he understands how important reading is. When reading, he uses expression and reads with good volume, but sometimes he gets a bit stuck reading word by word, which doesn't sound very conversational.
- ⇒ He might pause in the middle of sentences to catch his breath and his reading can sound a bit choppy sometimes.
- ⇒ The student pays attention to things like punctuation and the rhythm of the reading, which is great. He reads smoothly most of the time.
- ⇒ He might struggle a bit with sentence structure and some words, which can make his reading pace uneven because he speeds up, then slows down.
- ⇒ He's okay at retelling what he has read, but there's room for improvement. His answers show that he understands the story very well because he doesn't get confused about what's going on.

Who is a Student at the Independent Level



- ⇒ Every now and then, the student needs help sounding out letters and blending sounds together. The student is somewhere between mostly learning with a bit of independence. They're good at fixing their mistakes.
- ⇒ Sometimes, the teacher has to explain the meaning of a word that's important for understanding. The student should keep practicing new words to improve his vocabulary. He doesn't have big problems figuring things out.
- ⇒ He reads about 70 to 100 words per minute and get most of them correct. When making predictions about the story, he's usually on the right track and understands what's happening.
- ⇒ The teacher might need to ask him to explain things clearly once in a while, even though he remembers the characters and what's happening.
- ⇒ He can answer questions correctly about the story , showing he's thinking deeply about it. He talks about what happened and is able to explain it well in a proper order .

Who is a Student at the Advanced Level




- ⇒ The student usually reads a lot of books, even ones above his age level and is able to talk about his favorite books or passages easily. He can even tell you about at least three different types of books he has enjoyed reading.
- ⇒ The student loves reading on his own and does it all the time! He is super motivated and always thinking deeply about what he reads. Usually, such a student reads better than most children his age.
- ⇒ When he reads, his voice changes in all the right places, in other words, he reads with understanding, as if he's having a chat with the book characters!
- ⇒ His reading is smooth and easy to listen to. He pays close attention to things like punctuation and how the words flow together. If he makes a mistake, he fixes it right away and keeps going.
- ⇒ The student never sounds out letters or breaks words into parts. He's past that stage!

Who is a Student at the Advanced Level



- ⇒ The teacher hardly ever needs to explain what words mean because the student already knows.
- ⇒ He's confident with his vocabulary, although he needs to learn some new words now and then.
- ⇒ He's great at figuring out what's happening in the story and making smart guesses about what might happen next.
- ⇒ He understands a lot of what he reads but t could work on using those skills in his own writing.
- ⇒ He reads very quickly, getting through over 101 words per minute, without getting many words wrong!

Who is a Student at the Advanced Level



- ⇒ When he predicts what might happen in a story, he's usually right on track. The student is able to think about the story before, during, and after he reads.
- ⇒ He can answer questions about the story really well and thinks deeply about what the characters are like and where the story happens.
- ⇒ He's really good at remembering details about the story.
- ⇒ He can explain what happened in the story in a clear, logical order, giving lots of details.
- ⇒ His retelling skills are amazing! He can tell you all about the story as if he wrote it himself.
- ⇒ His answers show that he understood the story really well!

Fluency

LPK
Reading & Reading



- * Prepare instructional plans for pupils using the tools and reading assessment strategies.

- * Tools to work in tandem with the Reader Approach texts for Standard 1.

- * Phonemic Awareness

- * Phonics

- * Fluency

- * Vocabulary

- * Comprehension

Fluency

Using the Formula



It's important to understand what fluency entails and how to support students in developing this skill.

Understanding Fluency in Reading

Fluency in reading involves the seamless integration of word recognition and comprehension. A highly fluent reader can effortlessly comprehend text while recognizing words. Typically, a fluent reader reads around 60 words per minute, allowing him/her to focus more on understanding rather than decoding. In contrast, less fluent readers spend more time decoding words, which leaves limited room for comprehension. His/her fluency rate usually falls below 60 words per minute.

Assessment Tool for Fluency

To assess fluency effectively, familiarize yourself with the provided rubric, rating scale, and checklist. The benchmark for fluency is set at 100 words per minute, although some passages may exceed this count.

Listen to each student as he/she reads and record his/her initial fluency rate. Utilize the passages in Chapter 8 of Reader Part 1 for fluency assessment purposes.

Differentiating Fluency and Automaticity

It's crucial to differentiate between fluency and automaticity. Fluency emphasizes comprehension alongside word recognition, whereas automaticity focuses on the swift and effortless identification of words.

Encourage students to first become proficient fluent readers before emphasizing automaticity. Chart their progress towards the 100-word criterion, and as they reach this milestone, allow them to advance to more challenging passages.

Fluency Rate

Fluency Chart Progress



100 words = 60 Seconds Criterion.

If you choose a text that is 100 words long or more, here we will provide an example of how to quantify your records when assessing reading fluency. Most importantly, we will also provide the reading levels.

FRUSTRATION LEVEL	<ul style="list-style-type: none"> His/her fluency rate is <u>59</u> or less words per minute. His/her accuracy is 92 -93%.
INSTRUCTIONAL LEVEL	<ul style="list-style-type: none"> His/her fluency rate is <u>60 - 69</u> words per minute and accuracy is 94%.
INDEPENDENT LEVEL	<ul style="list-style-type: none"> The student's fluency rate is <u>70 - 100</u> words per minute and his/her accuracy is 95% - 98%.
ADVANCED LEVEL	<ul style="list-style-type: none"> His/her fluency rate is 101 words per minute or more and his/her accuracy is 99% - 100%.

Example of Advance Reader

The child choose a text that is **117 words** long and takes **65 seconds** to read it. You used your Symbols & Markings Chart to assess your student's errors. He/she had three (**3**) errors. Here are the calculations:

Number of Words in the Passage	-	Number of Errors	=	Number of words Corrected	÷	The Total Seconds	X 60 =	Fluency Words Corrected Per Minute
117	-	3	=	114	÷	65	X 60 =	108

Fluency

Using the Formula



Here is the list of the passages in Reader Part 1 Chapter 8 that has the diagnostic fluency approach. The passages can be individually read by pupils.

Professional teachers will understand that there will be some pupils who may not do their best but follow all instructions on both teacher pages per passage and you will get maximum results. Keep the momentum.

Pages	Concept	words	Fluency
87-90	Solids	165 words =	60 seconds
92-94	Time	143 words =	60 seconds
97-100	Amerindians	135 words =	60 seconds
102-105	Special Days	128 words =	60 seconds
107-110	The Wet Season	142 words =	60 seconds
112-115	The Dry Season	138 words =	60 seconds
117-120	School Work	125 words =	60 seconds
122-125	Fishing	134 words =	60 seconds
127-130	Playtime	143 words =	60 seconds
132-135	Air	150 words =	60 seconds
137-140	Kite Flying	163 words =	60 seconds
142-145	Food	138 words =	60 seconds
147-150	Pulley & Seesaw	184 words =	60 seconds
152-155	Planting	122 words =	60 seconds
157-160	Cricket	135 words =	60 seconds
162-165	Water	142 words =	60 seconds
167-170	Shelter	127 words =	60 seconds
172-175	Sleep	123 words =	60 seconds
177- 180	Love	123 words =	60 seconds
182-185	Clothing	153 words =	60 seconds
187-190	Inventors	165 words =	60 seconds
192-195	Tsunami	146 words =	60 seconds
197-200	Evacuation Drills	154 words =	60 seconds

Fluency Rate



Fluency Chart Progress

100 words = 60 Seconds Criterion.

The formula below can be used for any passage as well as for random fluency checking.

Fluency 60 Seconds Formula

Total Words Attempted in the Passage				Fluency	
In 60 Seconds	-	Number of Errors	=	Words Corrected Per Minute	
	-		-		

The table below is for the passages with more than 100 words.

Number of Words in the Passage	-	Number of Errors	=	Number of words Corrected	÷	The Total Seconds	X 60 =	Fluency Words Corrected Per Minute
	-		=		÷		X 60 =	

Fluency

Formal Assessment for Reading Prosody

When assessing prosody in reading fluency, particularly for students with special needs, it's important to consider a range of characteristics that go beyond just decoding accuracy. Prosody refers to the expressive and rhythmic aspects of speech, and it plays a crucial role in effective reading. Here are some key characteristics to consider when assessing prosody in reading fluency. You can use the information for creating your own Prosody rubric:

- 1. Phrasing and Pausing:** Look for natural phrasing and appropriate pauses at punctuation marks. A fluent reader uses pauses effectively to convey meaning and allow listeners to comprehend the text.
- 2. Pitch and Intonation:** Observe variations in pitch and intonation. A skilled reader modulates his/her voice to reflect the emotional tone of the text, distinguishing between questions, statements, and exclamations.
- 3. Stress and Emphasis:** Assess the reader's ability to stress important words or phrases. This includes emphasizing key words to highlight their significance in conveying the overall meaning of the text.
- 4. Rate and Pacing:** Consider the overall rate of reading. A balanced pace that aligns with the content is important. It's not just about reading quickly; it's about maintaining an appropriate pace for comprehension.
- 5. Expression and Tone:** Evaluate the reader's ability to convey the appropriate expression and tone for different characters or situations within the text. This includes adjusting his/her voice to reflect dialogue, narration, or descriptive passages.

Fluency

Formal Assessment for Reading Prosody

6. Fluency Across Different Text Types: Assess if the reader can adapt his/her prosody to different genres and text types. For example, reading a narrative may require different prosodic features compared to reading informational text.

7. Use of Stress and Rhythm: Look for an understanding of the rhythmic patterns in language. This involves placing stress on syllables appropriately and maintaining a smooth flow throughout the reading.

8. Expression of Emotion: Consider the reader's ability to convey the emotional nuances present in the text. This is particularly important for literary works where the emotional tone contributes significantly to understanding the story.

When working with students with special needs, it's essential to tailor the assessment approach to accommodate individual differences. For instance, some students may benefit from explicit instruction and practice in specific prosodic elements, while others may require additional support in recognizing and expressing emotions in the text.

Additionally, providing a supportive and inclusive environment that encourages experimentation with prosody is crucial for the development of reading fluency in developing students and students with special needs.

Fluency Prosody



Here is a very good rubric for assessing Prosody from Rasink (2009) in your students.

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppy. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency. Score _____

Scores below 10 indicate that the student needs additional instruction in fluency.

Fluency

Formal Assessment Scale for Fluency Vocabulary

Instructional phonics without the knowledge of vocabulary will be meaningless in reading. The pronunciation is important. It has been proven that exposing students to a large amount of words increases the potential for incidental learning based on context. However, based on the Formal Assessment Scale for Fluency Vocabulary below, when teaching reading, pay attention to the following important points.

1. No Knowledge:

Mild: The student lacks any understanding of the meaning of the word.

2. Limited Sense:

Fair: The student has a basic understanding but lacks depth in grasping the meaning of the word.

3. Limited Sense with Context:

Fair: With contextual clues, the student gains some understanding of the word's meaning but still lacks depth.

4. Fair Constructed Meaning:

Fair: The student constructs a meaning for the word, though it may not be entirely accurate.

Fluency Vocabulary



5. Excellent Meaning and Application:

Excel: The student not only explains the meaning of the word constructively but also demonstrates an excellent application of the word within context.

This assessment scale aims to evaluate students' proficiency in understanding and applying vocabulary in reading comprehension. By considering the nuances of vocabulary acquisition and application, educators can tailor their teaching strategies to enhance students' fluency and comprehension skills effectively.

1.	The student has no knowledge of the meaning of the word.	<input type="checkbox"/>
2.	The student has little sense of the meaning of the word.	<input type="checkbox"/>
3.	Still, with the aid of context, the student has little sense of the meaning of the word.	<input type="checkbox"/>
4.	Based on his/her knowledge, the student constructed a meaning of the word that was not a correct but fair idea of the meaning.	<input type="checkbox"/>
5.	The student was able to give an excellent meaning of the word by not only explaining the meaning in a constructivist manner, but applied it in context very smoothly.	<input type="checkbox"/>

Fluency



Formal Assessment Scale for Fluency Comprehension

Incorporating formal assessment scales for fluency comprehension is vital in gauging student understanding. An insightful perspective posits that the pinnacle of comprehension occurs when material is read aloud to the student, underlining the importance of model teaching during whole-class reading sessions.

Accompanying this approach is a robust checklist designed to assess comprehension levels among students. Familiarity with this checklist, coupled with the acquisition of relevant vocabulary and technical jargons, empowers educators to anticipate and evaluate student comprehension effectively.

It's noteworthy to consider the comprehension rate within the assessment scale:

Mild (Limited Knowledge)

Fair (Good Knowledge)

Excel (Great Knowledge)

Understanding these levels enables educators to discern varying degrees of comprehension among their students, facilitating tailored support and instruction to foster deeper understanding and mastery of content. With consistent implementation and observation, educators can refine their instructional strategies and better cater to the diverse learning needs of their students.

1. Allowing Prior Knowledge:

Mild: Limited ability to connect prior knowledge to the topic.

Fair: Demonstrates some ability to relate prior knowledge to the topic.

Fluency

Formal Assessment Scale for Fluency Comprehension

2. Using Visual Clues and Predictions:

Mild: Difficulty in using visual cues to make predictions.

Fair: Able to make basic predictions based on visual clues.

Excel: Skillful at using visual cues to make accurate predictions.

3. Evaluating Predictions:

Mild: Struggles to reassess predictions during the story.

Fair: Can reassess predictions with some guidance.

Excel: Capable of independently reassessing predictions based on story progression.

4. Generating New Predictions:

Mild: Rarely offers new predictions.

Fair: Can generate new predictions with some prompting.

Excel: Consistently generates insightful new predictions.

5. Identifying Descriptive Language:

Mild: Limited ability to identify descriptive words.

Fair: Can identify some descriptive words.

Excel: Proficient at identifying and appreciating descriptive language.

Fluency



Formal Assessment Scale for Fluency Comprehension

1.	Allow them to think about what they already know about the topic.	<input type="checkbox"/>
2.	Based on the pictures they have seen, allow them to look for clues, then based on their prior knowledge, let them predict what they think will happen.	<input type="checkbox"/>
3.	During the story, ask the students whether their prediction still makes sense, based on what they are hearing of the story so far.	<input type="checkbox"/>
4.	Ask pupils to make new predictions.	<input type="checkbox"/>
5.	Have them identify describing words that make the passage colourful.	<input type="checkbox"/>
6.	Connect the student to the author's experience regarding the cues in the passage. Observe the characters.	<input type="checkbox"/>
7.	The passage has a storyline that allows the pupil to identify a problem and solve it.	<input type="checkbox"/>
8.	The student can retell part or the whole story.	<input type="checkbox"/>
9.	The student compares his/her personal episode with a particular passage. Can the student synthesise?	<input type="checkbox"/>

Comprehension → **Creative Writing**



Teacher Tip

Creative Comprehension: Integrating Reading Strategies in Writing

When teaching reading orally and in discussions, it's crucial to ensure that comprehension goes beyond mere answering of questions. Students should be encouraged to think creatively and apply what they've learned from the text. This entails integrating comprehension strategies like predictions, inferencing, visualization, and metacognition questions into the process. By doing so, we not only enhance their understanding but also encourage their ability to think critically and creatively.

1. Engagement Beyond Question-Answer Sessions:

Often, students are confined to answering written questions after reading a passage, which can become monotonous and uninspiring. Instead, we should encourage them to engage with the text on a deeper level, allowing for creative thinking and interpretation.

2. Embracing Constructivism:

Constructivism emphasizes that learners actively construct their understanding and knowledge. By integrating comprehension strategies, students internalize information from the text and construct their own interpretations and insights. This approach encourages autonomy and ownership of learning.

Comprehension → Creative Writing



Teacher Tip

3. Encouraging Creative Thinking:

Reading comprehension shouldn't be the endpoint; it should be a gateway to creative expression. By allowing students to apply and reflect on what they've read, we empower them to generate creative thoughts and opinions. This process extends beyond the boundaries of reading and can be applied to various subjects and contexts.

4. Moving Beyond Written Questions:

Relying solely on written questions limits the scope of comprehension. Students may view it as a routine task rather than an opportunity for meaningful engagement. By incorporating diverse comprehension strategies, we broaden their analytical skills and encourage deeper exploration of the text.

Instructions

The instructions are written in four different ways to ensure student understanding and to facilitate oral integration by the teacher during discussion. Teachers can use the questions and recreate their questions if desired.

1. For Younger Students (ages 6-8):

- If you could be any character in the story, which one would you choose? Why would you want to be that character?

Comprehension → Creative Writing



Instructions

2. For Intermediate Students (ages 9-10):

- Imagine you could step into the shoes of one of the characters in the passage. Who would you pick and what would you be doing? Explain your choice.

3. For Older Students (ages 11-12):

- Consider the characters in the passage. If you had the chance to embody one of them, who would you select and what actions or decisions would you make? Justify your selection with details from the text.

4. For Advanced Students (ages 12+):

- Reflecting on the passage, envision yourself as one of the characters. Describe the character you'd choose to be and delve into the motivations behind your selection. How would embodying this character influence the events of the story? Provide textual evidence to support your reasoning.

Concept of Creating a Paragraph

As a teacher, explaining the concept of creating a paragraph involves breaking down its components and their significance in conveying ideas effectively. Here's a breakdown of each part:

Comprehension → Creative Writing



Instructions

Concept of Creating a Paragraph

1. Main Idea:

- The *main idea* of a paragraph is the central point or message that the paragraph intends to communicate.
- It encapsulates the core theme or focus of the paragraph's content.
- The main idea serves as the anchor around which the paragraph is structured, guiding the reader's understanding of the topic being discussed.

2. Topic Sentence:

- The *topic sentence* is usually the first sentence of the paragraph and acts as a roadmap for the reader.
- It clearly states the main idea or the central point that the paragraph will address.
- A well-crafted topic sentence sets the tone and direction for the entire paragraph, providing context and guiding the reader's attention to the forthcoming discussion.

3. Supporting Details:

- *Supporting details* are the specific pieces of information, evidence, examples, or explanations that bolster and expand upon the topic sentence.
- They provide depth, clarity, and credibility to the main idea by offering relevant facts, anecdotes, quotations, statistics, or observations.
- Supporting details serve to reinforce the central argument or point made in the topic sentence, helping to develop and flesh out the paragraph's content.

4. Conclusion:

- The *conclusion* of a paragraph summarizes and reinforces the main idea while providing closure to the discussion.
- It may reiterate the topic sentence in different words or offer a final thought that ties together the paragraph's key points.
- The conclusion leaves a lasting impression on the reader, leaving him with a sense of completion and understanding regarding the paragraph's content.

Comprehension → Creative Writing



Instructions

Here's a student-friendly paragraph that highlights the components of a paragraph.

Main Idea:

My favourite hobby is playing soccer with my friends at the park.

Topic Sentence:

Every weekend, I look forward to heading to the park to play soccer because it's so much fun!

Supporting Details:

We gather at the park early in the morning, excited to kick the ball around. The sun shines brightly as we warm up, and the grass feels cool beneath our feet. Once we start playing, the energy is contagious, and we laugh and cheer with every goal scored. We work together as a team, passing the ball and strategizing to outsmart the opposing players. Even when we're tired, the thrill of the game keeps us going until it's time to head home.

Conclusion:

Playing soccer with my friends not only brings us closer together but also helps us stay active and healthy. I can't wait for the next weekend to come so we can hit the park and have another unforgettable soccer match!

In this paragraph:

- The **main idea** is that the author enjoys playing soccer with friends.
- The **topic sentence** clearly introduces the main idea by stating the author's excitement about playing soccer.
- The **supporting details** provide specific information about the author's experiences playing soccer, such as gathering at the park, the atmosphere, teamwork, and the thrill of the game.
- The **conclusion** reinforces the main idea and highlights the positive aspects of playing soccer with friends.

Comprehension → Creative Writing

Strategy Questions



Below are questions and explanations aligned with comprehension strategies that teachers can use orally, before, during, and after reading a passage in the Readers Part 1, with students aged 6-12 years:

Predictions:

1. Before Reading:

- ⇒ What do you think this story will be about based on the title and cover?
- ⇒ Can you predict what might happen to the main character?
- ⇒ Why do you think the author chose this setting for the story?

2. During Reading:

- ⇒ Were your predictions correct so far? If not, what surprised you?
- ⇒ Based on what you've read, what do you think will happen next?
- ⇒ How do the events in the story match or differ from what you predicted?

3. After Reading:

- ⇒ Reflect on your initial predictions. Were they accurate? How did the story unfold differently?
- ⇒ Did the author leave any unanswered questions or open endings? What do you predict might happen beyond the story's conclusion?

Comprehension → Creative Writing

Strategy Questions



Inferencing:

1. Before Reading:

- ⇒ What clues can you find on the cover or in the blurb that give you an idea about the story's theme?
- ⇒ Can you infer anything about the characters based on their descriptions or actions?
- ⇒ What do you think might be the problem or conflict in the story?

2. During Reading:

- ⇒ What conclusions can you draw from the character's actions or dialogue?
- ⇒ How do the author's descriptions help you infer the setting or mood of the story?
- ⇒ Can you infer the characters' feelings or motivations from their behavior?

3. After Reading:

- ⇒ Reflect on the inferences you made while reading. Were they supported by evidence from the text?
- ⇒ Were there any moments where you had to revise your initial inferences as the story progressed?
- ⇒ How did making inferences enhance your understanding of the story?

Comprehension → Creative Writing

Strategy Questions



Visualization:

1. Before Reading:

- ⇒ Close your eyes and imagine the setting described in the story. What do you see, hear, and smell?
- ⇒ Can you visualize the characters based on their descriptions?
- ⇒ What emotions do you associate with the setting or characters?

2. During Reading:

- ⇒ As we read, try to create a mental picture of the scenes described in the story.
- ⇒ How does your visualization change as new details are revealed?
- ⇒ Share any vivid images or scenes that stood out to you as we read.

3. After Reading:

- ⇒ Describe the most memorable scene from the story. How did your visualization compare to the author's description?
- ⇒ Did visualizing the story help you understand the characters' experiences and emotions better?
- ⇒ How does visualizing a story enhance your overall enjoyment and engagement with the text?

Comprehension → **Creative Writing**

Strategy Questions



Metacognition

1. Before Reading:

- ⇒ Think about your reading habits. What strategies do you use when you come across a challenging word or passage?
- ⇒ How do you usually approach understanding a story? Do you ask questions or make connections to your own experiences?
- ⇒ What goals do you have for yourself as a reader today?

2. During Reading:

- ⇒ Pause and reflect on your understanding of the story so far. Are there any parts that are confusing or unclear?
- ⇒ What strategies can you use to monitor your comprehension as you read?
- ⇒ How does thinking about your thinking (metacognition) help you become a better reader?

3. After Reading:

- ⇒ Reflect on the strategies you used to understand the story. Which ones were most effective for you?
- ⇒ Were there any moments where you needed to adjust your reading approach to improve comprehension?
- ⇒ How can you apply what you've learned about metacognition to future reading experiences?

Comprehension → Creative Writing

Strategy Questions



Summary

1. Before Reading:

- ⇒ Can you summarize what you know about the story based on the title and any background information?
- ⇒ What do you expect the main events of the story to be?

2. During Reading:

- ⇒ Pause periodically to summarize what has happened in the story so far.
- ⇒ What are the key events or turning points that have occurred?
- ⇒ Can you summarize the main character's thoughts, feelings, and actions?

3. After Reading:

- ⇒ Summarize the beginning, middle, and end of the story in your own words.
- ⇒ Identify the main problem or conflict and how it was resolved.
- ⇒ How does summarizing the story help you remember and understand its key elements?

All of these questions and discussions encompass various comprehension strategies and can help students engage deeply with the reading passages in Part 1, enhancing their reading comprehension skills and enabling critical thinking abilities.

Comprehension → **Creative Writing**



Instructions

Blending poetry with Grammar

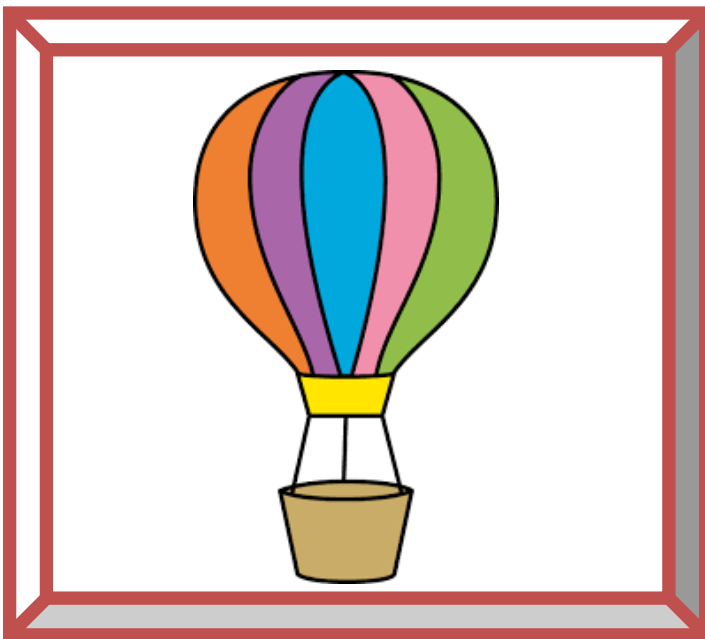
If you were one of the characters in the passage (it could be an animal, place, person or thing), what would you be doing and say why?

OR

who would you be from the passage, and say why?

Answer the following questions and write 6 sentences (Paragraph) in the following order:-

1. What is the Main Idea of the passage?
2. What is the Topic Sentence of the passage?
3. What does the character do that makes you want to be that character?
4. Explain where in the story the character inspired you? **(Or supporting details.)**
5. Why not another character? **(Or supporting details.)**
6. What is your concluding sentence?



Basic Teacher Monitoring	Well Done	Focus more	Total
Spelling	When the student has only 0 - 1 error (2 marks).	When the student has more than 1 error (1 mark).	2
Sentencing	Each sentence is one (1) mark each. (6 marks)		6
Colouring	When the student draws and colours his/her drawing. (2 marks).	When the student draws only. (1 mark).	2
Punctuation	When the student has only 0- 1 error (2 marks).	When the student has more than 1 error (1 mark).	2
Capital Letters	When the student has only 0- 1 error (2 marks).	When the student has more than 1 error (1 mark).	2
Neatness of Work	When the student has only 0- 1 error (2 marks).	When the student has more than 1 error (1 mark).	2
Basic Teacher Monitoring will encourage students to always edit their work.			16

Comprehension → **Creative Writing**



Teaching Example

Week-Long Unit Plan: Comprehension Reading Concept

This general sample guide is for teachers to apply and practice, per story, from Reader Part 1.

Objective:

Students will engage in comprehensive reading activities centered around the passage 'Shapes', focusing on phonics, sight words, fluency, comprehension, critical thinking, paragraphing, and visualization techniques.

Day 1: Introduction to Phonics and Sight Words

- Review the 'bossy r concept' with the sounds 'ar' or 'ur' using interactive activities.
- Introduce or revise sight words provided in the passage.
- Engage students in interactive games or exercises to reinforce phonics and sight word recognition.

Day 2: Passage Introduction and Fluency Practice

- Read the passage 'Shapes' aloud, modelling proper fluency and prosody.
- Discuss the content and main ideas of the passage.
- Have students identify and underline all instances of 'ar' or 'ur' words in the passage.
- Encourage parent and student demonstrations at home for self-evaluation of phonics skills and reading fluency.

Comprehension → Creative Writing



Teaching Example

Day 3: Sight Words and Vocabulary Assessment

- Review sight words taught from previous lessons.
- Assess students' sight word recognition through interactive activities.
- Ask random vocabulary questions to assess understanding and retention.
- Engage students in discussions about the meaning of unfamiliar words encountered in the passage.

Day 4: Comprehension and Critical Thinking

- Pose random questions related to the passage to assess comprehension.
- Encourage critical thinking by asking students to analyze characters, plot, and themes.
- Provide opportunities for student presentations (Read Aloud or One-on-One) to assess fluency levels and comprehension.

Day 5: Paragraphing and Creative Writing

- Teach the concept of paragraph structure, emphasizing main idea, topic sentence, supporting details, and conclusion.
- Based on provided questions, guide students in writing a six-sentence paragraph related to the passage 'Shapes'.
- Explore visualization techniques by having students create mental images of scenes or characters from the passage.

Comprehension → **Creative Writing**



Teaching Example

Accommodations and Best Practices:

- Provide differentiated instruction to accommodate diverse learning needs, including visual aids, manipulatives, and multisensory activities.
- Offer one-on-one reading sessions with students to provide personalized support and feedback.
- Use flexible grouping strategies to ensure all students receive appropriate levels of challenge and support. Some activities can be done for homework.
- Incorporate frequent opportunities for movement and sensory breaks to support students with attention and sensory processing needs.
- Utilize assistive technology and adaptive materials as needed to support students with disabilities.
- Offer praise and encouragement to foster a positive learning environment and boost students' confidence and motivation.

Assessment and Feedback:

- Use a basic rubric to assess students' written work and provide constructive feedback on areas for improvement.
- Monitor student progress throughout the week through observation, informal assessments, and student-teacher conferences.
- Provide opportunities for self-assessment and reflection, allowing students to identify their strengths and areas for growth in reading comprehension and fluency.

Comprehension → Creative Writing



Teaching Example: Answer

Main Idea: The main idea of the passage is about Jamie's playful exploration of solid shapes at the park. **(One day, I was exploring solid shapes in the park like Jamie.)**

Topic Sentence: If I were a character from the passage, I would be Jamie, the girl at the park, because she gets to have fun with colourful solid shapes. **(It was so much fun looking and holding the colourful objects.)**

Two Supporting Details: Jamie's joy and excitement as she races to the jungle gym and interacts with the different solid shapes inspire me to want to be like her. Her familiarity with solids and her imaginative play with the ball and pyramid shape show me how learning can be fun and creative. Seeing Jamie throw the shapes into the air without a worry makes me feel happy and carefree too. **(I raced to the jungle gym and played with the solid shapes like the ball that looks like a sphere. I felt carefree and it made me feel happy.)**

Why Not Another Character (Supporting Detail): I wouldn't want to be any other character because Jamie's adventure with the shapes seems like the most enjoyable and exciting part of the story. The way she explores and plays with the shapes brings a sense of wonder and discovery that I find captivating. **(Jamie inspires me to explore more types of solid shapes.)**

Conclusion: Being Jamie in the story would allow me to experience the joy of learning through play and appreciate the beauty of shapes in the world around me. **(I enjoyed learning about solid shapes while playing in the park.)**

Comprehension → Creative Writing



Teaching Example: Answer

1. One day, I was exploring solid shapes in the park like Jamie.
2. It was so much fun looking and holding the colourful objects.
3. I raced to the jungle gym and played with the solid shapes like the ball that looks like a sphere.
4. I felt carefree and it made me feel happy.
5. Jamie encourages me to explore more types of solid shapes.
6. I enjoyed learning about solid shapes while playing in the park.

In a Paragraph Structure

One day, I was exploring solid shapes in the park like Jamie. It was so much fun looking and holding the colourful objects. I raced to the jungle gym and played with the solid shapes like the ball that looks like a sphere. I felt carefree and it made me feel happy. Jamie encourages me to explore more types of solid shapes. I enjoyed learning about solid shapes while playing in the park.




Comprehension → **Creative Writing**



Teaching Example: With Errors

Paragraph Structure

One day, I was explaing solid shapes in the park like Jamie. It was so much fun looking and holding the colourful objects. I raced to the jungle gym and played with the solid shapes like the ball that looks like a ○ sphere I felt carefree and it made me feel hapy. Jamie encourajes me to explore more types of solid shapes. i enjoyed learning about solid shapes while playing in the park.

Basic Teacher Monitoring	Well Done	Focus more	 Total
Spelling	When the student has only 0 - 1 error (2 marks).	When the student has more than 1 error (1 mark).	1
Sentencing	Each sentence is one (1) mark each. (6 marks)		6
Colouring	When the student draws and colours his/her drawing. (2 marks).	When the student draws only. (1 mark).	2
Punctuation	When the student has only 0- 1 error (2 marks).	When the student has more than 1 error (1 mark).	2
Capital Letters	When the student has only 0- 1 error (2 marks).	When the student has more than 1 error (1 mark).	2
Neatness of Work	When the student has only 0- 1 error (2 marks).	When the student has more than 1 error (1 mark).	2
Basic Teacher Monitoring will encourage students to always edit their work.			15 / 16

Running Records

LPK
Reading & Reading



There are 5 running record assessments. The teacher can choose any 3; 1 per term. For the first term, the running record can be done almost to the end of the term.



The final 2 can be administered at the beginning of the term, depending on the severity of the class or student.

This is a good tool to work in tandem with the Reader Approach texts for Standard One.

Running Records

Introduction



The running record does not really focus on the speed of the child, but this concept allows the teacher to record a child's reading behaviour as he/she reads from the book. Running records give a more accurate measure of the pupil's ability to handle text at the assessed level. Taking running records improves with experience. Don't worry.

Familiarise yourself with the following important terms.

Errors " E "

The teacher ticks off the box when the child leaves out a word, puts in his/her own word, substitutes another word for a word in the text and if the teacher had to say the word for the student.

Self-correcting " SE "

This is not an error, but the teacher ticks off the box when the child realises he/she made an error, but corrects himself/herself.

Meaning " M "

Meaning is important. The child takes his/her cue to make sense of text by thinking about the background of the story, the pictures and sentences. You assess comprehension here. The child may want to stop and tell you what he/she knows. Let the child feel free, and circle accordingly.

Structure " S "

Structure refers to the syntax. Implicit knowledge of structure helps the child know if what he/she reads, sounds correct, for example "pear and peer".

Visual " V "

Visual information is related to the **look of the letter** in a word and the word itself. A reader uses visual information when he or she applies his or her phonemic awareness and phonetic principles.

Running Records

Symbols & Markings



Here is a sample of the symbols to learn thoroughly, so you can automatically apply them, when practised.

<https://www.readinga-z.com/newfiles/levels/runrecord/runrec.html>

Reading Behaviour	Marking Convention	Example
Accurate word reading	✓ check mark above each correctly read word	✓ ✓ ✓ The brown dog...
Substitutions (one error if not self-corrected; record one error regardless of the number of incorrect substitutions)	Write each word attempted above the actual word	✓ <u>brave</u> ✓ The brown dog...
Omission (one error)	— long dash	✓ — ✓ The brown dog...
Insertion (one error)	Λ caret in the extra word	✓ <u>little</u> ✓ The Λ brown dog...
Repetition of one word (no error)	R (one repetition) R2 (two repetitions) R3 (three repetitions)	✓ R ✓ The brown dog...
Repetition of phrase (no error)	R with line and arrow to the point where the reader returned to repeat	←——— R The brown dog...
Self- correction (no error)	SC after the error to indicate corrected error	✓ brave/SC ✓ The brown dog...
Intervention / unable to read word - word told (one error)	Write T above the word if you tell the student the word (after 1 5-10 second wait)	T The brown dog...
Beginning Sound (no error) (Optional)	Mark the sound above and a ✓ check if s/he follows with a correct word	✓ b/ ✓ ✓ The brown dog...
Appeal to teacher for help (no error if student reads word correctly) (optional)	Mark A above word	✓ A ✓ The brown dog...
Reversal of words	Mark with a wavy line 	The br own dog.

Running Records

Symbols & Markings



Here is other sample of the symbols to learn thoroughly, so you can automatically apply them, when practised.

<https://www.readinga-z.com/newfiles/levels/runrecord/runrec.html>

READING BEHAVIOUR	CODE	EXAMPLE	ERROR
Accurate Reading	√	√ √ √ √ √ √ √ √ I saw the cat run in the house.	No error
Substitution	<u>stopping</u>	<u>stopping</u> The truck stopped for the school bus.	1 error for each
Repetition	←----- home when R	←-----R The girl was at home when dad left.	No error
Self-correction	sc <u>cub</u> cube	sc <u>cub</u> Put the ice cube back in the glass.	No error
Omission	_____ <u>winter</u>	_____ <u>winter</u> We like playing winter sports.	1 error for each
Insertion	over ^	over Come ^ to my house to swim.	1 error for each
Sounding Out	<u>d-i-g</u> dog	<u>d-i-g</u> My dog is in the backyard.	1 error
Spelling Word	<u>M-A-N-Y</u> many	<u>M-A-N-Y</u> We have too many candies.	1 error
Told by Teacher	T just	T Just get your work done!	1 error
Appeal by Student	A said	A I said I wanted to leave.	No error unless T
Long Pause	//	There are too // many people.	No error

REPEATED SUBSTITUTIONS:

If the student makes an error, e.g., "run" for "ran" and substitutes it repeatedly, it counts as an error each time. However, the substitution of a proper name is counted as an error only the first time.

CONTRACTIONS:

Count as one error. Words mispronounced due to a speech problem or dialect may be coded but is not counted as an error.

REFERENCES:

DRA Facilitator's Guide, Celebration Press 2002, pages 40 to 41

Guided Reading: Good First Teaching For All Children, Fountas & Pinell, page 91

Running Records

Sample of Work



Here is a sample of a professional running record that has been done.

<https://www.readinga-z.com/newfiles/levels/runrecord/runrec.html>

page	E = errors M = meaning S-C = self-correction S = structure V = visual	E	S-C	E			S-C				
				M	S	V	M	S	V		
3	✓ ✓ ✓ of/sc ✓ ✓ The wheel comes off the truck.		1	M	S	V	M	S	V		
4	✓ ✓ ✓ It rolls down the hill. ✓ ✓ ✓ Faster and faster.										
5	✓ ✓ ✓ went/goes ✓ ✓ ✓ The wheel rolls through the field. ✓ ✓ ✓ p/v ✓ ✓ It rolls past the cows. ✓ R ✓ ✓ ✓ Faster and faster.	1		M	S	V					
6	✓ ✓ ✓ ✓ ✓ farm The wheel rolls through the barn. ✓ ✓ ✓ TA It rolls [past the chickens.] ✓ ✓ ✓ Faster and faster.	1		M	S	V					
7	✓ ✓ ✓ ✓ R2 ✓ water The wheel rolls toward the river. ✓ ✓ ✓ T It rolls over the bridge. ✓ ✓ ✓ Faster and faster.	1		M	S	V					
8	✓ ✓ ✓ in/sc ✓ ✓ ✓ The wheel rolls into the school. ✓ ✓ ✓ of ✓ ✓ ✓ It rolls out the door. ✓ ✓ ✓ Faster and faster. ✓ ✓ ✓ R The wheel rolls through the town.	1	1	M	S	V			M	S	V
9	✓ ✓ ✓ P/ ✓ R It rolls past the policeman. ✓ ✓ ✓ Faster and faster.										
10	✓ ✓ ✓ T The wheel rolls into the garage. ✓ ✓ ✓ It stops rolling. ✓ ✓ ✓ track/sc The wheel is on the truck.	1		M	S	V					
Totals		8	3								

Accuracy Rate: 92%

Error Rate: 1:12

Self-correction Rate: 1:4

Running Records

Sample of Work



Here is a sample of a professional running record that has been done.

<https://www.readinga-z.com/newfiles/levels/runrecord/>

"Old Ben Bailey Meets His Match"		10	4	Information used	
Page	Word count : 100	Errors	Self-corrections	Errors	Self-corrected
2	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>on</u> ✓ ✓ ✓ ✓ Big Les and Lester, his son, lived in No-End Hollow and	1		m s v	
	✓ <u>fix/sc</u> ✓ ✓ ✓ ✓ <u>dog</u> ✓ ✓ ✓ ✓ raised foxhounds for a living. Their dogs were the finest	11	11	m s v	
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ hounds in all that part of Tennessee. People came from				
	✓ ✓ ✓ <u>on/sc</u> ✓ ✓ ✓ ✓ ✓ ✓ North Carolina, Georgia, and Alabama to buy foxhounds	1	1	m s v	
	✓ ✓ ✓ <u>and/sc</u> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ from them. Now Lester had a pet hound that was not for sale to	1	1	m s v	
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ anybody. Funny Face was his name—Funny for short. Lester					
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ had been offered as high as fifty dollars for Funny, and that	1		m s v		
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ was a mighty big price at that time. But Lester loved Funny					
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>every/sc</u> too much to sell him to anybody.					
✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Funny followed Lester everywhere he went.	1	1	m s v		
The dog is going to be caught and guy will keep him and give him back when boy is going back to school. They like each other in the end.					

Running Records

The Analysis



The Q Analysis

This qualitative analysis is based on the observations that the teacher makes during the running record. This is where the teacher pays attention to the intonation, phrasing and fluency. Teachers must observe how the child uses the cues to help him/her to read. Provide prompts and listen to how the child responds. With this, the teacher can create a good enough idea of the student's developmental reading progress.

Error Rate

The rate is expressed as a ratio.
 Total words / total errors = Error rate

FORMULA: $TW / E = ER$

Example:

86 WORDS / 7 ERRORS = 12.28 (12 rounded off to the nearest whole number)

The ratio is expressed as 1:12

This means, that for each error made, the child read approximately 12 words correctly.

Accuracy Rate

Accuracy rate is expressed as a percentage.

Total words read - total errors) / total words read x 100 = Accuracy rate

FORMULA: $(TW / E) / TW \times 100 = AR$

Example:

$(86 - 7) / 86 \times 100 = \text{Accuracy rate}$

$79 / 86 \times 100 = \text{Accuracy rate}$

= 91.8%, or 92% rounded to the nearest whole number

Level	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	93 and below	94%	95% - 98%	99% - 100%

Running Records

The Analysis



Self-Correction Rate

The rate is expressed in ratio.

(Number of errors + Number of self-corrections) / Number of self-corrections = Self-correction rate

FORMULA: $(E / SC) / SC = SC$

Example:

$(7 + 3) / 3 = \text{Self-correction rate.}$

$11 / 3 = 3.666$, or 4 rounded to the nearest whole number.

The self-correction rate is expressed as 1:4.

This means that the student corrects approximately 1 out of every 4 errors.

IMPORTANT

If a student is self-correcting at a rate of 1:4 or less, this indicates that he or she is self-monitoring his or her reading.

Fluency Assessment Summary Chart

Words Per Minute	E Rate	SC Rate	% Accuracy	Prosody (Rubric)	Comprehension
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Level Rating:		Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advanced Reader
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		93% and below	94%	95% - 98%	99 - 100%

Assessment Summary:

RR1 Running Records



This is to be attempted once.

Name		Teacher	
Term 1-Date:	Term 2-Date:	Term 3-Date:	

Page: 127	Playtime			Information Used		
Errors (E) (M) Structure	Self-correction (SC) (S) Visual (V)	Meaning	E	SC	E M S V	SC M S V
		143 Words			M S V	M S V
A typical day in Adden's life entails school time. His Mummy says when you learn something new in school, that's when playtime is most exciting. During break time, sometimes he sits and enjoys a fruit or maybe he picks a juicy sapodilla near the school playground, with the other children.						
"Can you imagine how bored and stressed Adden would be without playtime?" His Mummy strongly emphasized to him.						

RR1 Running Records



This is to be attempted once.

Name		Teacher	
Term 1-Date:	Term 2-Date:	Term 3-Date:	

Page: 127	Playtime (cont'd)			Information Used			
	Errors (E) (M) Structure (S)	Self-correction (SC) Visual (V)	Meaning	E	SC	E	SC
	144 Words					M S V	M S V
<p>There are several advantages of playtime. It is crucial in brain development as it triggers creative juices and broadens your imagination. In addition it teaches one to interact with others and the world around them. There is a need for play as it provides a level of enjoyment and assists in discipline.</p>							
<p>Adden already knows what to do if he is given blocks, paints and paper or even clay. He wouldn't trade his playtime any day.</p>							

RR1 Running Records



Name		Teacher	
Term 1-Date:	Term 2-Date:	Term 3-Date:	

Page 127: Playtime

Error Rate (Work out the answer below)
 Total words / total errors = Error rate
FORMULA: TW / E = ER

Accuracy Rate(Work out the answer below)
 Total words read - total errors) / total words read x 100 = Accuracy rate
FORMULA: (TW / E) / TW x 100 = AR

Level	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	93 and below	94%	95% - 98%	99% - 100%

Self-Correction Rate
 (Number of errors + Number of self-corrections) / Number of self-corrections = Self-correction rate.
FORMULA: (E / SC) / SC = SC

RR1 Running Records

Name _____		Teacher _____	
Term 1-Date: _____	Term 2-Date: _____	Term 3-Date: _____	

Page 127: Playtime

Fluency and Prosody

To assess reading fluency. Turn to page 129 in the student reader Part 1.

Use rubric to assess prosody.

Comprehension

Use Comprehension checklist. It is important you know why you ask certain questions of certain students. Remember if the student fell in the frustration level, it means more model reading is required as well.

Fluency Assessment Summary Chart

Words Per Minute	E Rate	SC Rate	% Accuracy	Prosody (Rubric)	Comprehension
<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>
Level Rating:					
	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advanced Reader	
	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>
	93% and below	94%	95% - 98%	99 - 100%	

Assessment Summary:

RR2

Running Records



This is to be attempted once

Name		Teacher	
Term 1-Date:	Term 2-Date:	Term 3-Date:	

Page: 137	Kite Flying			Information Used			
Errors (E) Structure (S)	Self-correction (SC) Visual (V)	Meaning (M)	E	SC	E	SC	
163 Words					M S V	M S V	
<p>During the Easter vacation there are sunny days. It is the perfect time for kite flying, a hobby Lynn cannot deny. In order for a kite to fly, the manner of the wind has to be just right. Not too strong and not too gentle. Wind is the movement of air caused by changes of the temperature in the atmosphere.</p>							

RR2

Running Records



This is to be attempted once.

Name		Teacher	
Term 1-Date:	Term 2-Date:	Term 3-Date:	

Page: 137	Kite Flying			Information Used			
Errors (E) Structure (S)	Self-correction (SC) Visual (V)	Meaning (M)	E	SC	E	SC	
163 Words					M S V	M S V	
<p>Kites of different shapes, sizes or colourful in nature, are flown at special Easter bonnet competitions. 'Mad bull', 'chicki-chong' and even the store bought kites, all grace the sky with their splendid presence.</p>							
<p>Running in the savannah or even on the beach is how children launch their kites. Thread is slowly released as the kite soars through the sky when the breeze blows. As the wind lulls and the kite dips, the thread is pulled on to keep it afloat. When the fun has ended, the kite is reeled in by gently winding the thread around the spool. Every Kite is a winner.</p>							

RR2 Running Records



Name		Teacher	
Term 1-Date:	Term 2-Date:	Term 3-Date:	

Page 137: Kite Flying

Error Rate (Work out the answer below)
 Total words / total errors = Error rate
FORMULA: TW / E = ER

Accuracy Rate(Work out the answer below)
 Total words read - total errors) / total words read x 100 = Accuracy rate
FORMULA: (TW / E) / TW x 100 = AR

Level	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	93 and below	94%	95% - 98%	99% - 100%

Self-Correction Rate
 (Number of errors + Number of self-corrections) / Number of self-corrections = Self-correction rate.
FORMULA: (E / SC) / SC = SC

RR2 Running Records

Name _____		Teacher _____	
Term 1-Date: _____	Term 2-Date: _____	Term 3-Date: _____	

Page 137: Kite Flying

Fluency and Prosody
 To assess reading fluency. Turn to page 139 in the student reader Part 1.
 Use rubric to assess prosody.

Comprehension
 Use Comprehension checklist. It is important you know why you ask certain questions of certain students. Remember if the student fell in the frustration level, it means more model reading is required as well.

Fluency Assessment Summary Chart

Words Per Minute	E Rate	SC Rate	% Accuracy	Prosody (Rubric)	Comprehension
<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>
Level Rating:					
		Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
		<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>
		93% and below	94%	95% - 98%	99 - 100%

Assessment Summary:

RR3

Running Records



This is to be attempted once.

Name		Teacher	
Term 1-Date:	Term 2-Date:	Term 3-Date:	

Page: 142	Food			Information Used	
Errors (E) Structure (S)	Self-correction (SC) Visual (V)	Meaning (M)	E	SC	E SC
138 Words					M S V M S V
<p>Food is very important to our health and well-being. It provides nutrition for our bodies to help us to move, play, work, think and to always keep learning. It's made up of much needed nutrients, for example: carbohydrates, proteins, fats, minerals and vitamins are just a few.</p>					
<p>We however, don't get all these nutrients in only our favourite food or snack. Therefore, it's important to have a balanced diet. Sam and his family, especially his father, eat grains such as: whole grain pasta, brown rice, peas, beans, as well as, vegetables, meat and fish.</p>					

RR3

Running Records



This is to be attempted once.

Name		Teacher	
Term 1-Date:	Term 2-Date:	Term 3-Date:	

Page: 142	Food			Information Used	
Errors (E) (M) Structure	Self-correction (SC) (S) Visual (V)	Meaning	E	SC	E SC
138 Words					M S V M S V
<p>Sam always has lots of fruits and nuts at snack time. Children like Sam, who eats a balanced diet, have lots of energy. They are very strong as they do not often get sick. They are less prone to diseases and they grow well.</p>					

RR3 Running Records



Name		Teacher	
Term 1-Date:	Term 2-Date:	Term 3-Date:	

Page 142: Food

Error Rate (Work out the answer below)
 Total words / total errors = Error rate
FORMULA: TW / E = ER

Accuracy Rate(Work out the answer below)
 Total words read - total errors) / total words read x 100 = Accuracy rate
FORMULA: (TW / E) / TW x 100 = AR

Level	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	93 and below	94%	95% - 98%	99% - 100%

Self-Correction Rate
 (Number of errors + Number of self-corrections) / Number of self-corrections = Self-correction rate.
FORMULA: (E / SC) / SC = SC

RR3 Running Records



Name _____		Teacher _____	
Term 1-Date: _____	Term 2-Date: _____	Term 3-Date: _____	

Page 142: Food

Fluency and Prosody

To assess reading fluency. Turn to page 144 in the student reader Part 1.

Use rubric to assess prosody.

Comprehension

Use Comprehension checklist. It is important you know why you ask certain questions of certain students. Remember if the student fell in the frustration level, it means more model reading is required as well.

Fluency Assessment Summary Chart

Words Per Minute	E Rate	SC Rate	% Accuracy	Prosody (Rubric)	Comprehension
<input style="width: 50px; height: 30px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>
Level Rating:					
		Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advanced Reader
		<input style="width: 50px; height: 30px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>	<input style="width: 50px; height: 30px;" type="text"/>
		93% and below	94%	95% - 98%	99 - 100%

Assessment Summary:

RR4

Running Records



This is to be attempted once.

Name		Teacher	
Term 1-Date:	Term 2-Date:	Term 3-Date:	

Page: 167	Shelter			Information Used	
Errors (E) Structure (S)	Self-correction (SC) Visual (V)	Meaning (M)	E	SC	E SC
		127 Words			M S V M S V
Does Shelter seem to be a very important human need to you? How would you feel if you heard of someone without a home? Maybe after the result of a natural disaster?					
A home protects us from the weather and it provides us with safety, security and privacy. Shelter is very important because it is where children live with their family and pets.					
There are different types of homes that people live in, for example: apartments, houses, bungalows, cabins, thatches, mobile homes like trailers, recreational vehicles (RVs) or even igloos.					

RR4

Running Records



This is to be attempted once.

Name		Teacher	
Term 1-Date:	Term 2-Date:	Term 3-Date:	

Page: 167	Shelter			Information Used			
Errors (E) Structure (S)	Self-correction (SC) Visual (V)	Meaning (M)	E	SC	E	SC	
125 Words					M S V	M S V	
<p>They are designed in many shapes and sizes and are made from many materials such as brick, wood, concrete, steel or aluminum. Sometimes the materials used depend on how available they are, the climate or its purpose.</p>							

RR4 Running Records



Name		Teacher	
Term 1-Date:	Term 2-Date:	Term 3-Date:	

Page 167: Shelter

Error Rate (Work out the answer below)
 Total words / total errors = Error rate
FORMULA: $TW / E = ER$

Accuracy Rate(Work out the answer below)
 Total words read - total errors) / total words read x 100 = Accuracy rate
FORMULA: $(TW / E) / TW \times 100 = AR$

Level	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	93 and below	94%	95% - 98%	99% - 100%

Self-Correction Rate
 (Number of errors + Number of self-corrections) / Number of self-corrections = Self-correction rate.
FORMULA: $(E / SC) / SC = SC$

RR4 Running Records

Name _____		Teacher _____	
Term 1-Date: _____	Term 2-Date: _____	Term 3-Date: _____	

Page 167: Shelter

Fluency and Prosody

To assess reading fluency. Turn to page 169 in the student reader Part 1.

Use rubric to assess prosody.

Comprehension

Use Comprehension checklist. It is important you know why you ask certain questions of certain students. Remember if the student fell in the frustration level, this means more model reading is required as well.

Fluency Assessment Summary Chart

Words Per Minute	E Rate	SC Rate	% Accuracy	Prosody (Rubric)	Comprehension
<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>
Level Rating:					
	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader	
	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>
	93% and below	94%	95% - 98%	99 - 100%	

Assessment Summary:

RR5

Running Records



This is to be attempted once.

Name		Teacher	
Term 1-Date:	Term 2-Date:	Term 3-Date:	

Page: 192	Tsunami			Information Used			
Errors (E) (M) Structure (S)	Self-correction (SC) Visual (V)	Meaning	E	SC	E	SC	
146 Words					M S V	M S V	
<p>The azure, clear waters of the ocean sparkled and it was as peaceful as a pond. Suddenly the water moved far back from the shoreline. No one had a clue what would happen next. Within moments large powerful waves, taller than a building, came rushing in faster than the speed of light. Man, woman and child, also cute pets scampered as they all tried to escape the hungry giant. A tsunami was abounding.</p>							

RR5

Running Records



This is to be attempted once.

Name		Teacher	
Term 1-Date:	Term 2-Date:	Term 3-Date:	

Page: 192	Tsunami			Information Used						
Errors (E) (M) Structure	Self-correction (SC) (S) Visual (V)	Meaning	E	SC	E	SC				
146 Words					M	S	V	M	S	V
<p>Tsunamis can cause mass destruction as they flood cities and destroy homes and businesses. They even claim many lives. It is one of the scariest natural disasters as there is no way that it can be predicted. It can occur as a result of underwater earthquakes, volcanic eruptions or even landslides. As the waves climb up to higher heights, the ocean's depth decreases. However, as it reaches shallow waters, it only slows down.</p>										

RR5 Running Records



Name		Teacher	
Term 1-Date:	Term 2-Date:	Term 3-Date:	

Page 192: Tsunami

Error Rate (Work out the answer below)
 Total words / total errors = Error rate
FORMULA: $TW / E = ER$

Accuracy Rate(Work out the answer below)
 Total words read - total errors) / total words read x 100 = Accuracy rate
FORMULA: $(TW / E) / TW \times 100 = AR$

Level	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	93 and below	94%	95% - 98%	99% - 100%

Self-Correction Rate
 (Number of errors + Number of self-corrections) / Number of self-corrections = Self-correction rate.
FORMULA: $(E / SC) / SC = SC$

RR5 Running Records

Name _____		Teacher _____	
Term 1-Date: _____	Term 2-Date: _____	Term 3-Date: _____	

Page 192: Tsunami

Fluency and Prosody

To assess reading fluency. Turn to page 194 in the student reader Part 1.

Use rubric to assess prosody. Turn to pages 37-39 in the Manual.

Comprehension

Use Comprehension checklist. It is important you know why you ask certain questions of certain students. Remember if the student fell in the frustration level, it means more model reading is required as well.

Fluency Assessment Summary Chart

Words Per Minute	E Rate	SC Rate	% Accuracy	Prosody (Rubric)	Comprehension
<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>
Level Rating:					
		Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
		<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>	<input style="width: 60px; height: 30px;" type="text"/>
		93% and below	94%	95% - 98%	99 - 100%

Assessment Summary:

Starter for Scheme of Work



* Here are prepared instructional information for teachers, who will need to structure their Scheme of Work only for implementing reading.

* The information provided, gives a clear pattern as to when certain concepts should be taught during the terms.

Phonemic Awareness

Phonics

Hand Writing

Fluency: Reading Comprehension

Fluency: Reading Vocabulary

Spelling / Sight words

Reading Structure

Getting Ready To Read



I believe that all teachers know how the proper administration, structure or the order of **reading** should be taught. Especially in the Infant departments in schools.

Generally, it is important that the sequence be followed to prevent reading gaps in our student population. Therefore in Standard One it is also introduced.

Pre-Reading (Concept should also be integrated in between school terms)

At the end of these reading goals the pupils would be able to:

- See a lot of visible print. Example: newspapers, bills, e-mails, bulleting boards, posters paintings etc.
- Apply listening skills when the teacher reads in a natural and cheerful voice.
- Engage Play psychology daily.
- Enjoy make up stories with their teacher.
- Tell their story, even if it's from a familiar story they would have heard.
- Listen to predictable stories, as it will give encouragement to ask questions and have discussions among their peers.
- Know how to handle a book, by turning the pages for themselves, pointing to pictures and words as the teacher reads.

Rhyming, Alliteration & Syllabication

(Concepts to be done before and after phonics)

At the end of these reading goals the pupils would be able to:

- Understand rhyme and alliteration by gaining the ability to analyse and manipulate the sound structure of language. This means they would be able to engage in activities that require them to identify, segment, blend and manipulate syllables and sounds in words.

This can occur when the teacher is audible and when the student applies the knowledge after learning phonics.

Reading Structure

Beginning to Sound Words



Teachers should structure their lesson plans based on the amount of lessons per concept. They will feel more organized and comfortable, having a fair idea of what has to be done and what has to be completed through the school terms.

Short and Long Letter Names & Sounds

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

At the end of these reading goals the pupils would be able to:

- Give a sound to identify a letter and identify a letter and produce a sound.
- Write letters associated with the sounds to spell words. Know:

Spanish Blends (a e i o u): These blends are used to teach Spanish speaking pupils, but it was found to be an amazing tool to teach blends in English as well.

- **Revision Sight Words:** Should be completed in Term 1
- **2 Letter Blends:** Should be completed in Term 1 (11 concepts)
- **Vowel Team:** Should be completed by Term 2 (13 concepts)
- **Tricky Letters:** Should be completed by Term 3
- **Diphthongs:** Should be completed by Term 3 (4 concepts)



Reading Structure

Integrated Reading



Phonemic Awareness Fluency Vocabulary & Comprehension

(The Concepts sequenced here should be done throughout the school terms.) However, it is important to have consistency throughout. Keep momentum. Overall, ensure that reading is taught daily.

At the end of these reading goals the pupils would be able to:

- Read common high frequency words and sentences.
- Read, spell and apply sight words in basic reading sentences and comprehension experiences.
- Spell all words with phonics-based strategies.
- Read compound words.
- Use advanced phonic elements to recognize words.



- **Reading Vocabulary: 1 per week. Term 1 & 2**
- **Phonemic Awareness Part 1 Std 1 Reader (Throughout Terms).**
- **Trigraphs:** Should be completed by Term 3(8 concepts).
- **Silent Letters:** Should be completed by Term 3 (6 concepts).
- **Basic High Frequency Sentences:** *Individual reading* . Should be completed by Term 3 (16 concepts).
- **Fluency Comprehension Passages:** *Individual reading* . Should be completed by Term 3 (25 concepts).
- **Sight Words: 3rd 100 Dolch Sight Word List. Daily (100 Concepts).**
- **Reading assessments** are to be done when there is a need for a particular pupil and the class.
- **Can be used for first week assessments as well. Follow instructions accordingly.**

Phonemic Awareness



3rd 100 Dolch Sight Word List

NOTE: The words are placed, using our synthetic reading approach. It is just to indicate that those are the words that can be taught in this sequential pattern. However, Pupils can do two (2) sight words per day.

Check Part 2 Standard 1 Reader Chapter 3.

Week 1 t m a d c g	add own country trees city thought don't along might close open always those together got group often children car miles grow took carry once stop second miss almost above girl mountains cut talk	33
-----------------------	---	----

Week 2 i n h s f	high near food school father never started head story saw few something seemed next hard important side feet night sea four state hear idea face sometimes soon song family it's far	31
---------------------	--	----

Week 3 v z p e b	every between below plants earth eyes example beginning both paper began book enough eat being	15
---------------------	--	----

Week 4 l u r w j	last light under left while life run until walked white river without later watch really let list leave	18
---------------------	---	----

Week 5 y x k q	Keep young quiet	3
-------------------	------------------	---

100

Phonemic Awareness

Reading Log



#	Date Started	Date Finished	Name of Story	Basic Rating
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				

Phonemic Awareness

Reading Log



#	Date Started	Date Finished	Name of Story	Basic Rating
15.	5			
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				

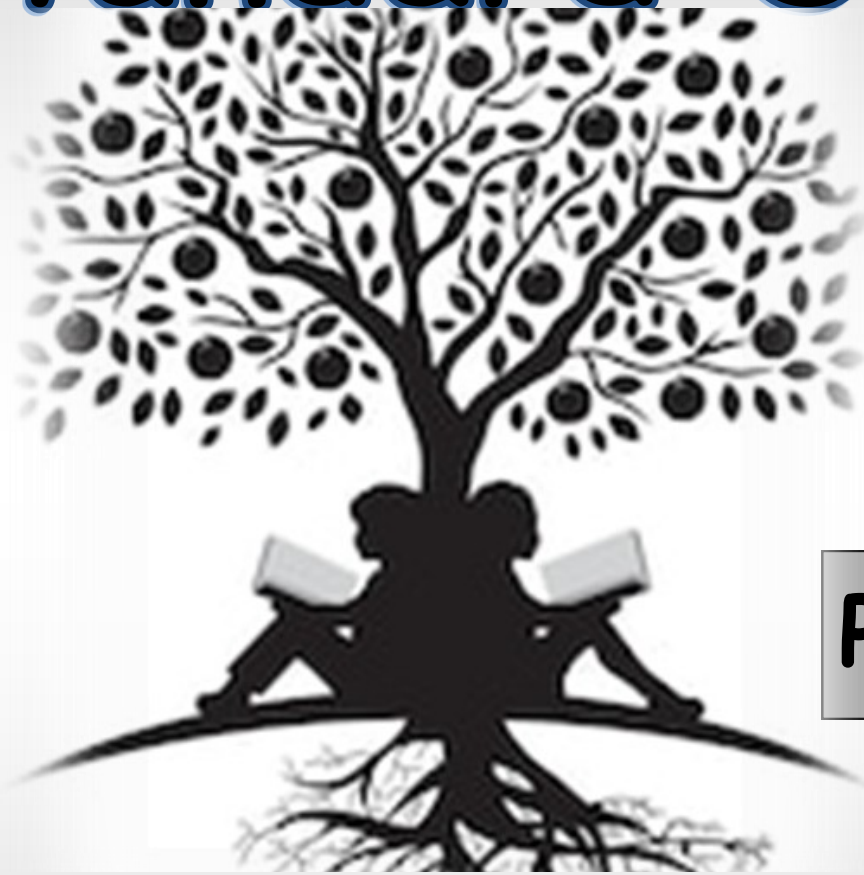
Phonemic Awareness

Reading Log



#	Date Started	Date Finished	Name of Story	Basic Rating
29.				
30.				
31.				
32.				
33.				
34.				
35.				
36.				
37.				
38.				
39.				
40.				
41.				
42.				

Teacher Student Manual For Standard One



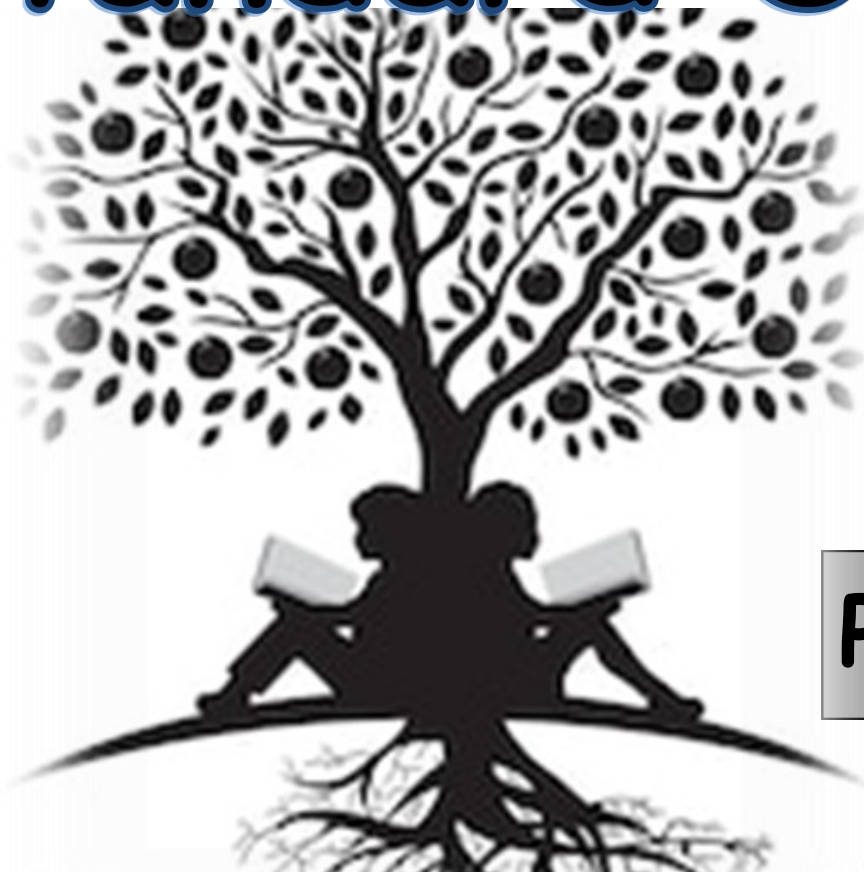
Part 3

The Analytical Entrance to Reading

By Loren Paula Knights

(MBA., B.Ed. in Special Education)

Teacher Student Manual For Standard One



Part 3

The Analytical Entrance to Reading

By Loren Paula Knights

(MBA., B.Ed. in Special Education)

Preface

"The Reading Approach for Standard 1 - An Analytical Entrance to Reading" presents a comprehensive framework for teaching reading at this level, rooted in the principles of phonic and phonemic awareness. This book encapsulates the key themes, including the acknowledgment of English language diversity, the importance of differentiated instruction, and the prerequisite knowledge and remedial keys necessary for engaging with the series. Emphasising the series' focus on the five pillars of reading - Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension - the book highlights the transformative potential in enhancing students' reading skills and laying a strong foundation for academic success.

As educators, we recognize the diversity that defines English pronunciation across the globe. These are words and sounds, originating from various corners of the world, weaved together to form the intricate tapestry of language. However, with reference to Special Needs education, we champion the principle of differentiated instruction, recognizing its pivotal role in nurturing a diverse classroom community. "The Reading Approach for Standard 1", upholds this commitment, ensuring that every child, regardless of background or ability, is equipped with the tools he/she needs to flourish in reading.

Reading Prerequisite for Term 1

Before we continue on this literary voyage, it is essential for students to possess a firm grasp of the foundational principles laid out in previous Reading Approach Books, especially, but most importantly, the Infant 1 and Infant 2 Reading Approach Books (Part 1, 2, and 3). The principles revolve around the cornerstone of phonic and phonemic awareness, forming the bedrock upon which proficient reading skills are built.

For successful navigation through this series, students should possess the following prerequisite knowledge:

1. **Phonic Awareness:** The ability to identify and manipulate the individual sounds (phonemes) that make up words.
2. **Phonemic Awareness:** A deeper understanding of the relationship between sounds and letters, enabling the decoding and encoding of words.
3. **Vocabulary:** The breadth and depth of words that a student comprehends and utilises in his/her reading and writing.
4. **Fluency:** The ability to read with accuracy, speed, and expression, enhancing comprehension and enjoyment of text.
5. **Comprehension:** The capacity to understand and interpret the meaning of text, making connections and drawing insights.

To conceptual approach, we internalize the information another way. As students transition to Standard One, they should ideally demonstrate the following competencies:

1. Proficiency in Phonics and Phonemic Awareness: Students should be capable of independently applying principles of phonics and phonemic awareness to decode and understand words. This entails recognizing letter-sound relationships and manipulating individual phonemes within words to facilitate reading.

2. Reading Fluency: Students should exhibit an instructional level of reading fluency, meaning they can read text accurately, smoothly and with appropriate expression. This includes the ability to recognize words effortlessly and comprehend the text as they read.

3. Development of Vocabulary and Comprehension: Students should possess an instructional level of vocabulary and comprehension skills. This involves understanding the meanings of words encountered in text and comprehending the overall meaning and nuances of written passages. They should be able to make connections, infer meanings, and engage critically with the material they read.

In essence, students entering Standard One should have a solid foundation in phonics, fluency, vocabulary, and comprehension, enabling them to engage effectively with grade-level reading materials and continue to advance in their literacy development.

"The Reading Approach for Standard 1" is designed to illuminate these five pillars of reading, providing students with a diagnostic perspective that fosters a deeper understanding of language. Each book in the series serves as a beacon of knowledge, guiding students towards proficiency in reading and beyond.

What if the child does not meet the requirements?

If a student at this age does not meet the prerequisites for the book, due to specific reasons beyond your control, it's important for teachers to employ best practice tips and strategies to support the student's learning journey. Here are some effective approaches:

1. Assessment and Individualised Instruction (Part 3 Book): Administer diagnostic assessments to pinpoint areas of weakness and determine the appropriate starting point for instruction. Use the results to develop targeted intervention plans that address specific skill deficits.

2. Phonic and Phonemic Awareness Activities (Part 1, 2 and 3): Implement engaging activities and games focused on developing phonic and phonemic awareness skills. This could include activities such as identifying rhyming words, segmenting and blending sounds, and practising letter-sound correspondence.

3. Small Group or One-on-One Instruction (Part 1, 2 and 3): Offer small group or one-on-one instruction for students who require additional support or to address specific skill deficits. This allows for more targeted instruction and personalized feedback to closely monitor the student's progress.

4. Multisensory Learning Approaches (Part 1 and 2): Incorporate multisensory learning techniques that engage different senses, such as sight, sound, and touch. For example, use manipulatives, sensory materials, and interactive technology to reinforce key concepts.

5. Explicit Instruction (Part 1, 2 and 3): Provide clear and explicit instruction, breaking down complex concepts into smaller, more manageable steps. Model and scaffold learning, providing ample opportunities for guided practice and feedback.

6. Structured Literacy Approach (Part 1, 2 and 3): Adopt a structured literacy approach that systematically teaches the relationship between sounds and letters. Focus on explicit instruction in phonics, decoding strategies, and sight word recognition.

7. Differentiated Instruction (Part 1, 2 and 3): Implement differentiated instruction strategies to meet the diverse needs of students in the classroom. Provide varied learning activities, materials, and instructional approaches to accommodate different learning styles and abilities.

8. Monitor Progress Regularly (Part 3): Use formative assessment tools to monitor student progress regularly and adjust instruction accordingly. Keep detailed records of student performance and track growth over time to identify areas of improvement and areas that may require further intervention.

9. Parental Involvement and Support (Part 1, 2 and 3): encourage collaboration with parents and caregivers, providing resources and strategies for supporting reading development at home. Encourage reading aloud together, engaging in meaningful conversations about books, and creating a literacy-rich environment.

10. Positive Reinforcement and Encouragement (Part 1 and 2): Celebrate small successes and provide positive reinforcement to boost the student's confidence and motivation. Encourage persistence, effort and a growth mindset by praising students' efforts and encouraging persistence in the face of challenges. Emphasize the importance of perseverance and resilience in the learning process, and celebrate incremental progress and achievements along the way.

11. Utilize Remedial Activities: Refer to the remedial activities provided in the books or supplementary materials to target specific areas of need. These activities are designed to reinforce foundational skills and provide additional practice opportunities for struggling students.

12. Review Student Records (Part 3): Familiarize yourself with the students' records, including anecdotal notes and assessments from previous teachers. Identify any patterns or gaps in their learning that may still need to be addressed. This information can help inform your instructional planning and tailor interventions to meet individual student needs.

13. Collaborate with Support Staff: Collaborate with teachers, and other support staff to develop and implement targeted interventions for students with specific learning needs. Seek input and guidance from colleagues with expertise in literacy instruction from “The Reading Approach” to get insight on reading teaching methods of the different age groups to ensure comprehensive support for struggling readers.

14. Provide Scaffolded Support: Break down tasks into manageable steps and provide scaffolded support to help students build confidence and independence. Offer prompts, cues, and visual aids to assist students in navigating challenging tasks and accessing content.

When we implement these best practice tips and strategies, teachers can create a supportive learning environment where all students have the opportunity to succeed and thrive in their reading development journey.

In Conclusion

"The Reading Approach for Standard 1 - An Analytical Entrance to Reading" is a transformative method for literacy proficiency learners.

As educators, we acknowledge the pivotal role of prerequisite knowledge, particularly in phonic and phonemic awareness principles, laying the groundwork for successful engagement with the series. By aligning with the remedial activities and leveraging the insights garnered from students' records, teachers can provide tailored support to students and their colleagues, ensuring that every child receives the guidance he/she needs to flourish.

May this series serve as a catalyst for academic growth, instilling in students a lifelong love for reading and equipping them with the skills they need to navigate the complexities of the written word. As we venture forth, let us uphold the belief that every child has the capacity to soar, and through the power of education, we can illuminate the path towards a brighter future.

Acknowledgements

With utmost humility, I extend my heartfelt gratitude to the Most High God for the wisdom and inspiration bestowed upon me throughout the creation of this book. I am profoundly grateful to my family for their unwavering support, love, and understanding during the arduous journey of bringing this work to fruition. Their encouragement has been a constant source of strength. It is my sincere hope that this book fulfills its purpose and resonates with the intended audience, serving as a valuable resource.

Special appreciation is extended to all those who dedicated their time and effort to contribute tirelessly to this project. My sincere thanks go to the editors, passage creators, and designers who recognized the need to forge new paths in academia, aiming to bridge gaps that can enrich the educational experiences of students and individuals alike. Their commitment to innovation and excellence has undoubtedly left an indelible mark on this endeavour.

With deepest regards,

Loren Paula Knights

Reading Specialist, B.Ed. in Special Education

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Complete Reading Program

