Working Together

Student Profile

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

LPK Reading & Reading	Student Name:			
	Student Address:			
	Male: ☐ Female: ☐	Ethnic Origin:	Religion:	
	Date of Birth:		Present Age:	
	Student Registration Number:			
	E.A.R Number:		Date Admission:	
School:			District:	
Mother's Name				
Mother's Address				
Mother's Contacts	Phone Numbers:			
			e-mail:	
Father's Name				
Father's Address				
Father's Contacts	Phone Numbers:			
			e-mail:	
Guardian's Name			Relationship:	
Guardian's Address				
Guardian's Contacts				
			e-mail:	

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

_____

_____

_____

Any impairment? Physical _____ (please be specify):

_____

Vision:_____ Speech_____ Hearing _____

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

_____

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

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

_____

_____

_____

_____

Hobbies/interests
Favorite subjects
Likes

Inappropriate Behaviours	
Replacement Behaviours	

Accommodations to assist the student in displaying the replacement behavior:

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

Method of Measuring Progress

How to know the plan is working.

- ☐ direct observation
- ☐ daily behavior sheet
- ☐ weekly behavior sheet
- ☐ charting/graphing
- ☐ self-monitoring
- ☐ number of discipline referrals
- ☐ other: _____

Positive Consequences for Positive Behaviour

What can the student earn?

- ☐ verbal praise
- ☐ immediate feedback
- ☐ computer time
- ☐ earned privileges
- ☐ earned tokens/points
- ☐ positive call or note home
- ☐ tangible rewards
- ☐ free time
- ☐ positive visit to office
- ☐ other _____

Negative Consequences for inappropriate Behaviour

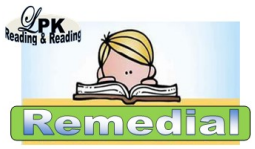
What happens when student does not behave:

- ☐ loss of points/tokens
- ☐ loss of privileges
- ☐ time out
- ☐ phone call home
- ☐ work detail
- ☐ detention
- ☐ send to office
- ☐ in-school suspension
- ☐ out-of-school suspension
- ☐ escort to another area
- ☐ other _____

Word Analysis

* Prepare instructional plans for pupils using the tools and reading assessment strategies.
* Tools to work in tandem with the Reader Approach texts for Standard 4 & 5.
    * Phonemic Awareness
    * Phonics
    * Fluency
    * Vocabulary
    * Comprehension

Phonics



Lower & Uppercase Letter Sounds

26 seconds

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

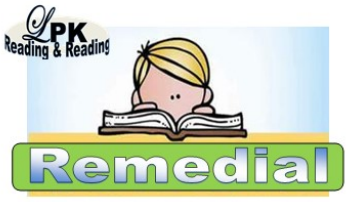
	Letter	Term 1	Term 2	Term 3
1.	t			
2.	m			
3.	a			
4.	D			
5.	o			
6.	c			
7.	g			
8.	i			
9.	N			
10.	h			
11.	s			
12.	F			
13.	v			
Score		/13	/13	/13

	Letter	Term 1	Term 2	Term 3
1.	z			
2.	P			
3.	e			
4.	b			
5.	L			
6.	u			
7.	r			
8.	W			
9.	j			
10.	y			
11.	X			
12.	k			
13.	q			
Score		/13	/13	/13

Level	Intervention	Instructional	Independent	Advance
Total Score	0 - 9	10 - 20	21 - 25	26
Any Observations	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐

Phonics

Recognising Diphthongs & Digraphs



35 seconds

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

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

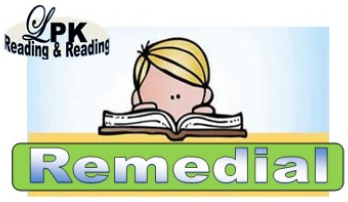
Letter		Term 1	Term 2	Term 3
1.	ea			
2.	oo			
3.	ou			
4.	wh			
5.	aw			
6.	au			
7.	sh			
8.	ph			
Score		/8	/8	/8

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

Phonics

Recognising Long Sounds

45 seconds



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

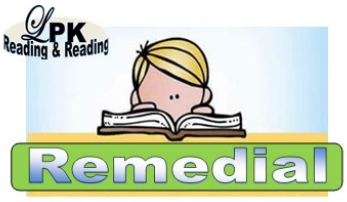
	Letter	Term 1	Term 2	Term 3
1.	a			
2.	e			
3.	i			
4.	o			
5.	u			
6.	u_e			
7.	i_e			
8.	oe			
9.	ay			
10.	oo			
11.	ai			
12.	o_e			
13.	ea			
Score		/13	/13	/13

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

Level	Intervention	Instructional	Independent	Advance
Total Score	0 - 9	10 - 20	21 - 25	26
Any Observations	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐

Phonemic Awareness

Individual Reading



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

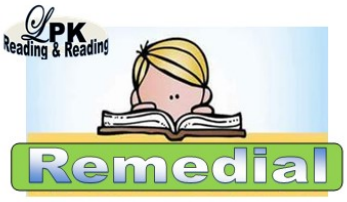
Blend / Segment sentences into words		1st try	2nd try	3rd try
1.	She removed every single thing from the box.			
2.	She gave me a nice pair of shoes.			
3.	Tomorrow they would fly back to Brazil and for once she wasn't ready to go.			
4.	Its twenty minutes past ten.			
5.	"Halt!" he cried to the men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

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

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

Phonemic Awareness

Individual Reading



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

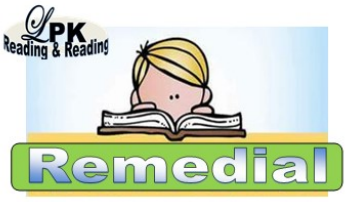
Blend / Segment sentences into words		1st try	2nd try	3rd try
1.	The noise of the stream had a pleasantly somnolent effect.			
2.	The hot weather wilted the plants.			
3.	Take your time and think about this irrevocable decision you are about to make!			
4.	For a quirky look, you can use just about anything.			
5.	She works hard to build rapport with her patients.			
6.	The earthquake reduced the whole town to rubble.			
7.	Water can easily infiltrate the soil.			
	Total Score	/7	/7	/7

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

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

Phonemic Awareness

Individual Reading



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

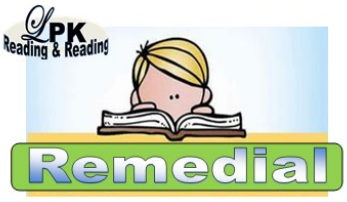
Blend / Segment sentences into words		1st try	2nd try	3rd try
1.	We finally traced him to an address in Kenya.			
2.	How long do I have to wait?			
3.	Malika's having surgery to correct her vision.			
4.	Oh, what a pretty sound it made!			
5.	They quickly cross the street when the lights turn red.		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

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

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

Phonemic Awareness

Individual Reading



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

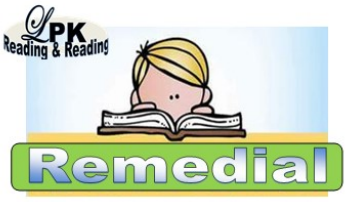
Blend / Segment sentences into words		1st try	2nd try	3rd try
1.	The large green and yellow room has four square corners.			
2.	He didn't utter a syllable to the other person.			
3.	I paid the electric and water bill this week.			
4.	Her mouth felt dry and her voice was barely a whisper.			
5.	But perhaps they may complete the task today!			
6.	We divided up the buildings into small apartments.			
7.	The new museum is the subject of an article in today's paper.			
	Total Score	/7	/7	/7

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

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

Phonemic Awareness

Individual Reading



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

Blend / Segment sentences into words		1st try	2nd try	3rd try
1.	We're in northern Europe, so you can't go wrong with sweaters.			
2.	A full moon can be seen tonight.			
3.	He says he'll help us, but I don't believe him.			
4.	They are all members of the House of Representatives.			
5.	The classroom wall was painted with clouds of			
6.	They went for a walk to help clear their minds.			
7.	A single gentle rain makes the grass many shades greener.			
	Total Score	/7	/7	/7

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

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

Phonemic Awareness

Recognising

High Frequency Words

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

15 seconds

	Words	Term 1	Term 2	Term 3
1.	abstinence			
2.	apprehend			
3.	bureaucracy			
4.	bask			
5.	carcass			
6.	categorical			
7.	devoid			
8.	dole			
9.	electrify			
10.	entice			
	Score	/ 10	/10	/10

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

Phonemic Awareness

Recognising

High Frequency Words

15 seconds each

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

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

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

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

Overall Observation

Phonemic Awareness

Recognising

High Frequency Words

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

15 seconds

	Words	Term 1	Term 2	Term 3
1.	aberration			
2.	barter			
3.	combustible			
4.	dossier			
5.	elongate			
6.	ferocious			
7.	impediment			
8.	justice			
9.	melancholy			
10.	originality			
	Score	/ 10	/10	/10

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

Phonemic Awareness

Recognising

High Frequency Words

15 seconds each

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

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

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

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

Overall Observation

Phonemic Awareness

Recognising

6th Dolch Sight Words

Name	45 seconds each column
Term 1-Date:	Term 2-Date:	Term 3-Date:

	Sights Words	Term 1	Term 2	Term 3
1	can't			
2	matter			
3	square			
4	syllables			
5	perhaps			
6	bill			
7	felt			
8	suddenly			
9	test			
10	direction			
11	center			
12	farmers			
13	ready			
14	anything			
15	divided			
16	general			
17	energy			
18	subject			
19	Europe			
20	moon			
	Score	/ 20	/20	/20

	Sights Words	Term 1	Term 2	Term 3
1	region			
2	return			
3	believe			
4	dance			
5	members			
6	picked			
7	simple			
8	cells			
9	paint			
10	mind			
11	love			
12	cause			
13	rain			
14	exercise			
15	eggs			
16	train			
17	blue			
18	wish			
19	drop			
20	developed			
	Score	/ 20	/20	/20

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

Phonemic Awareness

Recognising

6th Dolch Sight Words

Name	45 seconds each column
Term 1-Date:	Term 2-Date:	Term 3-Date:

	Sights Words	Term 1	Term 2	Term 3
1	window			
2	difference			
3	distance			
4	heart			
5	site			
6	sum			
7	summer			
8	wall			
9	forest			
10	probably			
11	legs			
12	sat			
13	main			
14	winter			
15	wide			
16	written			
17	length			
18	reason			
19	kept			
20	interest			
	Score	/ 20	/20	/20

	Sights Words	Term 1	Term 2	Term 3
1	arms			
2	brother			
3	race			
4	present			
5	beautiful			
6	store			
7	job			
8	edge			
9	past			
10	sign			
11	record			
12	finished			
13	discovered			
14	wild			
15	happy			
16	beside			
17	gone			
18	sky			
19	grass			
20	million			
	Score	/ 20	/20	/20

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

Phonemic Awareness

Recognising

6th 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	west			
2	lay			
3	weather			
4	root			
5	instru-ments			
6	meet			
7	third			
8	months			
9	paragraph			
10	raised			
	Score	/ 10	/10	/10

	Sights Words	Term 1	Term 2	Term 3
1	represent			
2	soft			
3	whether			
4	clothes			
5	flowers			
6	shall			
7	teacher			
8	held			
9	describe			
10	drive			
	Score	/ 10	/10	/10

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

Overall Observation

Phonemic Awareness

Vowel Teams

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

Level	Intervention	Instructional	Independent	Advance
Total Score	0 - 9	10- 18	19 - 24	25
	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐

Overall Observation

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

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

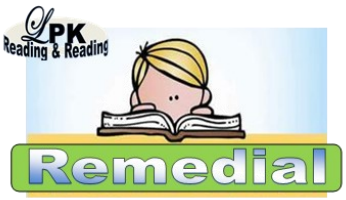
	Sights Words	Long Vowel i Term 1	Term 2	Term 3
1	iron			
2	time			
3	high			
4	tied			
5	sky			
	Score	/ 5	/5	/5

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

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

Phonemic Awareness

Tricky Letters



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

Level	Intervention	Instructional	Independent	Advance
Total Score	0 - 9	10- 18	19 - 24	25
	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐

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

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

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

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

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

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

Phonemic Awareness

Great 8 Spelling Words

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

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

20 seconds

	Words	Term 1	Term 2	Term 3
1.	achieve			
2.	perceive			
3.	feign			
4.	portrayed			
5.	deny			
6.	heavy			
7.	believing			
8.	illusion			
9.	legible			
10.	potatoes			
	Score	/ 10	/10	/10

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

Phonemic Awareness

Great 8 Spelling Words

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

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

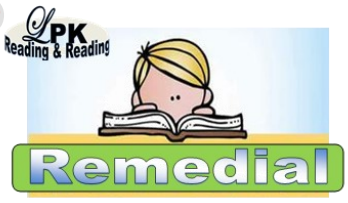
20 seconds

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

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

Phonemic Awareness

Glued Words



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

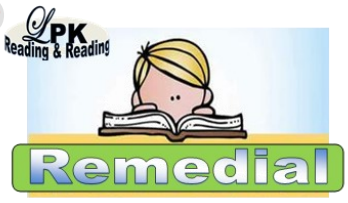
These words can be used several ways: **spelling and word fluency.**

20 seconds

	Words	Term 1	Term 2	Term 3
1.	biosphere			
2.	cordless			
3.	scrutineer			
4.	punishment			
5.	tandoori			
6.	awareness			
7.	boarfish			
8.	erosion			
9.	ignore			
10.	creature			
	Score	/ 10	/10	/10

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

Phonemic Awareness



Glued Words

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

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

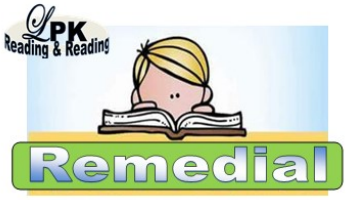
20 seconds

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

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

Phonemic Awareness

Common Trigraph Blends



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

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

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

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

Overall Observation

Phonemic Awareness

Recognising

7th Dolch Sight Words

Name	45 seconds each column
Term 1-Date:	Term 2-Date:	Term 3-Date:

	Sights Words	Term 1	Term 2	Term 3
1	cross			
2	speak			
3	solve			
4	appear			
5	metal			
6	son			
7	either			
8	ice			
9	sleep			
10	village			
11	factors			
12	result			
13	jumped			
14	snow			
15	ride			
16	care			
17	floor			
18	hill			
19	pushed			
20	baby			
	Score	/ 20	/20	/20

	Sights Words	Term 1	Term 2	Term 3
1	buy			
2	century			
3	outside			
4	everything			
5	tall			
6	already			
7	instead			
8	phrase			
9	soil			
10	bed			
11	copy			
12	free			
13	hope			
14	spring			
15	case			
16	laughed			
17	nation			
18	quite			
19	type			
20	themselves			
	Score	/ 20	/20	/20

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

Phonemic Awareness

Recognising

7th Dolch Sight Words

Name	45 seconds each column
Term 1-Date:	Term 2-Date:	Term 3-Date:

	Sights Words	Term 1	Term 2	Term 3
1	temperature			
2	bright			
3	lead			
4	everyone			
5	method			
6	section			
7	lake			
8	iron			
9	within			
10	dictionary			
11	hair			
12	age			
13	amount			
14	scale			
15	pounds			
16	although			
17	per			
18	broken			
19	moment			
20	tiny			
	Score	/ 20	/20	/20

	Sights Words	Term 1	Term 2	Term 3
1	possible			
2	gold			
3	milk			
4	quiet			
5	natural			
6	lot			
7	stone			
8	act			
9	build			
10	middle			
11	speed			
12	count			
13	consonant			
14	someone			
15	sail			
16	rolled			
17	bear			
18	wonder			
19	smiled			
20	angle			
	Score	/ 20	/20	/20

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

Phonemic Awareness

Recognising

7th 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	fraction			
2	Africa			
3	killed			
4	melody			
5	bottom			
6	trip			
7	hole			
8	poor			
9	let's			
10	fight			
	Score	/ 10	/10	/10

	Sights Words	Term 1	Term 2	Term 3
1	surprise			
2	French			
3	died			
4	beat			
5	exactly			
6	remain			
7	dress			
8	cat			
9	couldn't			
10	fingers			
	Score	/ 10	/10	/10

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

Overall Observation

Who is a Student at the Frustration Level

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

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

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

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

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

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

Who is a Student at the Frustration Level cont'd

1) The student is not consistent in correcting his/her errors.
2) When the teacher has to start giving the meaning of words on at least 3 occasions, it indicates that the student needs more vocabulary skills implemented.
3) His/her fluency rate is 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

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 cont'd

1) The teacher has to give the meaning of a word of a key word concept.
2) The student needs to continue to practice vocabulary skills.
3) The student does not have major difficulties to problem solve.
4) 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 cont'd

1) At no time, does the student sound out letters or do any segmenting / blending of words.
2) The student is confidently consistent in correcting his/her errors.
3) The teacher does not have to give the meaning of words that are of key words concept.
4) The student is well aware of his/her vocabulary skills and for reference, may need to focus on adding to his/her vocabulary knowledge.
5) The student is confident in solving the problem in the passage and giving reasonable inferences.
6) The student is well aware of his/her comprehension skills and for reference, may need to focus on applying and adding strategies to his/her creative writing knowledge.
7) 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 cont'd

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

* Prepare instructional plans for pupils using the tools and reading assessment strategies.
* Tools to work in tandem with the Reader Approach texts for Standard 4 5.
    * 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 6 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 6 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.

Concept	words	Fluency
Primary Research	220 words =	60 seconds
Doing the Right Thing	262 words =	60 seconds
Secondary Research	242 words =	60 seconds
Global Warming	203 words =	60 seconds
Patriotism	164 words =	60 seconds
Making Informed Decisions	201 words =	60 seconds
Maintaining Trustworthiness	189 words =	60 seconds
Triangles	206 words =	60 seconds
Interpretation	161 words =	60 seconds
Communicable Diseases	174 words =	60 seconds
A Good Reputation	191 words =	60 seconds
Irregular Polygons	177 words =	60 seconds
National Awards	334 words =	60 seconds
Commitment	230 words =	60 seconds
Agriculture	168 words =	60 seconds
Healthy Relationships	206 words =	60 seconds
Predicting	201 words =	60 seconds
Social Justice	212 words =	60 seconds
National Awareness	237 words =	60 seconds
Social Responsibility	218 words =	60 seconds
Personal Budgeting	266 words =	60 seconds
The Report	251 words =	60 seconds

Cont'd

Fluency

Using the Formula

Here are the list of the passages in Reader Part 1 Chapter 6 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.

Concept	words	Fluency
Change from Better to Best	Poem	-
Healthy Habits	Poem	-
Values	Poem	-
Improving the Environment	Poem	-
Dishonest Communication	Poem	-
Recycling	265 words =	60 seconds
Interpersonal Skills	142 words =	60 seconds
Good Citizenships	175 words =	60 seconds
Money	Poem	-
Queen's Park	144 words =	60 seconds
Knolly's Tunnel	148 words =	60 seconds
Helping Organizations	154 words =	60 seconds
Puberty	286 words =	60 seconds

Fluency
Prosody

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

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

Rubric modified from Tim Rasinski – Creating Fluent Readers

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

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

Fluency

Vocabulary

Instructional phonics without the knowledge of the vocabulary will be meaningless in reading. The pronunciation is important. It has been proven that exposing students to a large amount of words, increases the potential for incidental learning based on context.

However, Based on the table below, when teaching reading pay attention to the following important points and rubric numbering.

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

Fluency

Comprehension

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

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

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

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

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

Comprehension → Creative Writing

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.

"While I was Reading…" worksheet can be used for other passages.

Taken from the Standard 4 & 5 Reader Part 1.

LPK Reading & Reading

Comprehension → Creative Writing

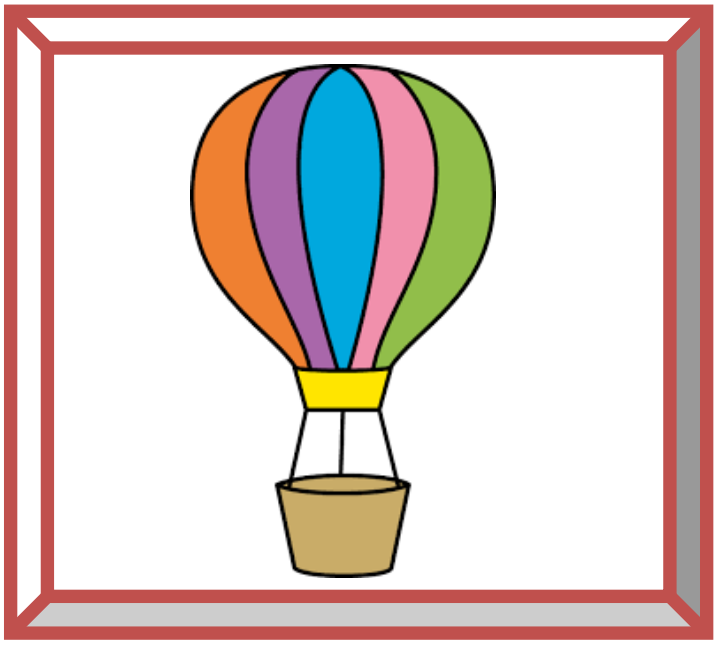
Instructions

Blending poetry with Grammar

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

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

1. What is your Main Idea of the passage
2. What is your Topic Sentence of the passage?
3. What does the character do that makes you want to be or do not 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.)



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

Comprehension → Creative Writing

Creative Thinker

Topic:

Answer the questions and write properly in CURSIVE. Answer the questions in relation to the topic given.

While I was Reading...

The question I thought about was:

because:

I think this might happen:

because:

Comprehension → Creative Writing

Creative Thinker

Topic:

Answer the questions and write properly in CURSIVE. Answer the questions in relation to the topic given.

While I was Reading...

As I was reading, I pictured:

because:

I actually made a connection (text, self, world):

Running Records

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

The final 2 can be administered at the beginning of 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 four and five.

Running Records
Introduction

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

Familiarise yourself with the following important terms.

Errors " E "

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

Self-correcting " SE "

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

Meaning " M "

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

Structure " S "

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

Visual " V "

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

Running Records
Symbols & Markings

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

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

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

Running Records
Symbols & Markings

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

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

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

REFERENCES:
DRA Facilitator's Guide, Celebration Press 2002, pages 40 to 41
Guided Reading: Good First Teaching For All Children, Fountas & Pinell, page 91

Running Records

Sample of Work

Here is a sample of a professional running record done.

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

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

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

Accuracy Rate: 92% **Error Rate:** 1:12 **Self-correction Rate:** 1:4

CODES FOR A RUNNING RECORD

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

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

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

REFERENCES:
DRA Facilitator's Guide, Celebration Press 2002, pages 40 to 41
Guided Reading: Good First Teaching For All Children, Fountas & Pinell, page 91

Running Records

Sample of Work

Here is a sample of a professional running record done.

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

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

Running Records
The Analysis

The Q Analysis

This qualitative analysis is based on the observations that the teacher makes during the running record. This is where the teacher pays attention to the intonation, phrasing and fluency. Teachers must observe how the child uses the cues to help 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 x 100 = AR

Example:

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

79 / 86 x 100 = Accuracy rate

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

Accuracy Level	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	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 = Self-correction rate.
11 / 3 = 3.666, or 4 rounded to the nearest whole number.

The self-correction rate is expressed as 1:4.
This means that the student corrects approximately 1 out of every 4 errors.

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

Fluency Assessment Summary Chart

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

Accuracy Level Rating:	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	95% and below	96%	97% - 98%	99 - 100%

Assessment Summary:

RR1 Running Records

This is to be attempted once.

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

Page:	Patriotism			Information Used	
Errors (E) Structure (S)	Self-correction (SC) Visual (V)	Meaning (M)	E	SC	E	SC
		164 Words			M S V	M S V

My **eight**-year old **daughter** Jenny knows that patriotism is the feeling and expression of love for one's home country, along with a feeling of unity with those who share those feelings.

As a **bright** Primary school student, Jenny **thought** then understood that along with love, patriotism is the feeling of pride, devotion and attachment, which are factors like race, ethnicity culture, religious beliefs or history.

RR1 Running Records

This is to be attempted once.

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

Page:	**Patriotism** (cont'd)			Information Used	
Errors (E) Self-correction (SC) Meaning (M) Structure (S) Visual (V)		**E**	**SC**	**E**	**SC**
	164 Words			**M S V**	**M S V**
There are countless ways of showing patriotism. My **daughter** stands "in **sight**" for the National Anthem and National Pledge. The most beneficial acts of patriotism to a country are those that both celebrate the country and make it stronger.					

RR1 Running Records

This is to be attempted once.

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

Page:	**Patriotism** (cont'd)			Information Used	
Errors (E) Self-correction (SC) Meaning (M) Structure (S) Visual (V)		**E**	**SC**	**E**	**SC**
	164 Words			**M S V**	**M S V**
	Although Jenny was told that excising one's civic duty by voting in general elections is one way, volunteering for community service or running for elected government offices are other **high**ly patriotic acts. Serving on juries, obeying all laws, paying taxes and understanding the **rights**, and freedom responsibilities of one's country are ways my daughter can express devotion to the country.				

RR1 Running Records

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

Page : Patriotism

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

RR1 Running Records

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

Page : Patriotism

Fluency and Prosody

To assess reading fluency, turn to page 71 in the student reader Part 1.

Use rubric to assess prosody. Turn to page 44 in this Manual.

Comprehension

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

Fluency Assessment Summary Chart

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

Accuracy Level Rating	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	95% and below	96%	97% - 98%	99 - 100%

Assessment Summary:

RR2

Running Records

This is to be attempted once

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

Page:	Interpretation			Information Used	
Errors (E) Structure (S)	Self-correction (SC) Visual (V)	Meaning (M)	E	SC	E	SC
		161 Words			M S V	M S V

Ms Blair loves her job immensely. She works at the airport as an interpreter from Europe. When foreign travellers come from various countries all over the world and cannot speak English, she would be able to represent them by softly interrupting their language to assist with whatever needs they may have on arrival.

RR2

Running Records

This is to be attempted once.

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

Page:	Interpretation			Information Used	
Errors (E) Structure (S)	Self-correction (SC) Visual (V)	Meaning (M)	E	SC	E	SC
		161 Words			M S V	M S V

Besides, Ms Blair described she can speak or present six different languages included: Spanish, French, Dutch, Mandarin, Yoruba and Portuguese. She always loved travelling and spent most of her childhood years moving around with her family. She was once called "The quiet blue sky baby."

RR2

Running Records

This is to be attempted once.

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

Page:	Interpretation			Information Used	
Errors (E) Structure (S)	Self-correction (SC) Visual (V)	Meaning (M)	E	SC	E	SC
		161 Words			M S V	M S V

Being able to understand people of different nationalities is a dream come true and this is what Ms Blair has studied, trained and worked so hard to mainly accomplish. Another bonus to her skill is sign language. Not only can she speak and interpret various languages but if someone has a related disability such as being deaf, she would interpret using sign language.

RR2 Running Records

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

Page : Interpretation

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 : Interpretation

Fluency and Prosody

To assess reading fluency, Turn to page 91 in the student reader Part 1.

Use rubric to assess prosody. Turn to page 44 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

Level Rating:	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	95% and below	96%	97% - 98%	99 - 100%

Assessment Summary:

RR3

Running Records

LPK Reading & Reading

This is to be attempted once.

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

Page:	Agriculture			Information Used	
Errors (E) Structure (S)	Self-correction (SC) Visual (V)	Meaning (M)	E	SC	E	SC
		168 Words			M S V	M S V

Agriculture can appear or be better known as farming. It involves the factors of the cultivation of the soil, growing crops and rearing animals.

It describes the preparation of plant and animal products for people or farmers to use and their distribution to markets. We discovered that Agriculture represents most of the world's food and fabrics. Cotton, wood and leather are all agricultural products. It provides A quite amount of wood for construction and paper products as well.

RR3 Running Records

This is to be attempted once.

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

Page:	Agriculture			Information Used	
Errors (E) Self-correction (SC) Meaning (M) Structure (S) Visual (V)		E	SC	E	SC
	168 Words			M S V	M S V
Some of the most important issues facing agriculture today include soil and water quality, climate changes, funding and labour shortages. All of these are common factors that may impact profits and productivity for farming at any given growing season.					

RR3

Running Records

This is to be attempted once.

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

Page:	Agriculture			Information Used	
Errors (E) Self-correction (SC) Meaning (M) Structure (S) Visual (V)		E	SC	E	SC
	168 Words			M S V	M S V
To address the various issues and enhance the prospects of the farming industry, it is written in research that efforts can be made to provide adequate education to farmers, making it easier for them to access land for starting and expanding farms, reducing the cost naturally of seed fertilizers and herbicides.					

RR3 Running Records

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

Page : **Agriculture**

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 : **Agriculture**

Fluency and Prosody

To assess reading fluency, turn to page 122 in the student reader Part 1.

Use rubric to assess prosody. Turn to page 44 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

Accuracy Level Rating:	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	95% and below	96%	97% - 98%	99 - 100%

Assessment Summary:

RR4

Running Records

This is to be attempted once.

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

Page:	Interpersonal Skills			Information Used	
Errors (E) Structure (S)	Self-correction (SC) Visual (V)	Meaning (M)	E	SC	E	SC
		142 Words			M S V	M S V

Interpersonal skills describe the behaviours and tactics a person uses to generally interact with others effectively. These skills are learnt through socialization and social encounters as we learn how to adjust ourselves when we meet various personalities.

RR4 Running Records

This is to be attempted once.

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

Page:	Interpersonal Skills			Information Used	
Errors (E) Structure (S) Self-correction (SC) Visual (V) Meaning (M)		E	SC	E	SC
	142 Words			M S V	M S V

These skills are exercised all the time when dealing with others, whether in the workplace, in social situations, or within a family. A lack of this skill leads to awkwardness and generally reaps negative results.

The evidence of interpersonal skills can be shown in the ability to handle conflict, teamwork, empathy, listening and a positive attitude.

RR4 Running Records

This is to be attempted once.

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

Page:	Interpersonal Skills			Information Used	
Errors (E) Structure (S) Self-correction (SC) Visual (V) Meaning (M)		E	SC	E	SC
	142 Words			M S V	M S V
Perhaps you might be "under the weather at the moment," but anyone can make an effort to improve on this skill by maintaining eye contact, being aware of body language, never talking over people and listening actively. Typically you become a more pleasant and enjoyable person to be around					

RR4 Running Records

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

Page : Interpersonal Skills

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

RR4 Running Records

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

Page : Interpersonal Skills

Fluency and Prosody

To assess reading fluency, turn to page 189 in the student reader Part 1.

Use rubric to assess prosody. Turn to page 44 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

Accuracy Level Rating:	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	95% and below	96%	97% - 98%	99 - 100%

Assessment Summary:

RR5

Running Records

This is to be attempted once.

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

Page:	Good Citizenship			Information Used	
Errors (E) Structure (S)	Self-correction (SC) Visual (V)	Meaning (M)	E	SC	E	SC
		175 Words			M S V	M S V

Have you ever looked in your dictionary and found the word "good" and then "citizenship?" There are many reasons to exercise Good Citizenship. This is described as a citizen who performs activities or fulfils their role as a useful member of society. A good citizen would obey the rules and the laws of the land, vote in elections and help others when in need. They represent a good citizen from their heart.

RR5 Running Records

This is to be attempted once.

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

Page:	Good Citizenship			Information Used	
Errors (E) Structure (S)	Self-correction (SC) Visual (V)	Meaning (M)	E	SC	E	SC
		175 Words			M S V	M S V

You can discover how being responsible for one's actions and how they affect others, ensuring proper education and giving back to your country via employment or donation to charity are all possible ways to be counted as a good citizen.

RR5

Running Records

LPK Reading & Reading

This is to be attempted once.

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

Page:	Good Citizenship			Information Used	
Errors (E) Structure (S)	Self-correction (SC) Visual (V)	Meaning (M)	E	SC	E	SC
		175 Words			M S V	M S V

This is important for developing a present strong values system in members of society but also for creating a safe, supportive society while practising democracy. A student can be a good citizen by being respectful to other people, and their teachers, being respectful of school property and their property, following school rules and lastly, they can display good character like honesty and responsibility.

RR5 Running Records

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

Page : Good Citizenship

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

RR5 Running Records

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

Page : Good Citizenship

Fluency and Prosody

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

Use rubric to assess prosody. Turn to page 44 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

Accuracy Level Rating	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	95% and below	96%	97% - 98%	99 - 100%

Assessment Summary:

Starter for Scheme of Work

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

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

Phonemic Awareness

Phonics

Hand Writing

Fluency: Reading Comprehension

Fluency: Reading Vocabulary

Spelling / Sight words

Reading Structure

Getting Ready To Read

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

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

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

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

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

Rhyming, Alliteration & Syllabicating

(Could 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:

- **6th List Sight Words:** Should be completed.
- **Common Trigraph Blends:** Should be completed.
- **Vowel Team:** Should be completed.
- **Tricky Letters:** Should be completed.
- **Diagraph & Diphthongs:** Should be completed.
- **Glued Words:** Should be completed.
- **7th List Sight Words:** Should be completed.

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

- **Reading Vocabulary: 1-2 per week.**
- **Phonemic Awareness Part 1 Std 4 & 5 Reader (Throughout Terms).**
- **8 Great Spelling Rules:** Should be completed by Term 3.
- **Silent Letters:** Should be completed by Term 3.
- **Basic Sight Word Sentences:** Individual reading . Should be completed by Term 3 **(Remedial Concepts).**
- **Fluency Comprehension Passages:** Individual reading . Should be completed by Term 3 (1-2 weekly concepts).
- **Comprehension to Creative Writing:** (1-2 weekly concepts).
- **Sight Words: 6th 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

5th 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. This is remedial work for Standard 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
		100

Phonemic Awareness

6th 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 4 & 5 Reader.

Group 1 t m a d c g	general moon cells mind arms can't matter members drop main grass	direction center anything divided dance cause train third drive test	developed difference distance discovered months clothes teacher describe gone million meet	32
Group 2 i n h s f	sum heart site forest sat interest sign happy	suddenly farmers subject simple summer store finished felt	soft flowers square syllables sky instruments shall held	24

Phonemic Awareness

6th 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 4 & 5 Reader.

Group 3 v z p e b	energy paint exercise blue probably perhaps	picked brother present Europe paragraph bill	believe eggs past Beside beautiful edge	18
Group 4 l u r w j	return love wish length reason job record wild legs	window wall winter written race west weather lay	root raised represent region Ready rain wide whether	25
Group 5 y x k q	kept			1
				100

Phonemic Awareness

7th 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 1 Standard 4 & 5 Reader.

Group 1 t m a d c g	cross dictionary appear age metal amount tall gold copy tiny case method	care although century outside already type themselves temperature milk moment angle	act middle count consonant melody trip died Africa dress cat couldn't	34
Group 2 i n h s f	hill hair soil free natural spring speak solve son snow	ice scale sleep factors floor instead hope iron section	nation someone fraction hole fight surprise French fingers stone speed sail	30

Phonemic Awareness

7th 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 1 Standard 4 & 5 Reader.

Group 3 v z p e b	either everyone bright broken per village pushed	baby pounds buy possible everything phrase bed	build bear smiled poor beat bottom exactly	21
Group 4 l u r w j	rolled remain result jumped	ride within lake laughed	wonder lot let's lead	12
Group 5 y x k q	quite	quiet	killed	3
				100

Phonemic Awareness

Reading Log

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

Phonemic Awareness

Reading Log

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

Phonemic Awareness

Reading Log

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

Phonemic Awareness

Reading Log

#	Date Started	Date Finished	Name of Story	Basic Rating
43.				
44				
45.				
46.				
47.				
48.				
49.				
50.				
51.				
52.				
53.				
54.				
55.				
56.				

Phonemic Awareness

Reading Log

#	Date Started	Date Finished	Name of Story	Basic Rating
56.				
57.				
58.				
59.				
60.				
61.				
62.				
63.				
64.				
65.				
66.				
67.				
68.				
69.				

Phonemic Awareness

Reading Log

#	Date Started	Date Finished	Name of Story	Basic Rating
70.				
71.				
72.				
73.				
74.				
75.				
76.				
77.				
78.				
79.				
80.				
81.				
82.				
83.				

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)

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

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Sample of Work

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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

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

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

IRI: Informal Reading Inventory

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

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

LPK Reading & Reading

Teacher Student Manual For Standard 4 & 5

Part 3

The Analytical Entrance to Reading

By Loren Paula Knights

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

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Note From The Author

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

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

The main objective of this Reader is to teach reading, from a diagnostic perspective. Each book in the series will enlighten students about the five Pillars of Reading:

Phonemic Awareness, Phonics, Vocabulary, Fluency and Comprehension.

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

Acknowledgement

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

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

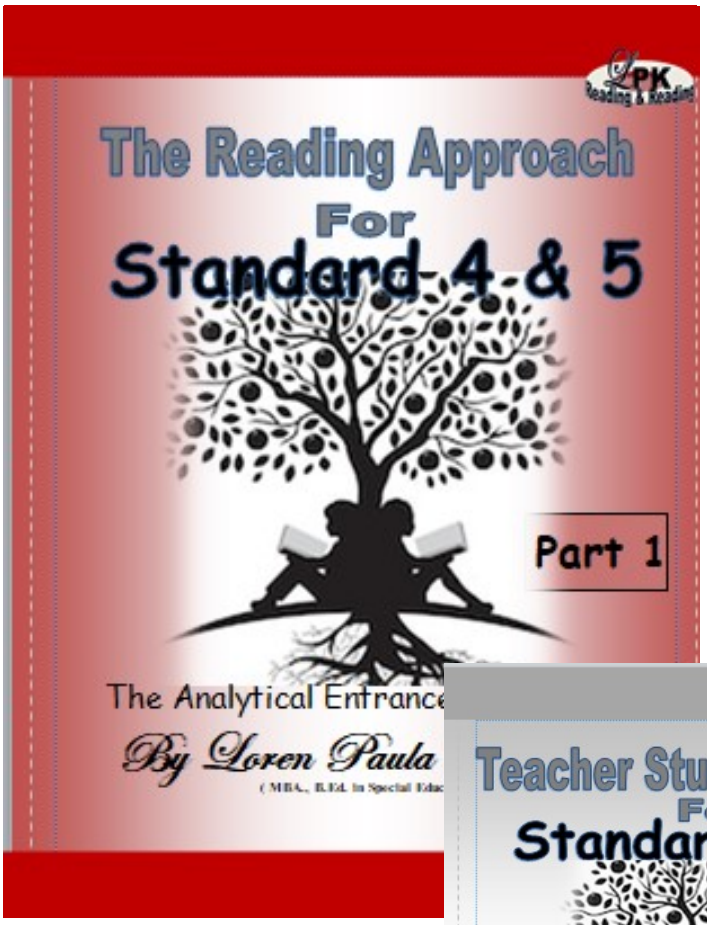
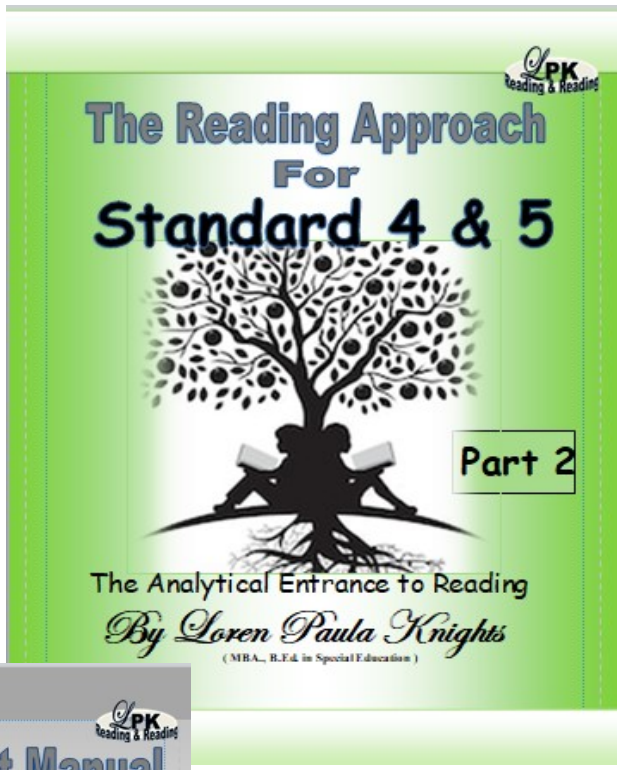
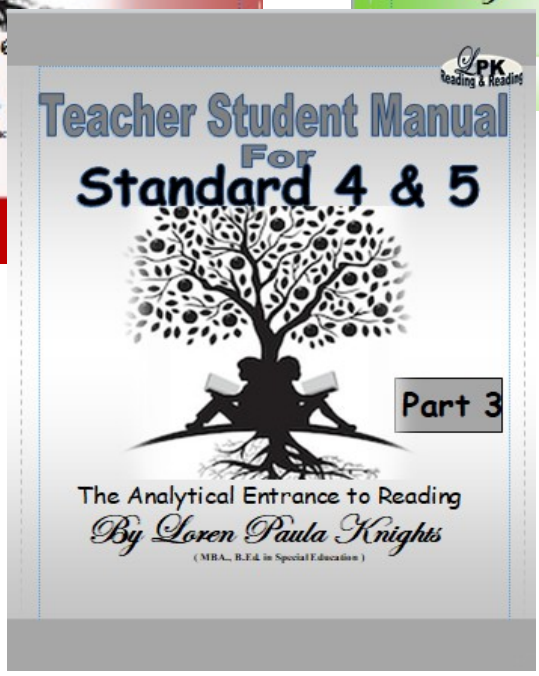
It is my strong desire that this book will cater to the intended audience.

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

Regards

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

Table of Contents

Title……..	i
Note from the Author……..……..	ii
Acknowledgements……..…..	iii
Table of Contents …….	iv
Student Profile ……	**1**
Word Analysis ……..……...…	**5**
Fluency ……	**40**
Running Records ……...	**51**
Starter for Scheme of Work ……	**85**

Complete Reading Program