

Handout 6.1 Curriculum-Based Evaluation Process in Decoding Flowchart

Curriculum-Based Evaluation: Decoding

PROBLEM IDENTIFICATION			
1. Ask: Is there a problem?		Do: Initial identification of problem	
2. Ask: Does the problem warrant further investigation?		Do: Conduct Survey-Level Assessment	
Oral Reading Fluency			
PROBLEM ANALYSIS			
3. Ask: What is the student's accuracy and rate at grade-level?	Rate + Accuracy +	Rate + Accuracy -	Do: Examine rate and accuracy with grade-level material
Do: Assess Comprehension (see Chapter 8)	Teach: Fluency	4. Ask: Can the student self-correct errors?	5. Ask: Does the student have acceptable rate above grade 1?
		Do: Assess self-monitoring skills	Do: Examine results of Survey-Level Assessment
		Yes	Yes
		No	No
		Teach: Self-Monitoring	Do: Go to "Rate - Accuracy -"
		6. Ask: Are there patterns to the student's reading errors?	Do: Assess Early Literacy Skills (see Chapter 7)
		Do: Conduct Error Analysis	
		Yes	No
		Teach: Targeted Instruction	Teach: General Reading Skills
		7. Ask: Are sight words a concern?	Do: Assess sight words
		Yes	No
		Teach: Targeted Instruction	
PLAN IMPLEMENTATION			
Teach: Self-Monitoring	Teach: Fluency	Teach: Targeted Instruction	Teach: General Reading Instruction
PLAN EVALUATION			
Monitor Effectiveness		Monitor Fidelity	

Note: + = at criterion, - = below criterion

Handout 6.2 Survey-Level Assessment Instructions

Purpose: To determine existence and severity of a reading problem.

Materials Needed:

- Writing tool, Timer
- Handout 6.5 to record scores
- Three passages for each grade level that will be assessed
 - Student copies and Evaluator copies

Directions:

1. Administer three 1-minute oral reading fluency probes at the student's grade level using standardized procedures.
 - a. Place the student copy of the passage in front of the student. Say ***"When I say 'Begin,' start reading aloud at the top of the page. Read across the page (demonstrate by pointing across the page). Try to read each word. If you come to a word you don't know, I'll tell it to you. Be sure to do your best reading. Are there any questions? Begin."***
 - b. Start timing when the student says the first word. If the student does not say the first word within 3 seconds, supply the first word and mark it as incorrect (3-seconds rule).
 - c. Follow along and record errors using a slash (/). Supply the word if the student does not say the word within 3-seconds (see Good and Kaminski 2011; Hosp et al. 2006; and Shinn and Shinn 2002 for more information about CBM)
 - d. After 1 minute, say ***"Stop,"*** and mark a "J" to indicate where the student stopped.
 - e. When administering the other passages, use abbreviated directions. Say ***"When I say 'Begin,' start reading aloud at the top of the page. Begin."***
2. Score the passages using procedures outlined by CBM procedures and by consulting Table 6.3. Use the formulas below to calculate accuracy and rate. Identify the median (the middle) score for both rate and accuracy and record the results on Handout 6.5.

Interpretation Guidelines:

3. Ask: Does the issue warrant further consideration?
 - If the student is performing at criterion for accuracy ($\geq 95\%$) and rate (\geq Fall 25th percentile), at expected grade level, then you are finished with Decoding CBE and can examine reading comprehension (see Chapter 8).
 - If the student is not performing at criterion for either accuracy or rate at grade level, proceed to the problem analysis and examine the student's rate and accuracy to determine further steps.

Formula for Calculating Rate

$$\text{Total Words Read} - \text{Errors} = \text{Rate (WRC)}$$

Formula for Calculating Accuracy

$$\frac{\text{Words Read Correct (WRC)}}{\text{Total Words Read}} \times 100 = \text{Percentage Accuracy}$$

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Handout 6.3 Self-Monitoring Assessment Instructions

Purpose: To determine if the student has the decoding skills needed to self-correct errors.

Materials Needed:

- Writing tool
- Clicker or additional pen or pencil for tapping
- Handout 6.6
- Copies of reading passages in which student reads at criterion for rate, but below criterion for accuracy (i.e., less than 95%)
 - Student copies and Evaluator copies

Directions:

1. Gather passages from a grade level in which the student reads at criterion for rate, but is below criterion for accuracy (i.e., less than 95%).
2. Provide a prompt to the student. Say, ***“I want you to read this passage aloud. Take your time and read as accurately and carefully as you can. Focus on reading your best, not the fastest. Are you ready? (pause) Begin.”***
3. Determine if the prompt improved the student’s reading accuracy, rate, and percentage of errors corrected. Use Handout 6.6 to calculate and record scores.
 - If yes, consider the use of incentives and prompts for the reading. Also consider continuing with step 4.
 - If no, proceed to the next step.
 - e. ***Using new copies of reading passages, say to student, “Please read this aloud. This may be difficult for you, but please do your best reading. I am not timing you, but if you make a mistake, I will (tap this pencil, click this clicker). That is your clue that you made a mistake. I want you to find the mistake and fix it. Remember, find it and fix it? What will you do?”*** (Student indicates understanding of procedure).
4. Have the student read aloud and provide a cue each time a word is misread.
 - As the student reads and makes a mistake, mark each error with a “slash” and write down the error that is made above the misread word. Provide the prompt, and then mark a “slash” next to the error to indicate that the prompt was given. Write down the word the student says following the prompt (see Fig. 6.5).

Interpretation Guidelines:

5. Ask: *Can the student self-correct errors?* Use 90 % as a general guideline.
 - a. Determine the number of errors made and the percentage of errors corrected. Use Handout 6.6 to record your results.
 - b. Take the total errors corrected divided by the total errors made and multiply by 100 to get the percentage of errors corrected. (See following formula.)

$$\frac{\text{Total Errors Corrected}}{\text{Total Errors Made}} \times 100 = \text{Percentage of Errors Corrected}$$

- c. If the answer to the question “Can the student self-correct at least 90 % of errors?” is yes, then the student likely has a self-monitoring issue. Suggest the teaching strategy “Teach: Targeted Instruction.”
- d. If the answer to the question is “no,” then proceed to step 6 in Handout 6.1.

Handout 6.4 Error Analysis Instructions (Decoding Errors)

Materials Needed:

- Writing tool
- Handouts 6.7 and 6.8
- Reading material in which the student read between 80% and 85% accuracy
 - Evaluator copies and student copies

Directions:

1. Identify a grade level from which the student reads with between 80% and 85% accuracy and gather passages from that grade level. Select passages that are lengthy (250+ words) in order to have an adequate amount of material.
2. Instruct the student to read (untimed) and follow along, recording errors. Record general and reading and decoding errors using the codes listed in Table 6.3.
3. Obtain a sample size of at least 25 words for grade 1 and 50 for grades 2 and up.

Interpretation Guidelines

4. Ask: *Are there patterns to the student's reading errors?* There are three questions to ask in analyzing the errors.
 - a. Do the errors violate the meaning of the passage? If so, are they self-corrected?
 - b. What types of general reading errors are made?
 - c. What types of decoding errors are made?
5. **Meaning Violation Errors.**
 - a. Write each error and code it under the appropriate column with an "X" using the coding sheet in Handout 6.7 (Table 6.7.1).
 - b. Tally the frequency of errors and then calculate the percentages for each type. Write the totals on the tally sheet in Handout 8 (Table 6.8.1).
 - c. Answer the question, *Is the student self-correcting errors, particularly ones that violate the meaning of the text?*
6. **General Reading Errors.**
 - a. Code each error that the student makes using Table 6.7.2 in Handout 6.7. Write the totals on Table 6.8.2 in Handout 6.8. Table 6.3 and Figs. 6.4 and 6.5 provide examples of ways to record errors.
7. **Decoding Errors.** Answer the question, *"Do decoding errors make up a significant majority of the errors made?"*
 - a. If yes, code each decoding error using the coding sheet in Handout 6.7 (Table 6.7.3). Tally the totals on Table 6.8.3 in Handout 6.8.
8. Ask: *Are patterns evident in the student's reading errors?*
 - d. Review the results in Handout 6.8. If a pattern emerges, follow the teaching recommendation of "Teach: Targeted Instruction" (see Handout 6.11).
 - e. If no pattern emerges, follow the teaching recommendation "Teach: General Reading Skills" (see Handout 6.12).

Handout 6.5 Survey-Level Assessment Recording Sheet

Student Name: _____ Date: _____ Grade: _____

	Passage 1	Passage 2	Passage 3	Median	Criterion	Met?	Benchmark
Level 8	rate				123		N/A
	accuracy				95%		
Level 7	rate				119		N/A
	accuracy				95%		
Level 6	rate				116		107
	accuracy				95%		
Level 6	rate				94		111
	accuracy				95%		
Level 4	rate				84		90
	accuracy				95%		
Level 3	rate				59		70
	accuracy				95%		
Level 2	rate				35		52
	accuracy				95%		
Level 1	rate				19 ^b		23 ^c
	accuracy				95%		

^a based on Fall DIBELS Next Benchmark Goals (<http://dibels.org/papers/DIBELSNextBenchmarkGoals.pdf>). ^b Winter 25th benchmark^c First grade is based on a Winter benchmark because ORF is not administered in first grade until the winter.

Expected Instructional Level (Grade-level):	_____
Obtained Instructional Level (meets rate and accuracy):	_____
Obtained rate with grade-level material:	_____
Expected rate with grade-level material:	_____
Subtract obtained rate from expected rate = rate discrepancy:	_____
Obtained accuracy with grade-level material:	_____
Expected accuracy with grade-level material:	95%
Subtract obtained accuracy from expected accuracy = accuracy discrepancy:	_____

Note: See Handout 6.2 for formulas to calculate rate and accuracy.

Handout 6.6 Self-Monitoring Assessment Recording Sheet

First Read	
Conditions	Read passage without any specific prompting.
Grade Level of reading material	
Number of words read correctly	
Accuracy	
Errors made	
Errors corrected	
Percentage of errors corrected	

Intervention: Prompt	
Conditions	Provided prompt to read accurately.
Grade Level of reading material	
Number of words read correctly	
Accuracy	
Errors made	
Errors corrected	
Percentage of errors corrected	

Intervention: Pencil Tap	
Conditions	Told to read and prompted to correct errors using a clicker or pencil tap.
Grade Level of reading material	
Number of words read correctly	
Accuracy	
Errors made	
Errors corrected	
Percentage of errors corrected	
Meet 90% Criterion?	Circle: Yes No

Formulas

For rate:

$$\text{Total Words Read} - \text{Errors} = \text{Rate (Words Read Correct)}$$

For accuracy:

$$\frac{\text{Words Read Correct (WRC)}}{\text{Total Words Read}} \times 100 = \text{Percentage Accuracy}$$

For percentage of errors corrected:

$$\frac{\text{Total Errors Corrected}}{\text{Total Errors Made}} \times 100 = \text{Percentage of Errors Corrected}$$

Recording Change in Rate for Prompt:

–			=		
Prompt WRC		First Read WRC		Difference	
/			X 100 =		
Difference		First Read WRC		Percentage of Change in WRC	

Recording Change in Accuracy for Prompt:

–			=		
Prompt Accuracy		First Read Accuracy		Difference	

Recording Change in Percentage of Errors Corrected for Prompt:

–			=		
Prompt % of Corrected Errors		First Read % of Corrected Errors		Difference	

Recording Change in Accuracy for Self-Monitoring:

–			=		
Self-Monitoring % of Corrected Errors		First Read % of Corrected Errors		Difference	

Recording Change in Percentage of Errors Corrected for Self-Monitoring:

–			=		
Self-Monitoring % of Corrected Errors		First Read % of Corrected Errors		Difference	

Handout 6.7 Error Analysis Coding Sheets

Table 6.7.1 Meaning violation coding sheet

Use this sheet to record and analyze meaning violation errors. Place a tally or check mark in the corresponding column. Mark if the error was self-corrected. Calculate totals and percentages and then transfer the results to tally table in Handout 6.8

Error	Violates Meaning	Does Not Violate meaning	Cannot Classify	Self-Corrected?
Read "home" as "house"		X		No
Omitted the word "collection"	X			Yes
Totals				
Percentages				

Table 6.7.2 General reading errors coding sheet

Use this sheet to record and analyze general reading errors. Place a tally or check mark in the corresponding column. Calculate totals and percentages and then transfer the results to the tally table in Handout 6.8

[illegible]

Handout 6.8 Error Analysis Tally Sheet: General Reading Errors

Table 6.8.1 Meaning Violation and Self-Correction of errors Tally Table

Total Number of Errors to be Analyzed				
	Violates Meaning	Does Not Violate	Cannot Determine	
Frequency of Error				
Frequency Self-Corrected				
Percentage of Errors Made				
Percentage of Errors Corrected				

Note: Consider all of the errors made by the student and determine whether or not they violate meaning.

Table 6.8.2 General reading errors tally table

Type of Error	Frequency	Percentage	Example
<i>Decoding Errors:</i>			
Errors are Real Word			"can't" for "cat"; "the" for "a"
Errors are Not Real Words			"hant" for "have"
Errors are Self-Corrected			(self-corrects an error within 3 seconds)
<i>Insertions:</i>			
Contextually Appropriate			We <i>still</i> are going...
Contextually Inappropriate			We <i>and</i> went to have...
<i>Fluency Errors:</i>			
Omissions			"I (went) away..." (<i>went</i> omitted)
Hesitations (3 seconds)			"We...(3 seconds)(exclaimed)..."
Repetitions (3 times)			"I went to, I went to, I went to..."
Punctuation: not pausing at punctuation			"...the end. Then we..." (no pause at period)
Self-corrects			(self-corrects an omission)
TOTAL ERRORS		-	
<i>Qualitative:</i>	Occurred?		
Pauses at end of lines of text	Yes	No	Pauses at end of line of text
Poor prosody or intonation	Yes	No	Lack of expression
Chunking phrases	Yes	No	Reads word by word
Other:			
Other:			

Table 6.8.3 Decoding Errors Tally Table

Types of Errors	Error Count	% of Total Errors	Opp.	% of Errors By Opp.	Example
<i>Words:</i>					
Short Vowel Sounds					'a' in apple
Long Vowel Sounds					'ee' in jeep
Silent 'e' sound/CVCE					bite, mope, tape
High-frequency/Sight					do, make, yes, it
Compound Words					into, football
Contractions					haven't, can't
Silent Letters					knit, know
Polysyllabic Words					cucumber, tomorrow
Double consonant words					butter, written
<i>Units:</i>					
Misses initial sound, Prefixes					pre, be, post, sub
Misses rime (initial sound only)					"hit" for "help", "was" for "were"
Misses final sound, Suffixes					able, ing, s; "works" as "work"
R-controlled vowels					er, ir, ar
Vowel/Consonant blends					al, il, el
Vowel Teams/Combos					ai, ay, ee
Consonant Combinations					sh, kn, ph, th, wh
TOTAL					

Note: Opp = opportunity. Error Count is a synonym for frequency or occurrence of the error.

Handout 6.9 Sight Word Lists

Table 6.9.1 Sight word list by grade level

Preprimer	Primer		First grade	Second grade		Third grade
a	all	under	after	always	why	about
and	am	want	again	around	wish	better
away	are	was	an	because	work	bring
big	at	well	any		would	carry
blue	ate	went	ask	been	write	clean
can	be	what	as	before	your	cut
come	black	white	by	best		done
down	brown	who	could	both		draw
find	but	will	every	buy		drink
for	came	with	fly	call		eight
funny	did	yes	from	cold		fall
go	do		give	does		far
help	eat		going	don't		full
here	four		had	fast		got
I	get		has	first		grow
in	good		her	five		hold
is	have		him	found		hot
it	he		his	gave		hurt
jump	into		how	goes		if
little	like		just	green		keep
look	must		know	its		kind
make	new		let	made		laugh
me	no		live	many		light
my	now		may	off		long
not	on		of	or		much
one	our		old	pull		myself
play	out		once	read		never
red	please		open	right		only
run	pretty		over	sing		own
said	ran		put	sit		pick
see	ride		round	sleep		seven
the	saw		some	tell		shall
three	say		stop	their		show
to	she		take	these		six
two	so		thank	those		small
up	soon		them	upon		start
we	that		then	us		ten
where	there		think	use		today
yellow	they		walk	very		together
you	this		were	wash		try
	too		when	which		warm

Table 6.9.2 Dolch 220 basic word listed by frequency

Words								
1–25	26–50	51–75	76–100	101–125	126–150	151–175	176–200	200–220
the	look	get	ride	away	again	black	warm	wash
to	is	them	into	old	play	white	ate	show
and	her	like	just	by	who	ten	full	hot
he	there	one	blue	their	been	does	those	because
a	some	this	red	here	may	bring	done	far
I	out	my	from	saw	stop	goes	use	live
you	as	would	good	call	off	write	fast	draw
it	be	me	any	after	never	always	say	clean
of	have	will	about	well	seven	drink	light	grow
in	go	yes	around	think	eight	once	pick	best
was	we	big	want	ran	cold	soon	hurt	upon
said	am	went	don't	let	today	made	pull	these
his	then	are	how	help	fly	run	cut	sing
that	little	come	know	make	myself	gave	kind	together
she	down	if	right	going	round	open	both	please
for	do	now	put	sleep	tell	has	sit	thank
on	came	long	too	brown	much	find	which	wish
they	could	no	got	yellow	keep	only	fall	many
but	when	came	take	five	give	us	carry	shall
had	did	ask	where	six	work	three	small	laugh
at	what	very	every	walk	first	our	under	
him	so	an	pretty	two	try	better	read	
with	see	over	jump	or	new	hold	why	
up	not	your	green	before	must	buy	own	
all	were	its	four	eat	start	funny	found	

Sight Word Tally Sheets

Directions:

Calculate the percentage of WRC and record the totals in Table 6.9.3. Then write down the specific words to target for instruction in Table 6.9.4.

Table 6.9.3 Percentage of WRC by grade level

Grade Level	Percentage Read Correctly
Pre-Primer	
Primer	
First Grade	
Second Grade	
Third Grade	

Table 6.9.4 Words for instructional target

Words to Target for Instruction

Handout 6.10 Teach: Self-Monitoring

Targeted Skill: Accuracy and self-monitoring

Purpose and description: The purpose is to prompt the student to correct errors that he or she makes while reading and to increase the active monitoring of comprehension while reading. Initially, the student is prompted after each error. As the accuracy of the student improves, the prompt can be gradually faded and provided on a delay.

Materials:

- Reading passages at the student's instructional level
 - Teacher copies (optional)
- Clicker
- Data-tracking sheet (sticky note, index card, etc.)

Setting:

Directions:

1. Say to the student, ***"Please read this aloud. If you make a mistake, I will (tap this pencil, click this clicker). That is your clue that you made a mistake and I want you to find the mistake, fix it, and then go back to the beginning of the sentence."***
2. Establish a goal for accuracy for the student. This can be based on the previous day's performance or another criterion determined by the teacher.
3. As the student reads aloud, follow along and provide the cue each time the student makes an error. If the student does not say the word within 3 seconds, provide error correction (*"That word is _____. What word?"*) and have the student reread the sentence.
4. Record if the student corrected the error accurately following the cue using a data-tracking sheet, such as a sticky note, an index card, or on a copy of the passage.
5. Following the reading, calculate the student's accuracy and determine if he or she met the goal. Provide feedback on performance.
6. As the student meets his or her goal (i.e., 3 days in a row), begin to delay the time in which the prompt is provided. For example, the prompt can be provided at the end of a sentence in which an error was made instead of after each error. From there, the prompt can be provided at the end of the paragraph.

Considerations and Modifications:

- Eventually, the prompt can be replaced with self-monitoring questions, such as "Did that make sense?" The teacher can use a rubric taped to the student's desk that prompts them through a series of questions (e.g., Did that make sense? Did I make any mistakes?, etc.).
- This can be delivered in groups by pairing up students together and monitoring their reading.
- Graphing the student's daily accuracy is a good way to represent progress.

Evidence-Base: Hattie and Timperley 2007; Howell and Nolets 2000

Handout 6.11 Teach: Repeated Reading

Targeted Skill: Fluency with connected text.

Purpose and Description: To provide extended time and opportunity for the student to reread passages or portions of text in order to build fluency. The purpose is to build the student's rate, accuracy, and prosody.

Materials

- Passages of text at student's instructional level (150–250 words)
 - Tutor copies of passages (optional)
- Timer
- Reinforcement card (optional)

Setting: One-on-one or with pairs of students

Directions

1. Provide a preview of difficult passage words. Use a format such as, *"This word is _____. What word?"*
2. Say, *"You are going to read the story. If you get stuck, I will tell you the word so you can keep reading. Do your best reading. Read until I say 'stop.' Ready? Begin."* Have the student read the passage for 1 minute. The teacher or tutor follows along and records errors.
3. After the student reads, provide feedback on his or her performance. The tutor shares how many words the student read correct and provides error correction for each misread word using the format in Step 1. The student is also directed to read the few words before and after the misread word (to capture the phrase) or the entire sentence that contained the error.
4. Say to the student, *"I want you to read the story along with me. Use your finger to follow along and try your best reading with me. Ready? Begin."* The student reads along with the teacher/tutor, as the teacher/tutor models expressive reading at a slightly faster pace than what the student read.
5. Say to the student, *"I want you to read just like what we've practiced. Last time, you read _____ words. Try to beat your score!"* The student rereads the passage independently again and the teacher or tutor follows along and records errors.
6. Step 5 is repeated twice, resulting in a rereading of the passage a total of four times by the student.

Considerations and Modifications

- Students can be assigned in pairs for this strategy. Students can take turns reading paragraphs within a passage for a total of 10 minutes. Students provide error correction with a standard prompt (see Step 1).
 - Praise and rewards can be provided based on reaching daily goals. Students can also have "reward cards" in which the teacher provides tangible reinforcement (sticker, stamp) for following the steps of the strategy.
- Use daily goals, which can be set based on normative or benchmarks standards (see DIBELS Next benchmarks).
- The "How did I read?" rubric can be used to provide detailed feedback (see Table 6.11.1).

Evidence-base: Lo et al. 2011; Musti-Roo et al. 2009

Table 6.11.1 How Did I Read? (Adapted from: Therrien et al. 2012)

Level 4	<input type="checkbox"/>	I read most of the story in long, meaningful phrases
	<input type="checkbox"/>	I repeated or missed only a few words.
	<input type="checkbox"/>	I emphasized important phrases or words.
	<input type="checkbox"/>	I read with expression.
Level 3	<input type="checkbox"/>	I read most of the story in three- or four-word phrases.
	<input type="checkbox"/>	I repeated or missed only a few words.
	<input type="checkbox"/>	I emphasized important words or phrases.
	<input type="checkbox"/>	I read some of the story with expression.
Level 2	<input type="checkbox"/>	I read mostly in two-word phrases.
	<input type="checkbox"/>	I repeated or missed a lot of words.
	<input type="checkbox"/>	I did not emphasize important words or phrases.
	<input type="checkbox"/>	I did not read with expression.
Level 1	<input type="checkbox"/>	I read most of the story word-by-word
	<input type="checkbox"/>	I repeated or missed a lot of words.
	<input type="checkbox"/>	I did not emphasize important words or phrases.
	<input type="checkbox"/>	I did not read with expression.

Handout 6.12 Teach: Listening Previewing with Partner Reading

Targeted Skill: Fluency with connected text

Purpose: To enhance reading fluency and comprehension by discussing key vocabulary words and providing an opportunity for students to hear what they will read prior to independent reading.

Materials:

- Stopwatch, one per student pair.
- Reading materials, one set per student.

Setting: Partner groups, whole-class activity

Directions

Preparation

1. Explain to the students they will work in pairs to practice reading. Demonstrate the Paired Listening Previewing procedures as follows:
 - a. The more proficient reader reads the first paragraph (or sentence for younger and less skilled students) while less proficient reader follows along. Then the less proficient reader reads the same paragraph or sentence.
 - b. As one student reads, the other corrects errors (substitutions, omissions, additions, and hesitations of 3+ seconds). If neither student in the pair knows word, raise hand to ask for help.
2. Assign listening previewing have the students move to their partner stations. (Use reading data to create pairs by matching higher performing readers with lower performing readers.)
3. To ensure higher performing students read first, designate them as the “red team” and lower performing students as the “blue team” or some other team names.v
4. Conduct a class wide practice session while you move around the room providing encouragement and assistance.

Implementation

5. At the beginning of instructional period, write 10–12 key words from the reading selection on the board or word wall. Key words are those words that are critical to understanding the assignment and may be difficult to understand or pronounce.
6. Read the first word to the students and have them repeat chorally. Discuss meaning. Ask questions to determine if they understand meaning. Repeat for each of key words.
7. Then read the selection aloud, while students follow along silently. To promote active attention, instruct students to follow along with a finger under each word as you read.
8. After you read selection, have students go to their partner stations and take turns reading same selection, one paragraph at a time, with higher performing student reading first. Instruct students to read for 2 minutes. each and then switch who is reading.

Considerations and Modifications

- Comprehension questions can be prepared for the passages and student pairs can collaborate to prepare answers to comprehension worksheets. Review the questions as a whole-class activity and have students correct own partner’s papers.
- A different version of previewing involves the teacher reading the story aloud while students follow along. The teacher can pause and ask students to read the next word in the passage. Those words can be underlined in the student’s passage in order to cue them. The teacher models fluency while reading. When students go into pairs, the teacher monitors fluency during partner reading.
- Students can score accuracy for each other and set daily or weekly goals.
- Points and rewards can be utilized based on students reading with fluency, attending to the task, or meeting accuracy goals.
- Students can be cued to take turns reading by the teacher instead of relying on individual timers.

Evidence-base: Begeny and Silber 2006; Rathvon 2008

Handout 6.13 Teach: Chunking

Targeted Skill: Fluency at the phrase level

Purpose and description: To build fluency with phrases and develop prosody. Teachers pair up a more proficient student with a less proficient student and use a reading passage at the less proficient student's instructional level.

Materials:

- Passages with slashes between phrases
 - Passages are at the less proficient student's reading level

Setting: Partners, small-group, or whole-group instruction

Directions

1. Teacher pairs a more proficient student with a less proficient student
2. Each passage is prepared by placing slashes between two- to five-word phrases to indicate fluency at the phrase level (e.g., "The little cat/was running/down the street"). (Double slashes can be used between sentences.)
3. The teacher models fluent reading of the passage to students.
4. Students take turns practicing by reading the phrases in chunks to each other.

Considerations and Modifications

- A variation on this strategy is to write phrases on pieces of paper and having students reorder them into a sentence. They then practice reading the phrases.

Evidence-base: Vaughn and Linan-Thompson 2012

Handout 6.14 Word Drill

Targeted Skill: Error correction

Purpose and description: To provide immediate corrective feedback to the student and provide opportunities to practice the accurate word. During reading, a standard format is used to correct errors made by the student.

Materials:

- Writing tool
- Index cards
- Reading materials

Setting: Small-group or one-on-one when active reading is taking place

Directions

1. If a student misreads a word while reading a passage or list of words, the teacher provides the correct word using the *word supply* correction technique (“*That word is _____. What word?*”)
2. The student says the corrected word and continues to read. The teacher then writes the misread word on an index card.
3. Following completion of the reading passage or list, the teacher then presents the student with the deck of cards that contains the misread words.

Drill procedure:

4. Each card is presented to the student and he or she is asked to read the word. If the word is read correctly, the card is placed faced down on the table. If the word is misread, the word supply procedure is followed (as described in Step 1). Then that card is placed at the back of the deck.
5. The drill procedure is followed until each word is read correctly. Once all the words are read correctly, the entire deck is shuffled and the drill procedure is repeated.
6. Once the student can read all the words/cards correctly without teacher-assistance for two consecutive trials, the drill procedure ends.

Considerations and Modifications

- Word drill can be combined with other correction procedures. For example, the student can be prompted to reread the sentence when he or she makes an error (sentence repeat), or the student can repeat the correct word three times (overcorrection).
- If used during small-group instruction, any error made by the group is written on a card. The same procedures are followed but the drill procedure ends once the group can read accurately for two consecutive trials.
- The word supply procedure can be modified during drill procedure. The teacher can supply the correct word, and the student can repeat it. The teacher then asks “*What word?*” and the student repeats the word again.

Evidence Base: Jenkins and Larson 1979; Jenkins et al. 1983; Singh 1990; Singh and Singh 1986

Handout 6.15 DISSECT Strategy

Targeted Skill: Decoding multisyllabic words and complex word units.

Purpose: To improve word identification skills in content area textbooks with a strategy for pronouncing and recognizing complex multisyllabic words.

Materials:

- Social studies or science textbooks or other reading material in content areas.
- Posterboard and sheet of paper or student (optional) listing common prefixes and suffixes.
- Posterboard and sheet of paper or student (optional) listing the DISSECT steps.
- Posterboard and sheet of paper or student (optional) listing the Rules of Twos and Threes
- Classroom dictionaries, one per student.

Setting: Small-group and whole-group

Directions:

Introduction and Training

1. Display the list of DISSECT steps, list of prefixes and suffixes, and chart with the Rules of Twos and Threes. If desired, give students individual copies of materials to refer to during class work/homework assignments.
2. Have discussion about the importance of good reading skills to success in subject area.
3. Tell students they'll be learning a seven-step strategy to help them read and remember difficult words. Explain that *dissect*—"to separate into parts"—will help them remember the seven steps.
4. Using the *DISSECT chart and board, describe and demonstrate the seven strategy steps to use when encountering a difficult word.
5. Discuss situations in which students can apply the strategy (e.g., homework, leisure reading) and the benefits of learning and using the strategy (e.g., improved grades, more enjoyable reading experiences, greater knowledge of world and community events, etc.).
6. Include suggestions in discussion: (a) strategy is most effective on reading assignments that follow discussion of content in class; (b) the first six steps usually will not work on vocabulary words not yet introduced; (c) students should learn strategy so well that they can complete the first five steps in no more than 10 seconds.
7. Write a multisyllabic word from current reading assignment on board and use it to demonstrate the entire strategy using a think-aloud procedure so students can observe process.
8. Write other multisyllabic words on board and select students to demonstrate the strategy. Prompt them to think aloud as they go through the steps and provide support and corrective feedback as needed.

Implementation

1. During social studies or science lessons, review the strategy when introducing new vocabulary. Select students to demonstrate strategy on several words.
2. Provide time for students to apply the strategy during class assignments. If desired, divide class into pairs and have them work together to apply the strategy to a section of the text or reading materials while you circulate to provide assistance.

DISSECT

D—Discover the context. Skip the difficult word, read to the end of the sentence, and use the meaning of the sentence to make your best guess about a word that fits in place of the unfamiliar word. If the guessed word does not match the difficult word, proceed to the next step.

I—Isolate the prefix. Using the list of prefixes, look at the beginning of the word to see if the first several letters form a prefix that you can pronounce. If so, box it off by drawing a line between the prefix and the rest of the word.

S—Separate the suffix. Using the list of suffixes, look at the end of the word to see if the last several letters form a suffix that you can pronounce. If so, box it off by drawing a line between the suffix and the rest of the word.

S—Say the stem. If you recognize the *stem* (the part of the word that is left after the prefix and suffix have been boxed off), pronounce the prefix, stem, and suffix together. If you cannot recognize them, proceed to next step.

E—Examine the stem. Using the *Rules of Twos and Threes*, dissect the stem into easy-to-pronounce word parts.

C—*Check with someone.* If you still cannot pronounce the word, ask someone for help. If someone not available, go to the next step.

T—*Try the dictionary.* Look up the word in the dictionary, use the pronunciation guide to pronounce the word and read the definition if you do not know the meaning of the word.

Rules of Twos and Threes

Rule 1

- If a stem or any part of a stem begins with a **vowel**, separate the first **two** letters from the rest of the stem and pronounce them.
- If the stem or any part of the stem begins with a **consonant**, separate the first **three** letters from the rest of the stem and pronounce them.
- Once you have separated the first two or three letters from the stem, apply the same rules until you reach the end of the stem (example: al/ter/na/tor)
- Pronounce the stem by saying the dissected parts. If you can read the stem, add the prefix and suffix and reread the entire word. If you cannot use Rule 1, use Rule 2.

Rule 2

- Isolate the first letter of the stem and try to apply Rule 1 again. Rule 2 is especially useful when the stem begins with two or three consonants.

Rule 3

- If two different vowels appear together in a word, pronounce both of the vowel sounds. If that does not sound right, pronounce one vowel sound at a time until it sounds right. Rule 3 can be used with either Rule 1 or Rule 2.

Evidence Base: Lenz and Hughes 1990; Rathvon 2008

Handout 6.16 General Reading Instruction

Targeted Skill: Phonics and knowledge of the alphabetic principle

Purpose: The purpose is to improve the student's decoding skills. By providing a structured, engaging format, teachers can exercise a high degree of control and ensure students learn skills and demonstrate them accurately.

Materials

- The materials will vary by the instructional format, but the teacher should be fluent with the instructional format.

Setting: Small-group or one-on-one

Directions

1. *Introduction:* Students are provided an overview of the learning objectives for the day.
2. *Review:* Previously learned material is reviewed in order to build retention, accuracy, and fluency with the material.
3. *Modeling:* The teacher presents the new material in small, successive steps.
4. *Guided practice:* Students are provided an opportunity to practice the new skills. Teachers use immediate error correction formats, praise for accurate demonstration of the skill, and signaling to prompt students to respond.
5. *Independent practice:* Students are provided independent practice with the new skill. The teacher monitors performance, provides praise, and ensures accurate demonstration of the skill.
6. *Closure:* A summary of what was learned is provided.

Considerations

- What is the pacing of instruction, as measured by OTRs? Students should have 4–6 OTRs in whole-group and 8–12 in small-group.
- What is the student's accuracy with responses? With new material (guided practice), students should be responding with at least 80% and with practice material, responses should be at least 93%.
- Can the group size of instructional plans be reduced and more instructional minutes added?
- Does the instructional focus of the student's instruction match the skill deficits identified in the student?

Evidence base: Carnine et al. 2009

Appendix 6A

Reward-Based Assessment Instructions

Purpose: To determine if the student has a performance-deficit or a skill-deficit.

Materials Needed:

- Writing tool
- Timer
 - Handout 6.6 for directions; Handout 6A.1 to record scores
 - Rewards and prizes
 - Three passages for each grade-level that will be assessed
 - Student copies and evaluator copies

Directions:

1. Transfer the median scores from Handout 6.6 to Handout 6A.1 under the column “without reward.”
2. Determine a small reward for the student by interviewing them for preferences.
3. Tell the student he or she may earn the reward if score improves by one correct word.
 - Explain that you will administer three grade-level probes and that the median score will be used to determine the student’s success.
4. Readminister three new grade-level reading CBM passages and use the median score. Provide the reward if student’s score improves.
 - Consult Handout 6.6 for CBM directions.

Interpretation Guidelines:

1. Record the student’s scores on Handout 6A.1.
2. Ask: *Did the student’s score improve to criterion under the reward condition?*
 - If yes, consult with those who work with the student the need for reinforcement in regular setting.
 - If no, conclude that the student has a skill-deficit.

Handout 6A.1 Reward-Based Assessment Recording Sheet

Student Name: _____

Date: _____ Grade: _____

		Without Reward	With Reward					
			Passage 1	Passage 2	Passage 3	Median	Criterion	Met?
Level 8	rate						123	
	accuracy						95%	
Level 7	rate						119	
	accuracy						95%	
Level 6	rate						116	
	accuracy						95%	
Level 6	rate						94	
	accuracy						95%	
Level 4	rate						84	
	accuracy						95%	
Level 3	rate						59	
	accuracy						95%	
Level 2	rate						35	
	accuracy						95%	
Level 1	rate						19***	
	accuracy						95%	

Note: Transfer the results of the Survey-Level Assessment to the “Without Reward” Column

Handout 7.1 Curriculum-Based Evaluation Process in Early Literacy Flowchart

Curriculum-Based Evaluation: Early Literacy

PROBLEM IDENTIFICATION

1. Ask: Is there a problem in Early Literacy Skills?	➔	Do: Initial identification of problem
2. Ask: Does the problem warrant further investigation?	➔	Do: Conduct Survey–Level Assessment
PSF	LNF	LSF
		NWF

PROBLEM ANALYSIS

Phonemic Awareness	Print Concepts & Alphabetic Knowledge	Alphabetic Principle
3. Ask: If below criterion on PSF, is there an error pattern evident? Do: Assess phonemic awareness skills Yes Teach: <i>Phonemic Awareness with Targeted Instruction</i>	4. Ask: If below criterion on LNF, does student have print concepts and letter names mastered? Do: Assess print concepts and letter names Yes Go to Step 5 Teach: <i>Print Concepts and/or Teach Letter Identification with Letter-Sound Correspondence</i>	5. Ask: If below criterion on LSF and/or NWF, has the student mastered individual letter sounds? Do: Assess letter-sound correspondence Yes Go to Step 6 Teach <i>Letter-Sound Correspondence</i> (Consider Step 6) 6. Ask: Is there a pattern to errors made with letter blends? Do: Assess letter blends Yes Teach <i>Letter Blends with Targeted Instruction</i> No Teach <i>Letter Blends with General Instruction</i> 7. Ask: Are sight words a concern? Do: Assess sight words (see Chapter 6)

PLAN IMPLEMENTATION

<i>Teach: Phonemic Awareness</i>	<i>Teach: Print Concepts</i>	<i>Teach: Letter Identification with Letter-Sound Correspondence</i>	<i>Teach: Letter-Sound Correspondence</i>	<i>Teach: Letter Blends</i>
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PLAN EVALUATION

Monitor Effectiveness	Monitor Fidelity
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Handout 7.2 Letter Naming Fluency Directions

Purpose: To assess student's alphabetic knowledge

Materials Needed:

- Writing tool
- Timer
- Handout 7.12
- Letter Naming Fluency probes
 - Student copies
 - Examiner copies

Directions:

1. Place the student test form (probe) in front of the student.
2. Place the examiner's copy in front of you, shielded from the student's view.
3. Say to the student, ***"Here are some letters (point to the student copy). Begin here (point to the first letter) and tell me the names of as many letters as you can. If you come to a letter you don't know, I'll tell it to you. Do you have any questions? (Answer any questions the student may have and reread directions if necessary.) Put your finger under the first letter. Ready, begin."*** Begin timing.
4. As the student reads, follow along on the examiner's copy and mark any errors (letters named incorrectly or not named within 3 seconds).
5. Draw a slash (/) through the incorrect letter. If the student self-corrects within 3 seconds, mark the self-correction with an "SC."
6. Mark errors as incorrect and let the student continue reading (do not correct the errors). If a student stops or struggles with a letter for 3 seconds, tell the student the letter name, mark it as incorrect, and then point to the next letter and say, ***"What letter?"*** Do this as often as needed during the administration.
7. The first time the student says the letter sound rather than the letter name, say: ***"Remember to tell me the letter name, not the sound it makes. This letter is (say the letter name)."*** Mark the letter as incorrect. You may provide this prompt *only once* during the administration. If the student provides the letter sound on a later item, mark it as incorrect and make a note at the top of the examiner's copy, but do not give feedback.
8. At the end of 1 minute, place a bracket (]) after the last letter named and say, "Stop."
9. Tally up the total number of correct letters named and record the score on Handout 7.12.

Interpretation Guidelines:

10. Ask: Does the issue warrant further consideration?
 - If the student is performing at criterion, then further assessment of alphabetic knowledge or print concepts is not necessary.
 - If the student is performing below criterion, then proceed to problem analysis (Step 4) to determine further steps.

Things to Consider

- If a student makes errors without self-corrections on ten consecutive letters, discontinue the probe. Give credit for any letters correct before the discontinue rule was met.

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Handout 7.3 Letter Sound Fluency Directions

Purpose: To assess student's letter-sound correspondence for individual letters

Materials Needed:

- Writing tool
- Timer
- Handout 7.12
- Letter sound fluency probes
 - Student copies
 - Examiner copies

Directions:

1. Place the student test form (probe) in front of the student.
2. Place the examiner's copy in front of you, shielded from the student's view.
3. Say to the student, ***"Here are some letters (point to the student copy). Begin here (point to first letter) and tell me the sounds of as many letters as you can. If you come to a letter you don't know, I'll tell it to you. Do you have any questions? (Answer any questions the student may have and reread directions if necessary). Put your finger under the first letter. Ready, begin."*** Begin timing.
4. Follow along on the examiner's copy and mark any letter sounds made incorrectly or not made within 3 seconds.
5. Draw a slash (/) through the incorrect letter. If the student self-corrects within 3 seconds, mark the self-correction with an "SC."
6. If a student stops or struggles with a letter for 3 seconds, tell the student the letter sound and then mark it as incorrect (do not correct errors). Point to the next letter and say, ***"What sound?"*** Do this as often as needed during the administration.
7. The first time the student says the letter name rather than the letter sound, say, ***"Remember to tell me the sound the letter makes, not its name."*** Mark the letter as incorrect. You may provide this prompt *only once* during administration. If the student provides the letter name on a later item, mark it as incorrect.
8. At the end of 1 minute, place a bracket (]) after the last letter sound made and say: ***"Stop"***.
9. Tally up the total number of correct letters named and record the score on Handout 7.12.

Interpretation Guidelines:

10. Ask: Does the issue warrant further consideration?
 - If the student is performing at criterion, then further assessment of alphabetic knowledge or print concepts is not necessary.
 - If the student is performing below criterion, then proceed to problem analysis (Step 4) to determine further steps.

Things to Consider

- If a student makes errors without self-corrections on ten consecutive letters, discontinue the probe. Give credit for any correct letter sounds.

Handout 7.4 Phoneme Segmentation Directions

Purpose: To assess student's letter-sound correspondence for individual letters

Materials Needed:

- Writing tool
- Timer
- Handout 7.12
- Copies of Phoneme Segmentation Fluency probes for Examiner

Directions:

1. Place the examiner's copy in front of you, shielded from the student's view.
2. Say to the student, **"I am going to say a word. After I say it, I want you to tell me all the sounds in the word. So, if I say, Sam, you would say /s/ /a/ /m/. Let's try one (1-second pause). Tell me the sounds in mop."**
 - a. If the student responds correctly, say, ***"Very good. The sounds in mop are /m/ /o/ /p/."***
 - b. If the student responds incorrectly, say, ***"The sounds in mop are /m/ /o/ /p/. Your turn. Tell me the sounds in mop."*** Let the student respond.
3. Proceed to the test. Say, ***"Here is your first word."*** Say the first word and start your timer.
4. Follow along on the examiner's copy and record the student's performance. Mark any incorrect segments or segments the student does not say within 3 seconds as errors.
5. Underline each sound segment produced correctly. Draw a slash (/) through a segment produced incorrectly. If the student self-corrects within 3 seconds, mark the self-correction with an "SC."
6. Allow the student up to 3 seconds for each sound segment. If the student does not say the first (or next) sound segment of a word after 3 seconds, give the next word and mark the segments not produced as errors.
 - a. As soon as the student is finished saying the sounds of a word, present the next word.
7. At the end of 1 minute, place a bracket (]) after the last segment attempted.

Interpretation Guidelines:

8. Ask: Does the *issue warrant further consideration?*
 - If the student is performing at criterion, then further assessment of alphabetic knowledge or print concepts is not necessary.
 - If the student is performing below criterion, then proceed to Problem Analysis (Step 4) to determine further steps.

Things to Consider

- If a student does not give any correct sound segments in the first 5 words, discontinue the probe and record a score of zero.

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Handout 7.5 Nonsense Word Fluency Directions

Purpose: To assess student's letter-sound correspondence for individual letters

Materials Needed:

- Writing tool
- Timer
- Handout 7.12
- Nonsense Word Fluency probes
 - Student copies
 - Examiner copies
 - Practice Sheet

Directions:

1. Place the Practice Sheet in front of the student, and say, ***“Look at this word (point to bim). It’s a made-up word, not a real word. All the letters have sounds: (point to each letter in turn as you say it) /b/, /i/, /m/, Altogether, the sounds are (point to each letter) /b/ /i/ /m/, or bim. (Run your finger fast through the whole word.) Remember, it is a made-up word. You can say the sounds of the letters, /b/ /i/ /m/ (point to each letter), or you can say the whole word bim. (Run your finger fast through the whole word.) Be sure to say any sounds you know.”***
2. ***“Ready? Let’s try one. Read this word the best you can (point to lat). Point to each letter and tell me the sound or tell me the whole word.”***
 - a. If the student responds correctly or says some of all of the sounds, say, ***“That’s right. The sounds are /l/ /a/ /t/ or lat.”***
 - b. If the student does not respond within 3 seconds or responds incorrectly, say, ***“Watch me: (point to each letter in turn) /l/, /a/, /t/. Altogether, the sounds are /l/ /a/ /t/ (point to each letter) or lat (run your finger fast through the whole word). Remember, you can say the sounds of the letters or you can say the whole word. Let’s try again. Read this word the best you can (point to lat).”***
3. Place the student probe in front of the student.
4. Place the examiner's copy in front of you, shielded from the student's view. Say. ***“Here are some more made-up words (point to the student probe). When I say begin, start here (point to the first word), go across the page (run your finger across the page), and read the words the best you can. Remember, you can tell me the sound of the letter or you can say the whole word. Put your finger under the first word. Ready, begin.”*** Begin timing.
5. When you are sure the student clearly understands the task, use these shortened directions: ***“When I say begin, start here (point to the first word), go across the page (run your finger across the page), and read the words the best you can. Remember, you can tell me the sound of the letter or read the whole word. Put your finger under the first word. Ready, begin.”***

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bim

lat

Handout 7.6 Phonemic Awareness Skills Assessment Instructions

Materials Needed:

- Writing utensil
- Handout 7.13

Directions:

1. Begin by asking the student to blend word parts, segment word parts, and then rhyme words.
2. **Blending word parts.** Present at least ten items first for blending word parts. Begin by presenting a practice item for the student. Say, *"Listen and tell me what word you hear: /pan/ /cake/. What word do you hear?"*
 - a. If the student responds correctly, say, *"Yes, the word is pancake."*
 - b. If the student responds incorrectly, say *"No, the word is pancake. /Pan/ (pause) /cake/ together is pancake. Listen again and tell me the word you hear: /pan/ /cake/."*
 - c. Proceed to the actual items. Record the student's actual response on Handout 7.13.
3. **Segmenting word parts.** Present at least ten items for segmenting word parts. Begin with a practice item. Say, *"I am going to clap for each part of the word cowboy: /cow/ (clap) /boy/ (clap). Now you clap the parts of this word: cowgirl."*
 - a. If the student responds correctly, say, *"Yes, the word parts are /cow/ /girl/."*
 - b. If the student responds incorrectly, say *"No, the word parts are /cow/ (clap) /girl/ (clap). Listen. Clap the parts of this word: cowgirl."*
 - c. Proceed to the actual items. Record the student's actual response on Handout 7.13.
4. **Rhyming words.** Present at least ten items for rhyming words. Say, *"Listen, these words rhyme: cat-bat; car-far. These words do not rhyme: kite-far; fall-there. Tell me if these words rhyme: eat-heat."*
 - a. If the student responds correctly, say, *"Yes, eat and heat rhyme."*
 - b. If the student responds incorrectly, say, *"Eat and heat do rhyme because they sound the same. Tell me if these words rhyme: eat-heat."*
 - c. Proceed to the actual items. Record the student's actual response on Handout 7.13.
5. **Blending syllables.** Next ask the student to blend and segment syllables. Say to the student, *"Say the word eat. Now put /m/ in front of eat. Say the word."*
 - a. If the student says the word correctly, say, *"Yes. When you put /m/ in front of eat, you get the word meat."*
 - b. If the student responds incorrectly, say, *"When you put /m/ in front of eat, you get the word meat. Say the word /eat/ with /m/ in front of it."*
6. Say to the student, *"Say the word fast. Now put /er/ at the end of it."*
 - a. If the student says the word correctly (faster), say, *"Yes. When you put /er/ at the end of fast, you get the word faster."*
 - b. If the student responds incorrectly, say, *"When you put /er/ at the end of fast, you get the word faster. Say the word /fast/ with /er/ at the end of it."*
 - c. Proceed to the actual items. Record the student's actual response on Handout 7.13.
7. **Segmenting syllables.** Next, ask the student to segment syllables. Say to the student, "Say the first sound in 'hit.'"
 - a. If the student says /h/, say *"Yes, the first sound in hit is /h/."*
 - b. If the student is incorrect, say *"The first sound in hit is /h/. Say the first sound in 'hit.'"*
8. Next say, *"Now listen to this word: invite. There are two parts to the word invite. Say the two parts."*
 - a. If the student says /in/ /vite/, say *"Yes, the two parts are /in/ /vite/."*
 - b. If the student is incorrect, say *"No, the two parts are /in/ /vite/. Say the two parts of the word invite."*
 - c. Proceed to the actual items. Record the student's actual response on Handout 7.13.
9. Next, assess the extent to which the student can delete onset sounds (initial consonant sound of a word) and delete rimes (the vowel and the rest of the syllable that follows).
10. **Delete onset.** Say to the student, *"Say the word 'seat.' Now say 'seat' without the /s/."*
 - a. If the student responds correctly, say *"Yes, seat without the /s/ is eat."*
 - b. If the student responds incorrectly, say *"No, seat without the /s/ is 'eat.' Say 'seat' without the /s/."*
 - c. Proceed to the actual items. Record the student's actual response on Handout 7.13.
11. **Deleting rime.** Say to the student, *"Say 'dust.' Now say dust without the /ust/."*
 - a. If the student responds correctly, say *"Yes, dust without the /ust/ is /d/."*
 - b. If the student responds incorrectly, say *"No, dust without the /ust/ is /d/. Say dust without the /ust/."*
 - c. Proceed to the actual items. Record the student's actual response on Handout 7.13.
12. Next, assess the extent to which the student can blend and segment phonemes.

13. **Blend phonemes.** Say to the student, *"I'm going to say some sounds. You put the sounds together to make a word. /i/.../t/. Say the word."*
 - a. If the student responds correctly, say *"Yes, /i/ and /t/ make it."*
 - b. If the student responds incorrectly, say, *"/i/ and /t/ make it. Listen. /i/.../t/. Say the word."*
 - c. Next, give a three-letter example. Say, *"Listen to these sounds. /p/.../i/.../g/. Say the word?"*
 - d. If the student responds correctly, say *"Yes, /p/ /i/ /g/ is pig."*
 - e. If the student responds incorrectly, say, *"/p/ /i/ /g/ is pig. Listen. /p/.../i/.../g/. Say the word."*
 - f. Proceed to the actual items. Record the student's actual response on Handout 7.13.
14. **Segment phonemes.** Say to the student, *"I'm going to say a word. I want you to tell me the sounds in the word. Tell me the sounds in 'top.'"*
 - a. If the student responds correctly (/t/ /o/ /p/), say *"Yes, the sounds in top are /t/ /o/ /p/."*
 - b. If the student responds incorrectly, say *"No, the sounds in top are /t/ /o/ /p/. Tell me the sounds in top."*
 - c. Proceed to the actual items. Record the student's response on Handout 7.13.

Interpretation Guidelines:

15. After administering the phonemic awareness assessment, the next step is to determine if there is a pattern to the student's errors or if there is a general lack of skill in phonemic awareness. Ask: *Is an error pattern evident in phonemic awareness skills?*
 - a. Identify if there are 1 or 2 skill deficits or if there is an overall general deficit with phonemic awareness.
 - b. If a few skills emerge as difficult for the student, then those are targeted for instruction. The evaluator can recommend some of the activities described in the "Teach: Phonemic Awareness" section in this chapter. The evaluator can also consider the "Teach: Targeted Instruction" activities described in Chapter 6.
 - c. If no clear pattern emerges, then recommend some of the activities described in the "Teach: Phonemic Awareness" section in this chapter along with the "Teach: General Instruction" activities described in Chapter 6.
 - d. Following completion of Step 3, proceed to Step 4 and/or Step 5, depending on the results of the SLA.

Handout 7.7 Print Concepts Assessment Instructions

Materials Needed:

- Writing utensil
- A book appropriate for student's age/grade
- Handout 7.14

Directions:

1. To conduct the assessment of print concepts, select a book at the student's age/grade level.
2. Say to the student, ***"I'm going to ask you some questions about how to read a book. Please answer the best you can."***
3. Sit next to the student and ask each item presented in Handout 7.14. Use the items in Table 7.14.1 for students at any grade, but only use the items in Table 7.14.2 for students in the first grade and above.
4. Mark in the correct column whether or not the student is able to complete the task.

Interpretation Guidelines:

5. Tally up the responses and identify any missing skills.
6. Target missing skills with instruction.

Handout 7.8 Alphabetic Knowledge Assessment Instructions

Materials Needed:

- Writing utensil
- Handout 7.15

Directions:

1. Place the student copy of Handout 7.15 in front of the student. Say, ***“I’m going to point to a letter. Please tell me the name of the letter.”***
2. Do not time the student. Point to the first letter and say ***“What letter is this?”***
3. Record the student’s response in Handout 7.15.

Interpretation Guidelines:

4. Summarize the results and determine if the student is missing knowledge of any letter names. Missing letter names are targeted with instruction and are combined with letter sound identification.

Handout 7.9 Letter-Sound Correspondence Assessment Instructions

Materials Needed:

- Writing utensil
- Handout 7.15

Directions:

1. Place the student copy of Handout 7.15 in front of the student. Say, ***“I’m going to point to a letter. Please tell me the sound that the letter makes.”***
2. Do not time the student. Point to the first letter and say ***“What sound does this letter make?”***
3. Record the student’s response on Handout 7.15.

Interpretation Guidelines:

4. Ask: *Has the student mastered all of the individual letter sounds?* Tally the results and determine if the student is missing knowledge of any letter sounds.
 - a. If yes, then proceed to assess letter blends in Step 6.
 - b. If no, identify the missing letter sounds and target with instruction.
5. Next, examine the missing skills and determine if there is a pattern to the missing sounds.
 - a. Does the student mix up visually similar letter sounds, such as “b” and “d” or “v” and “w”?
 - b. Does the student mix up auditorily similar sounds, such as “i” and “e” or “g” and “j”?
 - c. Is the student missing only vowel sounds?
 - d. Is the student missing only consonant sounds?
6. If a pattern emerges, target the error pattern with instruction using “Teach: Letter-Sound Correspondence” activities (see Handout 7.20) combined with “Teach: Targeted Instruction.” If no pattern emerges, use “Teach: Letter-Sound Correspondence” with “Teach: General Instruction” (see Chapter 6).

Handout 7.10 Letter Blend Assessment Instructions

Materials Needed:

- Dry erase board and pen or a piece of paper with a pencil
- Handout 7.16

Directions:

1. Provide the student with the white board and marker or paper and pencil.
2. Say, ***“I’m going to write each letter that represents the sound I say. Watch me.”*** Say, ***“/s/.”*** Write s on the board. Say, ***“/a/.”*** Write a on the board. Say, ***“/t/.”*** Write t on the board.
3. Say, ***“Now what word is /s/ /a/ /t/?”***
 - a. If the student says “sat,” say “Yes, the word is sat.”
 - b. If the student responds incorrectly, sound out the word again. Say, ***“/s/ /a/ /t/ is sat. What word is /s/ /a/ /t/?”***
 - c. Say, ***“I will say more sounds and I want you to write the letter that represents each sound. Then tell me the word.”***
4. Using Handout 7.16, administer the first ten items that measure both VC and CVC words.
5. Record whether or not the student responds correctly for each item. When finished with the VC and CVC words, proceed to the next section that assesses words that begin or end with letter blends.

Interpretation Guidelines:

6. Ask: *Is there an error pattern evident?*
 - a. Tally the results for the blending activity. Determine if there is a pattern for certain letter blends and with the ability to blend.
 - b. If a pattern emerges, recommend some of the strategies in the “Teach: Letter-Sound Correspondence” section (see Handouts 7.21 and 7.22) and the Teach: Targeted Instruction described in Chapter 6.
 - c. If no pattern emerges, recommend some of the strategies in the “Teach: Letter-Sound Correspondence” section (see Handouts 7.21 and 7.22) and the Teach: General Reading Instruction in Chapter 6.

Additional Phonics Assessment Instructions (optional)

Materials Needed:

- Writing utensil
- Handout 7.17
- Set of flashcards with each word from Handout on a separate card

Directions:

1. Say to the student, ***“I’m going to show some words on flashcards. Please read each word the best you can.”***
2. Present each flashcard to the student and say, ***“Read this word.”***
3. Indicate words read correctly with a (+) or a “yes” or “no” on Handout 7.17.
4. If the word is read incorrectly, write exactly what the student says in the box.

Interpretation Guidelines

5. Ask: *Is an error pattern evident?*
 - a. Tally the results for the assessment. Determine if there is a pattern for certain letter blends.
 - b. If a pattern emerges, recommend some of the strategies in the “Teach: Letter-Sound Correspondence” section (see Handouts 7.23 and 7.24) and the Teach: Targeted Instruction described in Chapter 6.
 - c. If no pattern emerges, recommend some of the strategies in the “Teach: Letter-Sound Correspondence” section (see Handouts 7.23 and 7.24) and the Teach: General Reading Instruction in Chapter 6.

Things to Consider

- You may wish to create a version of this assessment using words to which the student has been exposed in the curriculum. The words provided within Handout 7.17 are merely examples and the content of the assessment should be matched to student level and needs.

Words in Handout 7.17

Consonant digraphs: chat, thin, mush, when, with

R-controlled syllables: burn, car, fir, sir, horn

Vowel digraphs/diphthongs: plain, boil, coat, glow, noon

Handout 7.11 Letter-Sound Correspondence: Introduction of Sounds

Compare the following sequence with the data obtained during the CBE process to determine where instruction should begin:

1. Initial Consonants (*m, n, t, s, p*)
2. Short vowel and consonant combinations (*-at, -in, -ot*)
3. Blends (*bl, dr, st*)
4. Digraphs (*th, sh, ph*)
5. Long vowels (*eat, oat*)
6. Final e (*-ake, -ute, -ime*)
7. Variant vowels and diphthongs (*-oi, -ou*)
8. Silent letters and inflectional endings (*kn-, wr, gn, -es, -s*).

Note: Adapted from Vaughn and Linan-Thompson 2004.

Handout 7.12 SLA Recording Sheet for early literacy skills

Student Name: _____ Date: _____ Grade: _____

Phoneme Segmentation Fluency (PSF)				Letter Naming Fluency (LNF)			
Score	Level	Criteria ^a	Met?	Score	Level	Criteria ^c	Met?
	1+	40			1+	37	
	K	20 ^b			K	8	

Letter Sound Fluency (LSF)				Nonsense Word Fluency (NWF)			
Score	Level	Criteria	Met?	Score	Level	Criteria ^{af}	Met?
	1+	27 ^d			2+	54	
	K	22 ^e			1	27	
					K	17 ^b	

^a Based on DIBELS Next Benchmark criteria. ^b Based on Winter benchmark, as PSF and NWF are not given until then. ^c Based on DIBELS 6th Edition Benchmark criteria. ^d Based on Fall 40th percentile from 2012-2013 AIMSweb normative data. ^e Based on Winter 40th percentile from 2012-2013 AIMSweb normative data, as LSF isn't administered until winter. ^f score is correct letter sounds and does not indicate whole words reads.

	PSF
Obtained level:	_____
Expected level:	_____
Subtract obtained level from expected level=gap:	_____

	LNF
Obtained level:	_____
Expected level:	_____
Subtract obtained level from expected level=gap:	_____

	LSF
Obtained level:	_____
Expected level:	_____
Subtract obtained level from expected level=gap:	_____

	NWF
Obtained level:	_____
Expected level:	_____
Subtract obtained level from expected level=gap:	_____

Things to Consider:

- It may be helpful to identify the expected criterion for the time of year (e.g., fall, winter, and spring) in order to get a more accurate skill level.

Handout 7.13 Phonemic Awareness Assessment Tally Sheet

Use the following template to record student responses to each phonemic awareness task.

A. Can the student blend word parts, segment word parts, and rhyme words?

Blending Word Parts		Correct Response	Accurate?
Practice Item	<i>Listen and tell me what word you hear: /pan/ /cake/. What word do you hear?</i>	Pancake	
Prompt	<i>/.../ /.../. What word do you hear?</i>		
Items	1. /rain/ /bow/	rainbow	
	2. /bath/ /tub/	bathtub	
	3. /air/ /plane/	airplane	
	4. /tooth/ /brush/	toothbrush	
	5. /foot/ /ball/	football	
	6. /cow/ /girl/	cowgirl	
	7. /out/ /side/	outside	
	8. /lady/ /bug/	ladybug	
	9. /space/ /ship/	spaceship	
	10. /door/ bell/	doorbell	
TOTAL			___/10

Segmenting Word Parts		Correct Response	Accurate?
Practice Item	<i>I am going to clap for each part of the word cowboy: /cow/ (clap) /boy/ (clap). Now you clap the parts of this word: cowgirl</i>	/cow/ (clap) /girl/ (girl)	
Prompt	<i>Now you clap the parts of this word:</i>		
Items	1. hallway	/hall/ (clap) /way/ (clap)	
	2. bobcat	/bob/ (clap) /cat/ (clap)	
	3. hallway	/hall/ (clap) /way/ (clap)	
	4. inside	/in/ (clap) /side/ (clap)	
	5. birthday	/birth/ (clap) /day/ (clap)	
	6. sunshine	/sun/ (clap) /shine/ (clap)	
	7. doorbell	/door/ (clap) /bell/ (clap)	
	8. snowball	/snow/ (clap) /ball/ (clap)	
	9. cupcake	/cup/ (clap) /cake/ (clap)	
	10. popcorn	/pop/ (clap) /corn/ (clap)	
TOTAL			___/10

Rhyming Words		Correct Response	Accurate?
Practice Item	<i>Listen, these words rhyme: cat-bat; car-far. These words do not rhyme: kite-far, see-fall. Tell me if these words rhyme: eat-meat</i>	Yes	
Prompt	<i>Tell me if these words rhyme: ...</i>		
Items	1. bet-tie	No	
	2. ray-say	Yes	
	3. leg-head	No	
	4. be-see	Yes	
	5. sit-bed	No	
	6. dip-sip	Yes	
	7. bone-stone	Yes	
	8. big-hide	No	
	9. fat-sat	Yes	
	10. date-fight	No	
TOTAL			<u> </u> /10

B. Can the student blend and segment syllables?

Blend Syllables		Correct Response	Accurate?
Practice Item	<i>Say the word: eat. Now put /m/ in front of eat. What is the word?</i>	Meat	
Prompt	<i>Say the word: Now put /.../ in front of.... What word?</i>		
Items	1. /it/.../s/	sit	
	2. /ash/.../s/	sash	
	3. /an/.../m/	man	
	4. /end/.../m/	mend	
	5. /ill/.../s/	sill	
TOTAL			____/5
Practice Item	<i>Put these sounds together to make a word. Listen: /bak/.../er/. Say the word.</i>	Baker	
Prompt	<i>Listen to these sounds and put them together:</i>		
Items	1. /ba/.../by/	baby	
	2. /can/.../dy/	candy	
	3. /kit/.../ten/	kitten	
	4. /spi/.../der/	spider	
	5. /win/.../dow/	window	
TOTAL			____/5
Practice Item	<i>Put the /er/ sound at the end of fast. Say the word.</i>	Faster	
Prompt	<i>Put the /.../ sound at the end of:</i>		
Items	1. /er/...quick	quicker	
	2. /s/...bite	bites	
	3. /ful/...bash	bashful	
	4. /ing/...end	ending	
	5. /ly/...sad	sadly	
TOTAL			____/5

Segment Syllables		Correct Response	Accurate?
Practice Item	<i>Listen to this word. 'hit.' Say the first sound in hit.</i>	/h/	
Prompt	<i>Listen to this word. '....' Say the first sound in</i>		
Items	1. man	/m/	
	2. dim	/d/	
	3. can	/c/	
	4. ten	/t/	
	5. bit	/b/	
TOTAL			___/5
Practice Item	<i>Listen to this word: invite. There are two parts to the word invite. Say the two parts.</i>	/in/ /vite/	
Prompt	<i>Listen to this word:.... Say the two parts.</i>		
Items	1. maybe	/may/ /be/	
	2. happen	/hap/ /pen/	
	3. lazy	/la/ /zy/	
	4. butter	/but/ /ter/	
	5. funny	/fun/ /ny/	
TOTAL			___/5

C. Can the student delete onset and rime?

Delete Onset		Correct Response	Accurate?
Practice Item	<i>Say the word 'seat'. Now say seat without the /s/.</i>	eat	
Prompt	<i>Say: Now say ... without the /.../.</i>		
Items	1. kite /k/	ite	
	2. dust /d/	ust	
	3. went /w/	ent	
	4. dash /d/	ash	
	5. date /d/	ate	
	6. wit /w/	it	
	7. fat /f/	at	
	8. fed /f/	ed	
	9. sun/s/	un	
	10. sand /s/	and	
TOTAL			___/5

Delete Rime		Correct Response	Accurate?
Practice Item	<i>Say the word 'dust. Now say dust without the /ust/.</i>	d	
Prompt	<i>Say: Now say ... without the /.../.</i>		
Items	1. gift /ift/	g	
	2. bump /ump/	b	
	3. past /ast/	p	
	4. task /ask/	t	
	5. gold /old/	g	
	6. went /ent/	w	
	7. bump /ump/	b	
	8. sold /old/	s	
	9. mask /ask/	m	
	10. just /ust/	j	
TOTAL			___/10

D. Can the student blend and segment phonemes?

Blend Phonemes		Correct Response	Accurate?
Practice Item	<i>I'm going to say some sounds. You put the sounds together to make a word. /b/.../i/.../t/. What word?</i>	bit	
Prompt	<i>Put these sounds together to make a word...</i>		
Items	1. /i/ /t/	it	
	2. /u/ /p/	up	
	3. /a/ /t/	at	
	4. /u/ /s/	us	
	5. /a/ /d/	ad	
	6. /g/ /e/ /t/	get	
	7. /b/ /u/ /g/	bug	
	8. /l/ /o/ /g/	log	
	9. /p/ /a/ /n/	pan	
	10. /m/ /o/ /p/	mop	
TOTAL			___/5

Blend Phonemes		Correct Response	Accurate?
Practice Item	<i>Put the /d/ sound at the end of sol. What word?</i>	sold	
Prompt	<i>Put the /.../ sound at the end (front) of What word?</i>		
Items	1. /g/ ift	gift	
	2. /m/ old	mold	
	3. /s/ end	send	
	4. /p/ oke	poke	
	5. /c/ age	cage	
	6. cin /ch/	cinch	
	7. san /d/	sand	
	8. lun /ch/	lunch	
	9. plea /z/	please	
	10. teach /ez/	teaches	
TOTAL			___/5

Segment Phonemes		Correct Response	Accurate?
Practice Item	<i>I am going to say a word. I want you to tell me the sounds in the word. Tell me the sound in top.</i>	/t/ /o/ /p/	
Prompt	<i>Tell me the sounds in ...</i>		
Items	1. men	/m/ /e/ /n/	
	2. end	/e/ /n/ /d/	
	3. fun	/f/ /u/ /n/	
	4. and	/a/ /n/ /d/	
	5. fish	/f/ /i/ /sh/	
	6. wit	/w/ /i/ /t/	
	7. cup	/c/ /u/ /p/	
	8. bed	/b/ /e/ /d/	
	9. shop	/sh/ /o/ /p/	
	10. mop	/m/ /o/ /p/	
TOTAL			___/5

Handout 7.14 Print Concepts Assessment Tally Sheet

Present each assessment item/prompt to the student. Mark the corresponding box if the student is able or not able to answer the prompt correctly.

Table 7.14.1 Kindergarten and first grade

	Prompt	Yes	No
Book Concepts			
Front Cover	<i>"Show me the front of this book."</i>		
Back Cover	<i>"Show me the back of this book."</i>		
Title	<i>"Show me the title of the book."</i>		
Author	<i>"Show me the author's name."</i>		
Directionality Concepts			
Beginning of the text	<i>"Show me with your finger where I start reading."</i>		
Left-to-Right	<i>"Show me with your finger which way I go as I read on the page."</i>		
Top-to-Bottom	<i>"When I reach the end of the line, where do I go?"</i>		
Page-by-Page	<i>"Show me where I go when I reach the bottom of the page." (Point to the bottom of the page.)</i>		
Word Concepts			
Identify the first word on the page	<i>"Show me with your finger the first word on the page."</i>		
Identify the last word on the page	<i>"Show me with your finger the last word on the page."</i>		
Letter Concepts			
Count letters in a word	<i>(Point to a word.) "Count the number of letters in this word."</i>		
First Letter in a Word	<i>"Show me with your finger the first letter in a word."</i>		
Last Letter in a Word	<i>"Show me with your finger the last letter in a word."</i>		
Capital Letter	<i>"Point to a capital or big letter on the page."</i>		
Lower Case Letter	<i>"Point to a lower case or small letter on the page."</i>		
TOTALS		/15	/15

Table 7.14.2 First grade only

	Prompt	Yes	No
Punctuation Concepts			
Period (.)	<i>"What is this called (point to a '.')</i> ? <i>"What is it used for?"</i>		
Question mark (?)	<i>"What is this called (point to a '?')</i> ? <i>"What is it used for?"</i>		
Comma (,)	<i>"What is this called (point to a ',')</i> ? <i>"What is it used for?"</i>		
Exclamation Point (!)	<i>"What is this called (point to a '!')</i> ? <i>"What is it used for?"</i>		
TOTALS		/8	/8

Handout 7.15 Letter Naming and Letter Sound Assessment

Letter Naming Assessment

B D q E t i P N m l L h

H w z V j O p y d S l R

U a X M Y F k u K A b e

Z x C Q s n T o r J G f

W c g v

Letter Sound Assessment

r c e d s u g p i n z w

m l o h a b t f v j k q

x y

Note: In the Sample Letter Names, the lowercase “l” and uppercase “I” are visually similar, so prompt the student to provide the other answer when the second letter is assessed.

Table 7.15.1 Tally sheet for letter names and sounds

Record the student's accuracy with either letter names or letter sounds in the spaces below. Mark a check mark to indicate if the student is accurate and an "x" to indicate the student is not accurate.

Letter Name				Letter Sound	
<i>Uppercase Letter</i>	<i>Accurate?/Error</i>	<i>Lowercase Letter</i>	<i>Accurate?/Error</i>	<i>Letter</i>	<i>Accurate/Error</i>
A		a		a	
B		b		b	
C		c		c	
D		d		d	
E		e		e	
F		f		f	
G		g		g	
H		h		h	
I		i		i	
J		j		j	
K		k		k	
L		l		l	
M		m		m	
N		n		n	
O		o		o	
P		p		p	
Q		q		q	
R		r		r	
S		s		s	
T		t		t	
U		u		u	
V		v		v	
W		w		w	
X		x		x	
Y		y		y	
Z		z		z	

Handout 7.16 Blending Sounds Assessment Tally Sheet

Use the following template to record the student's responses to each letter blend task. Have a dry erase board and pen or a piece of paper with a pencil available.

Vowel-Consonant words and Consonant-Vowel-Consonant words		Correct Response	Accurate?
Practice Item	<i>"I'm going to write each letter that represents the sound I say. Watch me. /s/." Write s on the board.</i> <i>"/a/." (Write a on the board.)</i> <i>"/t/." (Write t on the board.)</i> <i>"Now what word is /s/ /a/ /t/?" "The word is sat."</i> <i>"I will say more sounds and I want you to write the letter that represents each sound. Then tell me the word."</i>	<i>sat</i>	
Prompt	(Say the sound for each letter and have the student write each letter. Then have the student blend the letters.)		
Items	1. /i/ /n/	<i>in</i>	
	2. /a/ /t/	<i>at</i>	
	3. /i/ /t/	<i>it</i>	
	4. /a/ /m/	<i>am</i>	
	5. /u/ /p/	<i>up</i>	
TOTAL			___/5
	6. /m/ /a/ /t/	<i>mat</i>	
	7. /h/ /o/ /p/	<i>hop</i>	
	8. /c/ /u/ /t/	<i>cut</i>	
	9. /t/ /a/ /p/	<i>tap</i>	
	10. /n/ /o/ /t/	<i>not</i>	
TOTAL			___/5

Blends at the Beginning of Words and Blends at the End of Words		Correct Response	Accurate?
Practice Item	<p><i>"I'm going to write each letter that represents the sound I say. Watch me."</i></p> <p><i>"/s/." (Write s on the board.)</i></p> <p><i>"/t/." (Write t on the board.)</i></p> <p><i>"/e/." (Write e on the board.)</i></p> <p><i>"/p/." (Write p on the board.)</i></p> <p><i>"Now what word is /s/ /t/ /e/ /p/?" "The word is step."</i></p> <p><i>"I will say more sounds and I want you to write the letter that represents each sound. Then tell me the word."</i></p>	<i>step</i>	
Prompt	(Say the sound for each letter and have the student write each letter. Then have the student blend the letters.)		
Items	1. /s/ /t/ /o/ /p/	<i>stop</i>	
	2. /f/ /l/ /a/ /p/	<i>flap</i>	
	3. /s/ /n/ /a/ /p/	<i>snap</i>	
	4. /t/ /r/ /i/ /p/	<i>trip</i>	
	5. /s/ /k/ /i/ /n/	<i>skin</i>	
TOTAL			___/5
	6. /m/ /a/ /s/ /t/	<i>mast</i>	
	7. /j/ /u/ /m/ /p/	<i>jump</i>	
	8. /h/ /a/ /n/ /d/	<i>hand</i>	
	9. /b/ /e/ /n/ /d/	<i>bend</i>	
	10. /b/ /u/ /n/ /k/	<i>bunk</i>	
TOTAL			___/5

Handout 7.17 Additional Phonics Assessment Tally Sheet

Use the following template to record the student's responses to each phonemic awareness task.

A. Can the student decode consonant digraphs?

Decoding Consonant Digraphs		Student Response	Accurate?
Prompt	Show the first consonant digraph card. Say, "What word is this?"		
Items	1. chat		
	2. thin		
	3. show		
	4. when		
	5. with		
TOTAL			___/5

B. Can the student decode R-controlled vowel syllables?

Decoding R-Controlled Vowel Syllables		Student Response	Accurate?
Prompt	Show the first r-controlled vowel syllable card. Say, "What word is this?"		
Items	1. burn		
	2. car		
	3. fir		
	4. sir		
	5. horn		
TOTAL			___/5

C. Can the student decode vowel digraphs/diphthongs?

Decoding Vowel Digraphs/Diphthongs		Student Response	Accurate?
Prompt	Show the vowel digraph/diphthong card. Say, "What word is this?"		
Items	1. plain		
	2. boil		
	3. coat		
	4. glow		
	5. noon		
TOTAL			___/5

Handout 7.18 Teach: Phonemic Awareness: Sound Boxes Activity

Targeted Skill: Phonemic awareness

Purpose: Teach students how to segment sounds of spoken words in sequence and increase understanding the positions of sounds in spoken and written words.

Setting: One-to-one, small-group, whole-group

Materials Needed:

- List of words for instruction
- Chips or tokens
- Paper and pencil to draw the sound boxes or premade sound boxes
- Picture cards or word cards with boxes below that represent the sounds of the words (optional)

Directions:

1. Instruct students to draw a box with dividers to represent each phoneme in a word. For example, the word cat has three phonemes, so students would draw a box with three sections (see as follows).

--	--	--

2. Provide students with a chip or token for each box. Have them place the chip above the box.
3. Model the procedure for the students. Slowly articulate the word and slide a chip or token into the box when a phoneme or sound in the word is pronounced.
4. Have the student articulate the word slowly and slide the chip or token into the box when a new sound is pronounced.

Considerations and Modifications:

- This technique can be used to identify beginning, middle, ending sounds. For example, say, “Where do you hear the /a/ sound in cat?” Student slides the chip or token into the box or position where they hear the sound.
- An image of the word can be provided above the sound box.
- This technique can be used with: CV, CVC, CVCV, CVVC, CCVC, and multisyllabic words.
- The activity can be extended by having the student write the word after it is created.

Evidence Base: Maslanka and Joseph 2002

Handout 7.19 Teach: Guided Teaching of Print Concepts

Targeted Skill: Concepts of print

Purpose: The purpose is to increase the student's knowledge of print concepts. Any number of print concepts can be targeted.

Materials Needed:

- A book appropriate for the child's interest level and age
- A list of prompts or skills to target

Setting: One-to-one (possibly small-group)

Directions:

1. Allow 10 minutes for the intervention.
2. Sit next to the student so that both of you can see the book.
3. Begin reading the story and point out the concepts of print that are being targeted. The prompts are developed by the teacher, but should be a simple, descriptive statement that defines the concept of print that is being taught.
 - a. For example, to teach the "title," use the following prompt: Point to the title of the book and say "***The title of the book is (read title).***"
 - b. A list of example prompts is provided in Table 7.19.1.

Considerations and Modifications:

- Have the student state the concept of print after the verbal prompt by the teacher. For example, after the teacher says "***The title of the book is (read title),***" he or she can then say "***What is the title?***" or "***Can you point to the title?***"
- The assessment described in Handouts 7.7 and 7.14 can be used to monitor the student's knowledge gains with print concepts.

Evidence Base: Lovelace and Stewart 2007

Table 7.19.1 Example prompts

Concept	Prompt
Book Concepts	
Front Cover	<i>Hold the book up and say “Let’s look at the front of this book.”</i>
Back Cover	<i>After reading the story, close the book and say “This is the back of the book.”</i>
Title	<i>Point to the title of the book and say “The title of the book is (read title)”.</i>
Author	<i>Point to the author’s name and say “This is the author. He (or she) wrote the book.”</i>
Directionality Concepts	
Beginning of the text	<i>“This is the beginning of the story (point), so I’ll start here.”</i>
Left-to-Right	<i>“As I read, I go left to right”. (Slide finger under words as you read.)</i>
Top-to-Bottom	<i>“When I reach the end of the line, I go back and down to the next line.”</i>
Page-by-Page	<i>“When I reach the end of the page, I go to the next page.” (Point)</i>
Word Concepts	
Identify the first word on the page	<i>“Here is the first word on the page.”</i>
Identify the last word on the page	<i>“Here is the last word on the page.”</i>
Letter Concepts	
Count letters in a word	<i>(Point to a word.) “Here are some letters. Let me count them. 1, 2, 3...”</i>
First Letter in a Word	<i>“This is the first letter in the word.”</i>
Last Letter in a Word	<i>“This is the last letter in the word.”</i>
Capital Letter	<i>“This is a capital letter. It is also called an uppercase letter.”</i>
Lower Case Letter	<i>“This is a lowercase letter.”</i>

Table 7.19.2 First grade only

Concept	Prompt
Punctuation Concepts	
Period (.)	<i>“This is a period. It tells us to stop at the end of a sentence.”</i>
Question mark (?)	<i>“This is a question mark. It means someone is asking a question.”</i>
Comma (,)	<i>“This is a comma. It tells us to pause.”</i>
Exclamation Point (!)	<i>“This is an exclamation point. It tells us someone is speaking in an excited way or is shouting.”</i>

Handout 7.20 Teach: Letter Identification with Letter-Sound Correspondence: Multisensory Teaching of Letter Names

Targeted Skill: Letter identification and letter-sound correspondence

Purpose and Description: To increase student's knowledge of both letter identification and letter sounds.

Materials Needed:

- Identified letters to teach students
- Shaving cream or Play-Doh
- Writing paper and pencil for students

Setting: Small-group or one-to-one

Directions:

1. Allow 30 minutes for the teaching session.
2. During the introduction session, model the letter and its sound to the student using a teaching format of:
 - a. *Model:* Identify the letter and model its name and sound. [***"This is the letter 'B' (trace with finger). It says /b/."***] Use various activities to model the letter and its sound, such as magnetic letters, books, posters, etc.
 - b. *Verbal prompt:* Ask the student(s) to produce the name and its sound. Model the letter and then ask the student to produce the name and sound.
 - c. *Feedback:* Provide corrective feedback if the student misidentifies the letter. (***"This is the letter 'B.' It says /b/."***) Provide praise if the student gets the letter correct. (***"That's right, that's the letter 'B.' It says /b/."***)
3. Following the introduction sessions, proceed to use the multisensory format to model and elicit responses from the student (i.e., shaving cream and Play-Doh). Use the same format of model-prompt-feedback.
4. After the multisensory session, proceed to the writing activity. Using the same format as the previous two sessions, have the students produce the letter name and sound using paper and a writing utensil.

Evidence Base: Lafferty et al. (2005)

Handout 7.21 Teach: Letter-Sound Correspondence: Guided Instruction of Letter Sounds

Targeted Skill: Letter-sound correspondence

Purpose and Description: To increase student's knowledge of letter names and letter sounds.

Materials Needed:

- Cards with vowels and consonants

Setting: Small-group or one-to-one

Directions:

1. Show the student the first letter on the card and say, *"This is a."*
2. Ask, *"What letter is this?"*
3. Have the student respond. If he or she is accurate, say, *"That's right the letter is a."* If the student is incorrect, provide an error correction (*"This letter is a. What letter is this?"*) and then provide the next card.
4. Once the student has mastered letter names, match the sounds to the letters and repeat the same process.
 - a. Show the student the letter a.
 - b. Say, *"This is a. a says /a/. What is the sound of a?"*
 - c. Repeat with each letter that the student has not mastered.

Considerations and Modifications:

- Begin by introducing one vowel and three or four consonants.
- The lesson can be altered by presenting a letter sound and having the student write the letter name on a whiteboard.
- Images of the letters in the shape of related objects (e.g., a snake in the shape of the letter *s*) can be used to further enhance the instruction. Also, asking the student to write the letter in air (e.g., kinesthetic movement) can further enhance instruction.

Evidence Base: Carnine et al. 2009; Diloranzo et al. 2011

Handout 7.22 Teacher: Letter-Sound Correspondence: Visual Support

Targeted Skill: Letter-sound correspondence

Purpose and Description: To increase student's knowledge of letter names and letter sounds.

Materials Needed:

- Picture cards with animals that represent letters and letter sounds (cards are available for reproduction at www.readingrockets.org/strategies/alphabet_matching/)
- Images or materials that depict each letter in the shape of the letter (e.g., snake in the shape of an *s*, a baseball and bat organized to look like *a b*) (optional)

Setting: Small-group or one-to-one

Directions:

1. Present each animal letter card with the name of the letter, name of the animal, and sound of the letter.
2. Say, *"Here is an e. Elephant starts with e. E says /e/."*
3. After presenting each card, have the student match the uppercase letter card (Mama card) with the lowercase letter card (Baby card). When the student matches each pair of cards, have them say the letter name and sound.

Considerations and Modifications:

- Images of letters can be used instead of the picture cards. Or the images can be combined with the letter cards.

Evidence Base: Dilorenzo et al. 2011; www.readingrockets.org/strategies/alphabet_matching

Handout 7.23 Teach: Letter Blends: Word Boxes

Targeted Skill: Knowledge of letter blends

Purpose: To build acquisition or fluency of letter blends and the ability to identify certain letter blends.

Setting: One-to-one, small-group, whole-group

Materials Needed:

- List of words for instruction
- Chips or tokens
- Word cards with boxes below that represent the sounds of the words
- Individual letter cards that represent the individual sounds or blends within the word.

Directions:

1. Pass out the word cards to the students.
2. Provide students with letter cards for each sound or phoneme in the word.
3. Model the procedure for the student. Slowly articulate the word, (i.e., “The word is *clap*.”) and slide the corresponding letter card into the box when the sound in the word is pronounced (*cl*, *a*, *p*).

CLAP		
CL	A	P

4. Have the student articulate the word slowly and slide the letters (or letters) into the box while pronouncing a new sound in a word.

Considerations and Modifications:

- This technique can be used with: consonant-vowel (CV), CVC, CVCV, consonant-vowel-vowel-consonant (CVVC), consonant-consonant-vowel-consonant (CCVC), and multisyllabic words.
- Instead of using letter cards initially, the instructor may use a token for each sound. The student slides a token into the box for each sound and then replaces each token with a letter card. This can provide further repetition and identification of specific phonemes and letter blends.
- The activity can be extended by having the student write the word after pronouncing and/or writing a sentence using the word.
- This technique can also be used to work with the student in identifying beginning, middle, and ending sounds in words.
 - The teacher presents a word and says, “Where do you hear the /cl/ in clap?”
 - The student then slides the letters into the box or position where they hear the sound in the word.

Evidence Base: Joseph 2000

Handout 7.24 Teach: Letter Blends: Word Building

Targeted Skill: Letter-sound correspondence and letter blends

Purpose and Description: To develop letter-sound correspondence and to build ability to decode whole words. Students are given cards and practice creating new words by changing a grapheme at the beginning, middle, or end of a word.

Materials Needed:

- Set of letter cards

Setting: Whole-group, small-group, or one-to-one

Directions:

1. Give each student a set of letter cards and review those letter sounds.
2. Pronounce a word and ask students to build the word with their cards (e.g., *cat*). Write the word on the board, have students read chorally, and fix their cards if they made a mistake.
3. Tell students to add, remove, or exchange one card to transform the word to the next word (e.g., *Now I want you to change the word **cat** to **cap***). Letter changes should draw attention to each letter position within a word. Students then read the word chorally.
4. *Error-correction procedure:*
 - a. If students have difficulty pronouncing a word after forming it, encourage an attempt based on the letter sounds. If necessary, guide them through progressively blending sounds together.
 - b. If students mistake the word for a similarly spelled word, write out both target word and error word and help them analyze differences in letter-sound units.

Consideration and Modifications:

- Instead of the teacher saying a word and asking students to build the word, the level of explicitness can be increased. Teachers can write the word on the board, have students pronounce the word, and then have them build the word.
- This activity can be extended to a peer tutoring activity. Students are assigned to pairs and take turns reading the words that they just built in the group instruction described previously. Students can be given premade flashcards or create their own flashcards as part of the group instruction.
- The activity can also be extended with a sentence reading activity. Students read sentences that contain the words they just built.
- Word building can be used with individual letter-sound correspondence or with letter blends.

Evidence Base: Rathvon 2008

Handout 8.1 Curriculum-Based Evaluation Process in Reading Comprehension Flowchart

Curriculum-Based Evaluation: Reading Comprehension

PROBLEM IDENTIFICATION			
1. Ask: Is there a problem?		→	Do: Initial identification of problem
2. Ask: Does the problem warrant further investigation?		→	Do: Conduct Survey-Level Assessment
ORF		MAZE	
PROBLEM ANALYSIS			
Decoding			
3. Ask: Does the student have sufficient accuracy and rate at grade-level with ORF?			
↓			
Do: Examine rate and accuracy on ORF as described in Chapter 6		No	
Yes		Teach: Decoding Skills	
Proceed to Step 4		(based on results of CBE Decoding Process in Chapter 6)	
Vocabulary		Meta-Cognitive	Background Knowledge
4. Ask: Is student missing critical vocabulary?		5. Ask: Is student monitoring comprehension?	
↓		↓	
Do: Examine vocabulary of content and passages		Do: Examine meta-cognitive skills	Do: Examine Background Knowledge
Yes		Yes	Yes
Teach: Vocabulary Instruction (Consider Step 5)		Proceed to Step 6	Reconsider problem identification
No		No	No
Proceed to Step 5		Teach: Meta-cognitive Skills (Consider Step 6)	Teach: Background Knowledge
PLAN IMPLEMENTATION			
Teach: Decoding Skills (as outlined in Chapter 6)	Teach: Vocabulary Instruction	Teach: Meta-Cognitive Skills Before/During/After Reading Framework	Teach: Background Knowledge
PLAN EVALUATION			
Monitor Effectiveness		Monitor Fidelity	

Handout 8.2 Survey-level Assessment Instructions

Purpose: To determine existence and severity of a reading problem.

Materials Needed:

- Writing tool, Timer
- Handout 8.8 to record scores
- A passage for each grade-level that will be assessed
 - Student copies & Evaluator copies

Directions:

1. Determine if practice tests are needed. If so, use Handout 8.3 which outlines directions and provides an example of a practice example.
2. Administer a 3-minute reading MAZE probe at the student's grade-level using standardized procedures.
 - a. Place the student copy of the passage in front of the student. Say ***"When I say 'Begin' start reading silently. When you come to a group of words, circle the 1 word that makes the most sense. Work as quickly as you can without making mistakes. If you finish the first page, turn the page and keep working until I say 'Stop'. Do you have any questions? (pause) Begin."***
 - b. Start timing and monitor the student to ensure he or she circles only 1 word and is staying on-task.
 - c. After three minutes, say ***"Stop."***

Interpretation Guidelines:

3. Ask: *Does the issue warrant further consideration?*
 - a. If the student is performing at criterion with accuracy and rate, then the student may have acceptable reading comprehension skills. The evaluator may wish to examine other areas listed in the CBE Process.
 - b. If the student is not performing at criterion for either accuracy or rate, proceed to the Problem Analysis and examine the student's rate and accuracy to determine further steps.

Formula for Calculating Circled Words Correct (Rate)

$$\text{Correct Responses (Circled Words Correct)} = \text{Rate}$$

Formula for Calculating Accuracy

$$\frac{\text{Circled Words Correct (CWC)}}{\text{Total Attempted Responses}} \times 100 = \text{Accuracy}$$

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Handout 8.3 Practice Directions for MAZE

1. Create a practice item or use pre-created practice items.
2. Say to the student, ***“When, I say ‘Begin’, I want you to silently read a story. You will have 3 minutes to read and complete the task. Listen carefully to the directions. Some of the words in the story are replaced with a group of three words. Your job is to circle the 1 word that makes the most sense in the story. Only 1 word is correct.”***
3. Now say, ***“Let’s practice one together. Look at the first page. Read the first sentence silently while I read aloud: The dog apple, broke, ran after the cat. The three choices are apple, broke, banana. The dog apple after the cat. That sentence does not make sense. The dog broke after the cat. That sentence does not make sense. The dog ran after the cat. That sentence does make sense, so circle the word ran.”***
4. Next, say, ***“Let’s go to the next sentence. Read it silently while I read aloud. The cat ran quickly green up the hill. Which word is the correct word for the sentence?”*** (Student answers quickly) ***“Yes, ‘The cat ran quickly up the hill.’ is correct, so circle the correct word quickly.”*** (Make sure students circle quickly)
5. Next say, ***“Silently read the next sentence and raise your hand when you think you know the answer.”*** (Make sure the student knows the correct word. Read the sentence with the correct answer) ***“That’s right, ‘The dog barked at the cat.’ is correct. Now what do you do when you choose the correct word?”*** (Student answers “Circle it.” Make sure the students understand the task) ***“That’s correct, you circle it. I think you’re ready to work on a story on your own.”***
6. If the student answers correctly, proceed to administration. If the student does not answer correctly, provide the correct response and proceed to testing.

Note: Reprinted with permission (Shinn & Shinn, 2002a). Copyright 2002 by NCS Pearson.

Practice Items

The dog (*apple, broke, ran*) after the cat. The cat ran (*quickly, green, for*) up the hill. The dog barked (*in, at, is*) the cat.

Handout 8.4 Directions for Vocabulary Lists

Purpose: To measure the student's ability to define words and to determine if a vocabulary deficit exists.

Materials:

- Writing utensil
- List of words for student to define
- Scoring sheet (see Handout 8.9 for a scoring sheet/examiner copy).

Directions:

1. Analyze errors on the Survey-Level Assessments determine if the student may have a deficit with academic vocabulary, content-specific vocabulary, or both.
2. Create a vocabulary list by first gathering a pool of terms the student should know. Create a separate list for content-specific and academic vocabulary (do not blend the two domains).
 - a. To create a list of *content-specific vocabulary*, evaluators can generate lists from the key words in the content area textbook or use common lists found on various websites. Evaluators also can identify a subject area within which the student is struggling and use the glossary or bolded words from the text book's chapter from that particular subject's text book.
 - b. To create a list of *academic vocabulary*, use common word lists for the student's grade level and age found on websites.
3. Present the words to the student. They may be presented one at a time on note cards, or on a list with the words covered up with a second piece of paper.
4. Ask the student to define the word. Say, "***What does this word mean?***" and point to the word. Mark if the student defines the word fully, partially, or does not define. Use Handout 8.9 to mark the student's responses.

Interpretation Guidelines:

5. Ask: "*Is the student missing critical vocabulary?*"
 - a. If the student scores well, move on to Step 5. If the student can define words in isolation, teach to fluency with recognizing words in text.
 - b. If the student scores low, then provide instruction in vocabulary identification (see "Teach: Vocabulary" in Chapter 8). Next, test to see if the student can produce the definition of the word when given context.

Handout 8.5 Comprehension Interview Instructions

Purpose: To measure the student's awareness of reading and to determine the student's use of meta-cognitive skills while reading.

Materials:

- Writing utensil
- Comprehension Interview (see Handout 8.10)
- Passages in which the student reads with sufficient rate and accuracy

Directions:

1. Provide the student copies of text or passages at an instructional level for rate and accuracy.
2. Explain to the student that he or she will read the text/passage and that you will ask questions to identify how the student approaches reading and understanding text. Say to the student, ***"I want you to read this text/passage aloud. I want you to 'think aloud' as you read because I want to understand how you read and how you make sense of what you read. I will ask you questions to help me understand how you read. First, let me ask how you prepare yourself to read. What do you do before you read this passage/text?"***
3. Proceed to ask the student questions or encourage the student to explain what he or she does before reading a passage or text. Encourage the student to speak and elaborate by saying ***"Tell me more"*** or ***"Explain that more fully."*** Observe and ask questions to assess the skills listed in the Comprehension Interview under the section "Before Reading".
4. Next, have the student read and examine the skills listed in the "During Reading" section of the Comprehension Interview. Ask questions as the student reads to clarify each skill. Say, ***"Okay, now begin reading and talk aloud while you read. Pretend I am a student and you are the teacher. How can I make sure I understand what is being read?"***
5. When the student finishes, ask him or her to explain what he or she does after finishing a passage or text. Ask questions to clarify the skills listed in the "After Reading" section of the Comprehension Interview. Say, ***"Now that you are finished, what do you do after you read to make sure you understand what was read?"***
6. Look over the Comprehension Interview and ask any clarifying questions to ensure you have assessed each skill listed.

Interpretation Guidelines:

7. Consider the results of the Retell and Ask, ***"Is the student monitoring his or her comprehension?"***
 - a. If yes, then reconsider the problem (Problem Identification) and/or examine background knowledge (see the "Expanding Knowledge" section).
 - b. If no, examine the results of the Interview and Retell to select a strategy to use.
 - i. If the student scored low on the Comprehension Interview, teach strategies based on where the deficit occurred.
 1. For "Before Reading", teach the student to develop questions and preview the text (see Handout 8.13).
 2. For "During Reading", teach the student to use strategies to monitor meaning (see Handouts 8.14 and 8.15).
 3. For "After Reading", teach the student to summarize and answer questions about the reading (see Handout 8.16).
 - ii. If the student scored low on Retell, teach partner retell (see Handout 8.17) and/or story mapping (see the "Story Mapping" section later in the Chapter). The instruction will be adjusted depending if the student was able to provide accurate Retell with prompting or without.

Handout 8.6 Retell Instructions

Purpose: To assess the student's ability to monitor meaning and understand the structure of reading texts.

Materials:

- Passages for the student to read, both expository and narrative
- Handout 8.11
- Audio recorder (optional)

Directions:

1. Gather approximately 250-word passages or reading texts that are both expository and narrative, depending on the student's grade level and the content areas being assessed. Consider using a recording device so that you can replay the retell and accurately interpret the student's response.
2. Say to the student, ***"I want you to read this passage to yourself. I will then have you tell me about what you read."***
3. Have the student read untimed. After the student finishes the passage, ask the student to summarize what was read. Say, ***"Please tell me about what you read."***
4. After the student provides a response, score the response using the rubric provided in Handout 8.10 or create your own.

Interpretation Guidelines:

5. *Ask: Can the student actively construct meaning while reading?*
 - a. If yes, the student's monitoring of text and understanding of the structure of text is secure.
 - b. If no, conduct the next step.
6. Ask questions to prompt the student's retell and to determine if the student is identifying relevant information from the passages. Examples of questions to consider are provided in Handout 8.11.
7. *Ask: With prompting/assistance, can student monitor and construct meaning?*
 - a. If yes, then teach the student to monitor and construct meaning independently. The focus is on building fluency with this skill.
 - b. If no, then teach the student to monitor meaning and to understand the structure of the text.
8. Consider the results of the Comprehension Interview and *Ask: "Is the student monitoring his or her comprehension?"*
 - a. If yes, then examine background knowledge.
 - b. If no, examine the results of the Interview and Retell to select a strategy to use.
 - c. If the student scored low on the Comprehension Interview, teach strategies based on where the deficit occurred.
 1. For "Before Reading", teach the student to develop questions and preview the text (see Handout 8.13).
 2. For "During Reading", teach the student to use strategies to monitor meaning (see Handouts 8.14 and 8.15).
 3. For "After Reading", teach the student to summarize and answer questions about the reading (see Handout 8.16).
 - d. If the student scored low on Retell, teach partner retell (see Handout 8.17) and/or story mapping (see the "Story Mapping" section later in the Chapter). The instruction will be adjusted depending on whether the student required prompting to provide accurate Retell.

Handout 8.7 Background Knowledge Discussion Instructions

Purpose: To determine if students have sufficient background knowledge to gain meaning from text.

Materials:

- Reading passages containing topics about which the student may not have background knowledge
- Writing implement
- Paper to record student responses

Directions:

1. Gather reading passages containing topics to be assessed.
2. Preview the reading passages and identify main theme and 3–5 key points that are essential to understanding the passage. Identify important vocabulary words.
3. Explain to the students that you want them to read a passage but that first, you will have a conversation to understand what they may already know about the topic.
4. Begin with an open-ended question, such as “Tell me what you know about ____.” Take notes while the student answers and look for identification of the key points you identified.
5. Next ask specific questions about the key points and vocabulary that you identified. Record what the student says.

Interpretation Guidelines:

6. Ask, “*Does the student’s background knowledge support text content?*” Review your notes and determine if the student’s background knowledge supports the content of the text. As a general guideline, the student should know the majority of the key points that you identified and not present inaccuracies.
 - a. If yes, then you can reasonably conclude that the student’s background knowledge is sufficient for that particular topic.
 - b. If no, then recommend teaching strategies that will activate or build background knowledge (see *Teach: Background Knowledge* section and Handouts 8.13 and 8.18).

Handout 8.8 Survey-Level Assessment Recording Sheet for MAZE

Student Name: _____ Date: _____ Grade: _____

	Passage Score	Criterion	Met?	Benchmark ^a
Level 8	rate	18		N/A
	accuracy	$\geq 80\%$		
Level 7	rate	18		N/A
	accuracy	$\geq 80\%$		
Level 6	rate	16		18
	accuracy	$\geq 80\%$		
Level 5	rate	12		18
	accuracy	$\geq 80\%$		
Level 4	rate	10		15
	accuracy	$\geq 80\%$		
Level 3	rate	8		8
	accuracy	$\geq 80\%$		
Level 2	rate	2		N/A
	accuracy	$\geq 80\%$		

^abased on Fall DIBELS Next Benchmark Goals (<http://dibels.org/papers/DIBELSNextBenchmarkGoals.pdf>).

Expected Instructional Level (Grade-level):	_____
Obtained Instructional Level (meets rate and accuracy):	_____
Obtained rate with grade-level material:	_____
Expected rate with grade-level material:	_____
Expected rate minus obtained rate = rate discrepancy:	_____
Obtained accuracy with grade-level material:	_____
Expected accuracy with grade-level material:	$\geq 80\%$
Expected rate minus obtained rate = accuracy discrepancy:	_____

Handout 8.9 Vocabulary List Template. Examiner Copy

This template is used to record a student's responses when asked to define vocabulary words in isolation. Write the words to assess in the "Word" column. Write the definition in the "Definition" column. Ask the student to define each word and mark the correct box to indicate whether they defined it, partially defined it, or did not define the word in the "Correct" column.

Word	Definition	Correct?		
1.		Defined <input type="checkbox"/>	Partial <input type="checkbox"/>	Not Def <input type="checkbox"/>
2.		Defined <input type="checkbox"/>	Partial <input type="checkbox"/>	Not Def <input type="checkbox"/>
3.		Defined <input type="checkbox"/>	Partial <input type="checkbox"/>	Not Def <input type="checkbox"/>
4.		Defined <input type="checkbox"/>	Partial <input type="checkbox"/>	Not Def <input type="checkbox"/>
5.		Defined <input type="checkbox"/>	Partial <input type="checkbox"/>	Not Def <input type="checkbox"/>
6.		Defined <input type="checkbox"/>	Partial <input type="checkbox"/>	Not Def <input type="checkbox"/>
7.		Defined <input type="checkbox"/>	Partial <input type="checkbox"/>	Not Def <input type="checkbox"/>
8.		Defined <input type="checkbox"/>	Partial <input type="checkbox"/>	Not Def <input type="checkbox"/>
9.		Defined <input type="checkbox"/>	Partial <input type="checkbox"/>	Not Def <input type="checkbox"/>
10.		Defined <input type="checkbox"/>	Partial <input type="checkbox"/>	Not Def <input type="checkbox"/>
11.		Defined <input type="checkbox"/>	Partial <input type="checkbox"/>	Not Def <input type="checkbox"/>
12.		Defined <input type="checkbox"/>	Partial <input type="checkbox"/>	Not Def <input type="checkbox"/>
13.		Defined <input type="checkbox"/>	Partial <input type="checkbox"/>	Not Def <input type="checkbox"/>
14.		Defined <input type="checkbox"/>	Partial <input type="checkbox"/>	Not Def <input type="checkbox"/>
15.		Defined <input type="checkbox"/>	Partial <input type="checkbox"/>	Not Def <input type="checkbox"/>
16.		Defined <input type="checkbox"/>	Partial <input type="checkbox"/>	Not Def <input type="checkbox"/>
17.		Defined <input type="checkbox"/>	Partial <input type="checkbox"/>	Not Def <input type="checkbox"/>
18.		Defined <input type="checkbox"/>	Partial <input type="checkbox"/>	Not Def <input type="checkbox"/>
19.		Defined <input type="checkbox"/>	Partial <input type="checkbox"/>	Not Def <input type="checkbox"/>
20.		Defined <input type="checkbox"/>	Partial <input type="checkbox"/>	Not Def <input type="checkbox"/>
		Total Defined: %		
		Total Partial: %		

Handout 8.10 Comprehension Interview

Use this Comprehension Interview to determine if the student monitors his or her meaning while reading a passage or text. Use with Handout 8.5. Mark the box to indicate whether the skill is observed, partially observed, or not observed while the student is reading.

Skill			
<i>Before Reading</i>			
States purpose for reading	Observed? <input type="checkbox"/>	Partial? <input type="checkbox"/>	Not Observed? <input type="checkbox"/>
Identifies questions to consider or ask	Observed? <input type="checkbox"/>	Partial? <input type="checkbox"/>	Not Observed? <input type="checkbox"/>
Skims passages or paragraphs to find information for questions	Observed? <input type="checkbox"/>	Partial? <input type="checkbox"/>	Not Observed? <input type="checkbox"/>
Forms a general impression of information emphasized within the text	Observed? <input type="checkbox"/>	Partial? <input type="checkbox"/>	Not Observed? <input type="checkbox"/>
Sets a goal for reading	Observed? <input type="checkbox"/>	Partial? <input type="checkbox"/>	Not Observed? <input type="checkbox"/>
Uses title to identify purpose	Observed? <input type="checkbox"/>	Partial? <input type="checkbox"/>	Not Observed? <input type="checkbox"/>
Looks at illustrations or headers	Observed? <input type="checkbox"/>	Partial? <input type="checkbox"/>	Not Observed? <input type="checkbox"/>
Makes predictions about what is in the text	Observed? <input type="checkbox"/>	Partial? <input type="checkbox"/>	Not Observed? <input type="checkbox"/>
<i>During Reading</i>			
Identifies main ideas and critical details	Observed? <input type="checkbox"/>	Partial? <input type="checkbox"/>	Not Observed? <input type="checkbox"/>
Deciphers which information is relevant and which is not relevant	Observed? <input type="checkbox"/>	Partial? <input type="checkbox"/>	Not Observed? <input type="checkbox"/>
Synthesizes key ideas	Observed? <input type="checkbox"/>	Partial? <input type="checkbox"/>	Not Observed? <input type="checkbox"/>
Adjusts reading rate with changes in text complexity	Observed? <input type="checkbox"/>	Partial? <input type="checkbox"/>	Not Observed? <input type="checkbox"/>
Self-corrects errors	Observed? <input type="checkbox"/>	Partial? <input type="checkbox"/>	Not Observed? <input type="checkbox"/>
Remembers questions and predictions while reading	Observed? <input type="checkbox"/>	Partial? <input type="checkbox"/>	Not Observed? <input type="checkbox"/>
Checks to see if what was read makes sense or aligns with previous information	Observed? <input type="checkbox"/>	Partial? <input type="checkbox"/>	Not Observed? <input type="checkbox"/>
Stops and summarizes information while reading	Observed? <input type="checkbox"/>	Partial? <input type="checkbox"/>	Not Observed? <input type="checkbox"/>
Clarifies information when it does not make sense	Observed? <input type="checkbox"/>	Partial? <input type="checkbox"/>	Not Observed? <input type="checkbox"/>

<i>After Reading</i> Identifies or reaches a conclusion	Observed? <input type="checkbox"/>	Partial? <input type="checkbox"/>	Not Observed? <input type="checkbox"/>
Summarizes what was read	Observed? <input type="checkbox"/>	Partial? <input type="checkbox"/>	Not Observed? <input type="checkbox"/>
Answers questions that were posed at the beginning of reading	Observed? <input type="checkbox"/>	Partial? <input type="checkbox"/>	Not Observed? <input type="checkbox"/>
Elaborates on reading and/or connect with other sources of information; Uses prior knowledge to make sense of what was read	Observed? <input type="checkbox"/>	Partial? <input type="checkbox"/>	Not Observed? <input type="checkbox"/>
Makes decisions about reading to determine if reading goal was met or if sections require rereading	Observed? <input type="checkbox"/>	Partial? <input type="checkbox"/>	Not Observed? <input type="checkbox"/>
Reviews sections of text	Observed? <input type="checkbox"/>	Partial? <input type="checkbox"/>	Not Observed? <input type="checkbox"/>

Questions to consider asking:

1. How do you prepare yourself before you read?
2. Do you ever go back and reread? Why would you do that?
3. What do you do if you don't understand a word in a sentence? A whole sentence? A whole paragraph?
4. What do you do when you see bolded words in a textbook or reading?
5. Do you read some text faster than others? Explain.
6. If you're in a hurry and could not read an entire selection, which sentences would you read? What part of the text could you skip?
7. Do you do anything to prepare before you read a story?
8. What do you do when you finish reading?

Notes: (Write down behaviors observed that monitor and improve comprehension).

Handout 8.11 Retell Rubric and Questions

Table 8.11.1 Basic rubric for retell

Narrative/fictional elements	Examples of labels or headers		
	Inaccurate or not included	Fragmented	Partial
	Little comprehension	Some comprehension	Adequate comprehension
	0	1	2
			3
Characters	Does not identify characters	Vaguely refers to characters	Identifies characters
Setting	Does not include setting	Vaguely includes setting	Identifies story setting
Events and sequence	Identifies 1 or 2 events	Identifies events in random order	Identifies events in order
Author's purpose	Does not identify lesson or viewpoint	Vaguely Identifies lesson	Identifies lesson or viewpoint in general terms
<i>Expository elements</i>			
Topic	Does not identify topic		Identifies topic
Main idea	Does not identify main idea		Identifies main idea
Details	Does not provide details	Provides few details	Provides most details
Organization	Does not mention organization of text	Vaguely refers to text organization	Identifies text organization and explains why
Vocabulary	Does not use vocabulary from passage	Uses vocabulary without clear understanding	Uses some vocabulary with understanding

Table 8.11.2 Guidelines for Retell

Basic Retell	Identify and retell beginning, middle, end Describe setting Identify problem and resolution
Complete	Identify and retell events and facts in sequence Draw inferences Retell causes of actions and effects
Comprehensive	Identify and retell a sequence of actions and events Draw inferences to account for actions Offer an evaluation of story

Note: Adapted from Vaughn and Linan-Thompson (2004)

Possible Questions to Ask for Prompting During Retell

Fictional

- What happened at the beginning of the story?
- What happened before (or after) (a particular event) in the story?
- How did the story end?
- What is the lesson of the story?

Expository

- What is this text about?
- What are the main ideas?
- Share some details supporting the main idea.
- How is the information organized and presented?
- What are some key terms?

Handout 8.12 Teach: Peer Tutoring in Vocabulary

Targeted Skill: Vocabulary

Purpose and description: The purpose is to improve the student's knowledge of vocabulary words by pairing them with peers. Students take turns quizzing each other on the words.

Materials:

- Note cards for students, writing utensils
- Dictionaries for each pair of students
- A list of vocabulary words for each pair of students

Setting: Whole-class or small-group

Directions:

1. Pair up students and explain they will work together to learn vocabulary words.
2. Distribute the vocabulary list to students on Monday. Designate one student to serve as the first tutor.
3. Have students prepare individual cards by looking up vocabulary words and writing the word on one side of the card and the definition on the other side.
4. On Tuesday, conduct a whole-class review of the words and provide corrective feedback to students.
5. For the tutoring session, have the tutor show the tutee the vocabulary word. The tutee is to provide the definition. If correct, the tutee is praised, and the card is placed faced down. If incorrect, the tutor reads the definition and has the tutee repeat it. The missed card is placed back in the deck near the beginning to ensure it is reviewed after a short time.
 - a. The teacher monitors and supervises during the tutoring session.
6. After finishing the deck, the tutor reviews the missed cards as many times as possible in 10 minutes.
7. Following the 10 minutes, the students switch roles and repeat Steps 5 and 6 above.

Considerations and Modifications:

- Change pairs each week.
- At the end of the tutoring session, a quiz can be administered and scores tallied. This quiz can be a tool to measure student progress.
- Students can earn points for completing the tutoring session, for displaying expected behaviors, and for identifying correct word definitions. Rewards can be provided for pairs, groups of students, or the whole-class.

Evidence-base: Rathvon 2008; Malone and McLaughlin 1998

Handout 8.13 Teach: Before Reading: Previewing and Developing Questions

Targeted Skill: Comprehension

Purpose and description: Students are taught to preview the text to activate background knowledge and to build motivation for reading. They answer questions about what they already know about the topic and what they think they will learn from the reading selection.

Materials:

- Previewing Question template
- Reading text or passages

Setting: One-to-one, whole-group, small-group

Directions:

1. Explain to students they will preview the text to predict what they will learn. Drawing comparisons to movie previews is helpful in understanding previewing.
2. Explain that previewing is brief (e.g., 2–3 minutes) and that students should figure out: (a) what the reading is about, (b) what they already know about the reading, and (c) what they will learn from the reading.
3. Provide students 2–3 minutes to preview the reading.
 - a. Teach students to systematically preview the text. For example, read the title, then look at pictures and figures, read each heading and think about what it means, look for key words (bolded, underlined), and then read the summary and/or the first and last paragraph.
4. Then provide about 6 minutes for students to discuss with each other what they learned, develop predictions about the reading, and share connections between the text and what they already know.
5. Have students complete a “Previewing Template”. An example is provided below.

Previewing Template:

Topic	What I Already Know About The Topic	What I Will Learn

Considerations and Modifications:

- For expository text, teach the acronym: THIEVES as a method for previewing. Students review each portion of a text-book using THIEVES to remind them what to read and in what order: T- title, H- heading, I- introduction, E- every first sentence in a paragraph, V- vocabulary terms, E- end-of-chapter questions, S- summary at end of chapter.
- Related strategies that can help with previewing reading passages and texts are “Inquiry Charts”, which teach students to develop specific questions about the topic and “Think Alouds”, which teach students to both develop questions and monitor their meaning during reading. The reader is referred to <http://www.readingrockets.org/strategies/#comprehension> for more information.

Evidence-base: Liff Manz 2002; Vaughn and Kettman Klinger 1999; Vaughn et al. 2000

Handout 8.14 Teach: During Reading: Click or Clunk

Targeted Skill: Comprehension

Purpose and description: The purpose is to teach students to monitor their reading and actively engage with the text. Students are taught to stop and check whether what they are reading is making sense (clicks) or not making sense (clunks). If the section was a clunk, they use “fix-up” strategies to gain meaning.

Materials:

- Text
- Pre-assigned partners

Setting: One-to-one, partners, small-groups

Directions:

1. Discuss with students the difference between “click” and “clunk”. Click can be described as understanding something immediately (like the snap of your fingers) and clunk can be described as hitting a brick wall (Vaughn and Kettman Klinger 1999).
2. Provide guided practice with “click or clunk” by reading passages to students and then asking if the selection “clicks or clunks”. Begin by checking understanding after each sentence and then move to checking after each paragraph, whole pages, sections, etc.
3. If students identify “clunks”, teach “clunk” fix-up strategies. Model and provide practice with fix-up strategies. Examples are provided in Table 8.14.1.
4. Once students demonstrate accuracy of the skills, provide independent practice with the strategies.

Table 8.14.1 Examples of fix-up strategies

Fix-up strategy
<ul style="list-style-type: none">• If a sentence does not make sense, reread the sentences before and after it to look for clues• Reread the sentence without the misunderstood word and think about what would make sense• Look for a prefix or suffix that might help understand misunderstood words• Look up the misunderstood word in the glossary or dictionary• Ask a classmate• Reread the paragraph and ask, “What did the paragraph say?”• Identify the main idea of the paragraph• Look ahead for clues to help understand a paragraph or passage• Restate what was read into your own words; compare with a peer• Adjust your reading rate by slowing down, rereading when understanding is not accomplished• Look for visuals or pictures to facilitate understanding• Summarize the author’s main points at various times during reading• Reread sections aloud

Considerations and Modifications:

- Teaching students to identify the main idea of a selection can facilitate reading comprehension. “Get the gist” can consist of two steps: (a) decide who or what the paragraph is about and (b) name the most important idea about the topic.
- Teach students to be “click detectors”. They can work in pairs and provide feedback to each other as they identify what clicks and how to fix clunks while reading.

Evidence-base: Vaughn and Kettman Klinger 1999

Handout 8.15 Teach: During Reading: Paragraph Shrinking

Skill: Comprehension by summarizing information

Purpose and description: Students are assigned to pairs and taught to summarize paragraphs in 10 words in less.

Materials:

- Pre-assigned groups or partners
- Text
- Prompt cards or list of questions

Setting: Individually, small-group, or whole-group

Directions:

1. Assign students to pairs and provide them with text.
2. Student 1 begins reading aloud for 5 minutes, and Student 2 follows along ensuring accuracy.
3. At the end of each paragraph, Student 2 asks the student: (a) “Who or what is the paragraph about?” and (b) “Tell me the most important thing about (who or what).” Student 1 summarizes this information in 10 words or less.
4. If Student 2 decides Student 1 made an error, he or she says “That’s not quite right. Skim the paragraph and try again.”
5. After the 5 minutes, students switch roles and repeat the procedure.

Considerations and Modifications:

- Students can earn points for correct responses and for stating the summary in 10 words or less. These points can be part of a larger reward system.
- Prompt cards can be provided that state: (1) Name the who or what, (2) Tell the most important thing about the who or what, and (3) Say the main idea in 10 words or less.

Evidence-base: Rathvon 2008; Readingrockets.org; Sáenz et al. 2005

Handout 8.16 Teach: After Reading: Summarizing and Question-Generating

Targeted Skill: Comprehension

Purpose and Description: After reading, students identify the main idea(s) and write questions about the reading.

Materials:

- List of questions
- Text

Directions:

1. After students read the text, have them underline or identify key words and main ideas.
2. Write down the key words and main ideas on a piece of paper.
3. Have students summarize the text in 20 words or less. (The number of words can be adjusted depending on the length of text and grade-level of the student.)
4. Next, teach students to write “teacher-like” questions about the reading using *who*, *what*, *when*, *where*, *why*, and *how*.

Considerations and Modifications:

- Provide question stems, such as:
 - What do you think would happen if _____?
 - How would you compare and contrast _____?
 - How do you think _____ could have been prevented?
 - How would you interpret _____?
- Students can preview the reading, write questions, and then answer those questions while they read.
- For narrative questions, have students write questions about the setting, characters, plots, and themes. For expository texts, have students write questions that compare and contrast, sequence, are descriptive, and address organization of the text, concepts or terms, examples and definitions, problems and solutions, and cause and effect.
- Students can be taught to write Question-Answer Relationship questions. There are four types of questions:
 - **Right There:** Literal questions where the answer is found in the text using the same words in the text. The answer is directly in the text.
 - **Think and Search:** Questions which requiring gathering several sources of information and putting them together to form the answer.
 - **Author and You:** Questions based on information in the text, but require the student to relate to his or her own experiences to answer. The answer is not directly in the text.
 - **On My Own:** Questions that do not require the student to have read, but require background knowledge to answer.

Evidence-base: Hock and Mellard 2005; Vaughn and Kettman Klinger 1999

Handout 8.17 Teach: After Reading: Partner Retell

Skill: Comprehension and Retell

Purpose and description: Students work in pairs to read portions of a text and then retell what was read.

Materials:

- Pre-assigned pairs
- Text

Setting: One-to-one and pairs

Directions:

1. Assign students to pairs or groups.
2. Student 1 reads for 5 minutes, and Student 2 follows along and corrects any errors made (decoding, omissions, added words, and hesitations).
3. Students switch roles.
4. After each student reads the passage, students take turns retelling the main ideas in the story or passage as they occur. Student 2 retells in sequence what was read for 2 minutes. Student 1 provides prompts as needed, such as “What did you learn first?” and “What did you learn second?” After the 2-minute retell, students switch roles.

Considerations and modifications

- Use a 1-minute retell for younger students.
- Provide points for reading the passage correctly and for staying on-task. These points can be part of a larger reward system.

Evidence-base: Rathvon 2008; Sáenz et al. 2005

Handout 8.18 Teach: Background Knowledge: Connections to Self, World, Text

Skill: Comprehension and Activation of Background Knowledge

Purpose and description: To enhance student's comprehension of a text and to expand upon topics read by tying the information to the student's prior knowledge.

Materials:

- Reading Passage
- Handout 8.18a

Setting: One-to-one, small-group, or whole-class

Directions:

1. After students read a passage, encourage a discussion about the main topics of the reading. Guide the discussion to draw out factual information from the reading.
2. Ask students to think of how the reading is related to their lives. Have them complete the "Text to Self" row on their worksheets. Sample prompts include:
 - a. What I read reminds me of when I...
 - b. I agree with what I read because one time, I...
 - c. I disagree with or don't understand what I read because one time, I...
3. Now discuss how the text relates to events in the world. Ask students to complete the "Text to World" row on their worksheets. Sample prompts include:
 - a. This reading reminds me of...
 - b. What I read is similar to this event in history...
 - c. What I read is similar to what is happening now...
4. Now discuss how the text reminds students of other books or readings they have previously read. Ask students to complete the "Text to Text" row on their worksheets. Sample prompts include:
 - a. What I read reminds me of another reading I read because...

Evidence-base: Lague and Wilson 2010

Handout 8.18a

Name: _____

Main Ideas in Reading	
Text to Self	
Text to World	
Text to Text	

Handout 8.19 Story Map Template*Narrative or Fictional Text*

Story Title:	
Main Characters:	
Time and Setting:	
Problem:	
Major Events:	
1	
2	
3	
Outcome or Resolution:	

Expository Text

Topic Sentence or Author's Purpose:
Supporting Detail 1:
Supporting Detail 2:
Supporting Detail 3:
Main Idea:

Handout 8.20 Directions for Vocabulary-Matching Probes

Purpose: To determine if student can identify vocabulary words when provided the definition.

Materials:

- Timer, writing utensil
- List of missed vocabulary words from Step 4
- Created vocabulary lists

Directions:

1. Create probes based on the student's actual curriculum words for which the student was unable to produce a definition in Step 4 (see Handout 8.9).
2. The probe should have 20 terms and 22 definitions. If the student did not miss 20 terms, create a pool of items, selecting terms from the classroom textbook, teacher lectures, or from academic lists.
3. Develop short definitions for each term. Use the glossary of the textbook or a definition based on the curriculum.
4. Administer the probe by giving the student 5 minutes to match terms with definitions.
5. Say, ***"When I say begin, match the words on the left-hand side of the page with their definitions. Write the letter of the correct definition in the blank next to each word. Do as many as you can. Do not worry about not knowing all of the words. Just do your best work. Ready? Begin."***

Interpretation Guidelines:

6. Record the number of items matched correctly by the student. Calculate a percentage of total correct.
7. Compare the "matching score" to the score the student received on the definition production measure.
 - a. If the student does better with matching the definition, the student likely will benefit from fluency building with vocabulary definitions.
 - b. The student requires vocabulary instruction for those words he or she does not define with matching.

Considerations:

- A practical way to develop the measures is to write each vocabulary term on the front of an index card with its definition on the back. For each measure, shuffle all of the cards, and randomly select terms and definitions. Place the terms on the left-hand side of the page and the definitions in random order on the right-hand side. Number the terms, leaving a blank space by each term; put letters by each definition. The students write the letter for the correct definition in the blank next to each term.
- You can create a pool of vocabulary items and then create probes with which to monitor progress. The measure should be long enough that the student is unable to finish the task within the 5-minute time limit. (If you think students will finish within the 5 minutes, create longer measures.) See <http://teachingld.org/questions/12> for more information on monitoring.

Evidence-base: Espin and Foegen 1996; Espin et al. 2001; <http://teachingld.org/questions/12>

Handout 8.21 Vocabulary-Matching List Template and Example

Match the definition on the right to the word on the left by writing the letter of the definition next to the word. Write the letter in the answer column. An example is provided in the shaded boxes

Answer	Word	Definitions
Z	Book	Z A handwritten or printed work of fiction or nonfiction
		A
		B
		C
		D
		E
		F
		G
		H
		I
		J
		K
		L
		M
		N
		O
		P
		Q
		R
		S
		T
		U
		V

Vocabulary-Matching Example

Answer	Word
<i>C</i>	Analysis
<i>A</i>	Policy
<i>D</i>	Design
<i>E</i>	Emphasis
<i>B</i>	Imply

Definitions	
A	A definitive course of action that outlines rules and regulations
B	To indicate or suggest
C	The process of studying the nature of something
D	To create or plan
E	To stress or place importance upon

		Rate of Words Read Correct Per Minute	
		High (>norm or benchmark)	Low (<norm or benchmark)
Accuracy of Text	High (> 95%)	<p>Group 1: Accurate and Fluent Reader</p> <p><i>Instructional Hierarchy:</i> Generalization and Adaptation</p> <p><i>Teach:</i> Grade-Level Content, Comprehension and Vocabulary (see Chapter 8)</p> <p><i>Plan of Action:</i> Instruction on meaning of content, specific words, and maintenance of skills</p>	<p>Group 2: Accurate and Not Fluent Reader</p> <p><i>Instructional Hierarchy:</i> Fluency</p> <p><i>Teach:</i> Fluency and rate building</p> <p><i>Plan of Action:</i> Build fluency and automaticity at the word, sentence, and passage level. Instruction on grouping words to improve prosody, rate, and automaticity.</p>
	Low (< 95%)	<p>Group 3: Inaccurate and Fluent Reader</p> <p><i>Instructional Hierarchy:</i> Acquisition (of phonics skills) or Fluency and Generalization (of skills to new words and text)</p> <p><i>Teach:</i> Determine if student's high error rate is due to lack of self-correcting errors or if student lacks decoding skills.</p> <p><i>Plan of Action:</i> If self-correcting error, focus on accuracy and self-monitoring. If lack of decoding, follow "Inaccurate and Not Fluent Reader" strategies. If both, combine strategies from Group 3 and Group 4</p>	<p>Group 4: Inaccurate and Not Fluent Reader</p> <p><i>Instructional Hierarchy:</i> Acquisition</p> <p><i>Teach:</i> Acquisition and fluency of basic reading skills (decoding and/or sight words)</p> <p><i>Plan of Action:</i> Instruction on missing decoding skills and sight words (based on results of error analyses). Work on applying skills to connected text and building fluency.</p>

Note: Accuracy and rate are based on result of Reading Curriculum-Based Measurement. Adapted from Kansas State Department of Education (2011).

<http://www.springer.com/978-1-4614-9359-4>

Practitioner's Guide to Curriculum-Based Evaluation in
Reading

Harlacher, J.E.; Sakelaris, T.L.; Kattelman, N.M.

2014, XVII, 303 p. 97 illus., Hardcover

ISBN: 978-1-4614-9359-4