

## Working Together

# Student Profile



LPK  
Reading & Reading



\* 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.

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

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

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Any impairment? Physical \_\_\_\_\_ (please be specify):

Vision: \_\_\_\_\_ Speech \_\_\_\_\_ Hearing \_\_\_\_\_

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

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**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.

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**Hobbies/interests**

**Favorite subjects**

**Likes**

<p>Inappropriate Behaviours</p>																					
<p>Replacement Behaviours</p>																					
<p><b>Accommodations to assist the student in displaying the replacement behavior:</b></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 &amp; 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"/> 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: _____													
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<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 _____										
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<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"/> 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 3.

- \* 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			
<b>Score</b>		/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			
<b>Score</b>		/13	/13	/13

Level	Intervention	Instructional	Independent	Advance
<b>Total Score</b>	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"/>

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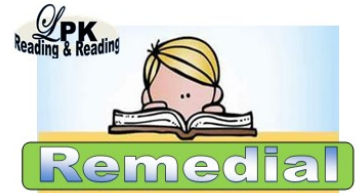


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# Phonics

## 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			

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

<b>Score</b>	/8	/8	/8
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<b>Score</b>	/8	/8	/8
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Level	Intervention	Instructional	Independent	Advance
<b>Total Score</b>	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"/>

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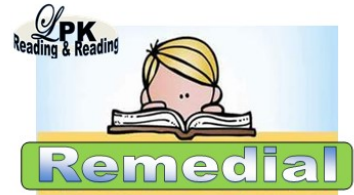


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# Phonics



## 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			
<b>Score</b>		/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			
<b>Score</b>		/13	/13	/13

Level	Intervention	Instructional	Independent	Advance
<b>Total Score</b>	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"/>

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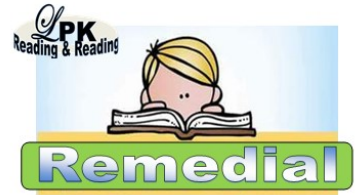


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# Phonemic Awareness

## Individual Reading



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

Blend / Segment sentences into words				
		1 <sup>st</sup> try	2 <sup>nd</sup> try	3 <sup>rd</sup> 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	<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"/>

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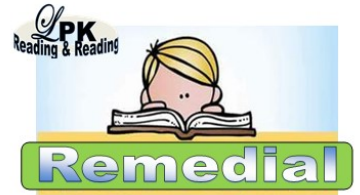


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A basic sentence read with any mistake would be considered wrong and fluency would have been affected.

# Phonemic Awareness

## Individual Reading



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

Blend / Segment sentences into words				
		1 <sup>st</sup> try	2 <sup>nd</sup> try	3 <sup>rd</sup> 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	<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"/>

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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
<b>Total Score</b>	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"/>

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# 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	Sights Words		Term 1	Term 2	Term 3
1	facade				1	legible			
2	fiasco				2	mingle			
3	feud				3	quaint			
4	grapple				4	raze			
5	habitual				5	reprise			
6	hectic				6	scour			
7	idyllic				7	talon			
8	iterate				8	wreak			
9	jest				9	vacate			
10	knoll				10	yore			
Score		/ 10	/ 10	/ 10	Score		/ 10	/ 10	/ 10

<b>Level</b>	<b>Intervention</b>	<b>Instructional</b>	<b>Independent</b>	<b>Advance</b>
<b>Total Score</b>	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

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# 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
<b>Total Score</b>	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"/>

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# 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	Sights Words		Term 1	Term 2	Term 3
1	charisma				1	penal			
2	delve				2	quiver			
3	feeble				3	rivalry			
4	frugal				4	salient			
5	garnish				5	tyrant			
6	hapless				6	veer			
7	jeopardy				7	wry			
8	literate				8	waver			
9	molten				9	yoke			
10	nudge				10	zealous			
Score		/ 10	/ 10	/ 10	Score		/ 10	/ 10	/ 10

<b>Level</b>	<b>Intervention</b>	<b>Instructional</b>	<b>Independent</b>	<b>Advance</b>
<b>Total Score</b>	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

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# Phonemic Awareness

## Recognising

### 5th 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	done				1	front			
2	English				2	feel			
3	road				3	fact			
4	halt				4	inches			
5	ten				5	street			
6	fly				6	decided			
7	gave				7	contain			
8	box				8	course			
9	finally				9	surface			
10	wait				10	produce			
11	correct				11	building			
12	oh				12	ocean			
13	quickly				13	class			
14	person				14	note			
15	became				15	nothing			
16	shown				16	rest			
17	minutes				17	carefully			
18	strong				18	scientists			
19	verb				19	inside			
20	stars				20	wheels			
Score		/ 20	/20	/20	Score		/ 20	/20	/20

Level	Intervention	Instructional	Independent	Advance
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

### 5th 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	stay				1	warm			
2	green				2	common			
3	known				3	bring			
4	island				4	explain			
5	week				5	dry			
6	less				6	through			
7	machine				7	language			
8	base				8	shape			
9	ago				9	deep			
10	stood				10	thousands			
11	plane				11	yes			
12	system				12	clear			
13	behind				13	equation			
14	ran				14	yet			
15	round				15	government			
16	boat				16	filled			
17	game				17	heat			
18	force				18	full			
19	brought				19	hot			
20	understand				20	check			
Score		/ 20	/20	/20	Score		/ 20	/20	/20

Level	Intervention	Instructional	Independent	Advance
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

### 5th 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	object			
2	bread			
3	rule			
4	among			
5	noun			
6	power			
7	cannot			
8	able			
9	six			
10	size			
Score		/ 10	/10	/10

Sights Words		Term 1	Term 2	Term 3
1	dark			
2	ball			
3	material			
4	special			
5	heavy			
6	fine			
7	pair			
8	circle			
9	include			
10	built			
Score		/ 10	/10	/10

Level	Intervention	Instructional	Independent	Advance
<b>Total Score</b>	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

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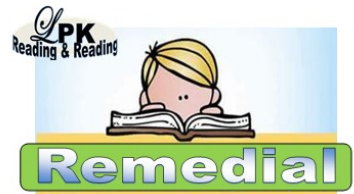


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# Phonemic Awareness



## 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			Overall Observation
Sights Words		Term 1	Term 2	Term 3	
1	<b>lady</b>				
2	<b>tape</b>				
3	<b>claim</b>				
4	<b>away</b>				
5	<b>vein</b>				
Score		/ 5	/5	/5	

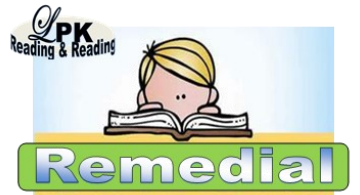
		Long Vowel e		
Sights Words		Term 1	Term 2	Term 3
1	<b>even</b>			
2	<b>these</b>			
3	<b>eat</b>			
4	<b>beep</b>			
5	<b>mean</b>			
Score		/ 5	/5	/5

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

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

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

# Phonemic Awareness



## Tricky Letters

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

Level	Intervention	Instructional	Independent	Advance
<b>Total Score</b>	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

## 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.	<b>achieve</b>			
2.	<b>perceive</b>			
3.	<b>feign</b>			
4.	<b>portrayed</b>			
5.	<b>deny</b>			
6.	<b>heavy</b>			
7.	<b>believing</b>			
8.	<b>illusion</b>			
9.	<b>legible</b>			
10.	<b>potatoes</b>			
Score		/ 10	/10	/10

Level	Intervention	Instructional	Independent	Advance
<b>Total Score</b>	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"/>

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# 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.	<b>shriek</b>			
2.	<b>receipt</b>			
3.	<b>beige</b>			
4.	<b>annoyance</b>			
5.	<b>copyist</b>			
6.	<b>salary</b>			
7.	<b>desirable</b>			
8.	<b>requirement</b>			
9.	<b>dyeing</b>			
10.	<b>emergency</b>			
Score		/ 10	/10	/10

Level	Intervention	Instructional	Independent	Advance
<b>Total Score</b>	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"/>

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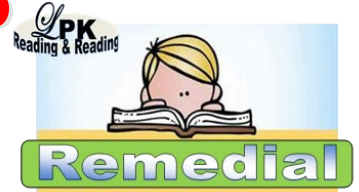
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# Phonemic Awareness

## 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.	<b>biosphere</b>			
2.	<b>cordless</b>			
3.	<b>scrutineer</b>			
4.	<b>punishment</b>			
5.	<b>tandoori</b>			
6.	<b>awareness</b>			
7.	<b>boarfish</b>			
8.	<b>erosion</b>			
9.	<b>ignore</b>			
10.	<b>creature</b>			
Score		/ 10	/10	/10

Level	Intervention	Instructional	Independent	Advance
<b>Total Score</b>	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"/>

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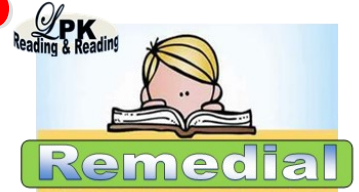
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# Phonemic Awareness

## 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.	<b>cheerful</b>			
2.	<b>posture</b>			
3.	<b>referring</b>			
4.	<b>revolution</b>			
5.	<b>herbivore</b>			
6.	<b>conclusion</b>			
7.	<b>zedoary</b>			
8.	<b>roorback</b>			
9.	<b>auctioneer</b>			
10.	<b>atmosphere</b>			
Score		/ 10	/10	/10

Level	Intervention	Instructional	Independent	Advance
<b>Total Score</b>	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"/>

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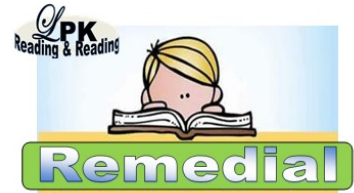
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# Phonemic Awareness

## 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

<b>Level</b>	<b>Intervention</b>	<b>Instructional</b>	<b>Independent</b>	<b>Advance</b>
<b>Total Score</b>	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

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# 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



- 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 79 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

LPK  
Reading & Reading



- 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 80 – 109 words per minute and his/her accuracy is 96%.
- 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

# Independent Level



- 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) Their fluency rate is 110 - 140 words per minute and their accuracy is 97% - 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 related 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 gave 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 that he/she had reasonable understanding and no misinterpretation of the passage.

# 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 Advance Level



- 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) His/her fluency rate is 141 words per minute or more and 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



- 1) The student gives correct responses to specific details and opinions that reflects higher order thinking.
- 2) The student basically related to the characters; remembering the names, places etc.
- 3) The student explicitly and systematically gave 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

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 3.

- \* 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 80–110 words per minute. A much more advance student would read 141 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 79 words per minute.

The table below is a very good tool to assess fluency for your pupils. The standard for measuring fluency is 141 words per minute. However in the reading text, you would realise all of the passages are above 141 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 is different. Ensure the pupil becomes a very good fluent reader, then they can practice automaticity. That's important.

Chart progress towards 80-109 word criterion. That's instructional. As the child reaches that progress mark, you can allow the child 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 are 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 that 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	The World	196 words =	60 seconds
96-100	Trustworthiness	170 words =	60 seconds
101-105	Doing the Right Thing	185 words =	60 seconds
106-110	Employment	141 words =	60 seconds
111-115	Trade	176 words =	60 seconds
116-120	Migration	219 words =	60 seconds
121-125	The Life Cycle of a Butterfly	166 words =	60 seconds
126-130	Camouflage	165 words =	60 seconds
131-135	Festivals	142 words =	60 seconds
136-140	Being Fair	148 words =	60 seconds
141-145	Air Pollution	183 words =	60 seconds
146-150	Vertebrates	152 words =	60 seconds
151-155	Marine Biodiversity	176 words =	60 seconds
156-160	The Europeans	159 words =	60 seconds
161-165	Parts of a Flower	195 words =	60 seconds
166-170	Care for School	173 words =	60 seconds
171-175	A Good Citizen	142 words =	60 seconds
176- 180	The Life Cycle of a frog	198 words =	60 seconds
181-185	The Conversation of Water	172 words =	60 seconds
186-190	Aquatic Habitat	188 words =	60 seconds
191-195	Care for the Home	174 words =	60 seconds
196-200	The Thermometer	165 words =	60 seconds

# Fluency

## Using the Formula



Here are 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.

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

Pages	Concept	words	Fluency
201-205	Separating Salt from Water	183 words =	60 seconds
206-210	A Wetland Specialist	166 words =	60 seconds
211-215	Invertebrates	141 words =	60 seconds
216-220	The Cactus Plant	183 words =	60 seconds
221-225	The Caribbean	199 words =	60 seconds
226-230	Pollination	175 words =	60 seconds
231-235	Costumes	187 words	60 seconds
236-240	Hydroponics	186 words =	60 seconds
241-245	The East Indians	193 words =	60 seconds
246-250	The Africans	174 words =	60 seconds
251-255	Factories & Business	183 words =	60 seconds
256-260	South & Central America	198 words =	60 seconds
261-265	The Chinese	199 words =	60 seconds

# Fluency Prosody



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

	1	2	3	4
<b>Expression and Volume</b>	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.
<b>Phrasing</b>	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 chopppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
<b>Smoothness</b>	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.
<b>Pace</b>	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 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.	<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 applying it in context very smoothly.	<input type="checkbox"/>

# 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. _____ →	<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 student whether their prediction still makes sense, based on what they are hearing of the story so far. _____ →	<input type="checkbox"/>
4.	Ask the pupil 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 story line 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 students compare their personal episode with a particular passage? Can the student synthesise. _____ →	<input type="checkbox"/>



## Comprehension → Creative Writing



### Instructions

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

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

Asking questions to make sure the passage was understood is very important because as professional teachers, we cannot say that is the “last stop to reading comprehension”. Creative thinking should be utilized 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 the teacher to experience the student's world.

This aids in building creative thoughts and opinions to be written on paper; in 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

**Comprehension** → **Creative Writing**



Speed Writing  
Fluently



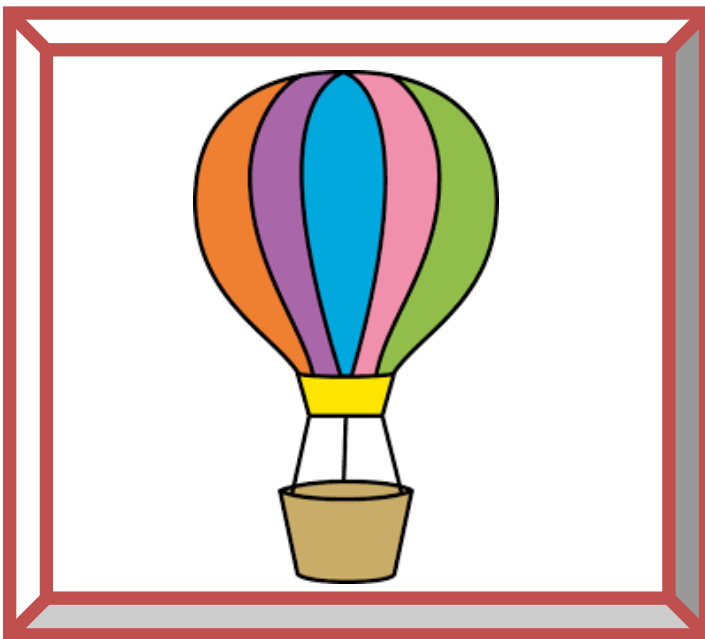
**Instructions**

*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

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 its 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 Three.

# 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 15-10 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 <del>br</del> 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	_____ 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	<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 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	Ⓟ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				ⓅS			
6	✓ ✓ ✓ ✓ ✓ farm The wheel rolls through the barn. ✓ ✓ TA It rolls [past the chickens.] ✓ ✓ Faster and faster.	1				ⓅS			
7	✓ ✓ ✓ Rz ✓ water The wheel rolls toward the river. ✓ ✓ T It rolls over the bridge. ✓ ✓ Faster and faster.	1				ⓅS			
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			ⓅS			M
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	
<b>Totals</b>		<b>8</b>	<b>3</b>						

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 done.

<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	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>on</u> ✓ ✓ ✓ ✓ Big Les and Lester, his son, lived in No-End Hollow and ✓ <u>fix/sc</u> ✓ ✓ ✓ ✓ <u>dog</u> ✓ ✓ ✓ ✓ raised foxhounds for a living. Their dogs were the finest ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ hounds in all that part of Tennessee. People came from ✓ ✓ ✓ <u>on/sc</u> ✓ ✓ ✓ ✓ ✓ ✓ North Carolina, Georgia, and Alabama to buy foxhounds ✓ ✓ from them.	1		m s v	
	✓ ✓ <u>and/sc</u> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Now Lester had a pet hound that was not for sale to ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ anybody. Funny Face was his name—Funny for short. Lester ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>fifteen</u> ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ had been offered as high as fifty dollars for Funny, and that ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ was a mighty big price at that time. But Lester loved Funny ✓ ✓ ✓ ✓ ✓ ✓ ✓ <u>every/sc</u> too much to sell him to anybody.	11	11	m s v	
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 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.	1	1	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 them 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**

Accuracy Level	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	95% and below	96%	97% - 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"/>
Accuracy Level Rating:		Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
		95% and below	96%	97% - 98%	99 - 100%

Assessment Summary:

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# RR1 Running Records



This is to be attempted once.

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

Page: 111	Trade			Information Used						
Errors (E) Structure (S)	Self-correction (SC) Visual (V)	Meaning (M)	E	SC	E	SC				
176 Words					M	S	V	M	S	V
<p>Trade is the act of exchanging, buying or selling goods at wholesale or retail, within a country or between countries.</p> <p>Ted decided to buy a pair of sneakers one Saturday morning, only to discover he didn't like the dark green and blue colour on the front of it. To make matters worse he couldn't return it because the policy of the store was no return and no exchange. His best friend John got a brand new pair of sneakers from his aunt for his birthday but John had one just like it already.</p> <p>Ted and John agreed to exchange their sneakers and happily settled</p>										

# RR1 Running Records



This is to be attempted once.

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

Page: 111	Trade (cont'd)			Information Used			
Errors (E) (M) Structure	Self-correction (SC) (S) Visual (V)	Meaning	E	SC	E	SC	
176 Words					M S V	M S V	
<p>Goods can be anything from food, to furniture or even two people agreeing to exchange one item for another.</p> <p>When trading, money is not always used for payment as the persons involved can agree that the produce is of equal value and both are satisfied with the exchange.</p> <p>On a larger scale, the act of buying and selling or exchanging stocks, bonds or currency is also called trading.</p>							

# RR1 Running Records



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

Page 111: Trade

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

Accuracy Level	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	95% and below	96%	97% - 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 107: Trade**

**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 38 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
<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"/>
Accuracy Level Rating	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader	
	<input style="width: 60px; height: 30px;" type="text"/> <input style="width: 10px; height: 10px;" type="checkbox"/> 95% and below	<input style="width: 60px; height: 30px;" type="text"/> <input style="width: 10px; height: 10px;" type="checkbox"/> 96%	<input style="width: 60px; height: 30px;" type="text"/> <input style="width: 10px; height: 10px;" type="checkbox"/> 97% - 98%	<input style="width: 60px; height: 30px;" type="text"/> <input style="width: 10px; height: 10px;" type="checkbox"/> 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: 106	Employment				Information Used
Errors (E) Structure (S)	Self-correction (SC) Visual (V)	Meaning (M)		E	SC
141 Words					M S V
<p>Employment is a reality that adults someday would have to face willingly. It is a system or equation put in place globally, where a person offers his services, whether by full manual labour, skill or talent for the exchange of money.</p> <p>Education is a significant factor and the type of employment sought after and the area in which we specialize in would define the salary.</p>					

RR2

# Running Records



This is to be attempted once.

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

Page: 106	Employment					Information Used	
<b>Errors (E)</b> <b>Structure (S)</b>	<b>Self-correction (SC)</b> <b>Visual (V)</b>	<b>Meaning (M)</b>	<b>E</b>	<b>SC</b>	<b>E</b>	<b>SC</b>	
141 Words					<b>M S V</b>	<b>M S V</b>	
<p>It can be safely said that employment is directly linked to education as it is the key to successful living.</p> <p>From the tender age of four to adulthood our lives are shaped around preparation for employment, starting families and earning enough income to be comfortable in life.</p>							
<p>This is why boys and girls are encouraged to go to school and focus, in order to one day be gainfully employed as a person and fulfill their dreams.</p>							



# RR2 Running Records



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

Page 106: Employment

**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**

Accuracy Level	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	95% and below	96%	97% - 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 106: Employment**

**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 38 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
<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	<input style="width: 60px; height: 30px;" type="text"/>	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"/>
	95% and below	96%	97% - 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	Doing the Right Thing				Information Used
Errors (E) Structure (S)	Self-correction (SC) Visual (V)	Meaning (M)		E	SC
185 Words					M S V
<p>It was a beautiful Sunday morning and Frank strode happily down the road on his way to church. As he was thinking of a song, he stumbled on something. Frank looked down and there he saw an old brown leather wallet on the sidewalk. At once he thought it was a prank and looked around cautiously. This wallet looked so old-fashioned that he became curious to open it. What he saw was: bank cards, an ID and one thousand dollars.</p>					

RR3

# Running Records



This is to be attempted once.

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

Page: 101	Doing the Right Thing			Information Used	
Errors (E) (M) Structure	Self-correction (SC) (S) Visual (V)	Meaning	E	SC	E SC
185 Words					M S V M S V
<p>"Oh my goodness!" He blinked and his face was blank. "This is like hitting the jackpot!"</p> <p>In concern, Frank looked at the Identification card and to his astonishment it belonged to Miss Pearl from nearby. When Frank entered the church doors, he willingly walked up to Miss Pearl and handed her the wallet. Miss Pearl was both surprised and thankful. She pulled out five hundred dollars from a secret compartment in the purse and gave it to him with a kiss on his red cheek. Excitement was all over Frank's face as he felt very</p>					

# RR3 Running Records



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

Page 101: Doing the Right Thing

**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**

Accuracy Level	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	95% and below	96%	97% - 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: Doing the Right Thing

**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 38 in the Manual.

**Comprehension**

Use Comprehension checklist. It is important you know why you ask certain questions to 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"/>
<b>Accuracy Level Rating:</b>					
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"/>
95% and below		96%		97% - 98%	99 - 100%

Assessment Summary:

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RR4

# Running Records



This is to be attempted once.

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

Page: 96	Trustworthiness			Information Used			
	Errors (E) Structure (S)	Self-correction (SC) Visual (V)	Meaning (M)	E	SC	E	SC
	170 Words					M S V	M S V
<p>Jim was a ten-year-old boy who lived with his parents in Tableland. He was fond of playing video games but his parents always warned him of being dedicated to his schoolwork before he enjoyed his games. However when he wanted to play, he asked, as the remote control was always securely kept in his parent's room. Jim loved playing his games that he couldn't get enough of it.</p>							

RR4

# Running Records



This is to be attempted once.

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

Page: 96	Trustworthiness			Information Used	
	Errors (E)      Self-correction (SC)      Meaning (M) Structure (S)      Visual (V)	E	SC	E	SC
	170 Words			M S V	M S V
Zealously, he decided to stay up late one night while his parents were asleep. It seemed he needed to steal the control to play his favourite video game.					
Cautiously, he laughed in his mind as he made his usual trip to their room. While he walked to the cabinet, he noticed the cord of the remote control, so he quickly used a chair to climb for it. But this time he came crashing down to the hard flooring.					



RR4

# Running Records



This is to be attempted once.

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

Page: 96	Trustworthiness			Information Used	
<b>Errors (E)</b> <b>Structure (S)</b>	<b>Self-correction (SC)</b> <b>Visual (V)</b>	<b>Meaning (M)</b>	<b>E</b>	<b>SC</b>	<b>E SC</b>
	170 Words				<b>M S V M S V</b>
<p>Obviously his parents were awoken from sleep. They were disappointed to know that Jim was sneaking around and decided to treat with him differently.</p>					

# RR4 Running Records



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

**Page 96: Trustworthiness**

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

Accuracy Level	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	95% and below	96%	97% - 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 96: Trustworthiness**

**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 38 in the Manual.

**Comprehension**

Use Comprehension checklist. It is important you know why you ask certain questions to 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 type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Accuracy Level Rating:	Frustration Struggling Reader		Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>
	95% and below		96%	97% - 98%	99 - 100%

Assessment Summary:

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RR5

# Running Records



This is to be attempted once.

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

Page: 91	The World			Information Used			
Errors (E) Structure (S)	Self-correction (SC) Visual (V)	Meaning (M)					
	196 Words		E	SC	E	SC	
					M S V	M S V	
<p>Earth is considered to be the ninth planet in our solar system. Scientists have continued to do in-depth research on the world. It is land that makes up our continents and islands. However water makes up our oceans, seas, rivers, lakes and ponds. here are seven continents and five oceans. The seven continents are Africa, Asia, Antarctica, Europe, North America, South America and Australia.</p>							

RR5

# Running Records



This is to be attempted once.

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

Page: 91	The World			Information Used	
Errors (E) Structure (S)	Self-correction (SC) Visual (V)	Meaning (M)	E	SC	E SC
196Words					M S V M S V
<p>They have millions of persons living there.</p> <p>The truth is that most of the people on Earth live on the Asian continent which includes cities such as Tokyo and Beijing. Africa is the continent with the most countries. There are fifty-four countries in Africa. Some of these countries include Egypt, Kenya and Nigeria. Australia is the smallest continent in the world and it includes territories such as New Zealand and the Polynesian Islands.</p>					

RR5

# Running Records



This is to be attempted once.

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

Page: 91	The World			Information Used	
<b>Errors (E)</b> <b>Structure (S)</b>	<b>Self-correction (SC)</b> <b>Visual (V)</b>	<b>Meaning (M)</b>	<b>E</b>	<b>SC</b>	<b>E</b> <b>SC</b>
196 Words				M S V	M S V
<p>There are five world oceans. These are: the Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean and the Arctic Ocean. The Pacific Ocean is the biggest Ocean in our world, as it borders countries such as the United States, Brazil, Australia and Japan. The Arctic Ocean is located at the North Pole and this is where polar bears live.</p>					

# RR5 Running Records



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

**Page 91: The World**

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

Accuracy Level	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	95% and below	96%	97% - 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 91: The World**

**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 38 in the Manual.

**Comprehension**

Use Comprehension checklist. A pro-teacher knows how it's important to know why they ask certain questions to 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 type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Accuracy Level Rating	Frustration Struggling Reader		Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>
	95% and below		96%	97% - 98%	99 - 100%

Assessment Summary:

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# 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 Three 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.

**Rhyiming, 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 analysing and manipulating 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, therefore 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.
  - Students should know if it's through remedial or standard revision:
- 
- **4th 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 ( **19 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:** 5th 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



## 5<sup>th</sup> 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 3 Reader Chapter 4.

Group 1 t m a d c g	done ten gave correct oh minutes decided contain course ocean carefully green machine ago game common dry through deep thousands clear government among check object cannot able dark material circle class	31
------------------------	--	----

Group 2 i n h s f	halt fly finally shown strong stars front feel fact inches street surface note nothing scientists inside stay island stood system force shape filled heat full hot noun six size special heavy fine include	33
----------------------	---	----

Group 3 v z p e b	English box person become verb produce building base plane behind boat brought bring explain equation bread power ball pair built	20
----------------------	--	----

Group 4 l u r w j	road wait rest wheels week less ran round understand warm language rule	12
----------------------	--	----

Group 5 y x k q	quickly known yes yet	4
--------------------	-----------------------	---

# 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)

<i>Preprimer</i>	<i>Primer</i>	<i>First</i>
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.

**B-6 Appendix B Informal Reading Inventory**

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

3 <sup>2</sup>	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

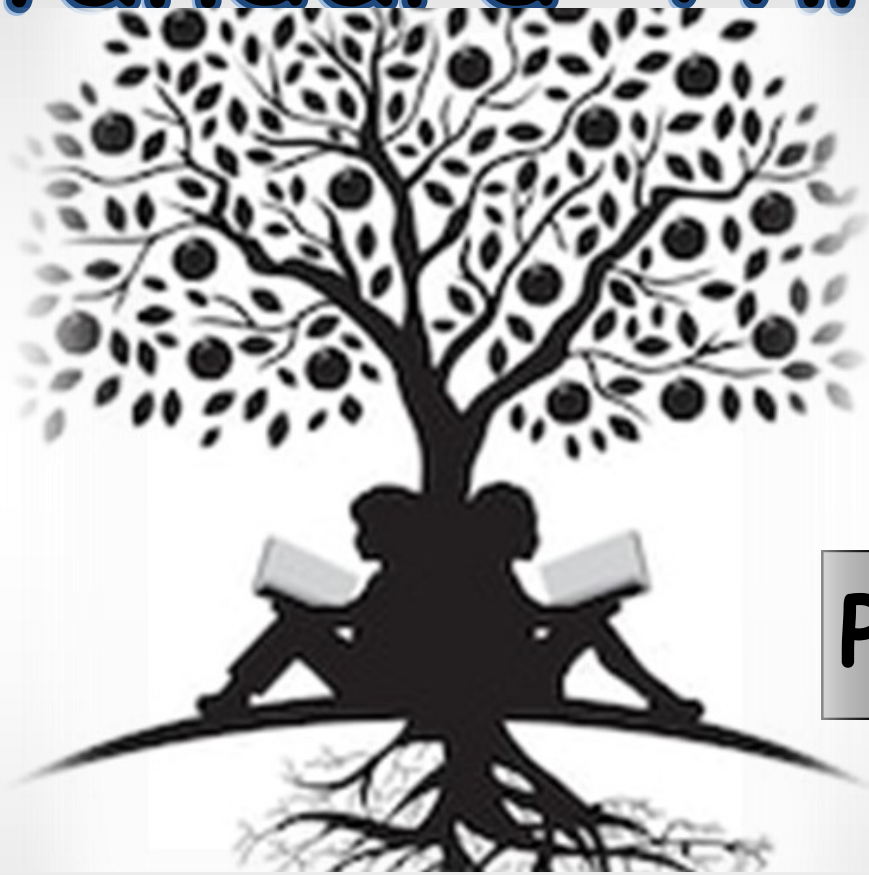
Here is an online sample of a professional Word Recognition list in it's order, taken form 2011. Pearson. For *Reading Diagnosis and Improvement*, by Michael F. Opitz, Dorothy Rubin, and James A. Erekson.

### 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 _____



# Teacher Student Manual For Standard Three



Part 3

The Analytical Entrance to Reading

*By Loren Paula Knights*

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

# Teacher Student Manual For Standard Three



Part 3

The Analytical Entrance to Reading

*By Loren Paula Knights*

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

## 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 to 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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# Complete Reading Program

