Working Together

Student Profile

PK
Reading & Reading

* To assist developing pupils.

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

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

	Student Name:	
LPK Reading & Reading	**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 about 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 Infant 2.

*   Phonemic Awareness

*   Phonics

*   Fluency

*   Vocabulary

*   Comprehension

Phonics

Lowercase Letters, then Sound

1 minute 30 seconds

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

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

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

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

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Phonics
Capital Letters, then Sound
1 minute 30 seconds

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

Letter		Term 1	Term 2	Term 3
1.	T			
2.	M			
3.	A			
4.	D			
5.	O			
6.	C			
7.	G			
8.	I			
9.	N			
10.	H			
11.	S			
12.	F			
13.	V			
Score		/13	/13	/13

Letter		Term 1	Term 2	Term 3
1.	Z			
2.	P			
3.	E			
4.	B			
5.	L			
6.	U			
7.	R			
8.	W			
9.	J			
10.	Y			
11.	X			
12.	K			
13.	Q			
Score		/13	/13	/13

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

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Phonemic Awareness
Individual Reading

PK
Reading & Reading

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

	Blend / Segment sentences into words	1ˢᵗ try	2ⁿᵈ try	3ʳᵈ try
1.	Jim can put Set in the tub.			
2.	There are drip spots on the red rug?			
3.	Sprat got a drop on the rug.			
4.	Jim can mop up the drip drop.			
5.	A green frog can hop. Can a blue crab hop?			
6.	Can a green frog hop up on a short log?			
7.	Fred had a short nap in the cab.			
	Total Score	/7	/7	/7

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

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Phonemic Awareness

Recognising

High Frequency Words

PK
Reading & Reading

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

20 seconds

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

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

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Phonemic Awareness

Recognising

High Frequency Words

LPK Reading & Reading

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

20 seconds

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

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

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Phonemic Awareness

Recognising

High Frequency Words

LPK Reading & Reading

40 seconds

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

Sights Words		Term 1	Term 2	Term 3
1	went			
2	three			
3	six			
4	four			
5	ten			
6	five			
7	seven			
8	nine			
9	eight			
10	jump			
	Score	/ 10	/10	/10

Sights Words		Term 1	Term 2	Term 3
1	green			
2	blue			
3	pink			
4	purple			
5	orange			
6	brown			
7	black			
8	white			
9	ball			
10	too			
	Score	/ 10	/10	/10

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

Overall Observation

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Phonemic Awareness

Recognising

1st Dolch Sight Words

LPK Reading & Reading

3 minutes

Name

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

Sights Words		Term 1	Term 2	Term 3
1	over			
2	new			
3	sound			
4	take			
5	only			
6	little			
7	work			
8	know			
9	place			
10	years			
11	live			
12	me			
13	back			
14	give			
15	most			
16	very			
17	after			
18	thing			
19	our			
20	just			
	Score	/ 20	/20	/20

Sights Words		Term 1	Term 2	Term 3
1	name			
2	good			
3	sentence			
4	man			
5	think			
6	say			
7	great			
8	where			
9	help			
10	through			
11	much			
12	before			
13	line			
14	right			
15	too			
16	means			
17	old			
18	any			
19	same			
20	tell			
	Score	/ 20	/20	/20

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

Phonemic Awareness

Recognising

1st Dolch Sight Words

LPK Reading & Reading

3 minutes

Name

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

Sights Words		Term 1	Term 2	Term 3
1	boy			
2	following			
3	came			
4	want			
5	show			
6	also			
7	around			
8	farm			
9	three			
10	small			
11	set			
12	put			
13	end			
14	does			
15	another			
16	well			
17	large			
18	must			
19	big			
20	even			
	Score	/ 20	/20	/20

Sights Words		Term 1	Term 2	Term 3
1	such			
2	because			
3	turn			
4	here			
5	why			
6	asked			
7	went			
8	men			
9	read			
10	need			
11	land			
12	different			
13	home			
14	us			
15	move			
16	try			
17	kind			
18	hand			
19	picture			
20	again			
	Score	/ 20	/20	/20

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

Phonemic Awareness

Recognising

1st Dolch Sight Words

LPK Reading & Reading

1 minute 30 seconds

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

Sights Words		Term 1	Term 2	Term 3
1	change			
2	off			
3	play			
4	spell			
5	air			
6	away			
7	animals			
8	house			
9	point			
10	page			
	Score	/ 10	/10	/10

Sights Words		Term 1	Term 2	Term 3
1	letters			
2	mother			
3	answer			
4	found			
5	study			
6	still			
7	learn			
8	should			
9	quite			
10	world			
	Score	/ 10	/10	/10

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

Overall Observation

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Phonemic Awareness
Vowel Teams

LPK Reading & Reading

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

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

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

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

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

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

Phonemic Awareness
Tricky Letters

LPK Reading & Reading

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

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

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

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

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

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

Phonemic Awareness
Diphthong

LPK Reading & Reading

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

20seconds

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

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

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Phonemic Awareness
Diagraphs

LPK Reading & Reading

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

20 seconds

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

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

Phonemic Awareness
Consonant Blends

1 minute

LPK Reading & Reading

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

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

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

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

Overall Observation

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Fluency

PK 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 Infant 2.

* Phonemic Awareness

* Phonics

* Fluency

* Vocabulary

* Comprehension

Fluency
Using the Formula

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

Understanding Fluency in Reading

Fluency in reading involves the seamless integration of word recognition and comprehension. A highly fluent reader can effortlessly comprehend text while recognizing words. Typically, a fluent reader reads around 60 words per minute, allowing them to focus more on understanding rather than decoding.

In contrast, less fluent readers spend more time decoding words, which leaves limited room for comprehension. Their fluency rate usually falls below 60 words per minute.

Assessment Tool for Fluency

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

Listen to each student as he/she reads and record the initial fluency rate.

Utilize the passages in Chapter 8 of Reader Part 1 for fluency assessment purposes.

Differentiating Fluency and Automaticity

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

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

Fluency Rate
Fluency Chart Progress

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100 words = 60 Seconds Criterion.

Choose a portion of text that is 100 words long or more and use the

Example below to quantify your records when assessing reading fluency. Most importantly, the reading levels have been provided for you.

FRUSTRATION LEVEL	• His fluency rate is <u>59 </u> or less words per minute. His/her accuracy is 92 -93%.
INSTRUCTIONAL LEVEL	• His/her fluency rate is <u>60 — 69 </u>words per minute and accuracy is 94%.
INDEPENDENT LEVEL	• The student's fluency rate is <u>70 – 100 </u>words per minute and his/her accuracy is 95% - 98%.
ADVANCED LEVEL	• His/her fluency rate is 101 words per minute or more and his/her accuracy is 99% - 100%.

Example of Advanced Reader

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

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

Fluency Rate

Fluency Chart Progress

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| 100 words = 60 Seconds Criterion. |

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

Fluency 60 Seconds Formula

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

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

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

Fluency
Using the Formula

Here is the list of the passages in Reader Part 1 Chapter 10 that has the diagnostic fluency approach. The passages can be individually read by pupils.

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

Pages	Concept	words	Fluency
135-137	Diphthong: aw & au Words	100 words =	60 seconds
138-140	Diphthong: oi & oy Words	100 words =	60 seconds
141-143	Diphthong: ow & ou Words	100 words =	60 seconds
144-146	Vowel Teams: a, a_e & ai Words	100 words =	60 seconds
147-149	Vowel Teams: ay, ei & ey Words	100 words =	60 seconds
150-152	Vowel Teams: e, e_e & ee Words	100 words =	60 seconds
153-155	Vowel Teams: i, i_e & ie Words	100 words =	60 seconds
156-158	Vowel Teams: o, o_e & oe Words	100 words =	60 seconds
159-161	Vowel Teams: oa & ow Words	100 words =	60 seconds
162-164	Vowel Teams: u & u_e Words	100 words =	60 seconds
165-167	Vowel Teams: ue & ew Words	100 words =	60 seconds
168-170	Trigraphs: squ, scr & spr Words	100 words =	60 seconds
171-173	The LETTER Y: Short y, Long I & Long E	100 words =	60 seconds
174-176	The BOSSY R: ear, air & wor Words	100 words =	60 seconds
177-179	Soft c: ce, ci & cy Sound	116 words =	60 seconds
180-182	Soft g: ge, gi & gy Sound	111 words =	60 seconds
183-185	The 3 ea Sounds	122 words =	60 seconds
186-188	Long O: oo & Short U: oo Words	116 words =	60 seconds
189-191	Silent Letters: gh, w & g Words	100 words =	60 seconds

Fluency
Formal Assessment for Reading Prosody

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

1. Phrasing and Pausing: Look for natural phrasing and appropriate pauses at punctuation marks. A fluent reader uses pauses effectively to convey meaning and allow listeners to comprehend the text.

2. Pitch and Intonation: Observe variations in pitch and intonation. A skilled reader modulates his/her voice to reflect the emotional tone of the text, distinguishing between questions, statements, and exclamations.

3. Stress and Emphasis: Assess the reader's ability to stress important words or phrases. This includes emphasizing key words to highlight their significance in conveying the overall meaning of the text.

4. Rate and Pacing: Consider the overall rate of reading. A balanced pace that aligns with the content is important. It's not just about reading quickly; it's about maintaining an appropriate pace for comprehension.

5. Expression and Tone: Evaluate the reader's ability to convey the appropriate expression and tone for different characters or situations within the text. This includes adjusting his/her voice to reflect dialogue, narration, or descriptive passages.

Fluency
Formal Assessment for Reading Prosody

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

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

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

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

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

Fluency
Prosody

PK
Reading & Reading

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

	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.

Score _____

Rubric modified from Tim Rasinki – Creating Fluent Readers

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

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

Fluency

Formal Assessment Scale for Fluency Vocabulary

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

1. No Knowledge:

<u>Mild</u>: The student lacks any understanding of the meaning of the word.

2. Limited Sense:

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

3. Limited Sense with Context:

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

4. Fair Constructed Meaning:

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

Fluency
Vocabulary

LPK Reading & Reading

5. Excellent Meaning and Application:

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

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

1.	The student has no knowledge of the meaning of the word.	☐
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 applied it in context very smoothly.	☐

Fluency

Formal Assessment Scale for Fluency Comprehension

Incorporating formal assessment scales for fluency comprehension is vital in gauging student understanding. An insightful perspective posits that the

pinnacle of comprehension occurs when material is read aloud to the student, underlining the importance of model teaching during whole-class reading

sessions.

Accompanying this approach is a robust checklist designed to assess

comprehension levels among students. Familiarity with this checklist, coupled with the acquisition of relevant vocabulary and technical jargons, empowers

educators to anticipate and evaluate student comprehension effectively. It's noteworthy to consider the comprehension rate within the assessment scale:

Mild (Limited Knowledge)

Fair (Good Knowledge)

Excel (Great Knowledge)

Understanding these levels enables educators to discern varying degrees of comprehension among their students, facilitating tailored support and

instruction to foster deeper understanding and mastery of content. With

consistent implementation and observation, educators can refine their

instructional strategies and better cater to the diverse learning needs of their students.

1. **Allowing Prior Knowledge:**

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

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

   Excel: Exceptionally adept at connecting prior knowledge to the topic.

Fluency

Formal Assessment Scale for Fluency Comprehension

2. Using Visual Clues and Predictions:

Mild: Difficulty in using visual cues to make predictions.

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

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

3. Evaluating Predictions:

Mild: Struggles to reassess predictions during the story.

Fair: Can reassess predictions with some guidance.

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

4. Generating New Predictions:

Mild: Rarely offers new predictions.

Fair: Can generate new predictions with some prompting.

Excel: Consistently generates insightful new predictions.

5. Identifying Descriptive Language:

Mild: Limited ability to identify descriptive words.

Fair: Can identify some descriptive words.

Excel: Proficient at identifying and appreciating descriptive language.

Fluency

LPK
Reading & Reading

Formal Assessment Scale for Fluency Comprehension

1.	Allow them to think about what they already know about the topic.	☐
2.	Based on the pictures they have seen, allow them to look for clues, then based on their prior knowledge, let them predict what they think will happen.	☐
3.	During the story, ask the students whether their prediction still makes sense, based on what they are hearing of the story so far.	☐
4.	Ask pupils 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 student compares his/her personal episode with a particular passage. Can the student synthesise?	☐

Comprehension ➝ Creative Writing

Teacher Tip

Creative Comprehension: Integrating Reading Strategies in Writing

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

1. Engagement Beyond Question-Answer Sessions:

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

2. Embracing Constructivism:

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

Comprehension ⟶ Creative Writing

Teacher Tip

3. Encouraging Creative Thinking:

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

4. Moving Beyond Written Questions:

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

Instructions

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

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

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

Comprehension ⟶ Creative Writing

Strategy Questions

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

Predictions:

1. Before Reading:

⇒   What do you think this story will be about based on the title and cover?

⇒   Can you predict what might happen to the main character?

⇒   Why do you think the author chose this setting for the story?

2. During Reading:

⇒   Were your predictions correct so far? If not, what surprised you?

⇒   Based on what you've read, what do you think will happen next?

⇒   How do the events in the story match or differ from what you predicted?

3. After Reading:

⇒   Reflect on your initial predictions. Were they accurate? How did the story unfold differently?

⇒   Did the author leave any unanswered questions or open endings? What do you predict might happen beyond the story's conclusion?

Comprehension ⟶ Creative Writing

Strategy Questions

Inferencing:

1. Before Reading:

⇒ What clues can you find on the cover that give you an idea about the story's theme?

⇒ Can you infer anything about the characters based on their descriptions or actions?

⇒ What do you think might be the problem or conflict in the story?

2. During Reading:

⇒ What conclusions can you draw from the character's actions or dialogue?

⇒ Does the author's descriptions help you infer the setting or mood of the story?

⇒ Can you infer the characters' feelings or motivations from their behavior?

3. After Reading:

⇒ Reflect on the inferences you made while reading. Were they supported by evidence from the text?

⇒ Were there any moments where you had to revise your initial inferences as the story progressed?

⇒ How did making inferences enhance your understanding of the story?

Comprehension ⟶ Creative Writing

Strategy Questions

Visualization:

1. Before Reading:

⇒   Close your eyes and imagine the setting described in the story. What do you see, hear, and smell?

⇒   Can you visualize the characters based on their descriptions?

⇒   What emotions do you associate with the setting or characters?

2. During Reading:

⇒   As you read, try to create a mental picture of the scenes described in the story.

⇒   How does your visualization change as new details are revealed?

⇒   Share any vivid images or scenes that stood out to you as you read.

3. After Reading:

⇒   Describe the most memorable scene from the story. How did your visualization compare to the author's description?

⇒   Did visualizing the story help you understand the characters' experiences and emotions better?

⇒   How does visualizing a story enhance your overall enjoyment and engagement with the text?

Comprehension ⟶ Creative Writing

Strategy Questions

Metacognition

1. Before Reading:

⇒ Think about your reading habits. What strategies do you use when you come across a challenging word or passage?

⇒ How do you usually approach understanding a story? Do you ask questions or make connections to your own experiences?

⇒ What goals do you have for yourself as a reader today?

2. During Reading:

⇒ Pause and reflect on your understanding of the story so far. Are there any parts that are confusing or unclear?

⇒ What strategies can you use to monitor your comprehension as you read?

⇒ How does thinking about your own thinking (metacognition) help you become a better reader?

3. After Reading:

⇒ Reflect on the strategies you used to understand the story. Which ones were most effective for you?

⇒ Were there any moments where you needed to adjust your reading approach to improve comprehension?

⇒ How can you apply what you've learned about metacognition to future reading experiences?

Comprehension ⟶ Creative Writing

Strategy Questions

Summary

1. Before Reading:

⇒ Can you summarize what you know about the story based on the title and any background information?

⇒ What do you expect the main events of the story to be?

2. **During Reading:**

⇒ Pause periodically to summarize what has happened in the story so far.

⇒ What are the key events or turning points that have occurred?

⇒ Can you summarize the main character's thoughts, feelings, and actions?

3. **After Reading:**

⇒ Summarize the beginning, middle, and end of the story in your own words.

⇒ Identify the main problem or conflict and how it was resolved.

⇒ How does summarizing the story help you remember and understand its key elements?

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

Running Records

There are 5 Running Record Assessments, taken from Reader 1. The teacher can choose any 3; 1 per term. For the first term, the running record can be done almost to the end of the term.

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

This is a good tool to work in tandem with the Reader Approach texts for Infant 2.

Running Records
Introduction

PK
Reading & Reading

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 her/she knows. Let him/her feel free and you can 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/her phonemic awareness and phonetic principles.

Running Records
Symbols & Markings

LPK Reading & Reading

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 PK Reading & Reading

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

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

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

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

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

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

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Running Records
Sample of Work

PK Reading & Reading

Here is a sample of a completed professional running record.

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

page	E = errors S-C = self-correction M = meaning S = structure V = visual	E	S-C	E M S V	S-C M S V
3	✓ ✓ ✓ of/sc ✓ ✓ The wheel comes off the truck.		1	M S Ⓥ	M Ⓢ 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		Ⓜ Ⓢ V	
6	✓ ✓ ✓ ✓ ✓ farm The wheel rolls through the barn. ✓ ✓ TA It rolls [past the chickens.] ✓ ✓ Faster and faster.	1 1		Ⓜ Ⓢ V M S V	
7	✓ ✓ ✓ ✓R₂ ✓ water The wheel rolls toward the river. ✓ ✓ ✓ ✓ T It rolls over the bridge. ✓ ✓ ✓ Faster and faster.	1 1		Ⓜ Ⓢ 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 Ⓢ V	M S Ⓥ
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 Ⓥ	M Ⓢ V
Totals		**8**	**3**		

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

Running Records
Sample of Work

PK
Reading & Reading

Here is another sample of a completed professional running record.

"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	1		m s̲ v	
	✓ fix/sc ✓ ✓ ✓ ✓ dog ✓ ✓ ✓ raised foxhounds for a living. Their dogs were the finest	11	11	m s v̲	
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ hounds in all that part of Tennessee. People came from				
	✓ ✓ ✓ on/sc ✓ ✓ ✓ ✓ North Carolina, Georgia, and Alabama to buy foxhounds	1	1	m s̲ v	
	✓ ✓ from them.				
	✓ ✓ and/sc ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ Now Lester had a pet hound that was not for sale to	1	1	m̲ s v	
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ anybody. Funny Face was his name—Funny for short. Lester				
	✓ ✓ ✓ ✓ ✓ ✓ fifteen ✓ ✓ ✓ ✓ ✓ had been offered as high as fifty dollars for Funny, and that	1		m̲ s̲ v	
	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ 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.	1	1	m s v̲	
	The dog is going to be caught and guy will keep him and give him back when boy is going back to school. They like each other in the end.				

Running Records
The Analysis

PK
Reading & Reading

The Q Analysis

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

Error Rate

The error 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

Level	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	84 and below	85% 89%	90% - 94%	95 – 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

Level Rating:	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	84 and below	85% 89%	90% - 94%	95 – 100%

Assessment Summary:

_____

_____

_____

_____

RR1 Running Records

LPK
Reading & Reading

This is to be attempted once.

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

Page: 189	Silent Letters: **gh**, **w** & **g** Words			Information Used	
Errors (E) Self-correction (SC) Meaning (M) Structure (S) Visual (V)		**E**	**SC**	**E**	**SC**
100 Words				M S V	M S V
There was once an elephant and a **wren**. They had both **bought** a toy at the Children's Jamboree. They purchased **enough** snacks, because they wanted to share them as gifts to friends.					
The **Wren writes** a note for them and **wraps** the snacks in a **designed** paper. Right after, their friend **Gnome**, passed by and they gave him a **wrapped** gift.					

RR1 Running Records

PK Reading & Reading

This is to be attempted once.

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

Page: 189	Silent Letters: gh, w & g Words (cont'd)			Information Used	
Errors (E) Self-correction (SC) Meaning (M) Structure (S) Visual (V)		E	SC	E	SC
	100 Words			M S V	M S V
Elephant looked at his wrist for the time. He looked up and saw Jam **Wrinkles** and Tom **Wriggles**, **wrestling** in the bush. Elephant shouted "**enough**!" as he **gnashed** his teeth.					
Worried, **Wren** telephoned Tom's Mom to come for him.					

RR1 Running Records

LPK
Reading & Reading

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

Page 189: Silent Letters: gh, w & g Words

Error Rate (Work out the answer below)

Total words / total errors = Error rate

FORMULA: TW / E = ER

Accuracy Rate(Work out the answer below)

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

FORMULA: (TW / E) / TW x 100 = AR

Level	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	84 and below	85% 89%	90% – 94%	95 – 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

LPK Reading & Reading

Name	Teacher

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

Page 189: Silent Letters: *gh*, *w* & *g* Words

Fluency and Prosody

To assess reading fluency. Turn to page 191 in the student reader Part 1.

Use rubric to assess prosody. Turn to pages 25-27 in this Manual.

Comprehension

Use Comprehension checklist. A professional teacher knows that it's important to know why he/she asks certain students certain questions. Remember if the student fell in the frustration level, it means more model reading is required as well.

Fluency Assessment Summary Chart

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

Level Rating:	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advanced Reader
	84 and below	85% 89%	90% - 94%	95 – 100%

Assessment Summary:

RR2 Running Records

LPK Reading & Reading

This is to be attempted once.

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

Page: 174	Bossy R: ear, air & wor Sound			Information Used	
Errors (E) Self-correction (SC) Meaning (M) **Structure (S) Visual (V)**		E	SC	E	SC
	100 Words			M S V	M S V

Darren and I have a diary. We put photos and many different things in it to remember great days.

There was a day Mummy was sitting on a **chair**, combing my sister's **hair**, and fell asleep. She also forgot to serve us our daily **pear** and carrots for snack. We stared at Mummy and laughed. We just had to **bear** with her, that day.

RR2 Running Records

This is to be attempted once

LPK Reading & Reading

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

Page: 174	Bossy R: ear, air & wor Sound (cont'd)				Information Used	
Errors (E) **Self-correction (SC)** **Meaning (M)** **Structure (S)** **Visual (V)**			**E**	**SC**	**E**	**SC**
	100 Words				M S V	M S V

It was a windy afternoon and the **air** was refreshing. The yellow birds **searched** for **worms** in the grass. The raccoon was in its **lair**. We don't go too close though.

Our diary is **worth** it.

RR2 Running Records

LPK
Reading & Reading

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

Page 174: Bossy R: ear, air & wor Sound

Error Rate (Work out the answer below)

Total words / total errors = Error rate

FORMULA: TW / E = ER

Accuracy Rate(Work out the answer below)

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

FORMULA: (TW / E) / TW x 100 = AR

Level	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	84 and below	85% 89%	90% – 94%	95 – 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

LPK
Reading & Reading

Name	Teacher

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

Page 167: Bossy R: ear, air & wor Sound

Fluency and Prosody

To assess reading fluency. Turn to page 176 in the student reader Part 1.

Use rubric to assess prosody. Turn to pages 25-27 in the Manual.

Comprehension

Use Comprehension checklist. A professional teacher knows that it's important to know why he/she asks certain students certain questions. Remember if the student fell in the frustration level, it means more model reading is required as well.

Fluency Assessment Summary Chart

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

Level Rating:	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advanced Reader
	84 and below	85% 89%	90% - 94%	95 – 100%

Assessment Summary:

RR3 Running Records

This is to be attempted once.

LPK Reading & Reading

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

Page: 171	Letter Y: Short y, Long i & Long e Sound				Information Used		
Errors (E) Self-correction (SC) Meaning (M) Structure (S) Visual (V)			E	SC	E	SC
	100 Words				M S V	M S V

We were in a **hazy** season in **Yankville.**

My brother went **by** Mr. **Navy** to collect

Grandma's **tiny** jars, to put her **tasty**

guava **jelly**.

While walking on the **dry** pavement, he

notices Ms. Chime's **baby** crawling

down the stairs. He was going towards

the street. It seemed the gullible **baby**

wanted the ball of **yarn**, which

suspiciously rolled in the grass.

RR3

Running Records

LPK Reading & Reading

This is to be attempted once.

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

Page: 171	**Letter Y**: Short **y**, Long **i** & Long **e** Sound (cont'd)			Information Used	
Errors (E) Self-correction (SC) Meaning (M) Structure (S) Visual (V)		E	SC	E	SC
	100 Words			M S V	M S V
My brother **anxiously** dashed across the street, but slipped and had an **ugly** fall. **Lying** flat on the ground, the **baby** crawled over me. I **only** shouted for help. Thank God, I heard a **reply**. We were safe.					

RR3 Running Records

LPK
Reading & Reading

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

Page 171: Letter Y: Short **y**, Long **i** & Long **e** Sound

Error Rate (Work out the answer below)

Total words / total errors = Error rate

FORMULA: TW / E = ER

Accuracy Rate(Work out the answer below)

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

FORMULA: (TW / E) / TW x 100 = AR

Level	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	84 and below	85% 89%	90% – 94%	95 – 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

LPK Reading & Reading

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

Page 164: Letter Y: Short **y**, Long **i** & Long **e** Sound

Fluency and Prosody

To assess reading fluency. Turn to page 173 in the student reader Part 1.

Use rubric to assess prosody. Turn to pages 25-27 in the Manual.

Comprehension

Use Comprehension checklist. A professional teacher knows that it's important to know why he/she asks certain students certain questions. Remember if the student fell in the frustration level, it means more model reading is required as well.

Fluency Assessment Summary Chart

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

Level Rating:	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advanced Reader
	84 and below	85% 89%	90% - 94%	95 – 100%

Assessment Summary:

RR4

Running Records

LPK Reading & Reading

This is to be attempted once.

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

Page: 168	**Trigraphs: squ, scr & spr Sound**				Information Used	
Errors (E) **Self-correction (SC)** **Meaning (M)** **Structure (S)** **Visual (V)**		**E**	**SC**	**E**	**SC**	
	100 Words			**M S V**	**M S V**	
My hamster's name is **Scrappy**. He loves to play in the thick dust, in his cage. **Scrappy squeaks, squawks** and **screeches** when he does not get his grey bowl of nuts. He **shrivels** and shivers when he's cold and sad.						
I have to clean after him, all the time. **Scrappy** would splatter his water on the ground sometimes. I would **sprinkle** and **spray** Mummy's detergent around, and give **Scrappy's** cage a shine.						

RR4 Running Records

LPK Reading & Reading

This is to be attempted once.

Name	Teacher

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

Page: 168	Trigraphs: squ, scr & spr Sound (cont'd)			Information Used	
Errors (E) Self-correction (SC) Meaning (M) Structure (S) Visual (V)		E	SC	E	SC
	100 Words			M S V	M S V
Mummy would **squint** her eyes looking at me, as she faithfully watches on. But she says I am a good boy. It is right to do your chores.					

RR4 Running Records

LPK
Reading & Reading

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

Page 168: Trigraphs: squ, scr & spr Sound

Error Rate (Work out the answer below)

Total words / total errors = Error rate

FORMULA: TW / E = ER

Accuracy Rate(Work out the answer below)

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

FORMULA: (TW / E) / TW x 100 = AR

Level	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	84 and below	85% 89%	90% - 94%	95 - 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

Reading & Reading

Name	Teacher

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

Page 161: Trigraphs: squ, scr & spr Sound

Fluency and Prosody

To assess reading fluency. Turn to page 170 in the student reader Part 1.

Use rubric to assess prosody. Turn to pages 25-27 in the Manual.

Comprehension

Use Comprehension checklist. A professional teacher knows that it's important to know why he/she asks certain students certain questions. Remember if the student fell in the frustration level, it means more model reading is required as well.

Fluency Assessment Summary Chart

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

Level Rating:	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advanced Reader
	84 and below	85% 89%	90% - 94%	95 – 100%

Assessment Summary:

RR5 Running Records

LPK Reading & Reading

This is to be attempted once.

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

Page: 165	Vowel Teams: ue & ew Sound			Information Used	
Errors (E) Self-correction (SC) Meaning (M) Structure (S) Visual (V)		E	SC	E	SC
100 Words				M S V	M S V
"You all **grew** too fast, little **Sue** and **Jewel**!" Mummy said, as we **blew** our chocolate tea to make it cool.					
"We **knew** we were growing, but not so fast!" Mummy laughed. After hearing the **news**, we usually go to bed. That's after homework of course.					

RR5

Running Records

LPK
Reading & Reading

This is to be attempted once.

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

Page: 165	Vowel Teams: ue & ew Sound (cont'd)			Information Used	
Errors (E) Self-correction (SC) Meaning (M) Structure (S) Visual (V)		E	SC	E	SC
100 Words				M S V	M S V
We **drew** a land habitat and it was fun. One of the animals we **drew** was the smooth **newt.**					
I **threw** away my **blue** colour pencil today and had to use my twin sister's own. I do still have a **few** though but Mummy will purchase another pack of colour pencils for me very soon.					

RR5 Running Records

LPK
Reading & Reading

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

Page 165: Vowel Teams: ue & ew Sound

Error Rate (Work out the answer below)

Total words / total errors = Error rate

FORMULA: TW / E = ER

Accuracy Rate(Work out the answer below)

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

FORMULA: (TW / E) / TW x 100 = AR

Level	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advance Reader
	84 and below	85% 89%	90% – 94%	95 – 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

LPK Reading & Reading

Name	Teacher

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

Page 158: Vowel Teams: ue & ew Sound

Fluency and Prosody

To assess reading fluency. Turn to page 167 in the student reader Part 1.

Use rubric to assess prosody. Turn to pages 25-27 in the Manual.

Comprehension

Use Comprehension checklist. A professional teacher knows that it's important to know why he/she asks certain students certain questions. Remember if the student fell in the frustration level, it means more model reading is required as well.

Fluency Assessment Summary Chart

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

Level Rating:	Frustration Struggling Reader	Instructional Developmental Reader	Independent Fluent Reader	Advanced Reader
	84 and below	85% 89%	90% - 94%	95 – 100%

Assessment Summary:

Starter for Scheme of Work

* Here is some 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

Reading Structure
Getting Ready To Read

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

Generally, it is important that the sequence be followed to prevent reading gaps in our student population.

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

(Concepts to be done before and after phonics)

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

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

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

Reading Structure

Beginning to Sound Words

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

Short and Long Letter Names & Sounds

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

- Give a sound to identify a letter and identify a letter and produce a sound.

- Write letters associated with the sounds to spell words. Know:

As Revision, the A—Z concept should be implemented in the <u>first five weeks</u> of the first term and not necessarily be revised in the third term of the school terms.) Follow how it's done for the infant 2 Part 1, instructionally.

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

     c g

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

- **Revision Sight Words**: Should be completed in Term 1

- **2 Letter Blends**: Should be completed in Term 1 (10 concepts)

- **Vowel Team**: Should be completed by Term 2 (13 concepts)

- **Tricky Letters**: Should be completed by Term 3

- **Diphthongs**: Should be completed by Term 3 (6 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 is 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 phonic elements to recognize words.
- **Diphthongs:** Should be completed by Term 3 (11 concepts).
- **Phonemic Awareness** Part 1 Infant 2 Reader **(Throughout Terms).**
- **Reading Vocabulary: 1 per week. Term 1**
- **Trigraphs:** Should be completed by Term 3 (8 concepts).
- **Silent Letters:** Should be completed by Term 3 (6 concepts).
- **Basic Decoding Sentences:** Individual reading throughout terms 1. **(11 concepts).**
- **Basic High Frequency Sentences:** Individual reading . Should be completed by Term 3 (16 concepts).
- **Fluency Comprehension Passages:** Individual reading . Should be completed by Term 3 (19 concepts).
- Sight Words: **2nd 100 Dolch Sight Word List. Daily (100 Concepts).**
- Reading assessments 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
2nd 100 Dolch Sight Word List

NOTE: The words are placed per week. It is just to indicate that those are the words that can be taught in that week. <u>Professional Teachers are not expected to complete all the words given for a particular week</u>. However, Pupils can do 2 sight words per day. Check Part 2 Infant 2 Chapter 2.

Week 1 t m a d c g	over take only me give most after thing our good man think great though much too means old any tell came also around three does another must turn asked men land different move try again change off air away animals mother answer	42
Week 2 i n h s f	new sound name sentence say help same following show farm small set such here need home hand spell house found study still should	23
Week 3 v z p e b	Place back very before boy put end big even because picture play point page	14
Week 4 l u r w j	little work live just where line right want well large why went read us letters learn world.	17
Week 5 y x k q	know years kind quite	4
		100

Phonemic Awareness
Reading Log

PK
Reading & Reading

#	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

PK
Reading & Reading

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

Phonemic Awareness
Reading Log

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

Teacher Student Manual
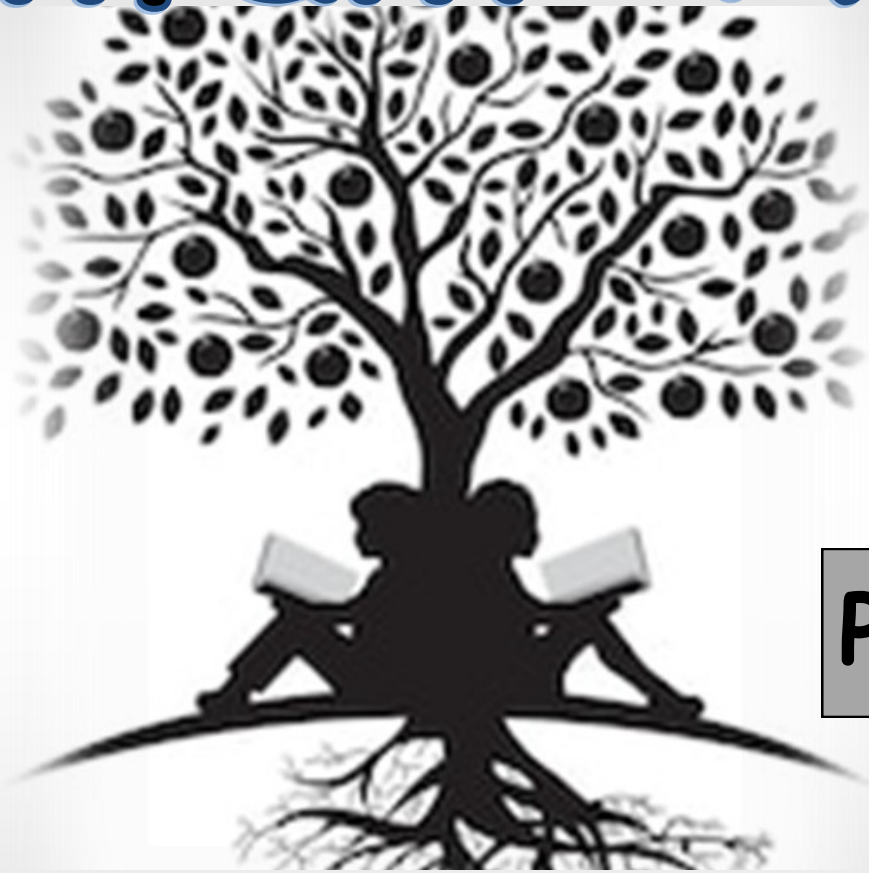
For
Infant Two

Part 3

The Analytical Entrance to Reading

By Loren Paula Knights

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

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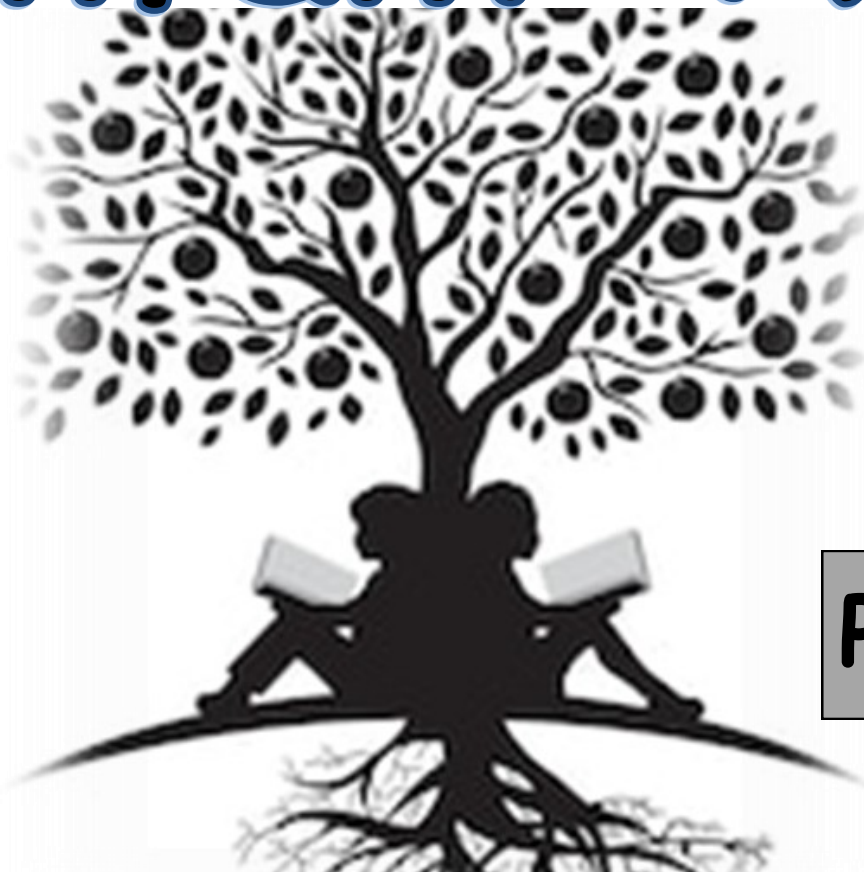
Part 3

The Analytical Entrance to Reading
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Preface

Creating Better Development Reading for All

In the system of Primary school instructions, the method by which phonics is taught holds profound implications for student success. Traditional approaches, epitomized by programs like Jolly Phonics, may inadvertently pose challenges for students with reading and writing disabilities. Research suggests that a simultaneous introduction of individual alphabet letters, long vowels, blends...digraphs can lead to

cognitive confusion, particularly for those with conditions like Dyslexia. In response to these challenges, the LPKReading Phonics Method begins as a differentiated alternative, prioritizing sequential learning, multisensory techniques, and structured handwriting practices to better cater to the diverse needs of young learners.

However, Jolly Phonics must be commended and respected for their movement reading concept where each letter has an action that can be applied for both the developing child and the child with special needs. Here's why the traditional approach can be challenging for students with special needs, such as Dyslexia:

Cognitive Confusion:

1. Overwhelming Complexity:

> Traditional phonics programs often introduce a multitude of concepts simultaneously, such as
>
> individual letters, long vowels, blends, and diagraphs. This complexity can overwhelm students, particularly those with learning disabilities.

2. Difficulty in Conceptualization:

> For students with Dyslexia, the blending of various phonics elements can impede their ability to form clear associations between letters and sounds, hindering the foundational understanding needed for successful reading and writing.

Preface

Lack of Handwriting Method:

1. Unstructured Handwriting Practice:

   Traditional phonics methods may not provide a systematic approach to handwriting practice. This can be problematic for students with disabilities who require a structured and sequential method to develop fine motor skills.

2. Neglect of Motor Skill Progression:

   The absence of a proper handwriting method, especially one that starts with simpler strokes, can be a barrier for students with disabilities. The progression from straight lines to curves is vital for motor skill development.

The LPKReading Phonics Method:

The LPKReading Phonics Method offers an alternative, differentiated approach to address the challenges associated with traditional phonics programs:

1. **Sequential Introduction:**

   LPKReading Phonics focuses on a sequential introduction of concepts, starting with individual letters. This helps students build a strong foundation before introducing more complex phonics elements.

2. Multisensory Techniques:

   The method incorporates multisensory techniques to reinforce letter-sound associations. This is particularly beneficial for students with learning disabilities, as it engages multiple senses to enhance learning.

3. **Structured Handwriting Practice:**

   LPKReading Phonics recognizes the importance of structured handwriting practice. It introduces the 'Straight Line Method' first, followed by the progression to 'Straight then Curve Line, to Curve Lines'. This approach ensures that students with disabilities can develop fine motor skills systematically and explicitly.

Preface

4. **Differentiated Instruction:**

> LPKReading Phonics employs a differentiated instruction approach, allowing teachers to tailor their methods to the individual needs of each student. This flexibility is crucial for accommodating diverse learning styles and abilities.

Emphasizing a sequential, multisensory, and differentiated approach, the LPKReading Phonics Method aims to create a more accessible and effective learning experience, especially for students with reading and writing disabilities.

Teaching LPKReading Phonics using the Alphabet Method is crucial for early childhood education and Primary education, particularly for students with special needs or reading disabilities. The method emphasizes a systematic and differentiated approach to build a strong foundation in phonics. Here's a comprehensive guide on the procedure and its significance:

Why Start with the Letters of the Alphabet ?

1. **Building the Foundation:**

> The letters of the Alphabet are the building blocks of language. Teaching them first, provides a solid foundation for understanding the relationships between letters and sounds.

2. **Cognitive Connection:**

> Students need to develop a cognitive connection with individual letters before moving on to more complex phonics concepts. This step ensures a clear understanding of each letter's identity and sound.

3. **Simplicity for Special Needs:**

> Traditional phonics combinations (long vowels, diphthongs, diagraphs) can be overwhelming, especially for students with dyslexia. Focusing on individual letters reduces confusion and allows for a more accessible learning experience, preparing a stronger foundation with letters of the alphabet then transitioning to long vowels and more.

Preface

Importance of Penmanship with Phonics:

1. **Motor Skills Development:**

    Handwriting practice enhances fine motor skills, crucial for a 5-year-old's overall development. For students with reading or writing disabilities, this practice aids in refining motor coordination.

2. **Kinesthetic Learning:**

    Combining phonics with penmanship engages kinesthetic learning, reinforcing letter-sound

    associations through physical movement.

3. **Sequential Learning:**

    Teaching letter formation right after letter identification helps in sequential learning. This approach ensures that as each letter is learned, students immediately practice writing it.

Reading and Writing Disabilities:

1. **Dyslexia:**

    Symptoms: Difficulty in phonological processing, poor word decoding, reading below grade level, struggles with spelling and writing.

2. **Dysgraphia:**

    Symptoms: Impaired handwriting, difficulty with fine motor skills, challenges in organizing thoughts in writing.

3. **Attention-Deficit/Hyperactivity Disorder (ADHD):**

    Symptoms: Inattention, impulsivity, hyperactivity, impacting reading and writing focus.

LPKReading Phonics: The Alphabet Method

As we explain what the books entail, the instructions below can be elaborated creatively by teachers in their Lessons Plans a Schemes of Work.

Step 1: Letter Identification

    Introduce individual letters using visual aids and interactive activities.

Preface

Step 2: Letter Sound

Teach the corresponding sounds for each letter through multisensory approaches.

Step 3: Story for Read Aloud (*Read To Me & Let Me Read Method*)

Each letter has a story in the Infant 1 book. Once students have acquired fluency in all their phonemic sounds, including the crucial alphabet letter sounds, the *Let Me Read Method* is introduced to assess basic fluency and comprehension skills. Unlike the *Read to Me Method*, where the teacher takes the lead in reading aloud to students, the *Let Me Read Method* places the onus on the students themselves. In this approach, students actively engage in reading, showcasing their individual proficiency and comprehension of the material. This method serves as a valuable tool for educators to evaluate the effectiveness of the phonics instruction, gauge the students' independent reading abilities, and identify areas for further support and development. As students transition from passive listeners to active readers, the *Let Me Read Method* becomes a pivotal step in the journey towards fostering independent and confident readers later on in the 2nd and 3rd Term of School.

Step 4: Letter Formation

Immediately follow letter introduction with handwriting practice, ensuring correct letter formation.

Step 5: Segmenting Practice

Develop phonemic awareness through segmenting activities, emphasizing word formation.

Step 6: Decoding Sentence Practice

Progress to decoding sentences for fluency, vocabulary expansion, and comprehension development.

When we combined letter recognition, sound association, storytelling, penmanship, segmenting, and decoding, the LPKReading Phonics Alphabet Method provides a comprehensive and differentiated approach to cater to the diverse needs of early childhood and primary students.

Conclusion:

In conclusion, the LPKReading Phonics Method stands as a beacon of innovation in early childhood, primary and special needs education, offering a carefully crafted approach that addresses the pitfalls associated with traditional phonics programs. By prioritizing sequential introduction, multisensory engagement, and structured handwriting practices, this method provides a more accessible and effective path for students, especially those with reading and writing disabilities.

As educators seek methodologies that develop understanding, retention, and inclusivity, the LPKReading Phonics Method begins as a promising paradigm, ensuring that every child, regardless of their learning profile, can embark on a successful cycling ride toward literacy.

We encourage you to be a life long learner.

Acknowledgements

With utmost humility, I extend my heartfelt gratitude to the Most High God for the wisdom and inspiration bestowed upon me throughout the creation of this book. I am profoundly grateful to my family for their unwavering support, love, and understanding during the

arduous journey of bringing this work to fruition. Their encouragement has been a constant source of strength. It is my sincere hope that this book fulfills its purpose and resonates with the intended audience, serving as a valuable resource.

Special appreciation is extended to all those who dedicated their time and effort to

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

With deepest regards,

Loren Paula Knights

MBA., B.Ed. in Special Education

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