UNCW *Watson* School *of* Education

ONLINE GUIDE

To The

READING FOUNDATIONS LITERACY LAB EDNL 340 ONLINE READING/WRITING

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PART I

NC SCOS
English Language Arts
Curriculum
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KINDERGARTEN

During the kindergarten year, students need to experience the enjoyment of reading while they learn the foundational strategies and skills that will enable them to read independently. Students learn these enabling skills of phonemic awareness, letter names, sound-letter correspondences, decoding skills, high frequency vocabulary, and comprehension skills as they listen and respond to a variety of texts. They enjoy listening to stories, relating characters and events to their own life experiences, dramatizing stories, and responding to stories through art and writing activities. They can extend their oral language skills when given opportunities to express themselves, and they can learn how oral language is recorded to convey experiences and ideas as they observe their experiences and ideas being written. Kindergarten students will:

- Engage in word play.
- Listen and respond to children's literature.
- Build reading and writing concepts, skills, and strategies.

Strands: Oral Language, Written Language, and Other Media/Technology

Competency Goal 1	The learner will develop and apply enabling strategies and skills to read and write.
	1.01 Develop book and print awareness: - identify the parts of books and function of each part. - demonstrate an understanding of directionality and voice-print match by following print word for word when listening to familiar text read aloud. - demonstrate an understanding of letters, words, sentence and story. - identify the title, name of the author and the name of the illustrator. **1.02** Develop phonemic awareness and knowledge of alphabetic principle: - demonstrate understanding that spoken language is a sequence of identifiable speech sounds. - demonstrate understanding that the sequence of letters in the written word represents the sequence of sounds in the spoken word. - demonstrate understanding of the sounds of letters and understanding that words begin and end alike (onsets and rimes). **1.03** Demonstrate decoding and word recognition strategies and skills: - recognize and name upper and lower case letters of the alphabet. - recognize some words by sight including a few common words, own name, and environmental print such as signs, labels, and trademarks. - recognize most beginning consonant letter-sound associations in one syllable words. **1.04** Read or begin to read: - read or attempt to read own dictated story. - attempt to read/reads simple patterned text, decodable text, and/or predictable texts using letter-sound knowledge and pictures to construct meaning. **1.05** Interact for at least 10 minutes daily with self-selected texts that are consistent with the student's independent reading level.
Competency Goal 2	The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.
	2.01 Demonstrate sense of story (e.g., beginning, middle, end, characters, details and setting). **2.02** Demonstrate familiarity with a variety of types of books and selections (e.g., picture books, caption books, short informational texts, nursery rhymes, word plays/finger plays, puppet plays, reenactments of familiar stories). **2.03** Use preparation strategies to activate prior knowledge and experience before and during the reading of a text. **2.04** Formulate questions that a text might answer before beginning to read (e.g., what will happen in this story, who might this be, where do you think this happens).

	2.05 Predict possible events in texts before and during reading. **2.06** Understand and follow oral-graphic directions. **2.07** Demonstrate understanding of literary language; e.g., "once upon a time" and other vocabulary specific to a genre. **2.08** Distinguish fantasy from reality when reading text. **2.09** Identify the sequence of events in a story.
Competency Goal 3	**The learner will make connections through the use of oral language, written language, and media and technology.**
	3.01 Connect information and events in text to experience. **3.02** Discuss concepts and information in a text to clarify and extend knowledge. **3.03** Associate target words with prior knowledge and explore an author's choice of words. **3.04** Use speaking and listening skills and media to connect experiences and text: • listening to and re-visiting stories. • discussing, illustrating, and dramatizing stories. • discovering relationships.
Competency Goal 4	**The learner will apply strategies and skills to create oral, written, and visual texts.**
	4.01 Use new vocabulary in own speech and writing. **4.02** Use words that name and words that tell action in a variety of simple texts (e.g., oral retelling, written stories, lists, journal entries of personal experiences). **4.03** Use words that describe color, size, and location in a variety of texts: e.g., oral retelling, written stories, lists, journal entries of personal experiences. **4.04** Maintain conversation and discussions: • attending to oral presentations. • taking turns expressing ideas and asking questions. **4.05** Use a variety of sentence patterns such as interrogative requests (Can you go with me?) and sentence fragments that convey emotion (Me, too!). • write from left to right and from top to bottom. • write most letters and some words when dictated. **4.06** Write and/or participate in writing behaviors by using authors' models of language.
Competency Goal 5	**The learner will apply grammar and language conventions to communicate effectively.**
	5.01 Develop spelling strategies and skills by: • representing spoken language with temporary and/or conventional spelling. • writing most letters of the alphabet. • analyzing sounds in a word and writing dominant consonant letters. **5.02** Use capital letters to write the word I and the first letter in own name. **5.03** Use legible manuscript handwriting.

First grade students extend their understanding of the enabling skills of phonemic awareness and decoding and word recognition while they extend their comprehension and use of conventions for written language. They read a variety of texts, listen to literature, and respond to books, poetry, plays, age-appropriate expository texts, environmental print, and self-selected reading materials. They expand their oral language skills and their knowledge about recording oral language to express themselves clearly. As they participate in discussing texts and constructing texts, they expand their store of words. They begin to use new vocabulary and formats for their written products as a result of their examination of models of speaking and writing.

First grade students will:

- Read a variety of texts in different settings.
- Respond to texts in different ways.
- Use conversational and literary language to express themselves.
- Begin to develop effective listening and speaking skills.

Strands: Oral Language, Written Language, and Other Media/Technology

Competency Goal 1	The learner will develop and apply enabling strategies and skills to read and write.
	1.01 Develop phonemic awareness and demonstrate knowledge of alphabetic principle: • count syllables in a word. • blend the phonemes of one-syllable words. • segment the phonemes of one-syllable words. • change the beginning, middle, and ending sounds to produce new words. • create and state a series of rhyming words that may include consonant blends (e.g., flag, brag). **1.02** Demonstrate decoding and word recognition strategies and skills: • generate the sounds from all the letters and appropriate letter patterns which should include consonant blends and long and short vowel patterns. • use phonics knowledge of sound-letter relationships to decode regular one-syllable words when reading words and text. • recognize many high frequency and/or common irregularly spelled words in text (e.g., have said, where, two). • read compound words and contractions. • read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., looks, looked, looking). • read appropriate word families. **1.03** Use pronunciation, sentence meaning, story meaning, and syntax to confirm accurate decoding or to self-correct errors. **1.04** Self-monitor decoding by using one or two decoding strategies (e.g., beginning letters, rimes, length of word, ending letters). **1.05** Increase vocabulary, concepts, and reading stamina by reading selfselected texts independently for 15 minutes daily. Self-selected texts should be consistent with the student's independent reading level.
Competency Goal 2	The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.
	2.01 Read aloud independently with fluency and comprehension any text that is appropriately designed for emergent readers. **2.02** Demonstrate familiarity with a variety of texts (storybooks, short chapter books, newspapers, telephone books, and everyday print such as signs and labels, poems, word plays using alliteration and rhyme, skits and short plays). **2.03** Read and comprehend both fiction and nonfiction text appropriate for grade one using: • prior knowledge. • summary. • questions. • graphic organizers. **2.04** Use preparation strategies to anticipate vocabulary of a text and to connect prior knowledge and experiences to a new text. **2.05** Predict and explain what will happen next in stories. **2.06** Self-monitor comprehension by using one or two strategies (questions, retelling, summarizing). **2.07** Respond and elaborate in answering what, when, where, and how questions. **2.08** Discuss and explain response to how, why, and what if questions in sharing narrative and expository texts. **2.09** Read and understand simple written instructions.

Competency Goal 3	The learner will make connections through the use of oral language, written language, and media and technology.
	3.01 Elaborate on how information and events connect to life experiences. **3.02** Recognize and relate similar vocabulary use and concepts across experiences with texts. **3.03** Discuss unfamiliar oral and/or written vocabulary after listening to or reading texts. **3.04** Share personal experiences and responses to experiences with text: • publishing non-print texts. • discussing interpretations. • recording personal responses. **3.05** Recognize how particular authors use vocabulary and language to develop an individual, recognizable voice. **3.06** Discuss authors'/speakers' use of different kinds of sentences to interest a reader/listener and communicate a message. **3.07** Compare authors' uses of conventions of language that aid readers including: • kinds of sentences. • capitalization of first word in a sentence and proper names. • punctuation to end a declarative and interrogative sentence.
Competency Goal 4	The learner will apply strategies and skills to create oral, written, and visual texts.
	4.01 Select and use new vocabulary and language structures in both speech and writing contexts (e.g., oral retelling using exclamatory phrases to accent an idea or event). **4.02** Use words that describe, name characters and settings (who, where), and tell action and events (what happened, what did ___ do) in simple texts. **4.03** Use specific words to name and tell action in oral and written language (e.g., using words such as frog and toad when discussing a nonfiction text). **4.04** Extend skills in using oral and written language: • clarifying purposes for engaging in communication. • using clear and precise language to paraphrase messages. • engaging in more extended oral discussions. • producing written products. • completing graphic organizers. **4.05** Write and/or participate in writing by using an author's model of language and extending the model (e.g., writing different ending for a story, composing an innovation of a poem). **4.06** Compose a variety of products (e.g., stories, journal entries, letters, response logs, simple poems, oral retellings) using a writing process.
Competency Goal 5	The learner will apply grammar and language conventions to communicate effectively.
	5.01 Use phonic knowledge and basic patterns (e.g., an, ee, ake) to spell correctly three-and four-letter words. **5.02** Apply phonics to write independently, using temporary and/or conventional spelling. **5.03** Write all upper and lower case letters of the alphabet, using correct letter formation. **5.04** Use complete sentences to write simple texts. **5.05** Use basic capitalization and punctuation: • first word in a sentence. • proper names. • period to end declarative sentence. • question mark to end interrogative sentence. **5.06** Self-monitor composition by using one or two strategies (e.g., rereading, peer conferences). **5.07** Use legible manuscript handwriting.

SECOND GRADE

Second grade students use the listening, speaking, and reading foundational skills they have developed to extend their understanding of written language and their skills in using written language. They need to read a wider variety of texts that require strategies and skills with more complex vocabulary and ideas. These students need to be able to write sentences to express multiple ideas about a topic. Second grade students will:

- Use acquired concepts and metacognitive skills to read and write more independently.
- Comprehend and respond to texts using multiple skills and strategies.
- Extend vocabulary skills to use oral and written communication effectively.
- Use reading and listening, speaking and writing, and media and technology resources to accomplish a purpose

Strands: Oral Language, Written Language, and Other Media/Technology

Competency Goal 1	The learner will develop and apply enabling strategies and skills to read and write.
	1.01 Use phonics knowledge and structural analysis (e.g., knowledge of syllables, suffixes, prefixes, root words) to decode regular multi-syllable words when reading text. **1.02** Read most high frequency and many irregularly spelled words accurately in text. **1.03** Self-monitor decoding by using letter-sound knowledge of all consonants and vowels. **1.04** Apply knowledge of all sources of information (meaning, language, graphophonics) to read a new text silently and independently. **1.05** Use a variety of strategies and skills to read self-selected texts independently for 20 minutes daily. Self-selected texts should be consistent with the student's independent reading level.
Competency Goal 2	The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.
	2.01 Read and comprehend text (fiction, nonfiction, poetry, and drama) appropriate for grade two by: - determining purpose (reader's and author's). - making predictions. - asking questions. - locating information for specific reasons/purposes. - recognizing and applying text structure. - comprehending and examining author's decisions and word choice. - determining fact and opinion. - recognizing and comprehending figurative language. - making inferences and draw conclusions. **2.02** Use text for a variety of functions, including literary, informational, and practical. **2.03** Read expository materials for answers to specific questions. **2.04** Pose possible how, why, and what if questions to understand and/or interpret text. **2.05** Self-monitor own difficulties in comprehending independently using several strategies. **2.06** Recall main idea, facts and details from a text. **2.07** Discuss similarities and differences in events, characters and concepts within and across texts. **2.08** Interpret information from diagrams, charts, and maps.
Competency Goal 3	The learner will make connections through the use of oral language, written language, and media and technology.
	3.01 Use personal experiences and knowledge to interpret written and oral messages. **3.02** Connect and compare information within and across selections (fiction, nonfiction, poetry, and drama) to experience and knowledge. **3.03** Explain and describe new concepts and information in own words (e.g., plot, setting, major events, characters, author's message, connections, topic, key vocabulary, key concepts, text features). **3.04** Increase oral and written vocabulary by listening, discussing, and composing texts when responding to literature that is read and heard. (e.g., read aloud by teacher, literature circles, interest groups, book clubs). **3.05** Locate and discuss examples of an author's use of: - kinds of sentences (declarative, interrogative, exclamatory). - capitalization (titles, dates and days, names of countries). - punctuation (exclamation marks, commas in dates, and to introduce dialogue and quotations).

	• use of paragraphs in texts and their effects on the reader. • genre(s) and specific word choice(s). **3.06** Discuss the effect of an author's choices for nouns, verbs, modifiers and specific vocabulary which help the reader comprehend a narrative or expository text.
Competency Goal 4	**The learner will apply strategies and skills to create oral, written, and visual texts.**
	4.01 Begin to use formal language and/or literary language in place of oral language patterns, as appropriate. **4.02** Use expanded vocabulary to generate synonyms for commonly over used words to increase clarity of written and oral communication. **4.03** Read aloud with fluency and expression any text appropriate for early independent readers. **4.04** Use oral communication to identify, organize, and analyze information. **4.05** Respond appropriately when participating in group discourse by adapting language and communication behaviors to the situation to accomplish a specific purpose. **4.06** Plan and make judgments about what to include in written products (e.g., narratives of personal experiences, creative stories, skits based on familiar stories and/or experiences). **4.07** Compose first drafts using an appropriate writing process: • planning and drafting. • rereading for meaning. • revising to clarify and refine writing with guided discussion. **4.08** Write structured, informative presentations and narratives when given help with organization. **4.09** Use media and technology to enhance the presentation of information to an audience for a specific purpose.
Competency Goal 5	**The learner will apply grammar and language conventions to communicate effectively.**
	5.01 Spell correctly using: • previously studied words. • spelling patterns. • analysis of sounds to represent all the sounds in a word in one's own writing. **5.02** Attend to spelling, mechanics, and format for final products in one's own writing. **5.03** Use capitalization, punctuation, and paragraphs in own writing. **5.04** Use the following parts of the sentence: • subject. • predicate. • modifier. **5.05** Use editing to check and confirm correct use of conventions: • complete sentences. • correct word order in sentences. **5.06** Use correctly in written products: • letter formation, lines, and spaces to create readable documents. • plural forms of commonly used nouns. • common, age - appropriate contractions. **5.07** Use legible manuscript handwriting.

THIRD GRADE

Students in third grade apply the foundational skills learned earlier automatically and flexibly to decode and comprehend fiction, nonfiction, poetry, and drama. They use critical thinking skills which they apply strategically across the disciplines to comprehend and clarify information and ideas. They compose fiction, nonfiction, poetry, and drama for a variety of purposes and audiences. Third graders become increasingly independent and flexible in their use of communication skills and strategies. The learner will:

- Read with fluency and comprehension fiction, nonfiction, poetry, and drama.
- Apply strategies flexibly and strategically for recognizing words, learning new words, and constructing meaning from text(s).
- Expand vocabulary through wide reading, word study, and discussion.
- Write for a variety of audiences and purposes using appropriate formats.
- Use active listening and effective oral communication.
- Use media, a variety of information sources, and technological resources as tools for learning.
- Apply grammar and language conventions to access and communicate information and ideas.
- Reflect upon and make connections among language, texts, and personal experience.
- Apply comprehension strategies and skills to a wide variety of genres.

Strands: Oral Language, Written Language, and Other Media/Technology

Competency Goal 1	The learner will apply enabling strategies and skills to read and write.
	1.01 Apply phonics and structural analysis to decode words (e.g., roots, suffixes, prefixes, less common vowel patterns, syllable breaks). **1.02** Apply meanings of common prefixes and suffixes to decode words in text to assist comprehension. **1.03** Integrate prior experiences and all sources of information in the text (graphophonic, syntactic, and semantic) when reading orally and silently. **1.04** Increase sight vocabulary, reading vocabulary, and writing vocabulary through: • wide reading. • word study. • listening. • discussion. • book talks. • book clubs. • seminars. • viewing. • role play. • studying author's craft. **1.05** Use word reference materials (e.g., dictionary, glossary) to confirm decoding skills, verify spelling, and extend meanings of words. **1.06** Read independently daily from self-selected materials (consistent with the student's independent reading level) to: • increase fluency. • build background knowledge. • extend vocabulary.
Competency Goal 2	The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.
	2.01 Use metacognitive strategies to comprehend text (e.g., reread, read ahead, ask for help, adjust reading speed, question, paraphrase, retell). **2.02** Interact with the text before, during, and after reading, listening, or viewing by: • setting a purpose. • previewing the text. • making predictions.

- asking questions.
- locating information for specific purposes.
- making connections.
- using story structure and text organization to comprehend.

2.03 Read a variety of texts, including:

- fiction (short stories, novels, fantasies, fairy tales, fables).
- nonfiction (biographies, letters, articles, procedures and instructions, charts, maps).
- poetry (proverbs, riddles, limericks, simple poems).
- drama (skits, plays).

2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:

- author's purpose.
- plot.
- conflict.
- sequence.
- resolution.
- lesson and/or message.
- main idea and supporting details.
- cause and effect.
- fact and opinion.
- point of view (author and character).
- author's use of figurative language (e.g., simile, metaphor, imagery).

2.05 Draw conclusions, make generalizations, and gather support by referencing the text.
2.06 Summarize main idea(s) from written or spoken texts using succinct language.
2.07 Explain choice of reading materials congruent with purposes (e.g., solving problems, making decisions).
2.08 Listen actively by:

- facing the speaker.
- making eye contact.
- asking questions to clarify the message.
- asking questions to gain additional information and ideas.

Competency Goal 3	The learner will make connections through the use of oral language, written language, and media and technology.

3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:

- considering the differences among genres.
- relating plot, setting, and characters to own experiences and ideas.
- considering main character's point of view.
- participating in creative interpretations.
- making inferences and drawing conclusions about characters and events.
- reflecting on learning, gaining new insights, and identifying areas for further study.

3.02 Identify and discuss similarities and differences in events, characters, concepts and ideas within and across selections and support them by referencing the text.
3.03 Use text and own experiences to verify facts, concepts, and ideas.
3.04 Make informed judgments about television productions.
3.05 Analyze, compare and contrast printed and visual information (e.g., graphs, charts, maps).
3.06 Conduct research for assigned and self-selected projects (with assistance) from a variety of sources (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

Competency Goal 4	**The learner will apply strategies and skills to create oral, written, and visual texts.**
	4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression. **4.02** Use oral and written language to: • present information in a sequenced, logical manner. • discuss. • sustain conversation on a topic. • share information and ideas. • recount or narrate. • answer open-ended questions. • report information on a topic. • explain own learning. **4.03** Share written and oral products in a variety of ways (e.g., author's chair, book making, publications, discussions, presentations). **4.04** Use planning strategies (with assistance) to generate topics and to organize ideas (e.g., drawing, mapping, discussing, listing). **4.05** Identify (with assistance) the purpose, the audience, and the appropriate form for the oral or written task. **4.06** Compose a draft that conveys major ideas and maintains focus on the topic by using preliminary plans. **4.07** Compose a variety of fiction, nonfiction, poetry, and drama selections using self-selected topics and forms (e.g., poems, simple narratives, short reports, learning logs, letters, notes, directions, instructions). **4.08** Focus reflection and revision (with assistance) on target elements by: • clarifying ideas. • adding descriptive words and phrases. • sequencing events and ideas. • combining short, related sentences. • strengthening word choice. **4.09** Produce work that follows the conventions of particular genres (e.g., personal narrative, short report, friendly letter, directions and instructions). **4.10** Explore technology as a tool to create a written product.
Competency Goal 5	**The learner will apply grammar and language conventions to communicate effectively.**
	5.01 Use correct capitalization (e.g., geographical place names, holidays, special events, titles) and punctuation (e.g., commas in greetings, dates, city and state; underlining book titles; periods after initials and abbreviated titles; apostrophes in contractions). **5.02** Use correct subject/verb agreement. **5.03** Demonstrate understanding by using a variety of complete sentences (declarative, imperative, interrogative, and exclamatory) in writing and speaking. **5.04** Compose two or more paragraphs with: • topic sentences. • supporting details. • appropriate, logical sequence. • sufficient elaboration. **5.05** Use a number of strategies for spelling (e.g., sound patterns, visual patterns, silent letters, less common letter groupings). **5.06** Proofread own writing for spelling and correct most misspellings independently with reference to resources (e.g., dictionaries, glossaries, word walls). **5.07** Edit (with assistance) to use conventions of written language and format. **5.08** Create readable documents with legible handwriting (manuscript and cursive).

FOURTH GRADE

Students in fourth grade apply reading strategies and skills automatically, flexibly, and strategically to comprehend fiction, nonfiction, poetry, and drama. They read for literary experience, to gain information, and to perform a task. They use a variety of strategies and writing process elements to compose fiction, nonfiction, poetry, and drama. They become increasingly proficient in active listening, speaking, and using media and technology. They deepen and extend their understanding and use of English language conventions in oral presentations and written products. The learner will:

- Explore a wide range of texts and their distinguishing features.
- Expand vocabulary through wide reading, word study, exposure to content area words, and discussion.
- Routinely spell high frequency words and use resources to check spelling.
- Write for a variety of purposes and audiences and use writing as a tool for learning.
- Communicate effectively with different audiences through spoken, written, and visual formats.
- Use media and technological resources for research and as tools for learning.
- Use increasingly sophisticated knowledge of grammar and language conventions in oral and written products and presentations.
- Apply comprehension strategies critically, creatively, and strategically.

Strands: Oral Language, Written Language, and Other Media/Technology

Competency Goal 1	The learner will apply enabling strategies and skills to read and write.
	1.01 Use word identification strategies appropriately and automatically when encountering unknown words (graphophonic, syntactic, semantic). **1.02** Infer word meanings from taught roots, prefixes, and suffixes to decode words in text to assist comprehension. **1.03** Identify key words and discover their meanings and relationships through a variety of strategies. **1.04** Increase reading and writing vocabulary through: • wide reading. • word study. • knowledge of homophones, synonyms, antonyms, homonyms. • knowledge of multiple meanings of words. • writing process elements. • writing as a tool for learning. • seminars. • book clubs. • discussions. • examining the author's craft. **1.05** Use word reference materials (e.g., glossary, dictionary, thesaurus) to identify and comprehend unknown words. **1.06** Read independently daily from self-selected materials (consistent with the student's independent reading level) to: • increase fluency. • build background knowledge. • expand vocabulary.
Competency Goal 2	The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.
	2.01 Use metacognitive strategies to comprehend text and to clarify meaning of vocabulary (e.g., reread the text, consult other sources, ask for help, paraphrase, question). **2.02** Interact with the text before, during, and after reading, listening, and viewing by: • setting a purpose using prior knowledge and text information. • making predictions. • formulating questions. • locating relevant information. • making connections with previous experiences, information, and ideas. **2.03** Read a variety of texts, including: • fiction (legends, novels, folklore, science fiction).

- nonfiction (autobiographies, informational books, diaries, journals).
- poetry (concrete, haiku).
- drama (skits, plays).

2.04 Identify and interpret elements of fiction and nonfiction and support by referencing the text to determine the:
- plot.
- theme.
- main idea and supporting details.
- author's choice of words.
- mood.
- author's use of figurative language.

2.05 Make inferences, draw conclusions, make generalizations, and support by referencing the text.

2.06 Summarize major points from fiction and nonfiction text(s) to clarify and retain information and ideas.

2.07 Determine usefulness of information and ideas consistent with purpose.

2.08 Verify the meaning or accuracy of the author's statement(s) by referencing the text or other resources.

2.09 Listen actively by:
- asking questions.
- paraphrasing what was said.
- interpreting speaker's verbal and non-verbal messages.
- interpreting speaker's purposes and/or intent.

Competency Goal 3	**The learner will make connections through the use of oral language, written language, and media and technology.**

3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:
- analyzing the impact of authors' word choice and context.
- examining the reasons for characters' actions.
- identifying and examining characters' motives.
- considering a situation or problem from different characters' points of view.
- analyzing differences among genres.
- making inferences and drawing conclusions about characters, events and themes.

3.02 Analyze characters, events, and plots within and between selections and cite supporting evidence.

3.03 Consider the ways language and visuals bring characters to life, enhance plot development, and produce a response.

3.04 Make informed judgments about television and film/video productions.

3.05 Analyze and integrate information from one or more sources to expand understanding of text including graphs, charts, and/or maps.

3.06 Conduct research for assigned projects or self-selected projects (with assistance) from a variety of sources through the use of technological and informal tools (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).

Competency Goal 4	**The learner will apply strategies and skills to create oral, written, and visual texts.**

4.01 Read aloud grade-appropriate text with fluency, comprehension, and expression demonstrating an awareness of volume and pace.

4.02 Use oral and written language to:
- present information and ideas in a clear, concise manner.
- discuss.
- interview.
- solve problems.
- make decisions.

4.03 Make oral and written presentations using visual aids with an awareness of purpose and audience.

4.04 Share self-selected texts from a variety of genres (e.g., poetry, letters, narratives, essays, presentations).

4.05 Use planning strategies to generate topics and organize ideas (e.g., brainstorming, mapping, webbing, reading, discussion).

4.06 Compose a draft that conveys major ideas and maintains focus on the topic with specific, relevant, supporting details by using preliminary plans.

4.07 Compose fiction, nonfiction, poetry, and drama using self-selected and assigned topics and forms (e.g., personal and imaginative narratives, research reports, diaries, journals, logs, rules, instructions).

	4.08 Focus revision on a specific element such as: • word choice. • sequence of events and ideas. • transitional words. • sentence patterns. **4.09** Produce work that follows the conventions of particular genres (e.g., personal and imaginative narrative, research reports, learning logs, letters of request, letters of complaint). **4.10** Use technology as a tool to gather, organize, and present information.
Competency Goal 5	**The learner will apply grammar and language conventions to communicate effectively.**
	5.01 Use correct capitalization (e.g., names of languages, nationalities, musical compositions) and punctuation (e.g., commas in a series, commas in direct address, commas and quotation marks in dialogue, apostrophes in possessives). **5.02** Demonstrate understanding in speaking and writing by appropriate usage of: • pronouns. • subject/verb agreement. • verb tense consistency. • subject consistency. **5.03** Elaborate information and ideas in writing and speaking by using: • simple and compound sentences. • regular and irregular verbs. • adverbs. • prepositions. • coordinating conjunctions. **5.04** Compose multiple paragraphs with: • topic sentences. • specific, relevant details. • logical progression and movement of ideas. • coherence. • elaboration. • concluding statement related to the topic. **5.05** Use visual (orthography) and meaning-based strategies as primary sources for correct spelling. **5.06** Proofread and correct most misspellings independently with reference to resources (e.g., dictionaries, thesauri, glossaries, computer spell-checks, and other classroom sources). **5.07** Use established criteria to edit for language conventions and format. **5.08** Demonstrate evidence of language cohesion by: • logical sequence of fiction and nonfiction retells. • time order sequence of events. • sustaining conversations on a topic. **5.09** Create readable documents through legible handwriting (cursive) and/or word processing.

FIFTH GRADE

Students in fifth grade expand and deepen concepts, skills, and strategies learned at earlier grades. They make new connections as they experience more sophisticated ideas and begin to study subjects in more formal ways. They read and write a variety of texts with greater breadth and depth, critically analyzing and evaluating information and ideas. Fifth graders revisit and refine concepts and their knowledge of English Language Arts conventions as they become more sophisticated, independent learners.
The learner will:

- Use reading and writing to learn about and understand their world and other cultures.
- Evaluate text to determine the author's purpose and point of view.
- Increase vocabulary knowledge through wide reading, word study, discussion, and content area study. Use print and non-print media to persuade an audience.
- Use metacognitive skills to accomplish a task independently or as a group member.
- Research multiple sources to deepen understanding and integrate information and ideas across varied sources and content areas.
- Apply comprehension strategies critically, creatively, and strategically.
- Use media and technology as resources for extended research and as tools for learning.

Strands: Oral Language, Written Language, and Other Media/Technology

Competency Goal 1	The learner will apply enabling strategies and skills to read and write.
	1.01 Expand and refine vocabulary through knowledge of prefixes, suffixes, roots, derivatives, context clues, and etymologies (word origins) to assist comprehension. **1.02** Select key vocabulary critical to the text and apply appropriate meanings as necessary for comprehension. **1.03** Increase reading and writing vocabulary through: • wide reading. • word study. • word reference materials. • content area study. • writing process elements. • writing as a tool. • debate. • discussions. • seminars. • examining the author's craft. **1.04** Use word reference materials (e.g., glossary, dictionary, thesaurus, online reference tools) to identify and comprehend unknown words. **1.05** Read independently daily from self-selected materials (consistent with the student's independent reading level) to: • increase fluency. • build background knowledge. • expand and refine vocabulary.
Competency Goal 2	The learner will apply strategies and skills to comprehend text that is read, heard, and viewed.
	2.01 Use metacognitive strategies independently and flexibly to monitor comprehension and extend vocabulary (e.g., skim, scan, reread the text, consult other sources, ask for help, summarize, paraphrase, question). **2.02** Interact with the text before, during, and after reading, listening, and viewing by: • making predictions. • formulating questions. • supporting answers from textual information, previous experience, and/or other sources.

- drawing on personal, literary, and cultural understandings.
- seeking additional information.
- making connections with previous experiences, information, and ideas.

2.03 Read a variety of texts, such as:

- fiction (tall tales, myths).
- nonfiction (books of true experience, newspaper and magazine articles, schedules).
- poetry (narrative, lyric, and cinquains).
- drama (plays and skits).

2.04 Identify elements of fiction and nonfiction and support by referencing the text to determine the:

- plot development.
- author's choice of words.
- effectiveness of figurative language (e.g., personification, flashback).
- tone.

2.05 Evaluate inferences, conclusions, and generalizations and provide evidence by referencing the text(s).
2.06 Analyze choice of reading materials congruent with purposes (e.g., reading for information, reading to extend content area learning, reading for pleasure, entertainment).
2.07 Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text(s), and graphics.
2.08 Explain and evaluate relationships that are:

- causal.
- hierarchical.
- temporal.
- problem-solution.

2.09 Listen actively and critically by:

- asking questions.
- delving deeper into the topic.
- elaborating on the information and ideas presented.
- evaluating information and ideas.
- making inferences and drawing conclusions.
- making judgments.

2.10 Identify strategies used by a speaker or writer to inform, entertain, or influence an audience.

Competency Goal 3	**The learner will make connections through the use of oral language, written language, and media and technology.**

3.01 Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:

- analyzing word choice and content.
- examining reasons for a character's actions, taking into account the situation and basic motivation of the character.
- creating and presenting a product that effectively demonstrates a personal response to a selection or experience.
- examining alternative perspectives.
- evaluating the differences among genres.
- examining relationships among characters.
- making and evaluating inferences and conclusions about characters, events, and themes.

3.02 Make connections within and between texts by recognizing similarities and differences based on a common lesson, theme, or message.
3.03 Justify evaluation of characters and events from different selections by citing supporting evidence in

	the text(s).
	3.04 Make informed judgments about television, radio, video/film productions, other electronic mediums and/or print formats.
	3.05 Integrate main idea and supporting details from multiple sources to expand understanding of texts.
	3.06 Conduct research (with assistance) from a variety of sources for assigned or self-selected projects (e.g., print and non-print texts, artifacts, people, libraries, databases, computer networks).
	3.07 Make informed judgments about:
	• bias.
	• propaganda.
	• stereotyping.
	• media techniques.
Competency Goal 4	**The learner will apply strategies and skills to create oral, written, and visual texts.**
	4.01 Read aloud grade-appropriate text with fluency, comprehension, expression, and personal style demonstrating an awareness of volume, pace, audience, and purpose.
	4.02 Use oral and written language to:
	• formulate hypotheses.
	• evaluate information and ideas.
	• present and support arguments.
	• influence the thinking of others.
	4.03 Make oral and written presentations to inform or persuade selecting vocabulary for impact.
	4.04 Select a self-evaluated composition for publication and justify rationale for selection.
	4.05 Use a variety of preliminary strategies to plan and organize the writing and speaking task considering purpose, audience, and timeline.
	4.06 Compose a draft that elaborates on major ideas and adheres to the topic by using an appropriate organizational pattern that accomplishes the purpose of the writing task and effectively communicates its content.
	4.07 Compose a variety of fiction, nonfiction, poetry, and drama using self-selected topic and format (e.g., poetry, research reports, news articles, letters to the editor, business letters).
	4.08 Focus revision on target elements by:
	• improving word choice.
	• rearranging text for clarity.
	• creating simple and/or complex sentences for clarity or impact.
	• developing a lead, characters, or mood.
	4.09 Produce work that follows the conventions of particular genres (e.g., essay, feature story, business letter).
	4.10 Use technology as a tool to enhance and/or publish a product.
Competency Goal 5	**The learner will apply grammar and language conventions to communicate effectively.**
	5.01 Consistently use correct capitalization (e.g., names of magazines, newspapers, organizations) and punctuation (e.g., colon to introduce a list, commas in apposition, commas used in compound sentences).
	5.02 Demonstrate understanding in speaking and writing by using:
	• troublesome verbs.
	• nominative, objective, and possessive pronouns.
	5.03 Elaborate information and ideas in speaking and writing by using:
	• prepositional phrases.
	• transitions.
	• coordinating and/or subordinating conjunctions.
	5.04 Determine the impact of word choice on written and spoken language.
	5.05 Spell most commonly used words accurately using a multi-strategy approach to the learning of new spellings.
	5.06 Proofread for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.
	5.07 Edit final product for grammar, language conventions, and format.
	5.08 Create readable documents through legible handwriting (cursive) and word processing.

SIXTH GRADE

Sixth grade students use oral language, written language, and media and technology for expressive, informational, argumentative, critical, and literary purposes. Students also explore the structure of language and study grammatical rules in order to speak and write effectively. While emphasis in sixth grade is placed on personal expression, students also:

- Interpret and synthesize information.
- Develop an understanding of the foundations of argument.
- Critically analyze print and non-print communication.
- Use effective sentence construction and edit for improvements in sentence formation, usage, mechanics, and spelling.
- Interpret and evaluate a wide range of literature

Strands: Oral Language, Written Language, and Other Media/Technology

Competency Goal 1	The learner will use language to express individual perspectives drawn from personal or related experience.
	1.01 Narrate an expressive account (e.g., fictional or autobiographical) which: • uses a coherent organizing structure appropriate to purpose, audience, and context. • tells a story or establishes the significance of an event or events. • uses remembered feelings and specific details. • uses a range of appropriate strategies (e.g., dialogue, suspense, movement, gestures, expressions). **1.02** Explore expressive materials that are read, heard, and/or viewed by: • monitoring comprehension for understanding of what is read, heard and/or viewed. • analyzing the characteristics of expressive works. • determining the effect of literary devices and/or strategies on the reader/viewer/listener. • making connections between works, self and related topics. • comparing and/or contrasting information. • drawing inferences and/or conclusions. • determining the main idea and/or significance of events. • generating a learning log or journal. • creating an artistic interpretation that connects self to the work. • discussing print and non-print expressive works formally and informally. **1.03** Interact appropriately in group settings by: • listening attentively. • showing empathy. • contributing relevant comments connecting personal experiences to content. • monitoring own understanding of the discussion and seeking clarification as needed. **1.04** Reflect on learning experiences by: • describing personal learning growth and changes in perspective. • identifying changes in self throughout the learning process. • interpreting how personal circumstances and background shape interaction with text.
Competency Goal 2	The learner will explore and analyze information from a variety of sources.
	2.01 Explore informational materials that are read, heard, and/or viewed by: • monitoring comprehension for understanding of what is read, heard and/or viewed. • studying the characteristics of informational works. • restating and summarizing information. • determining the importance and accuracy of information. • making connections between works, self and related topics/information. • comparing and/or contrasting information. • drawing inferences and/or conclusions. • generating questions. **2.02** Use multiple sources of print and non-print information in designing and developing informational materials (such as brochures, newsletters, and infomercials) through:

	• exploring a variety of sources from which information may be attained (e.g., books, Internet, electronic databases, CD-ROM). • distinguishing between primary and secondary sources. • analyzing the effects of the presentation and/or the accuracy of information.
Competency Goal 3	**The learner wiill examine the foundation of argument.**
	3.01 Explore argumentative works that are read, heard, and/or viewed by: • monitoring comprehension for understanding what is read, heard, and/or viewed. • analyzing the characteristics of argumentative works. • determining the importance of author's word choice and focus. • summarizing the author's purpose and stance. • making connections between works, self and related topics. • drawing inferences. • responding to public documents (such as but not limited to editorials and school and community policies). • distinguishing between fact and opinion. **3.02** Explore the problem solution process by: • studying examples (in literature and other text) that present problems coherently, describe the solution clearly, sequence reasons to support the solution, and show awareness of audience. • preparing individual and/or group essays and presentations that focus on the diagnosis of a problem and possible solutions. **3.03** Study arguments that evaluate through: • exploring examples that show a firm control of sound judgments, audience awareness, clear idea/theme, and the use of relevant and coherent reasons for support. • preparing individual and/or group essays and presentations that use evaluative techniques
Competency Goal 4	**The learner will use critical thinking skills and create criteria to evaluate print and non-print materials.**
	4.01 Determine the purpose of the author or creator by: • monitoring comprehension for understanding of what is read, heard and/or viewed. • exploring any bias, apparent or hidden messages, emotional factors, and/or propaganda techniques. • identifying and exploring the underlying assumptions of the author/creator. • analyzing the effects of author's craft on the reader/viewer/listener. **4.02** Analyze the communication and develop (with teacher assistance) and apply appropriate criteria to evaluate the quality of the communication by: • using knowledge of language structure and literary or media techniques. • drawing conclusions based on evidence, reasons, or relevant information. • considering the implications, consequences, or impact of those conclusions. **4.03** Recognize and develop a stance of a critic by: • considering alternative points of view or reasons. • remaining fair-minded and open to other interpretations. • constructing a critical response/review of a work/topic.

Competency Goal 5	**The learner will respond to various literary genres using interpretive and evaluative processes.**
	5.01 Increase fluency, comprehension, and insight through a meaningful and comprehensive literacy program by: • using effective reading strategies to match type of text. • reading self-selected literature and other materials of individual interest. • reading literature and other materials selected by the teacher. • discussing literature in teacher-student conferences and small group discussions. • taking an active role in whole class seminars. • discussing and analyzing the effects on texts of such literary devices as figurative language, dialogue, flashback and sarcasm. • interpreting text by explaining elements such as plot, theme, point of view, characterization, mood, and style. • investigating examples of distortion and stereotypes. • recognizing underlying messages in order to identify theme(s) within and across works. • extending understanding by creating products for different purposes, different audiences and within various contexts. • exploring relationships between and among characters, ideas, concepts and/or experiences. **5.02** Study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through: • reading a variety of literature and other text (e.g., novels, autobiographies, myths, essays, magazines, plays, pattern poems, blank verse). • interpreting what impact genre-specific characteristics have on the meaning of the work. • exploring how the author's choice and use of a genre shapes the meaning of the literary work. • exploring what impact literary elements have on the meaning of the text such as the influence of setting or the problem and its resolution.
Competency Goal 6	**The learner will apply conventions of grammar and language usage.**
	6.01 Demonstrate an understanding of conventional written and spoken expression by: • using a variety of sentence types correctly, punctuating them properly, and avoiding fragments and run-ons. • using appropriate subject-verb agreement and verb tense that are appropriate for the meaning of the sentence. • demonstrating the different roles of the parts of speech in sentence construction. • using pronouns correctly, including clear antecedents and correct case. • using phrases and clauses correctly (e.g., prepositional phrases, appositives, dependent and independent clauses). • determining the meaning of unfamiliar vocabulary words by using context clues, a dictionary, a glossary, a thesaurus, and/or structural analysis (roots, prefixes, suffixes) of words. • extending vocabulary knowledge by learning and using new words. • exploring the role and use of dialects and of standard English to appreciate appropriate usage in different contexts. • developing an awareness of language conventions and usage during oral presentations. **6.02** Identify and edit errors in spoken and written English by: • reviewing and using common spelling rules, applying common spelling patterns, and developing and mastering an individualized list of words that are commonly misspelled. • applying proofreading symbols when editing. • producing final drafts that demonstrate accurate spelling and the correct use of punctuation and capitalization. • developing an awareness of errors in everyday speech.

PART II

Getting Started

Writing a Literacy Lesson Plan

Your lesson plans for tutoring one-on-one may look different from the lesson plans you have written before. In the one-on-one situation, you may find that you add in much more personally meaningful choices such as book choices based on interest and type of writing you ask your student to do. The model below gives you a fundamental framework for writing your literacy lesson plans. Your plans may not have five specific activities in this order. Some activities may integrate more than one area. However, each of these areas should be addressed each time you tutor:

1. Read Aloud (You read aloud to your tutee.)

2. Reading (Your tutee reading to or with you.)

3. Reading response or extension
   (An activity that extends the tutee's comprehension or applies concepts from what was read)

4. Writing
   (Writing as an extension from what was read or an original piece, working students through the writing process)

5. Literacy skill/Strategy work
   (A mini-lesson focusing on "What good readers do")

Sample First Day Learning Plan for Reading
EDNL 340
TaskStream Format

VITAL INFORMATION

Title:

Reading Lesson #1

Child:

Tanisha J.

Date:

January 18, 2008

Length of Session:

1 hour

Tutoring Site:

Swansboro Elementary Library

Subject(s):

Reading

Grade/Level:

1

Summary:

During this session I will get to know Tanisha.

LESSON

Objective:

Determine Tanisha's interests. Develop a personal relationship with Tanisha. Identify reading interests and share literacy experiences.

Resources:

Interest inventory
Where the Wild Things Are, Curious George

Materials:

Craft materials: pencils, markers, paper

Technology Resources:

- Technology resources: none

Instruction/Activities:

1. Get acquainted:
   - Welcome student and introduce yourself. Start a conversation about things you both like.

2. Work on an interest inventory and use it to continue the conversation.
   - Record responses

3. Let your student select a book or two from a set of books you have chosen. You may have your student read to you, you may read it aloud, or you may read together.

4. Complete a response activity *together* (i.e. drawing to illustrate the setting and main characters in the story; make a paper bag puppet of the main character in the story; make a story chain of the main events in the story).

5. Make a list of two or three goals or activities for the next session. (i.e. Goals may be based on observations you have made during the completion of the interest inventory).

Observation of Student Response:

Tutor Reflection:

Implications:

STANDARDS & ASSESSMENT

Standards:

▪▪▪ NC- North Carolina Standard Course of Study

• **Subject :** English Language Arts (2004)
• **Grade :** First Grade

First grade students extend their understanding of the enabling skills of phonemic awareness and decoding and word recognition while they extend their comprehension and use of conventions for written language. They read a variety of texts, listen to literature, and respond to books, poetry, plays, age-appropriate expository texts, environmental print, and self-selected reading materials. They expand their oral language skills and their knowledge about recording oral language to express themselves clearly. As they participate in discussing texts and constructing texts, they expand their store of words. They begin to use new vocabulary and formats for their written products as a result of their examination of models of speaking and writing

• **Goal 2:** The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed

▪ **Standard 2.02 :** Demonstrate familiarity with a variety of texts (storybooks, short chapter books, newspapers, telephone books, and everyday print such as signs and labels, poems, word plays using alliteration and rhyme, skits and short plays)

▪ **Standard 2.07 :** Respond and elaborate in answering what, when, where, and how questions

Assessment/Rubrics:

Tanisha will share her interests.
I will begin to get an idea of Tanisha's reading level.

Interest Inventory

Get to know your student by administering an interest inventory. There are many to choose from. Please ask for suggestions.

Example

WHAT DO YOU THINK?

Mark the face that tells what you think of these subjects:

Reading	☺	☹	P.E.	☺	☹
Writing	☺	☹	Math	☺	☹
Spelling	☺	☹	Science	☺	☹
Art	☺	☹	Social Studies	☺	☹
Music	☺	☹	Recess	☺	☹

Mark the face that tells what you think about these reading and writing activities:

Reading something you choose	☹	☺
Picking out your own books	☹	☺
Listening to stories	☹	☺
Reading story books	☹	☺
Reading fact books	☹	☺
Reading a book by yourself	☹	☺
Telling about what you read	☹	☺
Writing about what you read	☹	☺

Have a conversation with your tutee. Ask the question: "What do good readers do?" Listen carefully to your learner's answers. Probe. Clarify. And record the answers you generate.

What Does a Good Reader Do?
(Whole-Class Brainstorming Session)

1. Can't stop reading

2. Reads at own pace

3. Oral reading—reads slower so others can understand

4. Reads a variety of books

5. Reads anything if it looks interesting, even the back of a cereal box!

6. Chooses "quality" books

7. Reads good literature

8. When stuck on word:
   sounds out
figures out by rest of sentence

9. Reads back of book or first chapter to see if wants to read book

10. Reads silently (to himself/ herself)

11. Desires/wants to read

12. Reads a little bit to see if can read it

13. Doesn't always judge a book by a cover (especially chapter books)

14. Takes recommendations

15. Sometimes chooses challenging books

16. Finds series and authors they like and reads all their books

17. Recommends books to friends

18. Talks about books

19. Reads book reviews to see if interested

20. Reads while eating

21. Reads at bedtime

22. Tries to read even when they're not supposed to:
   When teacher is talking to students
   While eating
   While doing homework

23. Talks about books

Joan Servis' Fourth-Grade Class
March, 1998

Talk with your tutee about what good writers do. Do you know a good writer? Who is the best writer in your class? What makes him or her the best? How do you think he or she got to be the best? Think. Probe. Record your learner's answers.

What a Good Writer Does

1. Rereads what is written

2. Spells most words correctly

3. Picks interesting topics

4. Sticks to the topic

5. Uses descriptive vocabulary

6. Someone is able to read the writing (legible)

7. Doesn't bore the reader

8. Uses catchy leads

9. Uses thesaurus

10. Revise and edit

11. Has closure

12. Good books give ideas and better vocabulary

13. Uses punctuation and capitalization correctly

14. Relates to life

15. Has title, beginning, middle and ending in stories

16. Write about what she/he knows

17. Has a plot (story)

18. Uses points of view

19. Writes with a voice

20. Sounds real

21. Uses dialogue well

22. Pulls reader into story

23. Can write in several genres

24 Uses details to flesh out story or article

25. Asks for feedback

Joan Servis' Fourth-Grade Class
March, 1998

PART III

Assessment and Evaluation

A-3: What Is a "Just Right" Book?

Shaker Heights City School District
Shaker Heights, Ohio

What is a "just right" book?

Your child will be reading many books this year. A "just right" book is a book that your child can read independently; books should be neither too difficult nor too easy in order for your child to grow as a reader.

The "five finger rule" is one way for your child to choose a "just right" book.

Once your child has chosen a book, ask him or her to read the first page aloud. As your child reads, he/she should count on one hand any unknown words. If there are five or more unknown words on a full page of text, this book is too difficult! If your child knows all the words, it may be too easy.

When reading a "just right" book:

- reading should be fairly fluent (not too choppy sounding)
- your child should be able to tell you about what he/she has read
- your child should be interested in the topic

Children enjoy and benefit from rereading familiar text, but in order to grow as a reader, your child needs to read books which are "just right." If your child chooses a book that is too difficult, this would be a great choice for reading together.

Remember: Reading aloud to your child is valuable at any grade level!
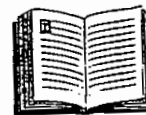
Shaker Heights City School District
8/18/98

Choosing a Just Right Book

Choosing books which are just right for you may take some practice. So we would like to pass on some useful hints to help you learn how to choose.

The word _BLIP_ is a mnemonic (memory tip) to help you choose some good books.

Each letter in the word stands for one step in the process of selecting a book.

Try to put this into practice when you are browsing for a new book

B   Read the _BLURB_

L   Look at the _LENGTH_ and the size of the print

I   Read a few pages to see if it _INTERESTS_ you.

P   Look at the _PICTURES_ or illustrations

THE FIVE FINGER TEST - Is this book too hard for me?

To check whether a book is too easy or too hard, try this simple test.

- **Open the book at any page and start reading.**

- **Each time you come to a word you don't know put down one finger on your left hand.**

- **If you reach five tricky words on the same page, and have placed down five fingers, perhaps the book is a bit hard for you at the moment.**

- **Put it back for now and try again later.**

CONCEPTS ABOUT PRINT

Emergent Readers' knowledge of print concepts helps teachers plan for appropriate teaching. Use a leveled reader and prompt student to check for these behaviors. Look for these behaviors in your students:

_____ can identify front, back and title of book (3 points)
> *You say: "Show me the _____ of this book."*

_____ understands that print conveys a message (1 point)
> *You say: "Show me where to start reading this story."*

_____ moves through the text from front to back (1 point)
> *You say: "Show me with your finger which way I go as I read."*

_____ moves left-to-right across the page with a return sweep (1 point)
> *You say: "You point to the words as I read the story." (Read slowly but fluently.)*

_____ understands the concept of first word, last word and one word (3 points)
> *You say: "Show me _____ on this page."*

_____ understands the concepts of a word and a sentence (2 points)
> *You say: "Show me a whole sentence. Show me one word in that sentence."*

_____ can identify the first letter, the last letter, one letter, two letters in a word (4 points)
> *You say: "Show me _____ in this word."*

_____ can identify capital and lower case letters (2 points)
> *You say: "Show me a capital letter on this page. Show me a lower case letter."*

_____ is aware of punctuation: period, question mark, exclamation mark, quotation marks (4 points)
> *You say: "Show me a _____" or "What is this used for?"*

_____ *Total DATE* _____

_____ *Total DATE* _____

_____ *Total DATE* _____

Notes:

PHONEMIC AWARENESS INVENTORY

STUDENT _____ GRADE _____

Tutor _____

IDENTIFYING RHYME

Teacher says two words and asks the child if the words rhyme.

Say: "CAT. BAT. Do these words rhyme?" Tell the students the correct answer. Say "BALL. HOUSE. Do these words rhyme?" Tell the student the correct answer. "Now we will do some like this together. You tell me if the two words I say rhyme."

Record √ if the response is correct. Record the child's response if the item is incorrect.

Words	Date	Date
1. bug/rug		
2. dot/egg		
3. boat/goat		
4. fish/wish		
5. mitten/kitten		
6. ball/wall		
7. sock/phone		
8. fun/sun		
9. tree/book		
10. desk/soap		
Correct	**/10**	**/10**

GENERATING RHYME

Teacher says a word and asks the child to give a word that rhymes.

Say: "Can you tell me a word that rhymes with TOP?" Accept answer "Say HOP, MOP, FLOP all rhyme with TOP." ROP and NOP are nonsense words, but they rhyme with TOP as well.

Record √ if the response is correct. Record the child's response if the item is incorrect.

Words	Date	Date
cat		
ring		
snake		
man		
toy		
Number Correct	**/5**	**/5**

ISOLATING INITIAL PHONEMES

The teacher says the word and asks the child to say the word. Then the teacher asks the child which word begins like this.

Say: "Listen while I say a word. DOG. You say that word. Which word starts like DOG? GOAT. DUCK"

Record a √ if the response is correct. Record the child's response if it is incorrect

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Words	Date	Date
ex. dog	goat	duck √
ex. rock	rabbit √	boy
1. rat	rug	man
2. bear	car	bug
3. cat	apple	can
4. fox	fan	boat
5. pig	farm	pie
6. jar	toy	jacket
7. house	hand	bed
8. flower	flag	house
9. snake	snail	train
10. ship	shirt	girl
Correct	**/10**	**/10**

ISOLATING FINAL PHONEMES

The teacher says the word and asks the child to say the word. Then the teacher asks the child which word ends like this.

Say: "Listen while I say a word. CAT. You say that word. Which word ends like CAT? KING. PLATE"

Record a √ if the response is correct. Record the child's response if it is incorrect.

Words	Date	Date
Ex. cat	king	plate
Ex. rock	cake	boy
1. pad	phone	bed
2. man	bug	ten
3. bus	gas	horse
4. girl	fan	ball
5. bug	pig	shoe
6. stove	door	wave
7. book	cup	snake
8. ham	top	arm
9. king	egg	truck
10. hat	rope	tent
Number Correct	**/10**	**/10**

SEGMENTING PHONEMES

The teacher articulates the word in a deliberate manner without stopping between each phoneme and asks the child to tell how many sounds s/he hears in this word.

Sounds, not letters should be identified.

Say: "Listen while I say a word slowly. /t/ /o/ /p/" (Don't stop between sounds.)

"How many sounds did you hear in /t/ /o/ /p/?"
Record a √ if the response is correct. Record the child's response if it is incorrect.

Words	Date	Date
1. p-i-g (3)		
2. m-oo-n (3)		
3. f-a-s-t (4)		
4. b-u-s (3)		
5. n-o (2)		
6. b-r-a-ve (4)		
7. c-a-k-e (3)		
8. s-ee (2)		
9. d-r-e-ss (4)		
10. h-a-n-d (4)		
Number Correct	/10	/10

BLENDING ONSET AND RIME

The teacher says the onset of a word, pauses, says the rime, and asks the child to say the word. (Pause between the onset and the rime, but don't separate the sounds.) Say: "Listen to the word. Say. /s/ /oap/. What word have I said? Record a √ if the response is correct. Record the child's response if it is incorrect.

Words	Date	Date
Ex. s oap	√	
Ex. m atch	mat	
1. c an		
2. st op		
3. l ike		
4. n ut		
5. p ig		
6. m ust		
7. pl ay		
8. r ed		
9. cr y		
10. s ay		
Number Correct	/10	/10

SUBSTITUTING BEGINNING PHONEMES

Teacher says a word and asks the student to repeat the word. Then the teacher asks the student to change the initial phoneme to make a new word.

Say: "I'm going to say a word and then I'm going to say the word with a new beginning sound. /mat/. If I change the /m/ in /mat/ to /p/, I get /pat/. Now you try. Say /bug/. Now change the beginning sound, /b/, to /h/. Wait for response. You get /hug/.

Record √ if the response is correct. Record the child's response if the item is incorrect.

Word	Date	Date
1. Change the beginning sound in /lot/ to /d/.		
2. Change the beginning sound in /box/ to /f/.		
3. Change the beginning sound in /lock/ to /s/.		
4. Change the beginning sound in /king/ to /r/.		
5. Change the beginning sound in /cake/ to /t/.		
Correct	**/5**	**/5**

SUBSTITUTING ENDING PHONEMES

Teacher says a word and asks the student to repeat the word. Then the teacher asks the student to change the final phoneme to make a new word.

Say: "I'm going to say a word and then I'm going to say the word with a new ending sound. /run/. If I change the /n/ in /run/ to /g/, I get /rug/. Now you try. Say /rat/. Now change the ending sound, /t/, to /p/. Wait for response. You get /rap/.

Record √ if the response is correct. Record the child's response if the item is incorrect.

Word	Date	Date
1. Change the ending sound in /cut/ to /b/.		
2. Change the ending sound in /bag/ to /t/.		
3. Change the ending sound in /tag/ to /p/.		
4. Change the ending sound in /like/ to /t/.		
5. Change the ending sound in /train/ to /d/.		
Correct	**/5**	**/5**

DELETING PHONEMES

Teacher says a word and asks the student to repeat the word. Then the teacher asks the student to repeat the word with the initial phoneme removed.

Say: "I'm going to say a word and then I'm going to say the word without the beginning sound. /fun/. Wait. /un/. FUN without the "F" is "UN". Now you try. Say CAT. Now say CAT without the "C".

Words	Date	Date
1. Me without "M"		
2. Toy without "T"		
3. Peach without "P"		
4. Car without "C"		
5. Bring without "B"		
Number	**/5**	**/5**

Record √ if the response is correct. Record the child's response if the item is incorrect.

First Hundred

A	can	her	many	see	us
about	come	here	me	she	very
after	day	him	much	so	was
again	did	his	my	some	we
all	do	how	new	take	were
an	down	I	no	that	what
and	eat	if	not	the	when
any	for	in	of	their	which
are	from	is	old	them	who
as	get	it	on	then	will
at	give	just	one	there	with
be	go	know	or	they	work
been	good	like	other	this	would
before	had	little	our	three	you
boy	has	long	out	to	your
but	have	make	put	two	
by	he	man	said	up	

Second Hundred

also	color	home	must	red	think
am	could	house	name	right	too
another	dear	into	near	run	tree
away	each	kind	never	saw	under
back	ear	last	next	say	until
ball	end	leave	night	school	upon
because	far	left	only	seem	use
best	find	let	open	shall	want
better	first	live	over	should	way
big	five	look	own	soon	where
black	found	made	people	stand	while
book	four	may	play	such	white
both	friend	men	please	sure	wish
box	girl	more	present	tell	why
bring	got	morning	pretty	than	year
call	hand	most	ran	these	
came	high	mother	read	thing	

Third Hundred

along	didn't	food	keep	sat	though
always	does	full	letter	second	today
anything	dog	funny	longer	set	took
around	don't	gave	love	seven	town
ask	door	goes	might	show	try
ate	dress	green	money	sing	turn
bed	early	grow	myself	sister	walk
brown	eight	hat	now	sit	warm
buy	every	happy	o'clock	six	wash
car	eyes	hard	off	sleep	water
carry	face	head	once	small	woman
clean	fall	hear	order	start	write
close	fast	help	pair	stop	yellow
clothes	fat	hold	part	ten	yes
coat	fine	hope	ride	thank	yesterday
cold	fire	hot	round	third	
cut	fly	jump	same	those	

Grades K - 2
Literacy Assessment

RUNNING RECORD OF CHILD'S ORAL READING

Purpose
- To collect information to make critical instructional decisions about the child
- To assess the child's ability to read a book (decode print and construct meaning) at specific levels of difficulty
- To record the child's oral reading for analysis of skills/strategies and documentation of growth over time and against grade level competencies
- To determine reading skills/strategies the child uses to decode print and construct meaning from text
- To provide documentation of reading level marked on *Grade K-2 Literacy Assessment: Reading Continuum Summative Profile* for accountability purposes

Note: Running Records can be used for on-going assessment; e.g., every 3 weeks for students making slow progress. Seen texts that have been introduced and read previously can be used for on-going, periodic assessment.

Setting
- A quiet location
- The teacher and student sitting at a table beside each other

Materials
- Trade book/basal selection for student to read so that reading is done in context
- Running record form on which teacher records child's oral reading noting correct responses and errors
- Tape recorder and tape to document child/s record for portfolio (optional)

Preparation
- To select text, the teacher should match child to approximate reading level using his/her best professional judgment based on observations, anecdotal records, and records from previous teachers or previous reading experiences.

Introducing the Task: Summative Assessment Using Unseen Texts
- Ask the child if s/he has heard or read this story. **The child should not have been exposed to the story being used for assessment.**
- Read scripted introductory statement (for leveled books) and allow child to look through book. (Introductory statement provides frame for child to draw on prior knowledge and experiences and to recognize characters, events, and unfamiliar concepts.)
- Ask child to read the book orally without assistance just as if reading by himself-herself.
- Tell child to do whatever s/he normally does if reading alone and comes to a part that gives difficulty.
- Tell child that after s/he finishes reading the book that s/he will be asked to retell the story/book as if telling the story to a friend who has not read the book.

Grades K - 2
Literacy Assessment

Oral Reading of Text by Child

- Child reads entire text or selected portion of the text without assistance from the teacher.
- Entire text will be read either orally or silently for comprehension/retelling purposes.
- If child stops, wait 15 seconds and then encourage the child to continue reading (e.g., "try it.")
- If the child is unable to continue, tell the child the word.
- NOTE: Although running records are normally taken only on 100-150 words, it is recommended that errors be marked for the entire text that will be used for accountability purposes unless the texts are unusually long.

Recording System

- See page RR-6 entitled *Conventions for Taking a Running Record*.
- For individuals already trained in the use of running records, the coding system used in other programs is acceptable.

Analysis of Errors to Document Growth of Reading Skills and Strategies

- Code each response by the child as s/he reads.
- Note and count each error and self-correction by totaling the correct number in the total errors and self-correction columns.
- Analyze each error and self-correction to note the cues used by asking the following questions:
  - Did the error make sense? (M)
  - Did the error sound like language? (S)
  - Did it look and sound right? (V)
- Circle the correct code as you analyze each cue: M = Meaning, S = Language, and V = Visual or Graphophonic. (See page RR 8-12 entitled *Analyzing MSV Cues*.)
- Note the total number of words read, the total number of errors, and the total number of self-corrections.
- Note patterns in the use of cues in the errors and the self-corrections.

Grades K - 2
Literacy Assessment

RUNNING RECORD OF CHILD'S ORAL READING

Summary of Running Records Results

- Complete the summary portion included with the record sheet. Include the total number of words read, the total number of errors, and the total number of self-corrections as indicated in the previous section.
- Compute the **ERROR RATE**. (The error rate compares the number of errors with the total number of running words in the text.)

$$\text{ERROR RATE} = \frac{\text{RUNNING WORDS}}{\text{ERRORS}} \quad \text{Ex.} \frac{200}{20} = \frac{10}{1} \quad \text{ERROR RATE} = 1:10$$

- Use the error rate to compute the accuracy rate by using the conversion table. (An error rate of 1:10 equals 90% accuracy.) The **accuracy rate** is the percentage of words in any text read accurately.

$$(\frac{\text{ERRORS}}{\text{RUNNING WORDS}} \times 100 = \% \text{ ACCURACY})$$

- Record the accuracy rate and the level of the book read on the summary sheet.
- Note whether the book was read at the independent, instructional, or difficult level for the child. (Independent = 95-100%; Instructional = 90-94%; Difficult = 90%)
- Calculate and record the **SELF-CORRECTION RATE** on the summary sheet.

$$\text{SELF-CORRECTION RATE} = \frac{\text{ERRORS + SELF-CORRECTIONS}}{\text{SELF-CORRECTIONS}} = \frac{\text{E + SC}}{\text{SC}}$$

Grades K - 2
Literacy Assessment

CONVENTIONS FOR TAKING A RUNNING RECORD

1. Correct responses

2. Substitutions (counts as an error)

    Child: home _____
    Text: house

3. Self-corrections
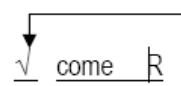
    Child: home   SC
    Text: house

4. Insertions (counts as an error)

    Child: here____
    Text: -

5. Omissions (counts as an error)

    Child: -_____
    Text: house

6. Child attempts to sound out
   a word (record with lower case letters)
   (counts as an error unless child says word
   correctly)

    Child: n - o - t__
    Text: not

7. Child spells the word
   (record with upper case letters)
   (counts as an error unless child says word
   correctly)

    Child: N - O - T_
    Text: not

8. Child repeats or rereads
   (does not count as an error)
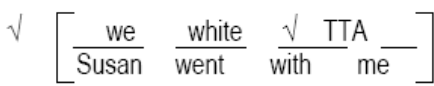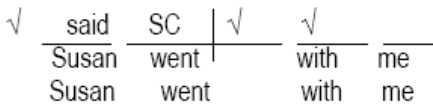
    Child: √ come R
    Text: She came

9. Record all attempts at a word.

    Child: here | h- | home
    Text: house

10. Child stops at difficulty and waits

    Child: ////_ or (W)
    Text: here   here

11. Child stops and cannot proceed.
    The teacher tells the word.

    Child: home | //// __ |
    Text: house   T

12. Child appeals for help. Suggest
    the child try it before telling.

    Child: /// | A | here
    Text: house | - |

13. Child gets confused and can't seem
    to continue, the teacher may ask him to
    "Try that again." Put brackets around
    first attempts and record second attempt.

    √ [we white √ TTA __]
        Susan went with me

    √ said SC | √   √
      Susan went   with me
      Susan went   with me

Running Record
Recording Form
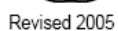
Name_____ Date_____

Recorder_____

Book Title _____ Book Level _____

<u>RW</u> = _____   Error Rate 1: _____   Accuracy Rate _____%SC Rate 1: _____

E

Fluency Rubric Score ___

Pg		Errors		Cues Used	
		E	SC	E	SC

Comments   Adapted from Marie Clay's work.

SOME QUESTIONS TO ASK ABOUT YOUR
READING LEARNER

Interest/Experiences
- What are the child's interests? Which of these can be used to enhance his/her reading comprehension?
- Does the child like to share stories with another child?

Readiness
- How much does the child know about handling a book?
- Does the child like to listen to stories?

Personal Behavior
- How willing is the child to take risks?
- Does the child like to share stories with another child?

Values/Beliefs
- Does the child value reading?
- What are the child's beliefs about reading? Writing?

Strategic Reading
- Can the child make logical predictions about the selection?
- Can the child set a purpose for reading?
- How much support does the child need for reading?
- What types of reading miscues does the child make?
- What does the child do when he/she comes to an unknown word?
- Does the child use picture clues?
- Does the child bring his own knowledge about a subject to the reading?
- Can the child predict what the story or passage is about?
- Which reading strategies does the child effectively?
- Does the child monitor his/her own reading?
- Does the child read fluently? With expression?

Reading/Writing Connections
- Can the child write a summary of the story?
- Can the child rewrite a story?
- Can the child make a text innovation of a story (like *The Three Little Pigs*)?
- Can the child create a semantic web for reading? Writing?
- Does the child make the reading-writing connection?
- When writing, does the child use approximations?
- Can the child confidently choose a topic to write on?
- When writing, does the child use approximations?
- Can the child confidently choose a topic to write on?
- When writing, does the child use editing skills?
- Can the child come up with appropriate titles for a story?
- Can the child vary sentence beginnings when writing?
- Does the child proofread his/her own writing?
- How enthusiastic is the child about publishing pieces of work?
- Does the child understand that authors and illustrators have individual voices and styles?

Comprehension
- Can the child re-tell a story that he/she has just read?
- Can the child come up with the main idea of a story or passage?
- Can the child create a semantic web for reading? Writing?
- Can the child follow directions?
- Can the child determine a story's proper sequence?
- What are the child's interests? Which of these can be used to enhance his/her reading comprehension?
- How much knowledge does the child have about how to use a book?
- Does the child show insight into what has been read?
- Can the child understand the sequence of events?
- Does the child use the library effectively?
- Does the child understand causality?
- What is the child's stamina for silent reading?

Process Interview--Reading

Name: _____

Date: _____

What do you do when you come to a word you don't know how to read? What else?

What were some tricky words for you in reading today? What made them hard to figure out?

If you were teaching a kindergartner how to read words, what would you do? Anything else?

How can you get better at reading new words?

Process Interview--Writing

Name: _____

Date: _____

What do you do when you come to a word you don't know how to write? What else do you do?

What are some words that are tricky for you? Why do you think they are hard?

How do you learn to write new words? What else do you do?.

If you were teaching a kindergartner how to write words, what would you do? Anything else?

How can you get better at writing new words?

Why is correct spelling important?

D-6: Informal Reading Conference Form

INFORMAL READING CONFERENCE

NAME: _____   DATE: _____

- *Bring me a book that you can read pretty well.*

TITLE OF BOOK:_____ GENRE:_____

- *Why did you choose this book?*

- *What is the reading level of this book for you?* __hard __easy __just right

- *Tell me what the book is about so far.*

- *Read this part of the book for me. (Take notes as the child reads—aloud or silently.)*

- *Tell me what you remember about what you just read.*

- *Let's discuss your strengths and what you need to work on.*

Strengths:

Goals:

- *How long do you think it will take you to complete this book?*

Comprehension Checks

Before Reading

- Uses titles, pictures, captions, graphs, blurbs to predict.
- Uses background knowledge to predict.
- Intrinsically motivated to engage in reading.

During Reading

- Is aware when text doesn't make sense.
- Uses preceding text to predict.
- Reads to answer own questions about text.
- Reads "between the lines."
- Understands and uses structure of text.
- Rereads when comprehension is difficult.
- Changes reading mode (silent & oral) when comprehension is difficult.
- Gets help when comprehension is difficult.
- Reads at an appropriate rate for the text.
- Able to identified concepts, language, or vocabulary that interfere with comprehension.
- Searches efficiently for specific information.

After Reading

- Extends comprehension through writing.
- Extends comprehension through discussion.
- Recalls important information.
- Recalls sufficient information:
- Summarizes main points.

- Adjusts what is shared about the text for the audience.
- States appropriate theme for story.
- Uses text to support statements & conclusions.
- Compares characters in text.
- Retells fluently (length & coherence).
- Links story episodes in narrative; facts in expository text.
- Identifies story elements in text (characters, setting, problem, episodes, resolution).
- Uses author's language in retelling.
- Uses own "voice" in retelling.

Before, During, or After Reading

- Compares characters or incidents to self or experiences.
- Compares this text to other texts.
- Compares this text to media other than text.
- Uses text to support statements & conclusions.
- Identifies point-of-view.
- Distinguishes between fact and opinion.

Retelling Procedure 1*

For Narrative Passages

1. Ask the student to retell the passage by saying, "Tell me about (name of passage) as if you were telling it to someone who has never heard it before."

2. Use the following prompts *only* when necessary:

   "What comes next?"

   "Then what happened?"

   If the student stops retelling and does not continue with the above prompts, ask a question about the passage that is based on that point in the passage at which the student has paused. For example, "What did the boys do after raking the leaves?"

3. When a student is unable to retell the story, or if the retelling lacks sequence and detail, prompt the retelling step by step. The following questions may be helpful:

   "Who was the passage about?"

   "When did the story happen?"

   "Where did the story happen?"

   "What was the main character's problem?"

   "How did he (or she) try to solve the problem?" What was done first/next?"

   "How was the problem solved?"

   "How did the story end?"

Retelling Procedure 2*

Directions: Indicate with a checkmark the extent to which the reader's retelling includes or provides evidence of the following information.

Retelling	None	Low Degree	Moderate Degree	High Degree
1. Includes information directly stated in text.				
2. Includes information inferred directly or indirectly from text.				
3. Includes what is important to remember from the text.				
4. Provides relevant content and concepts.				
5. Indicates reader's attempt to connect background knowledge to text information.				
6. Indicates reader's attempt to make summary statements or generalizations based on text that can be applied to the real world.				
7. Indicates highly individualistic and creative impressions of or reactions to the text.				
8. Indicates the reader's affective involvement with the text.				
9. Demonstrates appropriate use of language (vocabulary, sentence structure, language conventions).				
10. Indicates reader's ability to organize or compose the retelling.				
11. Demonstrates the reader's sense of audience or purpose.				
12. Indicates the reader's control of the mechanics of speaking or writing.				

Interpretation: Items 1—4 indicate the reader's comprehension of textual information; items 5-8 indicate metacognitive awareness, strategy use, and involvement with text; items 9-12 language and language development.

Retelling Procedure 3*

General Directions: To evaluate passages for story structure, place a check next to the element if the student includes it. Include the number of points scored for each element based on the retelling.

1. *Characters* (5 points)

Introduction of characters (2 points main characters, I point for each additional, total of   _____
5 points)

2. *Setting* (5 points)   _____

    A time or place where the story happens (5 points)

OR

A general setting statement (5 points)

3. *Theme* (10 points) = gist   _____

Initiating events that sets the goal for the story

OR

A goal becomes evident for the main character to achieve or a problem is evident to solve

4. *Plot Episodes* (10 points)

Events leading toward accomplishing the goal or solving the problem (Adjust maximum   _____
raw score to equal 10 based on number of events)

5. *Resolution* (10 points)

The problem is solved or goal is reached (8 points)   _____
The story is ended (2 points)

6. *Sequence* (1.0 points)

Story is told with elements in the structural order listed above (10 points all in order; 6.6   _____
points 3 in order; 3.3 points 2 in order; 1 point I in order; 0 none in order; omitted elements
are. not scored)

Total Points   _____

X 2

Retelling Score

For Expository Passages

Independent Level

Retelling will generally reflect

1. the text structure
2. organization of how the material was presented
3. main ideas and details contained in the material

Instructional Level

Retelling will generally reflect

1. less content than at an independent level
2. some minor misinterpretations and inaccuracies
3. organization that differs, in some respects, to the way it was presented in the material

Frustration Level

Retelling will generally be

1. haphazard
2. incomplete
3. characterized by bits of information not related in any logical or sequential order

Retelling Procedure 5*

General Directions: This holistic approach for evaluating retellings can be used with both narrative and expository text. The criteria for each of the five levels of retellings (5 = highest level) are described in Table B-1. To categorize the principal qualities of each level of richness in comparison with all other levels, use Table B-2.

Table B-1
Judging Richness of Retellings

Level	Criteria for Establishing Level
5	Student generalizes beyond text; includes thesis (summarizing statement), all major points, and appropriate supporting details; includes relevant supplementations; show high degree of coherence, completeness, comprehensibility.
4	Student includes thesis (summarizing statement), all major points, and appropriate supporting details; includes relevant supplementations; shows high degree of coherence, completeness, comprehensibility.
3	Student relates major ideas; includes appropriate supporting details and relevant supplementations; shows adequate coherence, completeness, comprehensibility.
2	Student relates a few major ideas and some supporting details; includes irrelevant supplementations; shows some degree of coherence; some completeness; the whole is somewhat comprehensible.
1	Student relates details only; irrelevant supplementations or none; low degree of coherence; incomplete; incomprehensible.

Table 8-2
Checklist for Judging Richness of Retellings

	5	4	3	2	1
Generalizes beyond text	X				
Thesis (summarizing) statement	X	X			
Major points	X	X	X		?
Supporting details	X	X	X	X	?
Supplementations	Relevant	Relevant	Relevant	Irrelevant	Irrelevant
Coherence	High	Good	Adequate	Some	Poor
Completeness	High	Good	Adequate	Some	Poor
Comprehensibility	High	Good	Adequate	Some	Poor
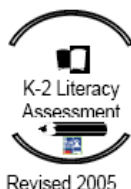
Fluency Assessment

Adapted from
Put Reading First: The Research Building Blocks for Teaching Children to Read

Fluency

Fluency is the ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically. They group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking. Readers who have not yet developed fluency read slowly, word by word. Their oral reading is choppy and plodding.

Fluency is important because it provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means. They can make connections among the ideas in the text and between the text and their background knowledge. In other words, fluent readers recognize words and comprehend at the same time. Less fluent readers, however, must focus their attention on figuring out the words, leaving them little attention for understanding the text.

Armbruster, B., Lehr, F., & Osborn, J. (2001, September).
Put reading first:
The research building blocks for teaching children to read.

Qualitative Fluency Assessment

Directions for Use of Fluency Rubric

For summative assessment, the following rubric, adapted from Fountas and Pinnell, (1996) is to be applied to the running record at the **instructional level of reading**. The rubric is to be applied to any oral reading sample at the instructional (90% -95% accuracy). The rubric score of 1, 2, 3, or 4 is to be recorded on the running record form using the following criteria:

Rubric Score 4 - Reading is primarily in large, meaningful phrases with only a few slow downs for problem solving of words or reading to confirm accuracy or meaning. Expressive interpretation is evident throughout the reading. Attention to punctuation and syntax is present.

Rubric Score 3 – Reading is a mixture of word by word reading, fluent, and phrased reading. There is evidence of attention to punctuation and syntax with rereading for problem solving.

Rubric Score 2 – Reading is mostly word by word but with some two word phrasing. Expressive interpretation may result in longer examples of phrasing. There is evidence of awareness, but inconsistent application, of punctuation and syntax with rereading for problem solving.

Rubric Score 1 – All reading is word by word with long pauses between words and very little fluency. There is little evidence of phrasing or awareness of punctuation. There may be two word phrases but word groupings are often awkward.

If a reader has a fluency rubric score of 1 or 2 at the instructional level of reading on the summative assessment, it is necessary to ask the child to read any selection he/she has read before with 90% accuracy into a tape recorder. Calculate the number of words read per minute and use the fluency rubric with this passage to determine if fluency needs to become a focus for instruction.

Fluency Assessment
Adapted from
Put Reading First: The Research Building Blocks for Teaching Children to Read

Quantitative Fluency Assessment

Procedure for calculating words correct per minute

One-minute reading: Total words read-errors = words correct per minute

- Select two or three brief passages from a level text or other grade-level material (regardless of students' instructional levels).

- Have individual students read each passage aloud for exactly one minute.

- Count the total number of words the student read for each passage. Compute the average number of words read per minute.

- Count the number of errors the student made on each passage. Compute the average number of errors per minute.

- Subtract the average number of errors read per minute from the average total number of words read per minute. The result is the average number of words correct per minute (WCPM).

- Repeat the procedure several times during the year. Graphing students' WCPM throughout the year easily captures their reading growth.

- Compare the results with the North Carolina Fluency Rates Chart to determine whether students are making suitable progress in their fluency.

North Carolina Fluency Rates

Reading rate serve as a guideline for grade level norms. Rate may be influence by any of the following:
- Oral reading is slower than silent reading.
- Reading rates are typically established for younger students from oral reading activities while older students' rates are established from silent reading.
- Younger students may demonstrate little difference in oral and silent reading rates, while for older students that gap should be quite substantial.
- The fluency rates are based on oral reading norms.

North Carolina Fluency Targets Mean Words Correct Per Minutes			
Grade	Fall WCPM	Winter WCPM	Spring WCPM
1	10	20	50
2	50	70	90
3	75	90	110

Johns and Berglund (2005)
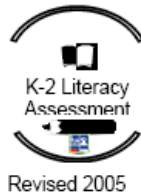
Kindergarten Writing Rubric

Level 1: Prewriting – "Driting" (Writing and Drawing) – <u>All</u>
- Uses a combination of drawing along with some circle/line forms appearing to be letters (**Content**)
- Reads own writing (**Content**)
- Uses some letters and numbers to make writing "look good" (**Conventions**)

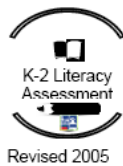**Level 2: Early Emergent** – <u>All Content and 4 Conventions</u>
- Uses drawings and/or letter strings to express ideas (**Content**)
- Reads own writing (**Content**)
- Uses one or two letters to write words (**Conventions**)
- Uses upper and lower case letters indiscriminately (**Conventions**)
- Copies words and labels from environment (**Conventions**)
- Writes one or two words correctly (**Conventions**)
- Attempts to write own name (**Conventions**)

Level 3: Emergent – <u>All Content and 4 Conventions</u>
- Communicates meaning through drawings used (**Content**)
- Establishes a relationship between the picture and print (**Content**)
- Writes one or two thoughts, simple sentences, or bare ideas (**Content**)
- Focuses on a theme or topic (**Content**)
- Uses captioned pictures, phrases, single words, and/or single consonant sounds to express ideas (**Content**)
- Uses oral language structures (**Content**)
- Re-reads and remembers message represented with letters and words (**Content**)
- Uses temporary spelling, mostly consonants (**Conventions**)
- Writes some familiar words correctly (**Conventions**)
- Writes left-to-right, top-to-bottom (**Conventions**)
- Uses upper and lower case letters indiscriminately (**Conventions**)
- Uses spacing indiscriminately (**Conventions**)

Level 4: Early Developing – <u>All Content and 3 Conventions</u>
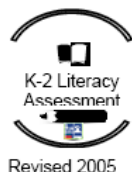- Relates drawings and writing to create a more meaningful text (**Content**)
- Writes short, patterned, repetitive sentences about a single idea (**Content**)
- Writes about familiar topics and ideas (**Content**)
- Uses a combination of oral language and formal language (**Content**)
- Remembers message and rereads while writing words (**Content**)
- Uses letter-sound relationships and environmental information to write words (**Conventions**)
- Uses temporary spelling with some phonetic elements (**Conventions**)
- Writes left-to-right across several lines (**Conventions**)
- Uses capital letters for names and the beginning of a sentence (**Conventions**)

First Grade Writing Rubric

Level 1: Emergent – <u>All Content and 4 Conventions</u>
- Communicates meaning through drawings used (**Content**)
- Establishes a relationship between the picture and print (**Content)**
- Writes one or two thoughts, simple sentences, or bare ideas (**Content**)
- Focuses on a theme or topic (**Content**)
- Uses captioned pictures, phrases, single words, and/or single consonant sounds to express ideas (**Content**)
- Uses oral language structures (**Content**)
- Re-reads and remembers message represented with letters and words (**Content**)
- Uses temporary spelling, mostly consonants (**Conventions**)
- Writes some familiar words correctly (**Conventions**)
- Writes left-to-right, top-to-bottom (**Conventions**)
- Uses upper and lower case letters indiscriminately (**Conventions**)
- Uses spacing indiscriminately (**Conventions**)

Level 2: Early Developing – <u>All Content and 3 Conventions</u>
- Relates drawings and writing to create a more meaningful text (**Content**)
- Writes short, patterned, repetitive sentences about a single idea (**Content**)
- Writes about familiar topics and ideas (**Content**)
- Uses a combination of oral language and formal language (**Content**)
- Remembers message and rereads while writing words (**Content**)
- Uses letter-sound relationships and environmental information to write words (**Conventions**)
- Uses temporary spelling with some phonetic elements (**Conventions**)
- Writes left-to-right across several lines (**Conventions**)
- Uses capital letters for names and the beginning of a sentence (**Conventions**)

Level 3: Developing – <u>All Content and 2 Conventions</u>
- Uses drawings to enhance meaning of the writing (**Content**)
- Composes several sentences related to a topic (**Content**)
- Uses more oral language than literary and formal language (**Content**)
- Uses some details which may be in a list-like form (**Content**)
- Writes many high frequency words correctly (**Conventions**)
- Uses temporary spelling which can generally be read by others (**Conventions**)
- Consistently uses spacing, capital letters, and end punctuation (**Conventions**)

Level 4: Early Independent – <u>All Content and 4 Conventions</u>
- Writes a series of related ideas in an organized, sequential manner (**Content**)
- Includes beginning, middle, and end (**Content**)
- Uses varied sentence patterns and lengths (**Content**)
- Begins to expand oral language to literary and formal language (**Content**)
- Uses descriptive detail and some elaboration (**Content**)
- Demonstrates ability to think about ideas while encoding written language (**Content**)
- Uses a flexible range of strategies to write words (**Conventions**)
- Uses more conventional than temporary spelling (**Conventions**)
- Writes most high frequency words correctly (**Conventions**)
- Generally uses correct capitalization and punctuation (**Conventions**)
- Uses paragraphs although not consistently or appropriately (**Conventions**)

Second Grade Writing Rubric

Level 1: Early Developing – All Content and 3 Conventions
- Relates drawings and writing to create a more meaningful text (**Content**)
- Writes short, patterned, repetitive sentences about a single idea (**Content**)
- Writes about familiar topics and ideas (**Content**)
- Uses a combination of oral language and formal language (**Content**)
- Remembers message and rereads while writing words (**Content**)
- Uses letter-sound relationships and environmental information to write words (**Conventions**)
- Uses temporary spelling with some phonetic elements (**Conventions**)
- Writes left-to-right across several lines (**Conventions**)
- Uses capital letters for names and the beginning of a sentence (**Conventions**)

Level 2: Developing – All Content and 2 Conventions
- Uses drawings to enhance meaning of the writing (**Content**)
- Composes several sentences related to a topic (**Content**)
- Uses more oral language than literary and formal language (**Content**)
- Uses some details which may be in a list-like form (**Content**)
- Writes many high frequency words correctly (**Conventions**)
- Uses temporary spelling which can generally be read by others (**Conventions**)
- Consistently uses spacing, capital letters, and end punctuation (**Conventions**)

Level 3: Early Independent – All Content and 4 Conventions
- Writes a series of related ideas in an organized, sequential manner (**Content**)
- Includes beginning, middle, and end (**Content**)
- Uses varied sentence patterns and lengths (**Content**)
- Begins to expand oral language to literary and formal language (**Content**)
- Uses descriptive detail and some elaboration (**Content**)
- Demonstrates ability to think about ideas while encoding written language (**Content**)
- Uses a flexible range of strategies to write words (**Conventions**)
- Uses more conventional than temporary spelling (**Conventions**)
- Writes most high frequency words correctly (**Conventions**)
- Generally uses correct capitalization and punctuation (**Conventions**)
- Uses paragraphs although not consistently or appropriately (**Conventions**)

Level 4: Independent – All Content and 1 Convention
- Writes with generally clear organization or sense of story about an established topic (**Content**)
- Connects related ideas smoothly and logically most of the time (**Content**)
- Expresses several ideas to add detail and elaboration most of the time (**Content**)
- Uses vocabulary, ideas, and language from experiences and books (**Content**)
- Uses varied sentence patterns and lengths that develop and extend the topic (**Content**)
- Shows a growing sense of audience (**Content**)
- Writes most words correctly with standard punctuation and capitalization, and sentence fluency (**Conventions**)
- Uses paragraphs consistently and appropriately (**Conventions**)

3rd, 4th, and 5th GRADE WRITING RUBRIC
Criteria adapted from the RI Writing Assessment
From Stone Hill School
http://www.cps.k12.ri.us/stonehil/writingrubric.htm

Score	What do I have to do to earn this score?
6 **Outstanding** **"Wow!"**	• A "6" writing story should have a beginning, a middle and an end in paragraphs. • The story talks to its readers and paints a clear picture of the story in the reader's mind. • It is well thought out and interesting. • It has **many describing words and details**. • It uses **complete sentences that don't always begin the same way**. • It has *very few* spelling, punctuation and grammar mistakes. • It has no capital letter mistakes.
5 **Very Good** "Well Done!"	• A "5" writing story should have a beginning, a middle and an end in paragraphs. • The story has good ideas and is clear to the reader when reading your story. • It has **describing words and details**. • It has **complete, meaningful sentences**. • It has *few* spelling, punctuation and grammar mistakes. • It has very few capital letter mistakes.
4 **Satisfactory** "You Made It!"	• A "4" writing story has good ideas with a beginning, a middle and an end. • It has **some describing words and details**. • It has **complete, well-formed sentences**. • It has *some* spelling, punctuation, capital letter and grammar mistakes.
3 **Fair** "Almost There!"	• A "3" writing story has some good ideas but they may not be in order from beginning, middle and an end. • It has a **few describing words or details**. • It has **generally correct complete sentences**. • It may have *many* spelling, punctuation, capital letter and grammar mistakes.
2 **Weak** "Needs Work!"	• A "2" writing story has some ideas but they are not in any order. • It **does not have complete sentences**. • It has *many* spelling, punctuation, capital letter and grammar mistakes.
1 **Poor** "Try Again!"	• A "1" writing story is mixed up and the reader cannot understand it.

PART IV

Literacy Lessons

Writing a Literacy Lesson Plan

Your lesson plans for tutoring one-on-one may look different from the lesson plans you have written before. In the one-on-one situation, you may find that you add in much more personally meaningful choices such as book choices based on interest and type of writing you ask your student to do. The model below gives you a fundamental framework for writing your literacy lesson plans. Your plans may not have five specific activities in this order. Some activities may integrate more than one area. However, each of these areas should be addressed each time you tutor:

6. Read Aloud (You read aloud to your tutee.)

7. Reading (Your tutee reading to or with you.)

8. Reading response or extension
    (An activity that extends the tutee's comprehension or applies concepts from what was read)

9. Writing
    (Writing as an extension from what was read or an original piece, working students through the writing process)

10. Literacy skill/Strategy work
    (A mini-lesson focusing on "What good readers do")

LANGUAGE AND LITERACY LESSONS
Steps for Successful Lessons

STEP I   Learn all you can about your child:
Interests & Hobbies
Views of himself/herself as a read
- Tour the lab — talk about what appeals to you
- Choose some books to read together — tell why you like them
- Make a mailbox and write messages to each other
- Talk about favorite things to do
- Do an interview, like on TV

STEP II   Identify child's strengths using the Personal Interest Plan
- Areas of interest • Abilities • Ways he/she learns best

STEP III   Set goals to work toward
- Enjoying reading • Choosing to read • Learning new words
- Reading and understanding the story • Pronouncing new words
- Learning to write a story

STEP IV   Select a focus — use a thematic (Animals, sports, etc.)
- Use an Individual Reading Inventory to determine or make a 'best guess' at reading level of child
- Select materials that fit your topic and theme
- Be sure materials are on a level the child can read alone, read with you or that you can read to him/her
- Create and find ways the child can respond to the story that uses different modalities: talking, dramatizing, drawing, creating art projects, cooking, playing games, etc.

STEP V   Plan your lesson carefully
- Think about a welcome for your child
  o Always put a message in the mailbox
  o Write a poem, song or finger play together
  o Pick something that relates to the theme
- Introduce a topic study
  o Let child tell you what he/she knows about the topic
  o You may want to have some questions to guide this
  o Write words the child thinks about when discussing the topic
- Make reading and writing fun learning
  o Predict from pictures; text; title
  o Read the story — predict as you go through the book
  o Retell the story — focus on meaning
  o Work on a skill or strategy using words from the story
  o Complete a follow-up extension activity: art, music, or game
- Always close the lesson on a high note
  o Anticipate what you and the child might do next
  o Plan together
  o Set goals for the next session

ELEMENTS OF LITERATURE

COMPREHENSION SKILLS AND STRATEGIES

LITERARY CONCEPTS

Categorizing and Classifying

Identifying Cause and Effect

Comparing and Contrasting

Identifying Main Idea

Summarizing

Clarifying Content

Searching for Solutions

Making Inferences

Drawing Conclusions

Making Judgments

Predicting Outcomes

Interpreting Characters'
Feelings

Interpreting Characters'
Actions

Interpreting Character Traits

Comparing Characters

Genre
Setting
Plot/Conflict
Dialogue
Characterization
Theme
Climax
Foreshadowing/Suspense
Flashback
Humor/Satire
Irony
Problem—Solution
Conflict
Illustrations
Mood
Tone
Point of view
Symbolism
Narrator/Narration

Elements of:
    Legend/Folktale
    Historical Fiction
    Fantasy
    Biography

Figurative Language:
    Metaphor
    Simile
    Personification
    Alliteration

Repetitive Language

Descriptive Language/
Imagery

TEACHING READING THROUGH PICTURES

The following steps using pictures are designed to help children discover the connection between reading and speaking- that reading is simply decoding symbols that have been written to represent spoken words. This connection is one that, young children do not automatically understand. They need to have experience with the idea to more clearly understand the concept.

Steps:

1. Teacher cuts magazine pictures and places them in groups sets of 3, 4, or 5 pictures with a common theme.

2. Child is asked to place pictures in a sequence. There is no "right" way.

3. Child puts the pictures on the pages of a book, one picture for each page. Leave a blank page at the front of the book for the next step.

3. Child is asked to think of a "name for the pictures" a title.

4. Teacher then asks child to "tell me what is happening in the pictures".

5. Teacher writes a sentence for each picture as the child dictates.

6. After all pictures have been placed in the book, the teacher reads aloud each sentence and asks the child to read it after him/her following the text with their finger or a pointer.

7. Then they reread the entire story a couple of times with much praise, of course.

8. Next, make a word page. This is done by asking the child to point to a word on a page and identifying it. Examples of questions for this part are, "Find the word on this page that you like the best;" "Find the word on this page that starts with the same letter as your name;" "Find the word on this page that is made up of two words;" etc.

9. Write. "Word Page" on the back page of the book and list the words in isolation on this page. Use this page to reinforce the child's ability to recognize the words out of context.

10. Have the child take his/her book around to many people to listen to the reading and give praise.

By Adelaide Kopotic

F-3: Revision Conference Form

REVISION CONFERENCE
What did I do? Where do I need suggestions?

Reread several times.
Go back to the beginning—or the part you're working on—and read it again. Look carefully at your writing.

Should I add something?
interesting vocabulary, a capturing beginning, strong ending, capitalization and punctuation

Should I take something out?
things that don't make sense, confusing words, boring words or words that are used too much, something that's already been said, misspelled words

Should I move things around?
to make more sense, to sound clearer and better

Suggestions/Goals   date _____

F-6: Editing Expectations: Second-Grade Shared Writing

Editing Expectations

1. **Reread**
    *   Did you leave any words out?

2. **Spelling**
    *   Circle *most* misspelled words.
    *   Correct at least *five* of them.
        Look at the word and spell it again another way.
        Sound it out.
        Use your dictionary.
        Ask a neighbor.
        Look around the room for the word.

3. **Neatness**
    *   Use good handwriting.
    *   Space between words.
    *   Be sure there are no capital letters in the middle of words.

4. **Proper Punctuation**

    *   Put a ., ?, ! at the end of every sentence.

5. **Capitalization**
    *   Start every sentence with a capital letter.
    *   Always capitalize the work "I."
    *   Capitalize important names and places, days of the week, months, book titles.

6. **Reread**
    *   Is your story *exactly* the way you want it?

Mr. Robinson's Second-Grade Class
Mercer School in Shaker Heights, OH
November 18, 1998

F-7: Editing Expectations: Third-Grade Shared Writing

EDITING

CHECK YOUR PAPER OVER!!!

1. Look for misspelled words and circle them.
   * Look them up in your dictionary.
     * Cross out the misspelled words and try to write the correct spelling on top of it.
   * Ask a friend.
   * Look around the room for the word.
   * Ask an adult.

2. Go back and put in punctuation.
   * Put periods, question marks, or exclamation marks at the end of each sentence.
   * Put commas between words when you pause, and to separate words such as "My friend, John, Nathan, and I."
   * Examples of sentences with punctuation:
       The teacher said, "No talking!"
       John mowed the lawn.
       What is your name?
   * Use apostrophes: It's (it is) a nice day.
   * When you start a new paragraph indent.

3. Use capitals:
   * at the beginning of every sentence
   * with important names
   * with *I*
   * with states, cities, important places, countries, and streets
   * with titles of books, authors, and illustrators (also underline book titles)

4. Put in a better word for one that doesn't sound right. Try to have your piece as good as it can be.

5. **CHECK IT OVER!**

6. Conference with a friend.

7. **READ IT OVER AGAIN VERY CAREFUL LY!**

\   rade Class, Second Draft, January 13, 1994

Alternatives to "Sound It Out"

Prompts call upon the child to do the work it takes to become a good reader. They also give the child a suggestion about what to do. If used consistently, the prompts become part of the child's own thinking. Prompts get the child to check on his or her own performance.

If the teacher always finds the error for the child,
the child remain dependent upon the teacher.

Only two prompts are required

1. "Try that again."

2. (You can choose which is most appropriate).

a. *Does it make sense (meaning)*

e.g. <u>TEXT:</u>   The house had four bedrooms
     CHILD: The horse had four bedrooms.

You say: "Does that make sense? Does a horse have bedrooms? The word starts like horse. Think about what has bedrooms?"

b. *Does it look right (sounds)*

e.g. <u>TEXT:</u>   He jumped over the gate.
      CHILD: He jumped over the fence.

You say: "Does that word look like the word fence? You can jump over a fence, but the word begins differently. What else could it be?"

c. *Can you say it that way (grammar)*

e.g. <u>TEXT:</u>   The goat ate four shoes.
      CHILD: The goat eated four shoes.

You say: "Do we say- the goat eated? What is another way of saying that?"

But if two prompts haven't solved the problem, tell the child the word before you both forget what the story is about!!

H. Holmes

THE HELPING HAND

Go back and Read again

Think about the story

Get your mouth ready

Make a guess and check it!

Look at the picture
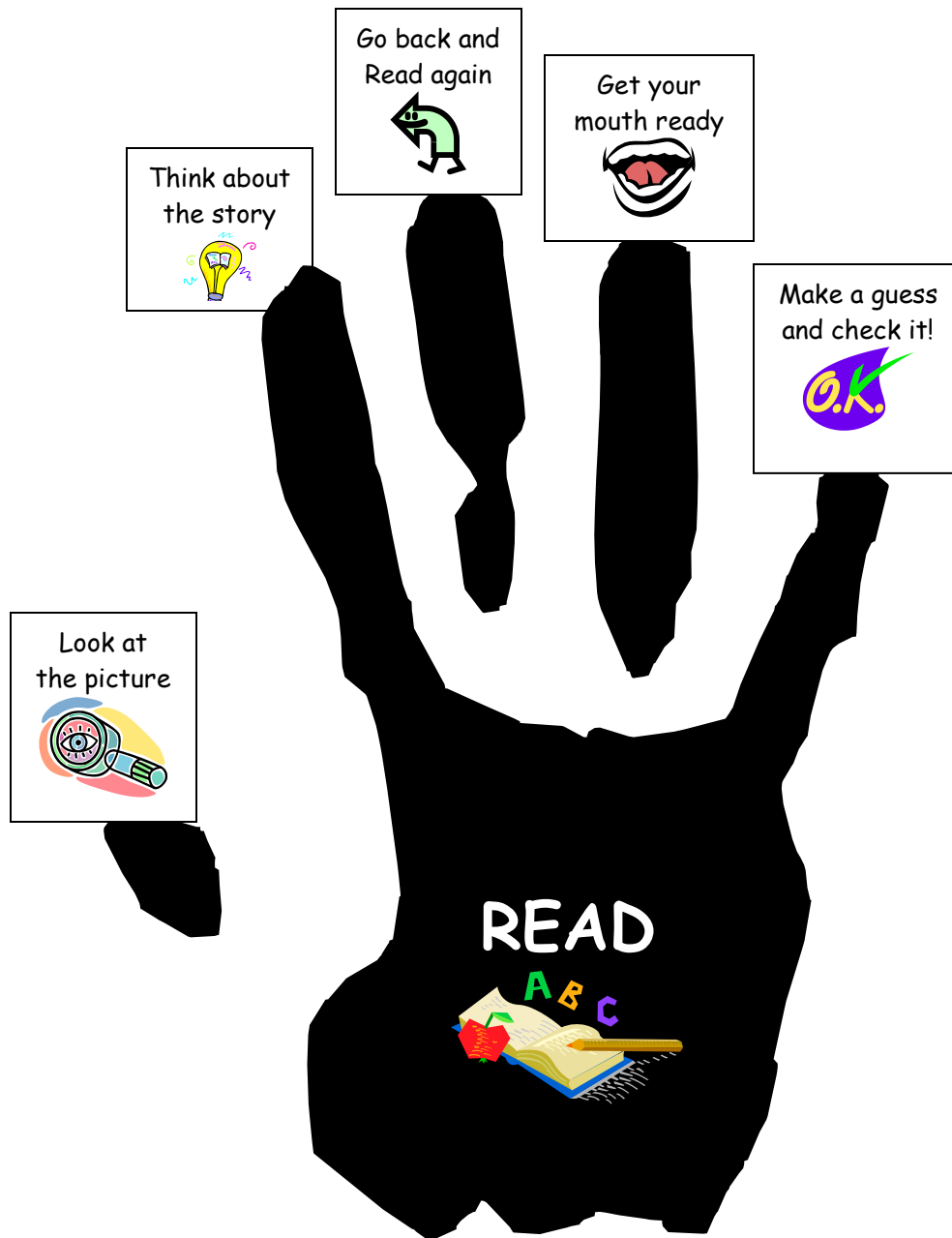
READ

KEY IDEAS FOR TEACHING PHONICS

- Teach systematic and extensive phonics.

- Go from whole text, to words, to word parts.

- Instruction occurs after reading, (e.g. after a story is read to, with, and by the child)

- Start systematic instruction in letter-sound correspondence with familiar print words.

- Teach letter-sound correspondences by showing children the parts of familiar words that are represented in more difficult and unfamiliar words

- Use different colors or highlight various pronunciations

- Make charts that group words with similar letter or letter strings

- Contextualized teaching makes learning memorable

The ideas listed below may be used to develop your response to reading in completion of your Literacy Folder.
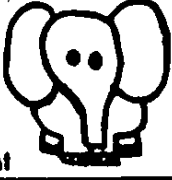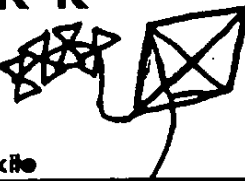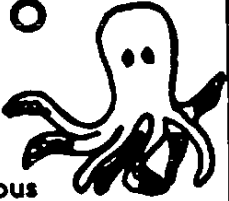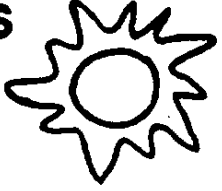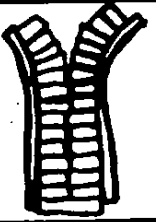
The A B C s of Book Sharing

A — Write an **advertisement.**
B — Create a **book jacket.**
C — Make a **collage** of important events using magazine photos.
D — Make a **diorama** of a favorite chapter.
E — Write a **new ending** to the novel.
F — **Frame** an illustration of a favorite character or scene.
G — Create a **game.**
H — Make a **handmade filmstrip** of your book.
I — **Interview** a character or the author.
J — Write four **journal entries** from the viewpoint of various characters.
K — **Keep** a reading response log. At the end of each chapter, write your feelings, thoughts, and/or questions about the chapter.
L — Write a **letter** to the author expressing your opinion of the book.
M — Create an aerial **map** of the setting.
N — Write a **newspaper article.**
O — Design an **overhead transparency.**
P — Create a **puppet** for each main character; then put on a puppet show.
Q — Develop a **quiz** about your book to give to peers after your presentation.
R — Write a **review** of the book for a magazine or newspaper column.
S — Write a **skit** based on a chapter or particular scene from the story.
T — Design a **T-shirt** promoting the book.
U — **Use** a flannelboard and flannelboard characters to retell the story.
V — Complete a **Venn diagram** comparing two characters from the story.
W — Create a **word-find puzzle** including characters, settings, and other important words from the novel.
X — Take an **"X ray"** of a main character. Describe the character's personality traits, physical traits, involvement in the plot, likes, and dislikes.
Y — **You** become a **prosecuting attorney.** Place one of the main characters on trial for a crime/an incident related to the book. Present your case to the class.
Z — **Zoom** ahead. Write an *epilogue* explaining what characters are doing 10, 15, or 20 years from the ending of the novel.

Alphabet

a b c d   e f g   h i j k l m n o p

q r s t u v w x y z

		A a apple	**B b** bear
C c cat	**D d** dog	**E e** elephant	**F f** fish
G g gate	**H h** hat	**I i** igloo	**J j** jack-in-the-box
K k kite	**L l** leaf	**M m** moon	**N n** nest
O o octopus	**P p** pig	**Q q** queen	**R r** ring
S s sun	**T t** turtle	**U u** umbrella	**V v** vacuum
W w window	**X x** x-ray	**Y y** yo-yo	**Z z** zipper

Appendix 3 Alphabet Linking Chart

LITERACY FOLDER

Contents

Personal Interest Inventory
3 Writing Samples (beginning, middle, end)
2 Assessments (beginning and end)
Examples of Student Work
Reading and Writing Logs
Skills Profile

Tutor: _____

Child: _____

Date: _____