

Homework Folder

Reading Foundations Homework Checklist

Name: _____ School: _____

Session: Summer '09 Fall '09 Spring '10

_____ Discussion Questions are due for each Unit.
-This can be done in SMALL GROUPS (4-5 MAX) or Independently. If done as a group, be sure that each individual answers questions that are directed to a single person (for example, how findings compare to what you studied in college courses).

TASKS:

_____ Unit 1: Review of Reading Program.
-This can be done in SMALL GROUPS (4-5 MAX) or Independently.
-Rubric is available in Homework Folder.

_____ Unit 2: Reading Research Report
-This can be done in SMALL GROUPS (4-5 MAX) or Independently.
-The header page, rubric and options for this presentation are found in the homework folder.

_____ Unit 3: No Task Required

_____ Unit 4: Student Assessment- BRSA
-This is an INDEPENDENT TASK.
-Select one student who **demonstrates persistent reading problems** with basic reading skills.
-Administer the test as outlined in Unit 4.

_____ Unit 5: Phonological Awareness Goal, Objectives and Plan
-This is an INDEPENDENT TASK.
-Use the BRSA to write summary, goals and objectives, and instructional plan for the student.
-There is a rubric in the homework folder. (Review Unit 5 for samples of goals and objectives.)

Reading Foundations Homework Checklist

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_____ Unit 6 and 7: Letter-Sound Identification Goal, Objectives and Plan

-This is an INDEPENDENT TASK.

-Use the BRSA to write summary, goals and objectives, and instruction plan for this student in the area of Letter Sound Association.

· There is a rubric the homework folder.

· (Review Units 6 and 7 for samples of goals and objectives.)

_____ Unit 8: Fluency Assessment

-This is an INDEPENDENT TASK.

-Do a fluency assessment of oral text for a student of your choice who demonstrates reading difficulties.

-Analyze student's fluency assessment.

-Write a plan for instruction based on the assessment.

-The rubric can be found in the homework folder.

_____ Unit 9: No task required.

Great Work- Will Submit: _____

Good Work- Need to Review: _____

Let's Try Again- Resubmit: _____

Instructor's Comments:

Session #1 Learning Tasks and Discussion Questions:

Unit 1. Foundations of Reading

Task:

Review of Reading Program:

Individually or in groups, select a reading program and review that program using Guidelines for Selecting an Effective Program. You may select a program that your school system is considering, a program that you are already using, or a program that you would like to know more about. Prepare a written report stating the program selected for review as well as the reason for the selection. Respond in writing to each of the questions on the Guidelines document.

Discussion Questions:

Review Unit 1 of the online text and respond to these questions;

1. Using the information in the “Implementation” section of unit 1, please list some items (e.g., sufficient administrative support) that will be strengths for your system (e.g., things that are already in place or that will be easy to accomplish) and some items that will be more difficult to accomplish.
2. Has your system made a commitment to a specific program for teaching basic reading skills to students with reading disabilities? If so, please describe the steps that have been taken to implement the program (training, materials, assessments, etc.).
3. If no program has been selected, have you and your colleagues discussed possible reading programs that you would like to consider for your system? If so, please describe your thoughts thus far and any steps taken thus far (e.g., visits to other systems, review of materials, etc.).

Unit 2. Learning to Read: A National Problem and Recommended Solutions

Task:

Reading Research Report:

Select one of the two options below:

- (1) Recommended for elementary schools. Individually or in groups, review the National Reading Panel materials and summarize the findings in the areas of Phonemic awareness, Phonics, Fluency, Vocabulary and Comprehension. Make a presentation of this

Session #1 (cont.)

information to your school faculty (or other appropriate group of educators). Resources for this assignment include: The National Reading Panel reports (full and summary); the LD Online summary by Susan Hall; Put Reading First: The Research Building Blocks for Teaching Children to Read. This is a group task but may be done by individuals or small groups within schools.

(2) Recommended for middle and high schools. Individually or in groups, review the National Reading Panel report **and** the Reading Next report and summarize the findings. Although the NRP report focuses on early reading, the basic skills that are addressed are also critical for many older students with reading problems. Teachers must be aware of the mandate (IDEA) to address these areas as well as the broader reading issues presented in Reading Next. Make a presentation of this information to your school faculty (or other appropriate group of educators). Resources include: The National Reading Panel materials listed in option 1; the Reading Next report as well as the materials on the website www.all4ed.org

For each presentation (option 1 or 2) please provide the following information: (1) Outline of the presentation including overheads, handouts, or power point slides if used; (2) Details of the audience and setting for the meeting (include the date, time for presentation, number individuals present and their positions, type of meeting) and (3) list of the individuals who prepared and presented the information. If you prepare a PowerPoint presentation, you may submit a disc but also must submit a paper copy.

Additional activities:

***Read Chapter 1 “Research and Reading Disability” and Chapter 2 “Multisensory Structured Language Education” in Multisensory Teaching of Basic Skills (Birsh, 2nd Edition)**

Discussion Questions:

Review Unit 2 of the online text and respond to these questions.

1. How do the findings of reading research discussed in these units match what you were taught about reading in your teacher training program? What are the similarities? What are the differences?

2. For all teachers: What procedures does your school have in place to identify struggling readers (general and special education)? What interventions are in place to address these problems? How do these interventions correlate with the recommendations in these units?

3. For teachers of Exceptional Children: Discuss how the instructional programs/methods used for students with reading disabilities correlate with those recommended in these units. Give examples of specific programs/materials used for phonological awareness, decoding, encoding, fluency and comprehension. What types of assessments are used to guide instruction?

4. Among your current students, identify one student with possible “Double Deficits” and describe the student’s characteristics that support this possibility.

Session #2 Learning Tasks and Discussion Questions

Unit 3. The Structure of Language

Task:

No learning task for this unit

Additional activity:

***Read Chapter 3 “Development of Oral Language and Its Relationship to Literacy” and Chapter 6 “The History and Structure of Written Language” in Multisensory Teaching of Basic Skills (Birsh, 2nd Edition)**

Discussion Questions:

Review unit 3 of the online text and respond to this question.

1. Using the information in this unit, describe how you could incorporate this into a classroom (this could be any component of unit 3 and could be applied to any type of classroom).

Unit 4. Assessment of Basic Reading Skills

Task:

Student Assessment:

Select one student who demonstrates serious problems with basic reading skills (word identification). [Try to select a student who will demonstrate problems in each of the areas to be evaluated since this assessment will form the basis for additional assignments. If necessary, you should test more than one student in order to find problems in each area.] Using the Basic Skills Assessment as directed, administer the following sections: Phonemic Awareness Practice Items (Segmentation and Deletion tasks); Letter-sound Association Practice Items; Word Identification Practice Items (phonetically regular real words; nonsense words; irregular words), Spelling. Summarize the student’s performance on the Basic Reading Skills Assessment Student Summary Sheet. Submit a copy of the entire assessment (including the student’s spelling attempts) as well as the summary sheets.

Additional activity:

***Read Chapter 7 “Assessment of Basic Reading Skills” in Multisensory Teaching of Basic Skills (Birsh, 2nd Edition)**

Session #2 (cont.)

Discussion Questions:

Review unit 4 of the online text and respond to these questions.

1. In the section, Assessing Phonemic Awareness, there are five short video clips. View these clips and answer the following questions: How does the examiner obtain more information about what the student does and does not know (beyond a simple correct or incorrect answer)? How does the examiner handle student errors?

2. Using the information in the section, Assessing Comprehension, list the skills that should be included in an assessment of comprehension problems and the most logical order of assessment. There is no single correct order - provide your rationale for the order you select. What other factors should be evaluated?

Session #3 Learning Tasks and Discussion Questions:

Unit 5. Teaching Phonological Awareness

Task:

No learning task for this unit

Additional activities:

***Phonological Awareness Goal, Objectives and Plan**

Using the assessment information for phonological awareness tasks only, summarize your student's strengths and weaknesses in this area. State an overall phonological awareness goal for your student and at least three objectives appropriate for accomplishing that goal. Write an instructional plan for achieving the goal and objectives. Provide examples of materials and methods you would use. This assignment should have the following clearly defined parts:

1. Summary of what the student can and cannot do in the area of phonological/phonemic awareness.
2. Goal and objectives for phonological/phonemic awareness instruction
3. Instructional plan for achieving the goal and objectives

*Visit the NC SIP II website for information that will help you prepare for this task.

***Read Chapter 4 “Phonemic Awareness and Reading: Research, Activities and Instructional Materials” in Multisensory Teaching of Basic Skills (Birsh, 2nd Edition)**

Discussion Questions:

Review unit 5 of the online text and respond to these questions.

1. Using the information in the “Introduction” and “Stages of Development and Sequence of Instruction” sections, explain how **phonemic awareness** and **decoding** instruction are inter-related. Which one of these is more important in the very beginning stages of learning to read? Does the relationship between these two change over time? If so, explain how? What does the term “reciprocal” mean in this context?
2. In the section, “Teaching Phoneme Segmentation and Blending”, look at the two videos (Phoneme Segmentation using Cubes and Changing Words Using Cubes) and list all of the cues that you see the teacher give the student. Can you think of any other cues that might have been used?

Session #3 (cont.)

Units 6: Teaching Letter-sound Associations

Task:

No learning task for this unit

Discussion Questions:

Review unit 6 of the online text and respond to this question.

1. In addition to what is in this unit, please share example/s of interesting ways to teach letter-sound associations that you have used or seen others use effectively.

Session #4 Learning Tasks and Discussion Questions:

Unit 7. Teaching Word Identification and Spelling

Task:

No learning task for this unit

Additional Activities:

***Letter-sound and Word Identification Goal, Objectives and Plan**

Using the assessment information for letter-sound associations and word identification only, summarize your student's strengths and weaknesses in these areas. Using that information, state an overall goal and at least three appropriate objectives for achieving that goal. Write an instructional plan for achieving the goal and objectives. The assignment should have the following three parts.

1. Summary of what student can and cannot do in the areas of letter-sound associations and word identification (decoding and irregular words).
2. Goal and objectives for these areas.
3. Instructional plan including materials and methods to be used.

***Read Chapter 5 “Alphabet Knowledge: Letter Recognition, Naming and Sequencing” and Chapter 9 “Teaching Reading: Accurate Decoding and Fluency” (focus on the information related to accuracy) and Chapter 10 “Teaching Spelling” in Multisensory Teaching of Basic Skills (Birsh, 2nd Edition)**

Discussion Questions:

Review unit 7 of the online text and answer questions .

1. List several ways that **decodable texts** could be used to reinforce and support explicit instruction in decoding? Explain how this would differ from using content texts (such as science or social studies) or literature?
2. Using the information in Unit 7, list four things that students must be able to do in order to be accurate spellers.
3. In the section “Teaching Spelling of Phonetically Regular Words” the first video shows a lesson involving the discovery of spelling patterns and rules. Carefully review this video. Additional information on using discovery as an instructional technique can be found in the chapter “Teaching Spelling” in Multisensory Teaching of Basic Language Skills . Using this, or information provided by your instructor, develop a list of words that would be appropriate for teaching a discovery lesson for one of the five patterns listed in the online text. Describe the procedures you would use to teach the lesson and state the rule that you are teaching the students to discover.

Session #5 Learning Tasks and Discussion Questions:

Unit 8. Developing Fluency and Automaticity

Task:

Fluency Assessment:

Do a fluency assessment of oral text reading for a student of your choice. You may use the student selected for the unit 4 assignment if that student can read some level of text accurately. The text chosen must be at the student's instructional or independent reading level.

Include the following information:

- a. Description of the student (age, grade, level of reading skill, type of reading problems).
- b. Description of the text used including the number of words and the level of text (if decodable text, give level such as WRS 2.1 or J&J Reader 18: if nondecodable, give approximate grade level).
- c. Qualitative description of the student's oral reading (e.g., too fast, slow, fluent, choppy, read with expression, correct attention to punctuation, reread words or phrases, self corrects using context, sounds out words, etc.).
- d. Quantitative description of student's oral reading including: words per minute, % errors, # self-corrections, types of errors (guessing based on partial letter cues, decoding but inaccurate, wild guesses, etc.). Indicate where this student is in relation to his or her peers (use the information in the handout about ranges of words per minute for students of different ages).

Note: This task will be evaluated for the inclusion of each section (a-d) and for sufficient detail to provide a clear picture of the student's text reading fluency strengths and weaknesses.

Additional Activities:

***Read Chapter 9 "Teaching Reading: Accurate Decoding and Fluency" (focus on the information related to fluency) in Multisensory Teaching of Basic Skills (Birsh, 2nd Edition)**

Discussion Questions:

Review unit 8 of the online text and answer this question.

1. Using the information in this unit, list several strategies for developing fluency that would be appropriate for the students you teach. Share any strategies that you have used successfully.

Session #5 (cont.)

Unit 9. Teaching Reading Comprehension

Task:

No learning task for this unit.

Additional activity:

*** Read Chapter 13 “Word Learning and Vocabulary Instruction” and Chapter 14 “Strategies to Improve Reading Comprehension” in Multisensory Teaching of Basic Skills (Birsh, 2nd Edition)**

Discussion Questions:

Review unit 9 of the online text and respond to this question.

1. In the section “Instructional Activities” look at the video “Introducing a Decodable Story” and list all of the things the teacher does to enhance comprehension of the story for these students. Using the recommendations of the National Reading Panel concerning comprehension, give other examples of activities that might have been used with these students.

Unit 1:

TASK

(Group or Independent Task)

Rubric for Unit 1 Task
Review of Reading Program

Overall

- _____ All questions answered
- _____ Appropriate detail provided
- _____ Appropriate rationale for program choice

Questions

- _____ SBRR; how documented; studies described
- _____ Phonological awareness; scope & sequence; manner of instruction
- _____ Decoding; scope and sequence; simple to complex; all aspects of word structure
- _____ Encoding; coordinated with decoding
- _____ Irregular/sight words; percentage of irregular words calculated
- _____ Decodable reading material; description; amount; percentage calculated
- _____ Fluency; nature; goals/benchmarks
- _____ Vocabulary and comprehension; what strategies
- _____ Syntax
- _____ Written language; how integrated
- _____ Multisensory strategies
- _____ Explicit, systematic, sequential
- _____ Teacher training; follow-up support; cost
- _____ Materials; per pupil cost; optional materials; software
- _____ Assessment materials for placement and progress monitoring; use in IEP

North Carolina State Improvement Project

Rebecca H. Felton, Ph.D.

Guidelines for Selecting an Effective Program. Use the following evaluating programs for teaching students who are experiencing difficulty acquiring reading and spelling skills. Please record your answers on separate paper and include with your implementation plan:

Content and methodology of the reading program:

1. Is the program based on scientific research? If so, how is this documented? Are there actual studies of the effectiveness of the specific program? If so, please describe the studies (e.g., give references for the studies; characteristics of students studied; inclusion of comparison groups; summary of results).
2. Does the program include training in phonological awareness? Describe the scope and sequence of the skills taught. Include the manner in which these skills are taught (e.g., embedded within the decoding program; separate but coordinated curriculum).
3. Does the program teach decoding (word attack) skills. Describe the scope and sequence. Are the skills ordered from simplest to most complex: For example, beginning with simple word types (e.g., CVC) and word length (e.g., three phonemes) and moving systematically to more complex words (e.g., number of phonemes in words, position of blends and digraphs, vowels with more than one spelling or sound, multisyllable words)? Pay particular attention to how multisyllable words are taught (e.g., all patterns taught for single syllable words and then multisyllable words presented; single and multisyllable words for each pattern taught in sequence; syllable division strategies/rules directly taught). Are all aspects of word structure taught (e.g., phonics, syllables, patterns, roots, affixes)?
4. Does the program teach encoding (spelling) skills? Are these closely coordinated with decoding?
5. Are irregular/sight words specified and taught in distinct ways for both reading and spelling? Are the irregular words tied directly to the reading materials? For several units in the reading program, look at the percentage of irregular words that must be mastered and give the range.
6. Does the program include decodable reading material? What is the nature of such material (word lists, sentences, paragraphs, stories)? How much decodable material is provided? Calculate the actual total number of words provided for student practice for two or three units of study. How decodable are the materials? Calculate the percentage of regular words for two or three passages. There should be at least 75 to 80% decodable words particularly in the beginning stages of instruction.
7. Does the program include specific training in fluency? What is the nature of this training? Are specific goals for fluency included?
8. Are vocabulary development and reading comprehension taught directly? What types of strategies are taught?
9. Is instruction in syntax included?
10. How and when is written language instruction provided? How is it integrated with reading instruction?

11. Does the program use multisensory strategies? Is the instruction explicit, systematic, and sequential ?

Guidelines for Selecting an Effective Program.

Additional questions:

1. What type of teacher training opportunities are provided? Is follow-up support available? What is the cost per teacher of the training?
2. What materials are required for successful implementation of the program? What is the per pupil cost? Are there optional supplemental materials? Is supportive software available?
3. What assessment instruments are available for placement and ongoing monitoring of progress? Are there guidelines for determining mastery of skills? How could these be used for IEP development and reporting to parents?

Note: These guidelines were developed based on A Consumer's Guide to Evaluating a Core Reading Program Grades K-3: A Critical Elements Analysis by Deborah Simmons and Edward Kame'enui. National Center to Improve the Tools of Educators.

Unit 2:

TASK

(Group or Independent Task)

Rubric for Unit 2 Task

National Reading Panel Report

1	Outline of presentation
1a	Introduction
	Who is National Reading Panel
	Why do research
	Topic studied
	Seven guiding questions
	Not relevant to second language learners
	Methodological overview
1b	phonemic awareness
	What is phonic awareness instruction
	Why is it important
	Findings
	Reminders
1c	Phonics
	What
	How systematic phonics
	How Incidental phonics instruction
	Phonics instructional approaches
	Analogy
	Analytic
	Embedded
	Phonic through spelling
	Synthetic
	Findings
	Goal of phonics instruction
1d	Fluency
	What
	How
	GOR – guided oral reading
	What
	Findings
	ISR – independent silent reading
	What
	Findings
1e	Comprehension
	Vocabulary instruction
	What
	Findings
	Text comprehension
	What
	7 strategies have a solid scientific basis in

improving reading
Findings

- _____
- 2 **_____ Details of audience and setting**
- _____ **Date**
- _____ **Time of presentation**
- _____ **Number of individuals present**
- _____ **Job type of individuals present**
- _____ **Type of meeting**
- 3 **_____ List of individuals who prepared info**
- _____ List of individuals who presented info**

_____ **ALL BOLD COMPLETED**

Note: If participants are also using Reading Next, the presentation of the NRP would be less detailed.

Unit 2. Learning to Read: A National Problem and Recommended

Solutions

Task:

Reading Research Report:

Select one of the two options below:

(1) Recommended for elementary schools. Individually or in groups, review the National Reading Panel materials and summarize the findings in the areas of Phonemic awareness, Phonics, Fluency, Vocabulary and Comprehension. Make a presentation of this information to your school faculty (or other appropriate group of educators). Resources for this assignment include: The National Reading Panel reports (full and summary); the LD Online summary by Susan Hall; Put Reading First: The Research Building Blocks for Teaching Children to Read. This is a group task but may be done by individuals or small groups within schools

(2) Recommended for middle and high schools. Individually or in groups, review the National Reading Panel report **and** the Reading Next report and summarize the findings. Although the NRP report focuses on early reading, the basic skills that are addressed are also critical for many older students with reading problems. Teachers must be aware of the mandate (IDEA) to address these areas as well as the broader reading issues presented in Reading Next. Make a presentation of this information to your school faculty (or other appropriate group of educators). Resources include: The National Reading Panel materials listed in option 1; the Reading Next report as well as the materials on the website www.all4ed.org

For each presentation (option 1 or 2) please provide the following information: (1) Outline of the presentation including overheads, handouts, or power point slides if used; (2) Details of the audience and setting for the meeting (include the date, time for presentation, number individuals present and their positions, type of meeting) and (3) list of the individuals who prepared and presented the information. If you prepare a PowerPoint presentation, you may submit a disc but also must submit a paper copy.

Unit 2 Task
Reading Research Report

Presenter(s) _____

Date of Presentation: _____ Time: _____

Audience: _____

Method(s) ie. Power Point, video, handout: _____

Summary of presentation:

Response/Reflection:

Unit 4:
TASK
(Independent Task)

Teaching Students with Persistent Reading Problems
Basic Reading Skills Assessment: Student Summary

Student: _____ Grade: _____ Age: _____

Date of assessment: _____ Teacher: _____

Phonemic Awareness

- 1. Segments words into syllables (task 1) _____ (#correct/#possible = percent)
- 2. Segments words into phonemes (task 1) _____
- 3. Deletes syllables (task 2) _____
- 4. Deletes initial phonemes (task 2) _____
- 5. Deletes final phonemes (task 2) _____
- 6. Deletes sound from initial blend (task 2) _____

Letter-Sound Associations

- 7. Knows sounds of consonants _____ (percent/list any errors)
- 8. Knows sounds of consonant digraphs sh ___ ch ___ wh ___ th ___
- 9. Knows sounds of long vowels a ___ i ___ e ___ o ___ u ___
- 10. Knows sounds of short vowels a ___ i ___ e ___ o ___ u ___
- 11. Knows sounds of r-controlled vowels ar ___ er ___ or ___ ir ___ ur ___

Word Identification

- 1. Reads phonetically regular real words short vowel pattern _____
 silent e pattern _____
- 2. Reads phonetically regular nonwords short vowel pattern _____
 silent e pattern _____
- 3. Irregular words # correct: _____

Page 2 Student Assessment Summary

Student: _____

Spelling

1. Spells phonetically regular words

short vowel pattern _____

silent e pattern _____

2. Spells irregular words

#correct/#given _____

Teaching Students with Persistent Reading Problems
Basic Reading Skills Assessment: *PRACTICE* Items

Student _____

Date/s of testing _____

Phonemic Awareness Practice Items

1. Segmentation Task: Syllable and Phoneme

DIRECTIONS: For each item, use the eraser end of an unsharpened pencil.

Syllable Segmentation: "I'm going to say a word, and I want you to tap one time for each part or syllable that I say. *Hamburger*. DEMONSTRATE.

Now, it's your turn. *TAP and SAY* each part with me." For each item below, say "Tap and say each syllable in _____."

Item	Correct response	Student's response
picnic	2 taps	_____
octopus	3 taps	_____
boat	1 tap	_____
pepperoni	4 taps	_____
spider	2 taps	_____
alligator	4 taps	_____

Phoneme segmentation: "Now, I'm going to say a word and then I'll tap and say each sound in the word. *Top*." DEMONSTRATE. "Now, it's your turn. Tap and say each sound in the word with me." For each item below, say "Tap and say each sound in _____." *If students make errors, record their actual responses, e.g., /tr/ /ick/ so errors can be analyzed.*

Item	Correct response	Student's response
up	/u - p/ 2 taps	_____
say	/s - a/ 2 taps	_____
mat	/m - a - t/ 3 taps	_____
shop	/sh - o - p/ 3 taps	_____
trick	/t - r - i - k/ 4 taps	_____
smash	/s - m - a - sh/ 4 taps	_____

Number correct syllable: _____
Number correct phoneme: _____

2. Deletion Task: Syllable and Phoneme

DIRECTIONS Say to student “I am going to say a word and I want you to repeat it. Then I will ask you to say the word with a part missing. Let me show you what I mean.” Give the first two items as demonstration. If the student misses these items, explain and model the correct answer and continue. Unless the items are extremely frustrating for the student, give all items. As you give the test, speak clearly but do not segment the words into sounds for the student.

Item	Question	Correct response	Student's Response
Say <u>popcorn</u>	Say it again, but don't say <u>pop</u>	corn	_____
Say <u>football</u>	Say it again, but don't say <u>ball</u>	foot	_____
Syllable deletion:			
Say <u>napkin</u>	Say it again, but don't say <u>kin</u>	nap	_____
Say <u>candy</u>	Say it again, but don't say <u>can</u>	dy /dee/	_____
Say <u>alphabet</u>	Say it again, but don't say <u>bet</u>	alpha	_____
Say <u>cantaloupe</u>	Say it again, but don't say <u>can</u>	taloupe	_____
Initial phoneme deletion:			
Say <u>bat</u>	Say it again, but don't say /b/	at	_____
Say <u>pow</u>	Say it again, but don't say /p/	ow	_____
Say <u>heart</u>	Say it again, but don't say /h/	art	_____
Final phoneme deletion:			
Say <u>make</u>	Say it again, but don't say /k/	may	_____
Say <u>nose</u>	Say it again, but don't say /z/	no	_____
Say <u>seat</u>	Say it again, but don't say /t/	sea	_____
Initial blend deletion:			
Say <u>slip</u>	Say it again, but don't say /s/	lip	_____
Say <u>blow</u>	Say it again, but don't say /b/	low	_____
Say <u>cram</u>	Say it again, but don't say /k/	ram	_____

Number correct syllable: _____

Number correct initial phoneme: _____

Number correct final phoneme: _____

Number correct initial blend: _____

Letter-Sound Associations Practice Items

DIRECTIONS: For each set of items, show the student the cards with the graphemes and ask them to give the sound. Mark + if correct and - if incorrect. Note the specific wording of directions for the vowels. First, determine whether or not the student can RECALL the correct sound for each grapheme. Note if student adds extra sounds to consonants (e.g., /buh/ for /b/).

If the student gives a word containing the sound rather than the sound alone (e.g., says 'ship' instead of /sh/, acknowledge that the word given does begin with the sound of the letters on the card and ask the student to give just the sound of the letters. Note this under comments.

When testing short vowels, if the student does not know the sounds, give them a key word and ask them to give the first sound. For example, "I'm going to give you a word that starts with the short sound of A - apple - can you tell me the sound of A in apple? Use apple, itch, edge, octopus and up as key words.

After recall has been tested, give any items missed as RECOGNITION items. See directions in the program. To record, simply write R in the recognition column.

Consonants

<i>Recall / Recognition</i>	<i>Recall / Recognition</i>
m _____	j _____
l _____	k _____
s _____	w _____
t _____	d _____
p _____	g _____
f _____	h _____
c _____	y _____
n _____	z _____
r _____	x _____
b _____	qu _____
v _____	

Consonant digraphs

<i>Recall / Recognition</i>
sh _____
ch _____
th _____
wh _____

Long vowels

"Give the sound these letters make when they 'say their name' "

Recall / Recognition

a _____
i _____
e _____
o _____
u _____

Short Vowels

"These letters have another sound - the 'short' sound"

Recall / Recognition

a _____
i _____
e _____
o _____
u _____

r-controlled vowels

"When these letters some together, they make a special sound"

Recall / Recognition

ar _____
er _____
or _____
ir _____
ur _____

Word Identification Practice Items

Decoding: Phonetically Regular Real Words

DIRECTIONS: Say “I am going to show you some words. If you cannot read the word, try to sound it out.” Show the student the regular word list (# 1) and ask him/her to read all items. On the assessment form, note any errors the student makes (e.g., incorrect vowel, b/d reversals, etc.) in the space beside the word. If the student gives the incorrect sound for a letter within a word, tell him/her the correct sound and ask the student to try the word again. If the student makes errors indicating that he/she is guessing based on partial letter cues (e.g., last for lot), ask the student to sound out the word and then blend the sounds.

If the student makes vowel errors on the silent-e pattern words (e.g., cub for cube), **AFTER** the items have been completed, ask the student to look at the list and figure out what is alike about all of the words. They should tell you that the words all end in the letter e. Ask the student what they have been taught about the letter e at the end of a word. Many students have some idea about the silent-e pattern but either don't have a correct understanding of fail to apply the pattern consistently. If the student does understand the rule, ask them to go back and re-read the words missed.

List 1: Words with short vowels

1. pat _____

2. cup _____

3. bed _____

4. big _____

1. lot _____

List 2: Words with silent-e pattern

1. shake _____

2. slime _____

3. cube _____

4. grade _____

5. home _____

Notes:

Decoding: Nonsense Words

DIRECTIONS: Say to the student "I am now going to show you some words that are not real words. You can read these words by sounding them out. Be sure to look at each word carefully; give the sound for each letter and then blend the sounds into a word." Show the student the Nonsense word list (# 2) and note the student's errors as he/she reads. If the student is able to read some of the words correctly, select two or three such words and ask them to explain how they read that word. Also ask the students to look at the nonsense word lists and tell you if any of the words remind them of real words. If so, ask them to tell you which real word and record this. You are trying to determine whether or not the students have specific strategies for reading unknown words (e.g., reading by analogy to known words; using onset and rime).

List 1: Words with short vowels

1. lat _____
2. lup _____
3. jed _____
4. sig _____
5. mot _____

List 2: Words with silent-e pattern

1. thake _____
2. trime _____
3. mube _____
4. flade _____
4. tome _____

Notes:

Irregular Words

DIRECTIONS: Say "I am going to show you a list of words that cannot be sounded out. These words have some parts that don't play fair so just tell me the word if you know it. If you don't know a word, just say 'skip' and go to the next word." Show the student the irregular word list (# 3) and note any errors. You may time the word list reading to determine if a student is very slow to name the words.

List 3

- | | |
|---------------|-----------------|
| 1. do _____ | 10. could _____ |
| 2. any _____ | 11. been _____ |
| 3. they _____ | 12. what _____ |
| 4. were _____ | 14. very _____ |
| 5. who _____ | 15. sure _____ |

Spelling

DIRECTIONS: Review the phonetically regular REAL words and IRREGULAR words and select the ones that the student read correctly. Give these words in a standard dictation format; i.e., say the word, say it in a sentence, and say the word again. Tell the student, “DO NOT ERASE errors. Rather, start over and try the word again.” Explain that you want to be able to see what the student is thinking about how to spell words.

Phonetically Regular Words

DIRECTIONS: Tell the students that these are words that can be spelled as they sound. Note whether or not the student attempts to encode (segment the word into sounds and write a letter/s for each sound). Encourage students to put down letters for some of the sounds if they cannot spell the entire word.

NOTE: If the regular words are too simple for the students, you may give them the nonsense words as a measure of their ability to encode.

Irregular Words

DIRECTIONS: Tell the students “These words contain some parts that can’t be spelled as they sound. Just do your best and try to spell each word.”

Student Word List 1

pat

shake

cup

slime

bed

cube

big

grade

lot

home

Student Word List 2

lat

thake

lup

trime

jed

mube

sig

flade

mot

tome

Student Word List 3

do

could

any

been

they

what

were

very

who

sure

Unit 5:
TASK
(Independent Task)

Unit 5 Task Rubric
Phonological Awareness

Overall

- _____ Detail not general statements
- _____ Evidence of analysis of student errors
- _____ Ability to analyze student response
- _____ Make appropriate next step in instruction

Summary

- _____ Strengths
- _____ Weaknesses
- _____ Match Assessment
- _____ Reports all phonological awareness tasks
- _____ Reports only phonological awareness tasks

Goal

- _____ Matches assessment
- _____ Deletion is not a goal
- _____ Sounds not letters
- _____ Includes what level the student should reach
- _____ Measurable
- _____ Understandable

Objectives

- _____ Oral – sounds not letters
- _____ In order of difficulty and instruction
- _____ Specific (exactly what will the student be doing)
 - _____ what type of word
 - _____ what level of accuracy
- _____ At least 3 objectives
- _____ Measurable
- _____ Understandable

Instructional Plan

- _____ Related to *each* objective
- _____ Appropriate for age
- _____ Include materials used
- _____ Include methods
- _____ Use different manipulative for different levels of analysis (syllable & phoneme)

Unit 6 & 7:
TASK
(Independent Task)

Units 6 & 7 Task Rubric
Letter-sound Associations and Word Identification Plan

Overall

- _____ Detail not general statements
- _____ Evidence of analysis of student errors
- _____ Ability to analyze student response
- _____ Make appropriate next step in instruction

Summary

- _____ Strengths
- _____ Weaknesses
- _____ Match Assessment

Goals (letter-sound and word identification – these may be separate or combined)

- _____ Match Assessment
- _____ Letter/sound matches decoding goal
- _____ Irregular words included
- _____ Includes what level the student should reach
- _____ Measurable
- _____ Understandable

Objectives

- _____ In order of difficulty and instruction
- _____ Specific (exactly what will the student be doing)
 - _____ what type of word
 - _____ what level of accuracy
- _____ At least 3 objectives
- _____ Measurable
- _____ Understandable

Instructional Plan

- _____ Related to *each* objective
- _____ Appropriate for age
- _____ Include materials used
- _____ Include methods

Name: _____

Date: _____

Unit 6 and 7: Letter-Sound and Word Identification Plan

Part 1: Summarization of student's strengths and weaknesses in letter-sounds and word identification (decoding and irregular words):

Part 2: Letter-Sound Associations and Word Identification Goal (s):

Letter-Sound Goal:

Word ID Goal:

Objective 1:

Objective 2:

Objective 3:

Objective 4:

Part 3: Instructional Plan:

Unit 8:
TASK
(Independent Task)

Unit 8 Task Rubric
Fluency Assessment

_____ Text on student's independent reading level

_____ Description of student

- _____ age
- _____ Grade
- _____ Level of reading skill
- _____ Type of reading problems

_____ Description of Text

- _____ Number of word
- _____ Level of Text
- _____ Pages
- _____ Type (picture book, chapter book, decodable text, etc.)
- _____ If decodable give approximate grade level – or
- _____ If non-decodable give approximate grade level

_____ Qualitative description of oral reading

- _____ too fast _____ too slow
- _____ fluent _____ choppy
- _____ read with expression
- _____ correct attention to punctuation
- _____ Reread words or phrases
- _____ Self corrects using context
- _____ Sounds out words
- _____ Others:

_____ Quantitative description of oral reading

- _____ words per minute
- _____ percent of errors
- _____ number of self corrections
- _____ types of errors
 - _____ based on partial letter cues
 - _____ inaccurate decoding
 - _____ wild guesses
 - _____ looking at pictures
 - _____ others:
- _____ where student is in relation to peers

