Working Together

Student Profile

* To assist in developing pupils.
* Teachers can plan better to assist more and focus reading instructions effectively.
* Prepare instructional plans for pupils. Both teacher and parents should cooperate, and fill out the information for the best knowledge of the pupil.

	Student Name:			
	Student Address:			
	Male: ☐ Female: ☐	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 of the Pupil?

_____

_____

_____

Any impairment? Physical _____ (please be 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 for any illnesses and it 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

Inappropriate Behaviours	
Replacement Behaviours	

Accommodations to assist the student in displaying the replacement behavior:

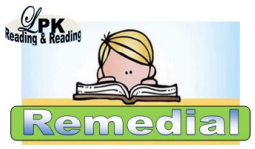
- ☐ clear, concise directions
- ☐ frequent reminders/prompts
- ☐ frequent breaks/vary activities
- ☐ teacher/staff proximity
- ☐ reprimand the student privately
- ☐ modify assignments
- ☐ review rules & expectations
- ☐ provide alternate recess
- ☐ provide cooling off period
- ☐ communicate regularly with parents
- ☐ supervise free time
- ☐ avoid strong criticism
- ☐ predictable, routine schedule
- ☐ specified study area
- ☐ preferential seating
- ☐ avoid power struggles
- ☐ specifically define limits
- ☐ avoid physical contact
- ☐ provide highly-structured setting
- ☐ other _____

Method of Measuring Progress	How to know the plan is working. ☐ direct observation ☐ daily behavior sheet ☐ weekly behavior sheet ☐ charting/graphing ☐ self-monitoring ☐ number of discipline referrals ☐ other: _____
Positive Consequences for Positive Behaviour	What can the student earn? ☐ verbal praise ☐ immediate feedback ☐ computer time ☐ earned privileges ☐ earned tokens/points ☐ positive call or note home ☐ tangible rewards ☐ free time ☐ positive visit to office ☐ other _____
Negative Consequences for inappropriate Behaviour	What happens when student does not behave: ☐ loss of points/tokens ☐ loss of privileges ☐ time out ☐ phone call home ☐ work detail ☐ detention ☐ send to office ☐ in-school suspension ☐ out-of-school suspension ☐ escort to another area ☐ other _____

Word Analysis

* Prepare instructional plans for pupils using the tools and reading assessment strategies.
* Tools to work in tandem with the Reader Approach texts for Standard 2.
    * Phonemic Awareness
    * Phonics
    * Fluency
    * Vocabulary
    * Comprehension

Phonics



Lower & Uppercase Letter Sounds

26 seconds

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

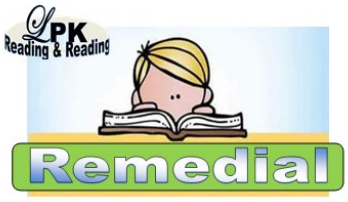
Letter		Term 1	Term 2	Term 3
1.	t			
2.	m			
3.	a			
4.	D			
5.	o			
6.	c			
7.	g			
8.	i			
9.	N			
10.	h			
11.	s			
12.	F			
13.	v			
Score		/13	/13	/13

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	Advance
Total Score	0 - 9	10 - 20	21 - 25	26
Any Observations	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐

Phonics

Recognising Long Sounds



45 seconds

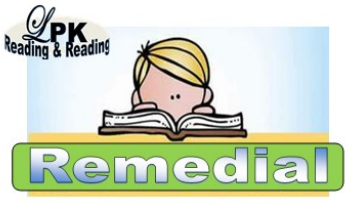
Name		
Term 1-Date:	Term 2-Date:	Term 3-Date:

	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	Advance
Total Score	0 - 9	10 - 20	21 - 25	26
Any Observations	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐

Phonics



Recognising Diphthongs & Digraphs

35 seconds

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

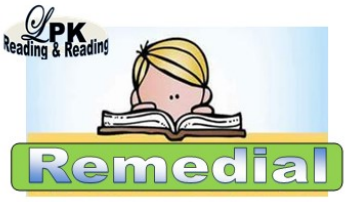
Letter		Term 1	Term 2	Term 3
1.	ch			
2.	oi			
3.	ng			
4.	th			
5.	th			
6.	oy			
7.	gh			
8.	ow			
Score		/8	/8	/8

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

Level	Intervention	Instructional	Independent	Advance
Total Score	0 - 5	6 - 10	11 - 15	16
Any Observations	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐

Phonemic Awareness

Individual Reading



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

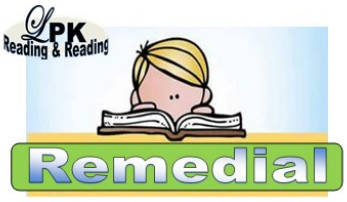
Blend / Segment sentences into words		1st try	2nd try	3rd try
1.	We finally traced him to an address in Kenya.			
2.	How long do I have to wait?			
3.	Malika's having surgery to correct her vision.			
4.	Oh, what a pretty sound it made!			
5.	They quickly cross the street when the lights turn red.			
6.	You're a remarkable person.			
7.	I am hungry because I did not eat lunch.			
	Total Score	/7	/7	/7

Level	Intervention	Instructional	Independent	Advance
Total Score	0 - 2	3 - 5	6	7
Any Observations	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐

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

Phonemic Awareness

Individual Reading



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

Blend / Segment sentences into words		1st try	2nd try	3rd try
1.	She removed every single thing from the box.			
2.	She gave me a nice pair of shoes.			
3.	Tomorrow they would fly back to Brazil and for once she wasn't ready to go.			
4.	Its twenty minutes past ten.			
5.	"Halt!" he cried to the men who were with him.			
6.	Perseverance is the only road to success.			
7.	Do you know whether she can speak English?			
	Total Score	/7	/7	/7

Level	Intervention	Instructional	Independent	Advance
Total Score	0 - 2	3 - 5	6	7
Any Observations	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐

A basic sentence read with any mistake would be considered wrong and fluency would have been 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.	abstinence			
2.	apprehend			
3.	bureaucracy			
4.	bask			
5.	carcass			
6.	categorical			
7.	devoid			
8.	dole			
9.	electrify			
10.	entice			
	Score	/ 10	/10	/10

Level	Intervention	Instructional	Independent	Advance
Total Score	0 - 3	4 - 6	7 - 9	10
Any Observations	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐

Phonemic Awareness

Recognising

High Frequency Words

15 seconds each

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

	Sights Words	Term 1	Term 2	Term 3
1	facade			
2	fiasco			
3	feud			
4	grapple			
5	habitual			
6	hectic			
7	idyllic			
8	iterate			
9	jest			
10	knoll			
	Score	/ 10	/10	/10

	Sights Words	Term 1	Term 2	Term 3
1	legible			
2	mingle			
3	quaint			
4	raze			
5	reprise			
6	scour			
7	talon			
8	wreak			
9	vacate			
10	yore			
	Score	/ 10	/10	/10

Level	Intervention	Instructional	Independent	Advance
Total Score	0 - 7	8 - 15	16 - 19	20
	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐

Overall Observation

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.	aberration			
2.	barter			
3.	combustible			
4.	dossier			
5.	elongate			
6.	ferocious			
7.	impediment			
8.	justice			
9.	melancholy			
10.	originality			
	Score	/ 10	/10	/10

Level	Intervention	Instructional	Independent	Advance
Total Score	0 - 3	4 - 6	7 - 9	10
Any Observations	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐

Phonemic Awareness

Recognising

High Frequency Words

15 seconds each

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

	Sights Words	Term 1	Term 2	Term 3
1	charisma			
2	delve			
3	feeble			
4	frugal			
5	garnish			
6	hapless			
7	jeopardy			
8	literate			
9	molten			
10	nudge			
	Score	/ 10	/10	/10

	Sights Words	Term 1	Term 2	Term 3
1	penal			
2	quiver			
3	rivalry			
4	salient			
5	tyrant			
6	veer			
7	wry			
8	waver			
9	yoke			
10	zealous			
	Score	/ 10	/10	/10

Level	Intervention	Instructional	Independent	Advance
Total Score	0 - 7	8 - 15	16 - 19	20
	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐

Overall Observation

Phonemic Awareness

Recognising

4th 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
1	body			
2	music			
3	colour			
4	stand			
5	sun			
6	questions			
7	fish			
8	area			
9	mark			
10	dog			
11	horse			
12	birds			
13	problem			
14	complete			
15	room			
16	knew			
17	since			
18	ever			
19	piece			
20	told			
	Score	/ 20	/20	/20

	Sights Words	Term 1	Term 2	Term 3
1	usually			
2	didn't			
3	friends			
4	easy			
5	heard			
6	order			
7	red			
8	door			
9	sure			
10	become			
11	top			
12	ship			
13	across			
14	today			
15	during			
16	short			
17	better			
18	best			
19	however			
20	low			
	Score	/ 20	/20	/20

Level	Intervention	Instructional	Independent	Advance
Total Score	0 - 14	15 - 30	31 - 39	40
	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐

Phonemic Awareness

Recognising

4th 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
1	hours			
2	black			
3	products			
4	happened			
5	whole			
6	measure			
7	remember			
8	early			
9	waves			
10	reached			
11	listen			
12	wind			
13	rock			
14	space			
15	covered			
16	fast			
17	several			
18	hold			
19	himself			
20	toward			
	Score	/ 20	/20	/20

	Sights Words	Term 1	Term 2	Term 3
1	five			
2	step			
3	morning			
4	passed			
5	vowel			
6	true			
7	hundred			
8	against			
9	pattern			
10	numeral			
11	table			
12	north			
13	slowly			
14	money			
15	map			
16	busy			
17	pulled			
18	draw			
19	voice			
20	seen			
	Score	/ 20	/20	/20

Level	Intervention	Instructional	Independent	Advance
Total Score	0 - 14	15 - 30	31 - 39	40
	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐

Phonemic Awareness

Recognising

4th Dolch Sight Words

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

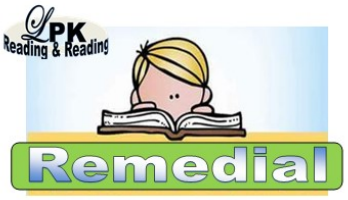
	Sights Words	Term 1	Term 2	Term 3
1	cold			
2	cry			
3	plan			
4	notice			
5	south			
6	sing			
7	war			
8	ground			
9	fall			
10	king			
	Score	/ 10	/10	/10

	Sights Words	Term 1	Term 2	Term 3
1	town			
2	I'll			
3	unit			
4	figure			
5	certain			
6	field			
7	travel			
8	wood			
9	fire			
10	upon			
	Score	/ 10	/10	/10

Level	Intervention	Instructional	Independent	Advance
Total Score	0 - 7	8 - 15	16 - 19	20
	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐

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
	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐

Overall Observation

_____

_____

_____

_____

_____

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

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

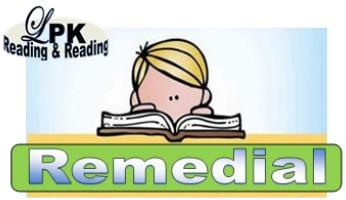
	Sights Words	Long Vowel i Term 1	Term 2	Term 3
1	iron			
2	time			
3	high			
4	tied			
5	sky			
	Score	/ 5	/5	/5

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

	Sights Words	Long Vowel u 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	Advance
Total Score	0 - 9	10- 18	19 - 24	25
	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐

	Sights Words	Vowel Y Term 1	Term 2	Term 3
1	yank			
2	shy			
3	reply			
4	navy			
5	hazy			
	Score	/ 5	/5	/5

	Sights Words	Soft C Term 1	Term 2	Term 3
1	face			
2	mice			
3	city			
4	circle			
5	circus			
	Score	/ 5	/5	/5

	Sights Words	Soft G Term 1	Term 2	Term 3
1	gist			
2	age			
3	wage			
4	gym			
5	germ			
	Score	/ 5	/5	/5

	Sights Words	Bossy R Term 1	Term 2	Term 3
1	perk			
2	girth			
3	turf			
4	fork			
5	shark			
	Score	/ 5	/5	/5

	Sights Words	Bossy Magic Silent E Term 1	Term 2	Term 3
1	huge			
2	rude			
3	home			
4	grow			
5	kite			
	Score	/ 5	/5	/5

	Sights Words	Letter S Term 1	Term 2	Term 3
1	crabs			
2	gloves			
3	dress			
4	boxes			
5	sings			
	Score	/ 5	/5	/5

Phonemic Awareness

Great 8 Spelling Words

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

These words can be used several ways: **spelling and word fluency.**

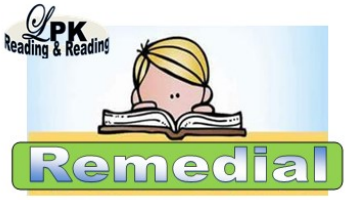
20 seconds

	Words	Term 1	Term 2	Term 3
1.	shriek			
2.	receipt			
3.	beige			
4.	annoyance			
5.	copyist			
6.	salary			
7.	desirable			
8.	requirement			
9.	dyeing			
10.	emergency			
	Score	/ 10	/10	/10

Level	Intervention	Instructional	Independent	Advance
Total Score	0 - 3	4 - 6	7 - 9	10
Any Observations	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐

Phonemic Awareness

Common Trigraph Blends



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

	Sights Words	Term 1	Term 2	Term 3
1	squawk			
2	plinth			
3	stream			
4	thrash			
5	scrape			
6	sprung			
7	shrub			
8	splurge			
9	shrimp			
10	month			
	Score	/ 10	/10	/10

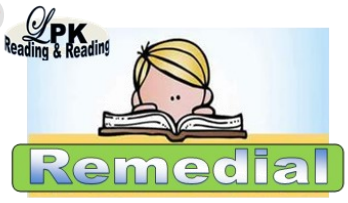
	Sights Words	Term 1	Term 2	Term 3
1	squalor			
2	sprung			
3	splutter			
4	shrapnel			
5	spring			
6	scrooge			
7	threw			
8	street			
9	synth			
10	squadron			
	Score	/ 10	/10	/10

Level	Intervention	Instructional	Independent	Advance
Total Score	0 - 7	8 - 15	16 - 19	20
	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐

Overall Observation

Phonemic Awareness

Glued Words



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

These words can be used several ways: **spelling and word fluency.**

20 seconds

	Words	Term 1	Term 2	Term 3
1.	cheerful			
2.	posture			
3.	referring			
4.	revolution			
5.	herbivore			
6.	conclusion			
7.	zedoary			
8.	roorback			
9.	auctioneer			
10.	atmosphere			
	Score	/ 10	/10	/10

Level	Intervention	Instructional	Independent	Advance
Total Score	0 - 3	4 - 6	7 - 9	10
Any Observations	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐

Who is a Student at the Frustration Level

1) Usually the student is confused in explaining his/her favourite book or passage, which indicates that the child has very little reading experience and knowledge of the exploration of books.

2) The student does not desire to continue reading independently, which shows that he/she has minimal plans / motivation in reading.

3) The student does not read like he/she is having a conversation.

4) The student reads word for word monotonically, which eventually decreases and depicts an expression of anxiety.

5) Most of the times, the student is still sounding letters, segmenting / blending too often.

6) The student reads very slowly; sometimes to indicate mild, moderate or severe cases of frustration.

Who is a Student at the Frustration Level cont'd

1) The student is not consistent in correcting his/her errors.
2) When the teacher has to start giving the meaning of words on at least 3 occasions, it indicates that the student needs more vocabulary skills implemented.
3) His/her fluency rate is 64 or less words per minute and accuracy is 92 -93%.
4) For predictions: before, during and after, most of the student's answers are unrelated. The student could not relate to the characters; does not remember the names, places etc.
5) The student gives limited information about the passage. Less than two replies. Need to work on retelling skills.
6) The student could not give two or more examples or apply his/her knowledge to the passage.
7) The student gives little or no response or opinion, after giving a reflection about the passage, his/her views and experiences, has to be prompted (more than 5 times) to explain properly.
8) The student has little idea of sequencing his/her thoughts when asked a question to verbally explain.
9) This could be a problem when students have to write and explain their idea.

Who is a Student at the Instructional Level

1) Usually the student needs support in explaining his/her favourite book or passage, which indicates that the child has moderate reading experience and knowledge of book exploration.

2) The student is consistent in reading independently, which shows that the student has moderate plans / motivation.

3) The student reads in a quiet tone, which sounds natural but at times still reads word for word.

4) The student may read 2-3 words fluently, then pause. Paying attention to the punctuations, stress and rhythm of the reading becomes difficult. Basically the student reads moderately slow.

5) The student is sounding out letters, segmenting/blending moderately. The student could be between almost frustration to mild instructional.

6) The student is still not consistent in correcting his/her errors, but may correct at least one.
7) When the teacher has to start giving the meaning of words on at least 1-2 occasions.

Who is a Student at the Instructional Level cont'd

1) The student may have an understanding of some key word concepts.
2) The student needs more vocabulary skills implemented.
3) The student has difficulty to problem solve.
4) The student's fluency rate is 65 — 74 words per minute and his/her accuracy is 94%.
5) For predictions: before, during and after, some of the student's answers are unrelated but gives brief general reasons and opinions.
6) The teacher has to continuously prompt the student (more than 3 times) to explain properly.
7) The student basically relates to the characters; remembering the names, places etc.
8) The student gives information about the passage read. At least three replies, explaining the event, in a sequencing pattern. Need to work on retelling skills.
9) Gives a response which indicates that the student has limited understanding or misinterpretation of the passage.

Who is a Student at the Independent Level

1) The student is able to give clear details of his/her favourite book or passage, which indicates that the child has a lot of reading experience and knowledge of exploring several age appropriate books/ passages.

2) The student is consistent in reading independently, which shows that he/she understands the importance of reading.

3) The student reads with volume and expression but sometimes slips into reading word for word, which does not sound like he/she was having a conversation.

4) He/she may read with a mixture of mid-sentence pauses for breath, having a mixture of run-ons, also some choppiness.

5) The student pays attention to the punctuations, stress and rhythm of the reading, which is reasonable. Basically reads moderately fluently.

6) The student may have difficulty with sentence structure and words, which disturbs the smooth pace throughout the reading. He/she reads quickly, then slowly.

7) At least once, the student rarely sounds out letters and segmenting / blending.

8) The student could be between mostly instructional to mild independence. The student is consistent in correcting his/her errors.

Who is a Student at the Advance Level

1) The student is able to give eventual details of his/her favourite books or passages, which indicates that the child has reading experience and knowledge of the exploration of books for his/her age and above his/her age level. The student can explain at least 3 genres of age level passages/books or more.

2) The student is self-motivated and very consistent in reading independently . He/she portrays an energizing attitude and reflects a higher order thinking.

3) The student usually is above his/her average reading level.

4) He/she reads with varied volume and expression. The student sounds like he/she is having a conversation, with his/her voice matching the interpretation of the passage.

5) The student is very fluent, with good phrasing, paying close attention to the punctuations, stress and rhythm of the reading.

6) The student reads smoothly with breaks in between, but self corrects sentence structures and words, allowing him/her to read at a conversational pace throughout the reading.

Who is a Student at the Independent Level cont'd

1) The teacher has to give the meaning of a word of a key word concept.
2) The student needs to continue to practice vocabulary skills.
3) The student does not have major difficulties to problem solve.
4) The student's fluency rate is 75 – 105 words per minute and his/her accuracy is 95% - 98%.
5) The student reads aloud and makes reasonable predictions, before, during and after, that goes beyond the passage read.
6) The teacher has to prompt the student once to explain properly.
7) The student basically relates to the characters; remembering the names, places etc.
8) The student gives correct responses to specific details and opinions reflecting that he/she is showing potential of higher order thinking.
9) The student gives information about the passage read. At least four replies, explaining the event, in a sequencing pattern.
10) Moderate retelling skills.
11) The student gives a response that indicates he/she has reasonable understanding and no misinterpretation of the passage.

Who is a Student at the Advance Level cont'd

1) At no time does the student sound out letters or do any segmenting / blending of words.
2) The student is confidently consistent in correcting his/her errors.
3) The teacher does not have to give the meaning of words that are of key words concept.
4) The student is well aware of his/her vocabulary skills and for reference, may need to focus on adding to his/her vocabulary knowledge.
5) The student is confident in solving the problem in the passage and giving reasonable inferences.
6) The student is well aware of his/her comprehension skills and for reference, may need to focus on applying and adding strategies to his/her creative writing knowledge.
7) The student's fluency rate is 106 words per minute or more and his/her accuracy is 99% - 100%.
8) The student reads aloud and makes reasonable predictions, before, during and after, that goes beyond the passage read.

Who is a Student at the Advance Level cont'd

1) The student gives correct responses to specific details and opinions that reflects higher order thinking.

2) The student basically relates to the characters; remembering the names, places etc.

3) The student explicitly and systematically gives information about the passage read.

4) At least five replies, explaining the event, in a sequencing pattern.

5) Excellent retelling skills.

6) The student gives a response that indicates he/she had very good understanding and no misinterpretations of the passage.

Fluency

* Prepare instructional plans for pupils using the tools and reading assessment strategies.
* Tools to work in tandem with the Reader Approach texts for Standard 2.
  * Phonemic Awareness
  * Phonics
  * Fluency
  * Vocabulary
  * Comprehension

Fluency

Using the Formula

A very Fluent reader recognizes the words and comprehends at the same time. A fluent reader is able to focus on the understanding and at this level, approximately reads 65—75 words per minute. A much more advanced student would read 106 words per minute. Please check the levels. A less fluent reader focuses on decoding words, leaving him/her with little time to comprehend. His/her fluency rate would be less than 64 words per minute.

The table below is a very good tool to assess fluency for your pupils. The standard for measuring fluency is 106 words per minute. However in the reading text, you would realise all of the passages are above 106 words.

Familiarise yourself with the rubric, rate and checklist. Listen to each child and record his or her initial fluency rate.

Have the pupils practise reading the passages. However, remember fluency and automaticity are different. Ensure the pupil becomes a very good fluent reader, then he/she can practice automaticity. That's important.

Chart progress towards 65-74 word criterion. That's instructional. As the child reaches that progress mark, you can allow him/her to progress to another passage.

You use the passages in Chapter 8 in Reader Part 1, to assess your student's fluency.

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 students who would have completed the passage before

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

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
91-95	Hurricanes	127 words =	60 seconds
96-100	Earthquake	159 words =	60 seconds
101-105	Helping Organizations	156 words =	60 seconds
106-110	Vertebrates	165 words =	60 seconds
111-115	Invertebrates	143 words =	60 seconds
116-120	Materials	164 words =	60 seconds
121-125	The Food Chain	176 words =	60 seconds
126-130	Pollution	151 words =	60 seconds
131-135	Growing Plants	165 words =	60 seconds
136-140	Rearing Fishes	154 words =	60 seconds
141-145	Aquatic Habitats	159 words =	60 seconds
146-150	The Water Cycle	192 words =	60 seconds
151-155	Trustworthiness	187 words =	60 seconds
156-160	Garbage Disposal	156 words =	60 seconds
161-165	Using Discretion	185 words =	60 seconds
166-170	Doing Right When No One Is Looking	198 words =	60 seconds
171-175	Being Fair	184 words =	60 seconds
176- 180	Celebrations	158 words =	60 seconds
181-185	Recreation	171 words =	60 seconds
186-190	Conservation of Water	174 words =	60 seconds
191-195	Terrestrial Habitat	185 words =	60 seconds
196-200	Landforms: Mountains & Hills	195 words =	60 seconds
201-205	Cricket	135 words =	60 seconds

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
206-210	The Carnivore	163 words =	60 seconds
211-215	Care for the Home	176 words =	60 seconds
216-220	Rural and Urban Life	185 words =	60 seconds
221-225	Resources	186 words =	60 seconds
226-230	Deforestation	178 words =	60 seconds
231-235	Solar Power	200 words =	60 seconds
236-240	Disagreements	193 words =	60 seconds
241-245	The Dilemma	181 words =	60 seconds
246-250	Care for Community	188 words =	60 seconds
251-255	Loyal	183 words =	60 seconds
256-260	Social Justice	195 words =	60 seconds
261-265	Self Discipline	181 words =	60 seconds

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 choppiness. 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.

Rubric modified from Tim Rasinski – Creating Fluent Readers

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
Vocabulary

Instructional phonics without the knowledge of the 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 table below, when teaching reading, pay attention to the following important points and rubric numbering.

1.	The student has no knowledge of the meaning of the word.	☐
2.	The student has little sense of the meaning of the word.	☐
3.	Still, with the aid of context, the student has little sense of the meaning of the word.	☐
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.	☐
5.	The student was able to give an excellent meaning of the word by not only explaining the meaning in a constructivist manner, but applying it in context very smoothly.	☐

Fluency

Comprehension

"The highest level of comprehension is when material is read to the student". (Unknown)

Make sure the model teaching is done first, when doing whole class reading.

Here is a very good checklist for assessing comprehension with your students. Once you learn what to expect, together with the proper vocabulary (technical jargons), the checklist may not always be needed, because you will know what to look for from each child.

Important : Comprehension rate: Mild (Limited Knowledge)
Fair (Good Knowledge)
Excel (Great Knowledge)

1.	Allow them to think about what they already know about the topic. →	☐
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. →	☐
3.	During the story, ask the students whether their prediction still make sense, based on what they are hearing of the story so far. →	☐
4.	Ask the pupil to make new predictions. →	☐
5.	Have them identify describing words that make the passage colourful. →	☐
6.	Connect the student to the author's experience regarding the cues in the passage. Observe the characters. →	☐
7.	The passage has a story line that allows the pupil to identify a problem and solve it. →	☐
8.	The student can retell part or the whole story. →	☐
9.	The students compare their personal episode with a particular passage. Can the student synthesise? →	☐

Comprehension → Creative Writing

Teacher Tip

Most of the times, children are not allowed to think creatively after reading a short passage independently and effectively . After all the tension from reading a passage, they get flushed from answering written questions, which can become boring after a while.

All students do not always want to go back and analyse a passage, especially if they forced to read properly.

Asking questions to make sure the passage is understood is very important but as professional teachers, we cannot say that it is the "last stop to reading comprehension". Creative thinking should be encouraged the most.

Little on the written question approach, eventually, students will realize it is just another method of doing comprehension.

Therefore, in dealing with the theory of constructivism, for each passage read in this book, students will internalize the information and construct their knowledge.

Each student will get the opportunity to apply and reflect upon, based on the passage given, to allow his/her teacher to experience the student's world.

This aids in building creative thoughts and opinions to be written on paper; whatever subject they do.

Since the objective of this book is to teach reading, take note that comprehension is the final approach to reading and students would have retained the knowledge required, therefore, this is where they will be given the opportunity to apply what they have learnt.

Taken from the Standard Two Reader Part 1, pg 89

LPK Reading & Reading

Comprehension → Creative Writing

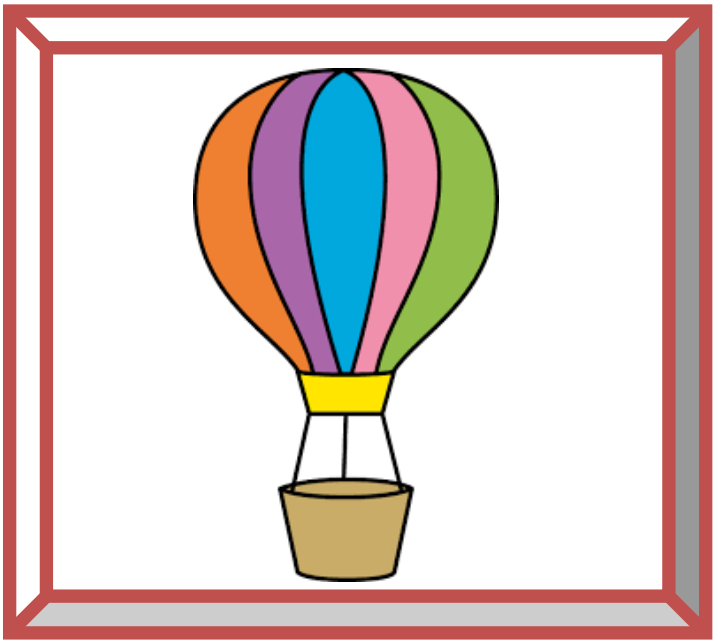
Instructions

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 your 6 sentences (Paragraph) in the following order:-

1. What is your Main Idea of the passage
2. What is your 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

Running Records

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 Two.

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	✓ ***brave*** ✓ The brown dog...
Omission (one error)	—— long dash	✓ ——— ✓ The brown dog...
Insertion (one error)	^ caret in the extra word	✓ ***little*** ✓ The ^ 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 ~~brown~~ dog.

Running Records
Symbols & Markings

Here is another 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	stopping	stopping 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 cub cube	sc cub Put the ice cube back in the glass.	No error
Omission	_____ winter	_____ We like playing winter sports.	1 error for each
Insertion	over ^	over Come ^ to my house to swim.	1 error for each
Sounding Out	d-i-g dog	d-i-g My dog is in the backyard.	1 error
Spelling Word	M-A-N-Y many	M-A-N-Y 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 done.

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

E = errors S-C = self-correction
M = meaning S = structure V = visual

page		E	S-C	E M S V	S-C 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/✓ — ✓ It rolls past the cows. ✓R ✓ ✓ Faster and faster.	1 1		(M) (S) V	
6	✓ ✓ ✓ ✓ ✓ farm The wheel rolls through the barn. ✓ ✓ TA It rolls [past the chickens.] ✓ ✓ ✓ Faster and faster.	1 1		(M) (S) V M S V	
7	✓ ✓ ✓ ✓R₂ ✓ water The wheel rolls toward the river. ✓ ✓ ✓ ✓ T It rolls over the bridge. ✓ ✓ ✓ Faster and faster.	1 1		(M) (S) V 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	1	M S V M S (V)	(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

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

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

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 x 100 = AR

Example:

(86 - 7) / 86 x 100 = Accuracy rate

79 / 86 x 100 = Accuracy rate

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

Accuracy 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 = 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

Accuracy Level Rating:	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	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: 91	Hurricanes			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

Hurricane Scooter formed over the warm tropical ocean. It is a large storm with scattering winds of extremely high speeds moving in a rotating motion. The centre called the eye is very quiet and has little to no activity.

Hurricanes happen as a result of warm moist air rising above the ocean being replaced by cool air.

RR1 Running Records

This is to be attempted once.

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

Page: 91	**Hurricanes** (cont'd)			Information Used	
Errors (E) Self-correction (SC) Meaning (M) Structure (S) Visual (V)		**E**	**SC**	**E**	**SC**
	127 Words			**M S V**	**M S V**
This continuous cycle causes storm clouds and thunderstorms with increased wind speeds, giving rise to a hurricane. A lot of noises also occur. Hurricane season is between June to November yearly.					

RR1 Running Records

This is to be attempted once.

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

Page: 91	**Hurricanes** (cont'd)			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**
Hurricanes are natural disasters which cause destruction. It can be an awfully scary scene. The constant rainfall caus-es flooding. The severe winds break or uproot trees, blow off roofs and de-stroy houses. Hurricanes can also cause loss of lives.					

RR1 Running Records

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

Page 91: Hurricanes

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 91: Hurricanes

Fluency and Prosody

To assess reading fluency, turn to page 93 in the student reader Part 1.

Use rubric to assess prosody. Turn to page 36 in this 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, this means more model reading is required as well.

Fluency Assessment Summary Chart

Words Per Minute	E Rate	SC Rate	% Accuracy	Prosody (Rubric)	Comprehension

Accuracy Level Rating:	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	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: 96	Earthquake			Information Used	
Errors (E) Structure (S)	Self-correction (SC) Visual (V)	Meaning (M)	E	SC	E	SC
		158 Words			M S V	M S V

The Earth shook violently as hours after, disaster began to unfold. The dimmed wood chandelier swung from side to side in the living room. "Crash!" We heard the dishes, as they smashed to the ground near the door. Every moment was filled with fear and anxiety. There were no dogs or birds on the field. "Earthquake!!!" We yelled.

RR2

Running Records

This is to be attempted once

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

Page: 96	**Earthquake** (cont'd)			Information Used	
Errors (E) Structure (S)	Self-correction (SC) Visual (V)	Meaning (M)	E	SC	E	SC
		158 Words			M S V	M S V

Things did not get better. We couldn't stop as Meena and I had to run down the stairs to the stony common yard. Children cried loudly at the top of their lungs, watching friends and families also rushing to safety. As we listened, the car alarm begged for mercy. All we could have done was to wait until the overpowering fear ended.

RR2

Running Records

LPK Reading & Reading

This is to be attempted once

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

Page: 96	**Earthquake** (cont'd)			Information Used	
Errors (E) Structure (S)	**Self-correction (SC) Visual (V)**	**Meaning (M)**	**E**	**SC**	**E**	**SC**
		158 Words			**M S V**	**M S V**

We looked across at the mass destruc-

tion the monster patterned. There

were certain damages to historical

buildings and there were roads that were

cracked open like a zig-zag. Thank

goodness no one was severely hurt that

early morning.

RR2 Running Records

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

Page 96: Earthquake

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 96: Earthquake

Fluency and Prosody

To assess reading fluency, turn to page 98 in the student reader Part 1.

Use rubric to assess prosody. Turn to page 36 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, this means more model reading is required as well.

Fluency Assessment Summary Chart

Words Per Minute	E Rate	SC Rate	% Accuracy	Prosody (Rubric)	Comprehension

Accuracy Level Rating:	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	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: 101	**Helping Organizations**			Information Used	
Errors (E) Structure (S) Self-correction (SC) Visual (V) Meaning (M)		**E**	**SC**	**E**	**SC**
	156 Words			**M S V**	**M S V**
We remembered Pete and his family were poor and his parents had lost their lives to an infectious disease last year. His parents were unable to afford his school books at times and his clothing. Sadly, they sometimes couldn't put food on the table. But prior to their passing, they were assisted by different helping organizations, whose main purpose was to promote the welfare of others. These groups often do so by raising funds from donations and sales of items.					

RR3

Running Records

This is to be attempted once.

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

Page: 101	**Helping Organizations** (cont'd)			Information Used	
Errors (E) **Structure (S)**	**Self-correction (SC)** **Visual (V)**	**Meaning (M)**	**E**	**SC**	**E**	**SC**
		156 Words			**M S V**	**M S V**
A few that can be mentioned are the St. Vincent de Paul Society and Habitat for Humanity that provide disaster relief to affected persons. Other international groups are the United Nations International Children's Emergency Fund (UNICEF) who fights for children's rights worldwide.						

RR3

Running Records

This is to be attempted once.

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

Page: 101	**Helping Organizations** (cont'd)			Information Used	
Errors (E) Structure (S)	Self-correction (SC) Visual (V)	Meaning (M)	E	SC	E	SC
		156 Words			M S V	M S V

The World Health Organization (WHO) works with persons all over the world to help fight infectious diseases.

These helping organizations strive to give everyone an equal chance at a better, safe and healthy life.

RR3 Running Records

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

Page 101: Helping Organizations

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 101: Helping Organizations

Fluency and Prosody

To assess reading fluency, turn to page 103 in the student reader Part 1.

Use rubric to assess prosody. Turn to page 36 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, this means more model reading is required as well.

Fluency Assessment Summary Chart

Words Per Minute	E Rate	SC Rate	% Accuracy	Prosody (Rubric)	Comprehension

Accuracy Level Rating:	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	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: 106	Vertebrates			Information Used	
Errors (E) Structure (S) Self-correction (SC) Visual (V) Meaning (M)		E	SC	E	SC
	165 Words			M S V	M S V
Vertebrates are animals with backbone. These animals include mammals, birds, fish, amphibians and reptiles. Mammals and birds belong to the group of warm-blooded animals, while fish, amphibians and reptiles belong to the group of cold-blooded animals.					

RR4

Running Records

This is to be attempted once.

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

Page: 106	**Vertebrates** cont'd)			Information Used	
Errors (E) Structure (S) **Self-correction (SC) Visual (V)** **Meaning (M)**		**E**	**SC**	**E**	**SC**
	165 Words			**M S V**	**M S V**
Mammals produce live young and suckle them with milk from their mammary glands. They have fur or hair for exam- ple humans, llamas and manatees. Birds have feathers and wings and they also lay eggs. Some birds can fly like the humming bird or an eagle, while others cannot, like the penguin or ostrich.					

RR4

Running Records

This is to be attempted once.

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

Page: 106	**Vertebrates** cont'd)			Information Used	
Errors (E) Structure (S) **Self-correction (SC) Visual (V)** **Meaning (M)**		**E**	**SC**	**E**	**SC**
	165 Words			**M S V**	**M S V**
Fish are animals that live in water and they have gills which allow them to breathe. They may live in fresh or salt-water. Some examples of fish include the common herring or the goldfish.					

RR4

Running Records

This is to be attempted once.

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

Page: 106	**Vertebrates** cont'd)			Information Used	
Errors (E) Structure (S) **Self-correction (SC) Visual (V)** **Meaning (M)**		**E**	**SC**	**E**	**SC**
	165 Words			**M S V**	**M S V**
Amphibians however, spend the first part of their lives in the water with gills. They later develop lungs and move to land, for example, frogs or salamanders. Reptiles lay eggs and their skin is covered with scales. They include snakes and iguanas.					

RR4 Running Records

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

Page 106: Vertebrates

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

RR4 Running Records

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

Page 106: Vertebrates

Fluency and Prosody

To assess reading fluency, turn to page 108 in the student reader Part 1.

Use rubric to assess prosody. Turn to page 36 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, this means more model reading is required as well.

Fluency Assessment Summary Chart

Words Per Minute	E Rate	SC Rate	% Accuracy	Prosody (Rubric)	Comprehension

Accuracy Level Rating:	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	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: 111	Invertebrates			Information Used	
Errors (E) Structure (S)	Self-correction (SC) Visual (V)	Meaning (M)	E	SC	E	SC
		143 Words			M S V	M S V

At a glance, invertebrates are animals without backbone. There are many ocean creatures that are invertebrates like the jellyfish, starfish, corals, or colourful sponges which like to attach themselves to rocks and the coral reefs. Crabs, shrimp and lobsters have jointed legs and external skeletons that cover their bodies.

RR5

Running Records

This is to be attempted once.

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

Page: 111	**Invertebrates** (cont'd)			Information Used	
Errors (E) Structure (S)	**Self-correction (SC) Visual (V)**	**Meaning (M)**	**E**	**SC**	**E**	**SC**
		143 Words			**M S V**	**M S V**
There is also another type with a soft covering of their body. The colossal squid and octopus are examples of invertebrates. Others live in their outer shells like clams, snails and mus-sels. The worm is another invertebrate that may live in the soil or water. These are the earthworms and leeches. Para-sites like tapeworms live inside other animals in their stomachs.						

RR5

Running Records

This is to be attempted once.

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

Page: 111	**Invertebrates** (cont'd)			Information Used	
Errors (E) Structure (S)	**Self-correction (SC) Visual (V)**	**Meaning (M)**	**E**	**SC**	**E**	**SC**
		143 Words			**M S V**	**M S V**
Then there are insects such as the butterfly, grasshopper, bees, beetle and wasps which all have six legs. Spiders and scorpions are carnivores that have eight legs. Centipedes and millipedes have many legs.						

RR5 Running Records

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

Page 111: Invertebrates

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

RR5 Running Records

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

Page 111: Invertebrates

Fluency and Prosody

To assess reading fluency, turn to page 113 in the student reader Part 1.

Use rubric to assess prosody. Turn to page 36 in the Manual.

Comprehension

Use Comprehension checklist. A pro-teacher knows how it's important to know why they ask certain questions of certain students. Remember if the student fell in the frustration level, this means more model reading is required as well.

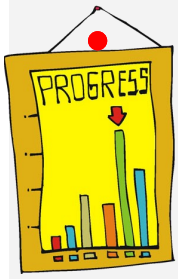
Fluency Assessment Summary Chart

Words Per Minute	E Rate	SC Rate	% Accuracy	Prosody (Rubric)	Comprehension

Accuracy Level Rating:	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	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.

It is important that the sequence be followed to prevent reading gaps in our student population, therefore, in Standard Two it is also introduced. Note that some of the points are definitely remedial and not all students would require them.

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 discuss 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 & Syllabicating

(The 14 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.

Note that some of the points are definitely remedial and not all students would require them.

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

- Give a sound to identify a letter and produce a sound.
- Write letters associated with the sounds to spell words.
- Know if it's through remedial or standard revision:

- **3rd List Sight Words:** Should be completed in Term 1. (5 concepts)
- **Common Trigraph Blends:** Should be completed in Term 1 (8 concepts)
- **Vowel Team:** Should be completed by Term 1 (13 concepts)
- **Tricky Letters:** Should be completed by Term 2 (13 concept)
- **Diagraph & Diphthongs:** Should be completed by Term 2 (17 concepts)
- **Glued Words:** Should be completed by Term 3 (13 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 that there be consistency throughout. Keep momentum. Overall, ensure 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 phonetic elements to recognize words.

- **Reading Vocabulary: 1-2 per week. Within Term 1 & 2.**
- **Phonemic Awareness Part 1 Std 2 Reader (Throughout Terms).**
- **8 Great Spelling Rules:** Should be completed by Term 3 (9 concepts).
- **Silent Letters:** Should be completed by Term 3 (12 concepts).
- **Basic High Frequency Sentences:** Individual reading . Should be completed by Term 3 **(16 Remedial Concepts).**
- **Fluency Comprehension Passages:** Individual reading . Should be completed by Term 3 (1-2 weekly—35 concepts).
- **Comprehension to Creative Writing:** (1-2 weekly—35 concepts).
- **Sight Words: 4th 100 Dolch Sight Word List. Daily (100 Concepts).**
- **Reading assessments: There are several diagnostic assessments to use and choose. These are to be done when there is a need for a particular pupil and class.**
- **Can be used for first week assessments as well. Follow instructions accordingly.**

Phonemic Awareness

4th 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 2 Reader Chapter 1.

Group 1 t m a d c g	music colour area mark dog complete told didn't order door top across today during measure covered toward morning true against table money map draw cold cried ground town certain travel	30
Group 2 i n h s f	stand sun fish horse since friends heard sure ship short however hour happened space fast several hold himself five step hundred numeral north slowly seen notice south sing fall I'll figure field fire	33
Group 3 v z p e b	body birds problem ever piece easy become better best black products early passed vowel pattern busy pulled voice plan	19
Group 4 l u r w j	room usually red low whole remember waves reached listen wind rock war unit wood upon	15
Group 5 y x k q	questions knew king	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.				

IRI: Informal Reading Inventory

Sample of Work

Here is an online sample of a professional Word Recognition list in it's order, taken form 2011. Pearson. For *Reading Diagnosis and Improvement,* by Michael F. Opitz, Dorothy Rubin, and James A. Erekson.

B-4 **Appendix B** Informal Reading Inventory

Word Recognition Inventory (WRI)

Preprimer		*Primer*		*First*	
1. water	_____	1. blow	_____	1. soup	_____
2. play	_____	2. little	_____	2. tents	_____
3. sand	_____	3. many	_____	3. afternoon	_____
4. look	_____	4. bright	_____	4. baked	_____
5. wind	_____	5. old	_____	5. family	_____
6. jump	_____	6. won	_____	6. alone	_____
7. cave	_____	7. things	_____	7. great	_____
8. make	_____	8. yellow	_____	8. white	_____
9. put	_____	9. farm	_____	9. soft	_____
10. bear	_____	10. friend	_____	10. boy	_____
11. over	_____	11. more	_____	11. dinner	_____
12. out	_____	12. thanks	_____	12. does	_____
13. cap	_____	13. snow	_____	13. wife	_____
14. could	_____	14. some	_____	14. horse	_____
15. down	_____	15. cows	_____	15. head	_____
16. sun	_____	16. game	_____	16. sorry	_____
17. have	_____	17. please	_____	17. summer	_____
18. side	_____	18. leaves	_____	18. hungry	_____
19. top	_____	19. draw	_____	19. drank	_____
20. surprise	_____	20. work	_____	20. enough	_____

IRI: Informal Reading Inventory

Sample of Work

Here is an online sample of a professional Word Recognition list in it's order, taken form 2011. Pearson. For *Reading Diagnosis and Improvement,* by Michael F. Opitz, Dorothy Rubin, and James A. Erekson.

Word Recognition Inventory (WRI) (*Cont.*)

2^1	2^2	3^1
1. brave _____	1. office _____	1. plow _____
2. noon _____	2. perfect _____	2. horn _____
3. park _____	3. patient _____	3. hesitate _____
4. strange _____	4. enemy _____	4. neglect _____
5. November _____	5. donkey _____	5. deaf _____
6. money _____	6. dirt _____	6. language _____
7. library _____	7. clever _____	7. attention _____
8. join _____	8. company _____	8. drawn _____
9. angry _____	9. candle _____	9. complain _____
10. apple _____	10. beard _____	10. fame _____
11. carrots _____	11. bundle _____	11. goal _____
12. class _____	12. address _____	12. familiar _____
13. answer _____	13. snowflake _____	13. elevator _____
14. loud _____	14. sailors _____	14. plunge _____
15. mouth _____	15. score _____	15. nature _____
16. matter _____	16. tune _____	16. poem _____
17. hurry _____	17. thirsty _____	17. stall _____
18. idea _____	18. unload _____	18. talent _____
19. carve _____	19. view _____	19. worthy _____
20. clothes _____	20. trouble _____	20. lung _____
21. delicious _____	21. south _____	21. medal _____
22. below _____	22. shy _____	22. mistake _____
23. boil _____	23. ambulance _____	23. customer _____
24. built _____	24. tiny _____	24. courage _____
25. dragons _____	25. hobby _____	25. announce _____

IRI: Informal Reading Inventory

Sample of Work

Here is an online sample of a professional Word Recognition list in it's order, taken form 2011. Pearson. For *Reading Diagnosis and Improvement,* by Michael F. Opitz, Dorothy Rubin, and James A. Erekson.

Word Recognition Inventory (WRI) (*Cont.*)

3^2		4		5	
1. petal	_____	1. gracious	_____	1. tragedy	_____
2. rein	_____	2. imitate	_____	2. applause	_____
3. furious	_____	3. defense	_____	3. amazement	_____
4. popular	_____	4. declare	_____	4. harvest	_____
5. identify	_____	5. electronics	_____	5. thaw	_____
6. forecast	_____	6. punishment	_____	6. original	_____
7. attach	_____	7. robot	_____	7. balcony	_____
8. bought	_____	8. uniform	_____	8. marvel	_____
9. admire	_____	9. twilight	_____	9. mileage	_____
10. noble	_____	10. tragedy	_____	10. cluster	_____
11. migrate	_____	11. stranger	_____	11. architect	_____
12. patient	_____	12. tame	_____	12. heroine	_____
13. novel	_____	13. technique	_____	13. audition	_____
14. ruin	_____	14. suspect	_____	14. interrupt	_____
15. rescue	_____	15. ordinary	_____	15. landscape	_____
16. unusual	_____	16. native	_____	16. petition	_____
17. x-ray	_____	17. haughty	_____	17. permission	_____
18. wisdom	_____	18. hostile	_____	18. vessel	_____
19. rough	_____	19. entire	_____	19. promotion	_____
20. protest	_____	20. errand	_____	20. violence	_____
21. persuade	_____	21. average	_____	21. voyage	_____
22. influence	_____	22. appetite	_____	22. vast	_____
23. prince	_____	23. radiant	_____	23. nuisance	_____
24. bandage	_____	24. prowl	_____	24. luxury	_____
25. bridge	_____	25. caution	_____	25. lonely	_____

IRI: Informal Reading Inventory

Sample of Work

Here is an online sample of a professional Word Recognition list in it's order, taken form 2011. Pearson. For *Reading Diagnosis and Improvement,* by Michael F. Opitz, Dorothy Rubin, and James A. Erekson.

Word Recognition Inventory (WRI) (*Cont.*)

6		*7*		*8*	
1. tenement	_____	1. sham	_____	1. prospect	_____
2. rebel	_____	2. scrutiny	_____	2. quest	_____
3. ease	_____	3. refuge	_____	3. scoop	_____
4. exhibit	_____	4. prestigious	_____	4. journalism	_____
5. appoint	_____	5. quarrel	_____	5. invincible	_____
6. shuttle	_____	6. nomad	_____	6. listless	_____
7. unwilling	_____	7. fault	_____	7. mirror	_____
8. recede	_____	8. flattery	_____	8. circuit	_____
9. wizard	_____	9. hindrance	_____	9. defy	_____
10. wrench	_____	10. imperative	_____	10. anguish	_____
11. revenge	_____	11. colleague	_____	11. augment	_____
12. tiresome	_____	12. trifle	_____	12. aristocratic	_____
13. spout	_____	13. souvenir	_____	13. formidable	_____
14. strategy	_____	14. chore	_____	14. faculty	_____
15. pamphlet	_____	15. aggressive	_____	15. seizure	_____
16. persist	_____	16. barometer	_____	16. terrace	_____
17. heritage	_____	17. emigrate	_____	17. scrabble	_____
18. conquer	_____	18. verdict	_____	18. undermine	_____
19. humble	_____	19. zodiac	_____	19. sphere	_____
20. arrogant	_____	20. wrench	_____	20. naive	_____
21. astronomy	_____	21. probe	_____	21. plateau	_____
22. distinguish	_____	22. momentum	_____	22. recitation	_____
23. gratitude	_____	23. mortal	_____	23. jaunt	_____
24. guarantee	_____	24. exile	_____	24. frugal	_____
25. legacy	_____	25. imitation	_____	25. hysteria	_____

LPK Reading & Reading

Teacher Student Manual For Standard Two

Part 3

The Analytical Entrance to Reading

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Note From The Author

In every part of the world, the English language is pronounced differently. How we pronounce it, might be entirely wrong, based on what part of the world we are in. It must be understood, words and sounds have originated from all over the world and one instruction cannot be used to teach literally. However, as we would say in Special Needs education, differentiated instruction has to be a committed approach to teach a diverse class of students in primary schools in this modern age.

The author hopes that this assistive technology (AT) will enhance learning, studying and exploration for students in our schools.

The main objective of this Reader is to teach reading, from a diagnostic perspective. Each book in the series will enlighten students about the five Pillars of Reading: **Phonemic Awareness, Phonics, Vocabulary, Fluency and Comprehension.**

The author hopes that these books will greatly enhance the reading skills of school students to create a good foundation which will help them to make a smooth transition to higher levels of education and academics.

Acknowledgement

With utmost humility I give thanks to the Most High God.

I express my genuine love, admiration and thanks to my family for their continual support in the textbook writing project.

It is my strong desire that this book will cater to the intended audience.

Special thanks the all those who contributed to this book tirelessly: The editors, the passage creators and designers. They would have noticed the need to create something new to fill an academic gap that can reach a student or person.

Regards

Loren Paula Knights
MBA., B.Ed. in Special Education

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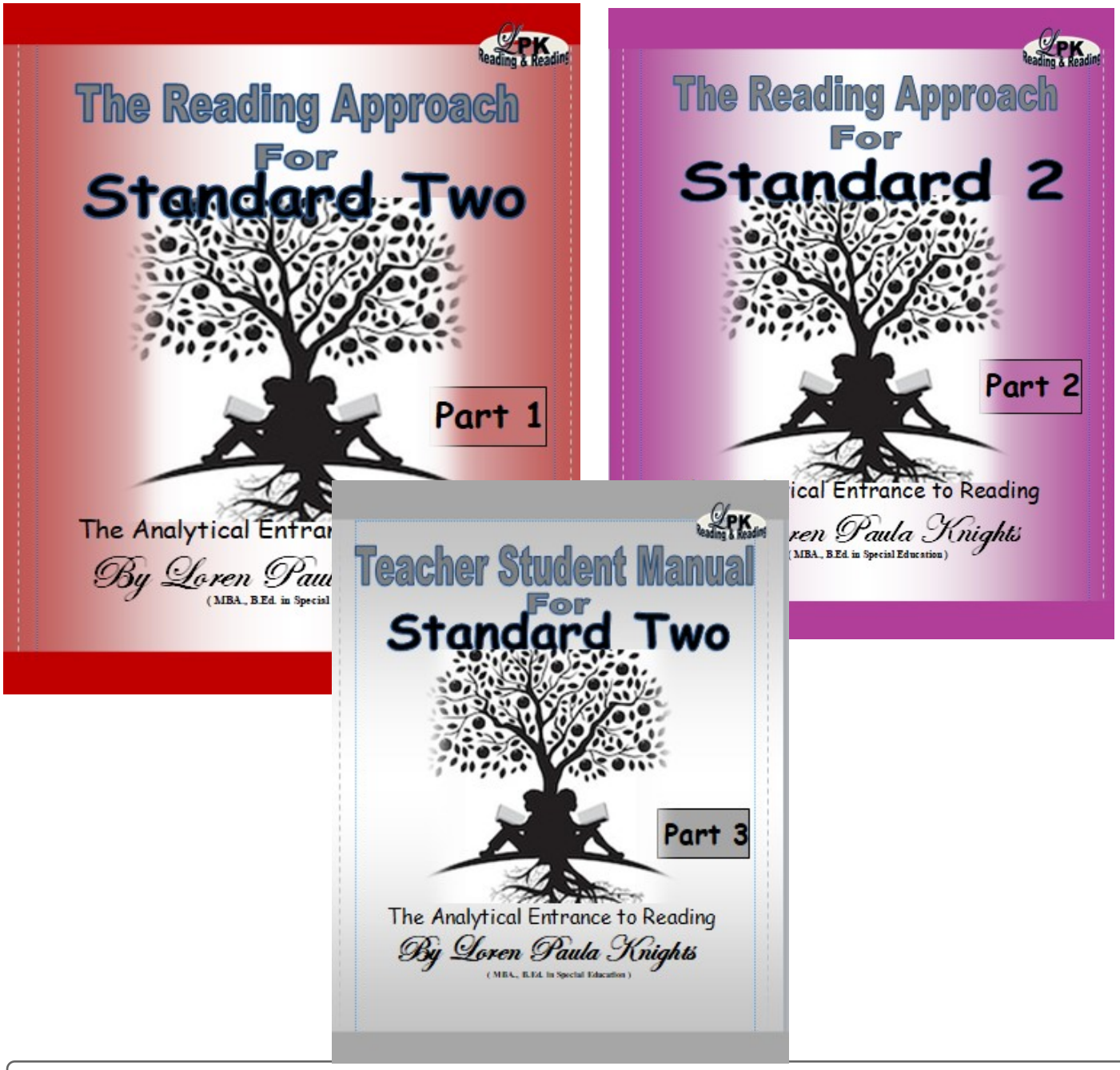
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