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AMERICA READS
M - DCPS Primary Tutorial Program

"The Butterfly Effect: A butterfly stirring the air today in Peking can transform systems next month in New York." J. Gleik

Schools and educational organizations are also systems, influenced by a wide range of dynamics, that shape the directions, capacities, and production of those who work within them. Enlightened educators who seek to influence far beyond the moment, create turbulence like those of the butterfly’s wings. The Miami-Dade Reads Tutoring Guide owes its largest thanks to the teachers and colleagues who contributed to this publication. Their wisdom and insights are woven through every page of this guide.

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Chapter 1

Welcome to M-DCPS Primary Tutorial Program

What is it?

This manual serves as a tutorial program to provide intervention/remediation reading instruction to first, second, and third graders experiencing difficulty in learning to read. The tutor will support classroom teaching by providing individual instruction to these students. In giving one to one attention to each child, the tutor will become a learning partner who supports the classroom teacher. A teacher may deliver instruction to a group of up to three students.

The America Reads/DCPS Tutorial Program is designed to provide additional support to struggling first graders or students who have been identified to participate in the Intensive Care Unit Program (ICU) due to low proficiency levels in reading. An assessment and teacher recommendation will determine entry into the program. The tutoring model consists of direct instruction in phonemic awareness, phonics, and comprehension, both oral and written. It is a tutor friendly, child orientated plan. Studies show that individualized attention and tutoring, when combined with parental and community involvement, and quality school instruction, help to raise reading levels.

Who is participating?

If you are participating in the America Reads Program: College students from Miami Dade Community College, University of Miami, Barry University, Florida International University, and Florida Memorial College will be recruited to serve as tutors. Each tutor, paid through the Federal Word Study Program, will work from ten to twenty hour per week. Participating schools will have from three to six tutors working with first grade students. Tutors will instruct children in one on one tutorials for 30 minutes daily, two to four times a week. The tutoring session will not take away from the students' classroom instructional time.
If you are participating in the Intensive Care Unit Program (ICU): The program may utilize college students, volunteers, retired teachers, paraprofessionals, and/or any available staff to implement the America Reads M-DCPS Tutorial Model. The district will provide staff development for the tutors. This model provides a 1:1 - 1:3 instruction for thirty minutes two to four times per week. Additional staff development may be requested for regular classroom teachers to ensure that classroom instruction is utilizing “best teaching practices”. Substitute coverage is the responsibility of the school.

When will it take place?

Depending on the needs of the students and the availability of personnel, the America Reads Tutorial Program and/or the Intensive Care Unit (ICU) may be implemented before, during, or after school, including special area classes or content area classes. The program may not supplant the required two-hour daily language arts/reading instructional time.

Materials to be used

- Rigby - Literacy 2000 Series
- Wright Group - Sunshine Readers and the Story Box
- Modern Curriculum Press - Ready Readers
- New Bridge - Discovery Link - nonfiction reading with reproducible mini-books for home-school connection.
- Steck-Vaugh/Raintree - Pair-It Books
- Other readers such as the ones suggested in Guided Reading by Irene C. Fountas and Gay Su Pinnel may be used.

Note: Early Readers may use easy to read trade books such as:

- Scholastic or Harper Collins - “I Can Read”/“Hello Readers”
Roles and Responsibilities
The success of this model is dependent upon commitment and teamwork from everyone involved. Each has a specific role in the implementation.

School Principal
☑ Commit to program.
☑ Identify and support reading coordinator.
☑ Establish system for monitoring and signing off on tutor time sheet.
☑ Develop partnerships with parents.
☑ Secure all necessary materials.

Reading Coordinator
☑ Assemble tutoring materials.
☑ Coordinate student selection process.
☑ Oversee tutoring program.
☑ Provide initial and/or additional training.
☑ Provide support and direction to tutors.
☑ Collaborate with/and support classroom teachers.

First, Second, and Third Grade Classroom Teachers
☑ Assist with assessment and selection of students.
☑ Ensure that materials and activities are targeted to students' reading levels.
☑ Provide support and guidance to tutors.
☑ Collaborate with the reading coordinator.
☑ Assist in assembly of tutoring programs.
☑ Provide “chunk” (a selection of text that the child is currently reading in class) to the tutor.
☑ Monitor progress.

Tutor
☑ Establish positive learning environment.
☑ Organize materials.
☑ Keep current and accurate records.
☑ Communicate effectively with classroom teacher and reading coordinator.
☑ Follow tutorial model.
☑ Act as a learning partner, committed to the social and academic growth of students.
☑ Demonstrate professionalism.
Parent
- Keep informed.
- Communicate with school and child.
- Attend workshops.
- Celebrate successes.
- Follow up with daily "Family Reading!"

Parent Forms
- Letter of Participation.
- Listening to My Child Read...
CONGRATULATIONS!

Dear Parents:

Your child, ________________, has been selected to participate in a reading tutorial program.

WHAT? Your child will receive extra support and time to become a better reader.

WHO? Trained tutors will tutor your child under the guidance and supervision of the Reading Coordinator and Classroom Teacher.

WHEN? Students will meet with tutors two to three times a week before, during, or after school.

HOW? Tutors and students will follow the America Reads and/or Intensive Care Unit Tutorial Program which provides individual reading support and practice.

YOU are the most important “learning partner” in helping your child to fall in love with books in any language (Spanish, Creole, Chinese, Portuguese, etc.). Enclosed please find some tips for you to assist your child at home with reading. Your support and involvement are essential. You will be invited to the school to celebrate all the wonderful reading your child will enjoy this year.

Your child will be tutored on __________ at __________

If you have any questions, you may contact the Reading Coordinator, __________________ at __________

Division of Language Arts/Reading
¡FELICIDADES!

Estimados padres:

Su hijo (a) ________________________ fue seleccionado (a) para participar en un programa de lectura supervisado minuciosamente.

¿Qué?: Su hijo (a) recibirá tiempo y ayuda adicionales en la práctica de la lectura.

¿Qué?: Bajo la dirección y supervisión del Coordinador (a) de Lectura y además del maestro (a) de aula, su hijo (a) recibirá tutoría individual por parte de tutores entrenados.

¿Cuándo?: Los estudiantes se reunirán con sus tutores dos o tres veces cada semana antes, durante o después de la escuela.

¿Cómo?: La Guía Miami Lee será el manual orientador para los estudiantes y sus tutores. Este texto ofrece prácticas y apoyo individuales.

Con el propósito de que su niño (a) se entusiasme con los libros, en cualquier idioma, (español, creole, etc.) ¡Ustedes serán sus más importantes “compañeros para aprender”! Con este fin, les enviamos junto algunas ideas útiles que los ayudarán a la lectura en casa. Su participación y apoyo son esenciales. Ustedes serán también invitados a venir a la escuela para familiarizarse contodas las maravillosas lecturas que su hijo (a) disfrutará este año. ¡Bienvenidos a la Asociación América Lee!

Su hijo (a) recibirá tutoría ____________________. Si tiene preguntas, puede llamar a la Coordinadora (o) de lectura al _____________________ en _____________________.

Division of Language Arts/Reading 6
FELISITASYON

Chè Paran:

Nou chwazi pitit ou a_____________________, pou l patisipe nan pwogram leson patikilye nan lekti.

KI SA? Pitit ou a ap resevwa ekstra sipò ak tan pou l kab vin yon pi bon lektè.

KI MOUN? Moun ki byen prepare ki bay leson ap bay pitit ou a leson anba gid ak sipêvizyon Kôdinatê(tris) Lekti a, e Pwofesè ki nan Sallkas.

KI LÈ? Elèv yo ap rankontre ak Moun k ap bay leson an de ou twa fwa pa semèn anvan, pandan oubyen apre lekòl.

KÔMAN? Moun ki bay leson an ak elèv yo ap suiv “America Reads” e/oubyen “Intensive Care Unit Tutorial Program” k ap ofri yo sipò endividyèl e pratik.

Ou se moun ki pi enpòtan nan “patnè pou w aprann” nan fè pitit ou renmen liv nan nenpòt lang (Espayôl, Kreyôl, Chinwa, Pòtigèz, eks.). Silvouplè, nan lôt féy la w ap jwenn enpe konsèy pou w ede pitit ou a nan lekti lakay li. Sipò w ak patisipasyon ou esansyèl. N ap envite w lekòl, la pou w vin selebre tout bonjan aktivite nan lekti pitit ou a pral amize l nan yo an sa a.

Pitit ou a ap resevwa leson patikilye le____________________ nan____________________.
Si w genyen nenpòt keksyon, ou kab kontakte Kôdinatê(tris) Lekti a,
____________________ nan____________________.

Division of Language Arts/Reading
Listening to My Child Read

Golden Rules
- Be Positive
- Be Patient
- Praise Efforts
- Have a Pleasurable Time

Begin by...
- finding a time when you and your child are relaxed. Make it a special time.
- making this listening time a pleasurable experience.
- sitting next to your child in a comfortable place.
- allowing your child to hold the book.
- encouraging the child to read aloud.
- keeping the sessions brief, about 10 minutes, no more than 15 minutes.

Read by...
- sharing books from your culture to maintain your language and tradition.
- looking at the front and back cover, the illustrations and the author’s name.
- asking your child to tell you what he/she thinks the story is about or to tell you the part he/she enjoyed the most.
- discussing the story or selection read.

What about mistakes?
- Give your child the opportunity to correct his/her own mistakes.
- The only mistakes to be corrected are those which stop the child from understanding the meaning of the story or sentence.
- The most important thing is to keep encouraging your child to TRY.
- Praise your child on his/her successes.
COMO APRECIAR LA LECTURA DE SU HIJO(A):

**Muy Importante:**
* Demostrar una actitud positiva.
* Ser paciente.
* Reconocer el esfuerzo.
* Disfrutar la lectura.

**Comience por...**
* Propiciar un ambiente tranquilo a la hora de la lectura. Hacer de este momento una ocasión especial.
* Garantizar que la hora de la lectura sea agradable.
* Permitir que el niño (a) sujete el libro de lectura.
* Estimular al niño (a) para que lea en voz alta.
* Hacer que los niños (as) lean 15 minutos adicionales.

**Pasos a seguir:**
* Compartir libros que traten de sus raíces culturales para mantener el idioma y la cultura propia.
* Conversar sobre la portada y contraportada del libro, las ilustraciones y el nombre del autor.
* Preguntar sobre lo que el niño (a) piensa acerca de la lectura y el pasaje que más disfrutó.
* Discutir toda la lectura o la parte de ella que se leyó.

**¿Qué hacer con los errores?**
* Dar al niño (a) la oportunidad de autocorregir sus errores.
* Corregir solamente aquellos errores que impiden un cabal entendimiento de la lectura o de alguna oración en particular.
* Estimular al niño (a) y alabar su éxito en la lectura es lo más importante.
TANDE PITIT MWEN K AP LI

BONJAN RÈG
Rete Pozitif
Pran Pasyans
Konplimante Efò l
Pase yon Tan K Amizan

Kòmanse ...
• Jwenn yon tan kote ou menm ak pitit ou a pa okipe. Fè l vin yon tan espesyal.
• Fè tan w ap tande l k ap li a yon eksperyans amizan.
• Chita kote pitit ou a, nan yon kote konfòtab.
• Kite pitit ou a kenbe liv la.
• Ankouraje pitit ou a pou l li fò pou w kab tande l.
• Kenbe sesyon an kout, aepre 10 minit, pa pliske 15 minit.

Li ...
• Patajé liv ki sou kilti w pou w kab kenbe lang la e tradisyon yo.
• Gade kouvèt devan an e nan do a, foto yo, non moun ki ekri liv la.
• Mande pitit ou a de ki sa li panse istwa a ap pale, oubyen di w ki pati ki te pi enterese l nan istwa a.
• Diskite istwa a oubyen seksyon ou sot li a.

E lè li fè fot?
• Bay pitit ou a opòtinite pou li korije fot li.
• Sèl fot pou w korije se sa k ap anpeche pitit ou a konprann istwa a oubyen fraz la.
• Sa k enpòtan se kontinye ankouraje pitit ou a pou l ESEYE.
• Fè pitit ou a konpliman pou sikè li.

Division of Language A_p ts”/Lekti
Chapter 2: Getting to Know the Reader

Assessment
Classroom teachers and/or reading coordinator will administer the assessment. This will determine who will be placed with a tutor and which level of instruction is required. The same tool will be used as a post test to determine the students’ progress.

Targeting the Reader to the Plan

Pre-Plan
The students who participate in the tutorial program have been matched to the appropriate learning plan. There are three leveled plans offered:

- Level I - Early Emergent Reader
- Level II - Emergent Reader
- Level III - Early Reader

An Early Emergent Reader is just learning that pictures make up a story and a story makes up a book. The young reader is discovering the connection between the spoken word and the printed material. This child knows very few letters and sounds (less than 20 letters).

The Emergent Reader begins using pictures to support meaning and relies upon oral language to gain clues to and construct meaning from print. The child performing at this level knows approximately 21 - 26 letters.

The Early Reader understands how reading and writing relate. The reader pays more attention to text rather than pictures and is more dependent on reading words by sight. Early Readers show some ability to use visual, meaning, and structural cues to figure out words in context. The reader builds on prior knowledge to bring meaning to reading. The child performing at this level is at least one instructional reading level below his/her actual grade level.
In-Plan
There is flexibility within the three reading plans. If the student seems to be moving quickly and demonstrates mastery of the skills, he/she should be moved to another level. If he/she is on Level II or Level III and is struggling, then a lower level would be more appropriate. When the tutor sees this, he/she should discuss these observations with the classroom teacher and/or reading coordinator.

Post-Plan
If the classroom teacher observes that the child is progressing satisfactorily, the child will be posttested using the appropriate assessment. After the child is tested, the reading instructional level will be determined. If the child's reading ability is at the average range for his/her class, he/she will be exited from the program.
Tutoring Guidelines

The following guidelines will assist you, the tutor, in developing and maintaining a positive learning environment.

1. Create a supportive, safe environment. The student should know that making mistakes is all right, and that you are there to help, not judge.
2. Regular attendance is important. Your student will look forward to working with you and will be disappointed if you are not there.
3. Be organized. Tutoring should be fast paced. You must know the plan and have your materials organized prior to the session.
4. Be a “Learning Partner.” Take turns reading, sorting pictures and spelling words. By doing this, you will show the student that you are “in this together.”
5. Be patient. Beginners need time to figure out new skills. Do not be too quick to correct a mistake. Give your student a chance to discover first.
6. Be friendly and warm, but firm. You must be in charge and follow school rules.
7. Reward hard work and success with praise. Be positive at all times.
8. Do not ask the students what they would like to do, but give them choices about the activities you have planned. For example, don’t say, “Would you like to read this book?” Say instead, “Which book do you want to read first?”
10. Be relaxed and don’t worry about making mistakes.
11. When you have questions or problems, seek help from the classroom teacher and/or reading coordinator.

* If you are placed as a (volunteer) tutor in a Miami Dade County public school, be sure to follow the policies and guidelines that pertain to M-DCPS’ School Volunteer Program.

* If you are working in a school and are not being financially compensated by M-DCPS for your services, you fall under the classification of a school volunteer.
The First Meeting

The first meeting is an opportunity to get to know the student and a chance for him/her to know the tutor. It is important in the initial session to establish a positive connection with the child. It is the time to let the student know that you are going to be “learning partners” by reading books and sharing in some fun word games/activities. The three steps below must be completed during the first session with the student. The tutor should review the student’s pre-test folder prior to conducting the first meeting.

First Meeting Plan

Steps to be followed:

1. Complete Interview
2. Develop a Personal Word Bank
3. Read a new book from selected materials.
First Meeting Activities

Step 1: Complete a Friendly Interview

The tutor asks the child six questions and records the short answers on the interview form. The interview process lasts approximately seven minutes. Accept the child’s responses. There are no right or wrong answers. The purpose is to gather information concerning the child’s feelings and attitudes about books and to gain some background information.

Steps to be followed:

T - Finds the interview form.
T - Asks question number 1.
    Ex. "Can you tell me about your family?"
S - Replies.
T - Records the information.
T - Proceeds through question number six, filling in the corresponding information.
America Reads: Student Interview

Tutor's Name: ______________________ Date: ______
Student's Name: ______________________ Age: ______

Administration:
Time: approximately 7 minutes
Format: Oral questions and answers
To be completed by tutor and reader

Please Note: This interview is a fun way of getting to know the child you will be working
with. The purpose is to learn about the pupil's feelings about books and to gain
background information. There are no right or wrong answers.

1. Tell me about your family.
   Mom:
   Dad:
   Sister:
   Brother:
   Other:

2. Do you have pets? If the child's answer is "yes", then ask him/her to tell you about them. If the child's answer is "no", then ask the child to tell you about a pet that he/she would like to have.

3. Tell me what you like to do that's fun at school.

What do you like to do for fun at home?

4. What is your favorite:
   Food: ______________________
   Color: ______________________
   Friend: ______________________
   Book: ______________________
   Other: ______________________

5. What kinds of books do you like?

6. What do you think makes you a good reader?

Division of Language Arts/Reading
Step 2: Develop a Personal Word Bank

The tutor shares some information about his/her family, hobbies, pets, or favorite TV shows. Prepare and write some simple one word cards which reflect the tutor’s interests. These three or four personal word cards are the tutor’s Word Bank which should function as a model for the child’s Word Bank. The tutor should then help develop the student’s Word Bank.

Steps to be followed:

T - Says, “This is my Word Bank. It has words that are very important to me.”
T - Shows the first card with the word [Sam] written on it.
Uses the word in a sentence; “Sam is my pet cat.”
Points to the word SAM. “Let’s say it together.”
T & S - Say it together, “Sam.”
T - Continues reading tutor’s cards.
T - Makes the child’s Word Bank. Referring to the interview tutor selects one simple word (i.e. color, pet, etc.).
Ex. “I know that your favorite color is red. Let’s make a card for your Word Bank that says ‘red.’”
T - Writes the word, points to it and says, “Let’s say it together.”
T & S - Say it together. Continue writing one or two words using this format.
T & S - file in student’s Word Bank.

Word Bank

- red
- dad
- Sam
- cat
- pony

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Step 3: Read a New Book from Selected Materials

The final step in the first session is to read a new book. This gives the child the opportunity to practice reading and is an enjoyable way to end the meeting.

Steps to be followed:
T & S - Discuss the pictures on the cover and on the first few pages of the text. Ex.: “What do you know about the topic, the author, the story type?” (build background)
T - Reads the story to the child by pointing to the words using a sweeping motion.
T & S - Gives the student an opportunity to join in the reading.
Level I: Early Emergent Reader Plan

STEP 1: Rereading Familiar Materials
1. Read class "chunk."

STEP 2: Exploring Words (Word Bank) & Sounds (Phonics)
1. Read Word Cards from the story.
2. Record known words in Word Bank List.
3. Make new Word Cards.
4. Match unknown words to text.
5. Select one Word Bank Activity.
6. Select one Phonics Activity.

STEP 3: Writing to Read
1. Choose a page in the story.
2. Read words on the page.
3. Draw a line for the words heard.
4. Elongate the sounds heard in the word.
5. Write the sounds heard in the word.
6. Acknowledge attempts.
Optional: Select one Writing to Read Activity.

STEP 4: Reading New Material
1. Introduce new story.
2. Read new story with support.
3. Read new story alone.
Chapter 3
Level I: The Early Emergent Reader Plan

What is an early emergent reader? An early emergent reader is just learning that pictures make up a story and a story makes up a book. The student is discovering the connection between the spoken word and printed material. The student often behaves like a reader, holding a book and telling a memorized story. The student relies on pictures for meaning at this stage.

The Early Emergent Reader Plan consists of four steps:
1. Rereading Familiar Materials
2. Exploring Words (Word Bank) & Sounds (PHONICS)
3. Writing to Read
4. Reading New Material

STEP 1: Rereading Familiar Materials Plan

Every session starts with repeated readings of books including the new book introduced in the previous session. Books are replaced as students become more automatic in their reading. One of the reading offerings is a "chunk" of grade level story, or selection, currently being read in class. Often the student is retelling the memorized text instead of conventional reading. The "chunk" of text might be 1 or 2 sentences or several phrases. The purpose is to build fluency through repeated readings utilizing grade level reading material.

How to Create a Chunk

The "chunk" is part of a selection that the child is currently reading in class. The rereading is conducted by the tutor WITH the student as he finger points to the words on the page. The student rereads the "chunk" ALONE. If the child is experiencing difficulty, offer assistance by reading with the child. The rereading of this same "chunk" is repeated daily until the teacher replaces it with the next classroom "chunk."
Steps to be followed:
S - Rereads a "chunk" of text from the class reading selection.
S - Rereads the book that was read the previous day (if time permits, read other familiar books of their choice.)
T - Provides Supported Reading Strategies.
S - Writes the book title in the Book Log upon the student's successful reading of the book.

SUPPORTED READING STRATEGIES
How to Help During Reading:

When a student gets stuck on a word use one of the following strategies:
☐ Sounding Out - Point to the letter and ask, "How does this word begin?"
   Get your mouth ready for the first sound.
☐ Making Sense - Go back and read the sentence skipping the word and ask, "What word would make sense here?"
☐ Using Picture Clues - Look at the picture and ask, "What do you think the word might be?" or "What do you see?"
☐ Reading Smoothly - After several attempts, the tutor will need to tell the student the unknown word then go back and read the sentence again.
☐ Comparing - Compare the unknown word to a similar word that the child might already know.

STEP 2: Exploring Words (Word Bank) & Sounds (PHONICS) Plan

Exploring Words uses a compare and contrast approach to word features, comparing words that start with a selected sound. This component is divided into two parts: Word Bank and Phonics. A Word Bank is a personal collection of known words which students can read. The purpose is to build the child's vocabulary. The tutor writes these words on small cards and adds new words at each new session. This Word Bank starts during the interview at the first session (the first words might include the child's name or other words that interest the child such as a relative's name or color words.) PHONICS refers to working with letters and sounds. The purpose is to reinforce the student's letter-sound recognition. There are six possible activities which can be used.
Exploring Words (Word Bank) & Sounds (Phonics) Plan

Steps to be followed:

1. Read word cards from the story.
   T & S - Spread out the vocabulary words from yesterday's book on the desk.
   S - Picks up and reads each card.
   T - Collects the known words.

2. Record known words in the Word Bank List.
   T - Logs the known words on the child's Word Bank Form.

3. Make new word cards from the known words identified to place in the Word Bank.
   T - Writes newly acquired words on cards to add to the student's personal Word Bank.

4. Match unknown words to the sentence in the story, read the sentence and say the word.
   T - Locates the page where the unknown words are and asks the student to identify (point) to the word.
   Ex: "Can you find this word? Please point to it."
   S - Matches unknown words to the book, says the word, and reads the sentence.
   T - Returns all cards to the back of the book.

5. Selects one Word Bank activity.


Note: Be sure to include and frequently review High Frequency Words. (See Tutoring Forms for High Frequency Word List.)

Yesterday's Vocabulary

Known Words

could
jump
orange
mice

Word Bank

green
seven
went
mice
jump

Division of Language Arts/Reading
Word Bank Activities

There are three possible activities. The tutor selects one per session.

1. Pick - Up
2. Concept Sort
3. Sound Sort

Activity 1: Pick - Up

Materials: Word cards from child's Word Bank

Steps to be followed:
T - Places 2-4 word cards face up on the table.
T - "Pick up the word card that says ________"
S - Finds the word card and picks it up.
T - Reverse roles. "I'll be the student and you'll be the tutor."
S - "Pick up the word that says ________"
T - Finds the word card and picks it up.
T - Continues by asking the student to pick up words that follow a pattern. Examples:

"Pick up words that begin with the sound of 'r' as in rabbit."
"Pick up words that rhyme with ..."
"Pick up words that end with the sound 't' as in rabbit."
"Pick up words that end with....."
Activity 2: Concept Sort (Similarities)

Materials: Word cards from Word Bank

Steps to be followed:
T - Selects 2 sets of word cards from the Word Bank that share similarities. For example: a set of color words and a set of action words; a set of people words and a set of animal words. Place the 2 sets in random order on the table.
T - Asks the student to sort the words into 2 groups. "Find all the color words and put them in this group. Find all the action words and put them in this group."
S - Reads the words and sorts them into the appropriate pile.

Word Bank:
- jump
- swim
- orange
- purple

Action Words:
- fly

Color Words:
- green
- blue
Activity 3: Sound Sort (Word Family Rhymes)

Materials: Word cards from Word Bank

Steps to be followed:
T - Looks through the Word Bank and selects 2 sets of cards. For example, the sets might include:
1. Words that fall into rhyming families such as “_at” and “_an”.
2. Words that begin with the sound of “m” and the sound of “s”.
3. Words that end with the sound of “m” or the sound of “t”.
T - Says, “Find words that end with the sound of “at” and place them in this group. Find the words that end with the sound of “an” and place them in this group.”
S - Identifies the words and sorts them into the appropriate group.

Note: If the child makes a mistake, you can correct it immediately. Simply say, “Pat would go under _at. It ends with at.”
Phonics

Phonics refers to work with letters and sounds. The purpose of this step is to reinforce the student's letter-sound recognition and to build vocabulary. These activities should be completed in the order given until the student demonstrates proficiency in each.

There are six possible activities which can be used here:

**Phonics Activities:**
1. Name
2. Recite Alphabet
3. Concentration
4. Arrange the Letters in Order
5. Personal Alphabet Poster
6. Picture Sort
Phonics Activities

Activity 1: Name

Materials: Blank cards

Activity: Names are meaningful to people. A good starting place for children who do not know many letters of the alphabet is to work on the letters in their name. If a child knows the letters in his/her first name, work on letters found in the last name.

Steps to be followed:
T - Writes each letter of the child’s name on a separate card.
T - Lays the cards out in order and names them.
S - Points to letters and names each letter.
T - Scrambles the letters.
S - Unscrambles the letters to form his/her name.
Activity 2: Recite the Alphabet

Materials: Alphabet letters written on a strip of paper

Ask the student to touch each letter on the alphabet strip as it is read. The ABC song can be sung as the letters are touched.

Sing: The following...

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

Now I know my ABC's, next time won't you sing with me.

A, B, C, D, E, F, G...
Next time won't you sing with me.
Activity 3: Concentration

Object: The object of concentration is to name and match like letters.

Materials: Two sets of alphabet cards.

Steps to be followed:

T - Selects 2 pairs of 10 letters (total of 20 letter cards). The letters may be found in the student's name or in words that the student is learning.

T - Places letters face down on a playing surface (table or floor).

T - Models by turning over 2 cards and saying the names of the letters. If the letters match, the tutor keeps the cards. If the cards do not match, they are turned back over on the table. Then it becomes the student's turn.

S - Turns over 2 letter cards. Says the names of the letters. If the letters match, the student keeps them. If the letters don't match, they are turned face down again. The play continues until all the letters have been turned over and matched.

Variations:

Student matches lower case letters to lower case letters (a to a, c to c, f to f).

Student matches upper case letters to upper case letters (A to A, C to C, F to F).

Student matches lower case letters to upper case letters (a to A, c to C, f to F).
Activity 4: Arrange the Letters in Order

**Materials:** ABC Flash Cards

When the student knows 5-8 letters or more, he/she can work on putting sets of letters in alphabetical order from A to Z. Use a set of ABC Flash Cards.

**Steps to be followed:**
T - Places Flash Cards in front of the student.
   EX: “Put these cards in alphabetical order?”
S - Attempts to put the cards in order.

*The child who is weak on a number of letters should be allowed to use an alphabet strip. If this seems too difficult, divide the alphabet into groups of five or six letters.

Activity 5: Personal Alphabet Poster

**Materials:** Alphabet Poster

Select one of the following activities per session:
T - Prints the lower case letters in each box, and the student prints the upper case letters.
T - Prints the upper case letters, and the student prints the lower case letters.
T - Prints the upper case and lower case letters in each box, and the student illustrates a picture to represent the beginning sound.
T - Prints the upper case and lower case letters in each box, and the student writes the words that begin with the sound.

**Log the Results:** Circle the letters the child knows. This will give you and the child a sense of what has been learned and what must still be learned.
# Alphabet Poster Log

<table>
<thead>
<tr>
<th>A</th>
<th>a</th>
</tr>
</thead>
</table>

**Name:**

**Date:**

I know ___ letters.

---

Name

Division of Language Arts/Reading
Activity 6: Picture Sort

How to Begin Picture Sort Activities

An early emergent reader may know very few letters or sounds. Sorting is grouping words that share some similarity, whether in meaning, spelling pattern or sound. The sorting activity helps the child practice and compare the beginning sounds in words. In the event that the child does not know what to call a picture, the tutor must identify the word for the student. Phonics activities should begin by helping the student recognize that words are made up of sounds. In Picture Sorting, the student is shown 2 pictures. The words for the pictures are said with an emphasis on the beginning sound.

Materials: Two squares of paper. Paper for writing picture sounds. Six to eight picture cards (refer to the Suggested Sequence for 2 Letter Picture Sorting)

Steps to be followed: See Visual Example 1 on following page.

T - Selects 2 letters from “Suggested Sequence List”, and writes the letters on the squares of paper. Example: “s” on one paper and “m” on the other.

T & S - Selects 6 - 8 pictures cards that represent the letter sounds of “s” and “m”.

T - Places the picture cards randomly on the desk.

T - Points to the letters and says the sounds of the letters written on the squares of paper. Example: Pointing to “s”, “This is the sound of “s” like the sound you hear in the beginning of “sun”.

S - Repeats after the tutor.

T - Points to “m”. “This is the sound of “m” like the sound you hear in the beginning of “man”.

S - Repeats after the tutor.

T - Selects a picture, says the name of the picture (the student repeats what the tutor says) and places it under the correct letter sound.

T - The procedure is repeated for the rest of the pictures.

T - Selects one of the picture cards and turns it face down. See Visual Example 2 on following page.

T - On piece of paper, the tutor draws a box for each letter in the word. Example: The tutor draws 3 boxes in a row for the word “mat”.

S - Sounds out the word and tries to write the first sound in the first box.

*The student may only get the first sound or may not get any at all. The tutor may need to assist by slowly saying the word and having the child repeat it. The tutor may complete the boxes.
Activity 6: Picture Sort (Visual Example)

1. Pictures are moved under the letters with the same beginning sound as the picture.

2. Tutor turns over a card. Ex: mat

Suggested Sequence for 2 Letter Picture Sort:

1. M as in MOON and S as in SUN
2. B as in BALL and R as in RUG
3. P as in PEN and N as in NOSE
4. T as in TOY and G as in GUM
5. C as in CAT and F as in FISH
6. D as in DOG and M as in MOON
7. J as in JAR and L as in LIGHT
8. K as in KEY and W as in WATCH
9. V as in VASE and Y as in YARN
10. Y as in YARN and Z as in ZIPPER
STEP 3: Writing to Read Plan

Writing to Read addresses meaning over sound correspondence and accepts invented spelling as the child attempts to understand the code system. The purpose is to get the student to practice what he/she is learning about letters and sounds. The purpose is to assist the student in making a connection between the spoken and the written word. The student applies what they are learning about letters and sounds by attending to segmented sounds in the speech and matching those segmented sounds to letters.

Steps to be followed:

1. Choose a page.
   T - Asks the student to find a favorite page from the book he/she read yesterday.
   S - Selects favorite page.
   T - Makes note of the page selected on a sheet of paper.

2. Read words on the page.
   S - Looks at the favorite page with the tutor and reads the line from the text. (The tutor assists as needed.)
   T - Closes the book.

3. Draw a line for the words heard in the sentence.
   T - Repeats the text (i.e. "He dances") and draws a line on the paper for each word in the sentence. (_______)

4. Elongate each sound heard in the words.
   T - Repeats the sentence elongating the sounds that form the words. Ex. "D D D Dolly."

5. Write the sounds heard in the words.
   S - Attempts to write the words heard in the sentence matching the first word to the first line, the second word to the second line, and so on. (The tutor may help the student by saying, "Write the first word you hear in the sentence on the first line.")
   S & T - Matches the writing to the text. Checks words for correct letter sounds.  
   He 
   He dances.

6. Acknowledge attempts.
   T - Acknowledges the effort of the student by saying, "You heard both the 'h' and 'e' sounds in the word he and the 'd' and 'n' sounds in dances."

7. As an option, select one of the following Writing to Read Activities.

Division of Language Arts/Reading
Supported Writing Strategies
How to Help During Reading/Writing

1. Look for a familiar book, read/see/remember/write.
2. Elongate sounds.
3. Make a box for each sound in the word.

Pets

Pets  PETS

Toys  TOYS

4. Match/Read/Say words in a familiar book

Writing to Read Activities:

1. Personal Sentence
2. Creating Story Books
3. Greetings and Cards

Division of Language Arts/Reading
Writing to Read Activities

Activity 1: Personal Sentence

Personal Sentence is a dictated sentence that reflects something of interest to the student, such as the student's favorite pet, his favorite food, color, etc. The tutor repeats the student's sentence and draws a line for each word. The purpose is to help the students apply what they are learning about letters and sounds, to learn to segment their speech, and to match those segmented sounds to letters.

Materials: Paper, pencil, alphabet strip (if needed)

Steps to be followed:
T - Asks the student "Do you have any news to talk about today? Did something interesting happen today?"
S - Shares personal news, for example, "Dolly had puppies.
T - Draws lines for each word on a blank sheet of paper.

T - Elongates the words by drawing out the consonant sounds.

S - Writes the first word on the first line.

T - "Let's write 'had' on the second line."

Continue repeating each word. Remember to support the student's efforts by saying the words slowly and emphasizing individual sounds. If the student is unsure of how to make a letter, direct his/her attention to the alphabet strip.

Ex: D  hd  pes, "Dolly had puppies"

Temporary or invented spelling such as the example above is accepted.

Optional:
T - Writes the sentence using the correct spelling on a strip of paper to take home.
S - Cuts up sentence between words to practice putting it back together.

If the student should spell a word correctly, enter it in the child's Word Bank.
Activity 2: Creating Story Books

Materials: paper, pencils, markers or crayons

Create your own little book that reflects a particular theme such as holidays, pets, family, etc. Little books can easily be made by folding two sheets of paper to create 8 pages. Tutor and student work together on composing, writing, and illustrating the story. Perhaps you can do one page each day during the tutoring session. Remember, since these books will be reread, you should help with spellings that the child can't do on his/her own. Keep the wording simple as in the illustration below. These little books can be kept for several sessions and used for rereading before sending them home.

```
 I can run.  I can hop.  I can skip.
 I can eat.  I can read.  I can spell.  I can write.
```
Activity 3: Greetings and Cards

Materials: paper, crayons or markers, pencils

Sometimes creating personal materials can motivate the child. Children enjoy writing messages and cards for family and friends especially for holidays and special events. The tutor and child may choose to write notes to each other during the session.

Steps to be followed:
T - Folds paper to make a card.
S - Chooses a message/greeting.
T - Repeats the child’s message/greeting.
S - Draws a line for the words heard in the sentence.
T - Elongates each sound in the word(s).
S - Writes the sounds heard in the words on the lines.
S - Takes home the card to add illustrations that match text.
STEP 4: Reading New Material Plan

New books are introduced at the end of every tutoring session. The purpose is to give the student reading practice with support.

Steps to be followed:

1. **Introduce new story** (picture walk.)
   - T - Reads the title of the book.
   - T - Talks about the pictures on the cover.
   - T & S - Look through and talk about the pictures in the book while trying to use the text words (concepts and ideas) introduced in the book.

2. **Reads the story with support.**
   - T & S - Read the book selecting one of the supported-reading options below.

3. **Reads the new story alone.**

Supported Reading Options:

1. Reading Together
2. Choral Reading
3. Echo Reading
4. Taking Turns
5. Reading with Support
SUPPORTED READING TIPS

Early Emergent readers know very few words and are not able to read without assistance. Reading support comes from several sources; remembering words from memory, repetition, and using picture clues and verbal prompts or hints. The tutor offers enough support to enable the child to read in a smooth manner. The tutor's role is like that of the parent when teaching a child to walk. The parent lends a hand when the child needs assistance and lets the child walk alone at the proper time.

The Supported Reading Options are described below:

1. **Reading Together** - Read the story to the student and enjoy it together pointing to each word as you read. Talk about the illustrations or unfamiliar concepts. Give the student the opportunity to join in or supply a word if they seem willing.

2. **Choral Reading** - The tutor and student read the story together. The student may be slightly behind you at first. As the student gains confidence, fade out and let the student take the lead.

3. **Echo Reading** - The tutor reads one page or section and then asks the student to read the same section.

4. **Taking Turns** - The tutor and the student each take turns reading a page or section from the book.
SUPPORTED READING STRATEGIES

How to Help During Readings

When a student gets stuck on a word use one of the following strategies:

1. Sounding Out - Point to the letter and ask, "How does this word begin?"
   Get your mouth ready for the first sound.

2. Making Sense - Go back and read the sentence skipping the word and
   ask "What word would make sense here?"

3. Using Picture Clues - Look at the picture and ask "What do you think
   the word might be?" or "What do you see?"

4. Reading Smoothly - After several attempts, the tutor will need to tell
   the student the unknown word, then go back and read the sentence again.

5. Comparing - Compare the unknown word to a similar word that the child
   might already know.
Level I: Early Emergent Reader Plan Activities Outline

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<th>Activities/Strategies</th>
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<td>Rereading Familiar Materials</td>
<td>Supported Reading Strategies</td>
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<td>1. Read class “chunk”</td>
<td>1. Sounding Out</td>
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<tr>
<td>2. Reread yesterday’s book.</td>
<td>2. Making Sense</td>
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<tr>
<td></td>
<td>4. Reading Smoothly</td>
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<td></td>
<td>5. Comparing</td>
</tr>
<tr>
<td>Exploring Words &amp; Sounds (Phonics)</td>
<td>Word Bank Activities</td>
</tr>
<tr>
<td>1. Read Word Cards from the story.</td>
<td>Phonics Activities</td>
</tr>
<tr>
<td>2. Record known words in Word Bank List.</td>
<td>1. Name</td>
</tr>
<tr>
<td>3. Make new Word Cards.</td>
<td>2. Recite Alphabet</td>
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<tr>
<td>4. Match unknown words to text.</td>
<td>3. Concentration</td>
</tr>
<tr>
<td>5. Select one Word Bank Activity.</td>
<td>4. Arrange Letters in Order</td>
</tr>
<tr>
<td>6. Select one Phonics Activity.</td>
<td>5. Personal Alphabet</td>
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<td></td>
<td>6. Picture Sort</td>
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<tr>
<td>Writing to Read</td>
<td>Writing to Read Activities</td>
</tr>
<tr>
<td>1. Choose a page from the story.</td>
<td>Supported Reading Strategies</td>
</tr>
<tr>
<td>2. Read the words on the page.</td>
<td>1. Look for a familiar book, read/see remember/write.</td>
</tr>
<tr>
<td>3. Draw a line for words heard in the sentence.</td>
<td>2. Say words slowly and emphasize individual sounds</td>
</tr>
<tr>
<td>4. Elongate the sounds heard in the word.</td>
<td>3. Make a box for each sound in the word.</td>
</tr>
<tr>
<td>5. Write the sounds heard in the word.</td>
<td>4. Match/Read Say words in a familiar book.</td>
</tr>
<tr>
<td>6. Acknowledge attempts</td>
<td></td>
</tr>
<tr>
<td>7. Optional: Select one Writing to Read Activity</td>
<td></td>
</tr>
<tr>
<td>Reading New Material</td>
<td>Supported Reading Options</td>
</tr>
<tr>
<td>1. Introduce new story.</td>
<td>Supported Reading Strategies</td>
</tr>
<tr>
<td>2. Read new story with support.</td>
<td>1. Sounding Out</td>
</tr>
<tr>
<td>3. Read new story alone.</td>
<td>2. Making Sense</td>
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<td></td>
<td>3. Using Picture Clues</td>
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<td></td>
<td>4. Reading Smoothly</td>
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<td></td>
<td>5. Comparing</td>
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Division of Language Arts/Reading
<table>
<thead>
<tr>
<th>Early Emergent Reader Plan</th>
<th>Activities/Names of Books</th>
<th>Time: 30 min.</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rereading Familiar Materials</td>
<td>1. Read class &quot;chunk.&quot;</td>
<td>5 min.</td>
<td></td>
</tr>
<tr>
<td>Exploring Words &amp; Sounds (Phonics)</td>
<td>1. Read Word Cards from the story.</td>
<td>10 min.</td>
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<tr>
<td>2. Record known words in Word Bank List.</td>
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<td></td>
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<tr>
<td>3. Make new Word Cards.</td>
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<td></td>
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<tr>
<td>4. Match unknown words to text.</td>
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</tr>
<tr>
<td>5. Select one Word Bank Activity.</td>
<td></td>
<td></td>
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<tr>
<td>6. Select one Phonics Activity.</td>
<td></td>
<td></td>
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<tr>
<td>Writing to Read</td>
<td>1. Choose a page in the story.</td>
<td>5-7 min.</td>
<td></td>
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<tr>
<td>2. Read words on the page.</td>
<td></td>
<td></td>
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<tr>
<td>3. Draw a line for words heard in the sentence.</td>
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<tr>
<td>4. Elongate the sounds heard in the word.</td>
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<tr>
<td>5. Write the sounds heard in the word.</td>
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<tr>
<td>6. Acknowledge attempts.</td>
<td></td>
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<tr>
<td>7. Optional: Select one Writing to Read Activity.</td>
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</tr>
<tr>
<td>Reading New Material</td>
<td>1. Introduce new story.</td>
<td>5 min.</td>
<td></td>
</tr>
<tr>
<td>2. Read new story with support.</td>
<td></td>
<td></td>
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<tr>
<td>3. Read new story alone.</td>
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</tr>
</tbody>
</table>
### Level I: Early Emergent Reader Plan - Sample Lesson Plan Outline

<table>
<thead>
<tr>
<th>Early Emergent Reader Plan</th>
<th>Activities/Names of Books</th>
<th>Time: 30 min.</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rereading Familiar Materials</strong></td>
<td>What Smells? Huggles Can Juggle</td>
<td>5 min.</td>
<td>Read together/She felt more confident at the end of story. One new word for WB.</td>
</tr>
<tr>
<td>1. Read class “chunk.”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Reread yesterday’s book.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Exploring Words &amp; Sounds (Phonics)</strong></td>
<td>Word Bank/Quick Review</td>
<td>10 min.</td>
<td>Read all 4 WB cards</td>
</tr>
<tr>
<td>1. Read Word Cards from the story.</td>
<td></td>
<td>Wrote S-U-N</td>
<td></td>
</tr>
<tr>
<td>2. Record known words in Word Bank List.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Make new Word Cards.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. Match unknown words to text.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. Select one Word Bank Activity.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Select one Phonics Activity.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing to Read</strong></td>
<td>Favorite Page 5</td>
<td>5-7 min.</td>
<td>“He dances.”</td>
</tr>
<tr>
<td>1. Choose a page in the story.</td>
<td></td>
<td>He d</td>
<td></td>
</tr>
<tr>
<td>2. Read words on the page.</td>
<td></td>
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<td>3. Draw a line for words heard in the sentence.</td>
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<td>7. Optional: Select one Writing to Read Activity.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading New Material</strong></td>
<td>Little Brother</td>
<td>5 min.</td>
<td>Started reading with support by taking turns, and ended reading by herself.</td>
</tr>
<tr>
<td>1. Introduce new story.</td>
<td></td>
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</tr>
<tr>
<td>2. Read new story with support.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Read new story alone.</td>
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</tbody>
</table>

Division of Language Arts/Reading
Chapter 6: Meeting Challenges

Tutors may face many challenges when working with reluctant readers and students experiencing difficulty learning to read. The purpose of this chapter is to provide suggestions and support for these challenges.

Challenge 1: What do I do about the reluctant reader?

There may be many reasons why a child might be reluctant to read. The reasons might include the following: lacking ownership, feeling frustration, lacking confidence, and/or experiencing boredom.

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lack of ownership</td>
<td>1. Offer the child a choice among a limited number of alternatives.</td>
</tr>
<tr>
<td>2. Frustration (material too difficult)</td>
<td>2. Reassess what the child is being asked to do.</td>
</tr>
<tr>
<td>3. Lack of confidence</td>
<td>3. Give support by reading WITH the child: read every other page or read together.</td>
</tr>
<tr>
<td>4. Boredom</td>
<td>4. Break the story up and read in other ways (i.e., switching roles, dramatizing the story by reading in character voices).</td>
</tr>
</tbody>
</table>

Challenge 2: What do I do if the material seems too easy for the child?

Suggestions:

- Offer several familiar books for reading so that the child's interest is maintained.
- Discuss the situation with the classroom teacher. He/she will assist in selecting the appropriate materials.
Challenge 3: What do I do if the material seems too difficult for the child?
Sometimes a child may experience difficulty because the reading material is too difficult.

Suggestion:
☐ Discuss the situation with the classroom teacher. He/she will assist in selecting the appropriate materials.

Challenge 4: What do I do about correcting a child’s mistakes?
Do not correct every mistake the student makes. Constant correction will interrupt the flow of reading and focus on the errors made.

Suggestion:
☐ Be sure to give the student enough time to think. The learning opportunity is more valuable when the child discovers the correct information independently.

Challenge 5: What do I do about the reluctant writer?
Reluctance on the part of the student often comes from a lack of confidence.

Suggestions:
☐ Provide a model sentence for the student. The child can follow by writing a similar sentence by just changing one word.
☐ Praise his/her writing attempts.

Challenge 6: What do I do about spelling errors made by the child?
The student is encouraged to spell correctly the words that have been part of the tutoring lessons.

Suggestion:
☐ Accept invented spelling as he/she attempts to write and decode.
Challenge 7: What do I do about reading to the child?
Reading books to children is an essential element in any reading program. The read aloud time may be a reward or celebration for working hard.

Suggestions:
- Select books that can be read in a short amount of time (about 5 minutes).
- Include all types of books especially ones that may interest the child.
- Have the child listen and look at the illustrations.
- Encourage the child to respond.
- Discuss the content as you read to help the child understand (i.e., point out meaningful pictures, explain difficult words, put text in your own words).
- Talk about the book by asking the child what was his/her favorite part, if something like that ever happened to him, or any other question "to walk him/her through the book."
- Enjoy reading together!

Challenge 8: What do I do about the inattentive child?
Children are sometimes uncooperative and the tutor has difficulty keeping their attention.

Suggestions:
- Ask the child questions that do not require a YES or NO answer.
- You can provide choices, but make certain that you state the task the student will be expected to complete followed by the choice. For example, "Now we are going to read. Which book would you like to read first?"
- Establish boundaries.
- Let the child know what you expect from him/her and communicate clearly that you are in charge.
- Involve the child in the management of the lesson by allowing the child to:
  - Tell you how to spell words or titles of books that you are recording.
  - Check off the steps of the plan you have completed.
- Keep a steady pace in the lesson presentation.
- Maintain the same routine.
- Routines provide structure and security for the child. Prepare the child by telling them what you will do next.
- Avoid criticizing the child, instead it's the action that should be attended to. Instead of saying, "You fidget too much," say, "I would like you would sit tall in your chair."

Division of Language Arts/Reading
Emergent Reader Screening Assessment

Description and Purpose:
The Emergent Reader Screening Assessment is administered to all first grade learners, including all LEP learners, at the beginning of the school year. The Emergent Reader Screening Assessment is divided into five subtests: Alphabet Knowledge, Concepts of Words in Print, Phonemic Awareness and Phonics, Word Recognition, and Oral Reading and Comprehension Record. In the Alphabet Knowledge subtest, learners are required to recognize upper- and lower-case letters, identify letter sounds, and produce letters that are dictated by the teacher. In the Concepts of Words in Print subtest learners must match the spoken word to the printed word. The Phonemic Awareness and Phonics subtest assesses the learner’s ability to match pictures that begin with like sounds, write the sounds heard in a particular word, and write beginning and ending sounds. During the Word Recognition subtest, learners are asked to read color, number, and sight words in isolation. For the Benchmark Book Assessment subtest, it is recommended that schools use I Went Walking at the beginning of the year and Little Bear at the end of the year. If these books are unavailable, schools may select alternate titles from the K-2 Benchmark Manual. This subtest assists the teacher in determining if the student is meeting grade-level expectations for reading. Learners who know all the letters/sounds of the alphabet have a strong concept of word and possess a strong ability to recognize words in isolation are considered to be at grade level. All learners are in need of the following supportive strategies.

Supportive Strategies:

• Opening Routine – utilizing word walls, “reading around the room”, “News of the Day” activities and songs can be used to build letter recognition, letter-sound, and letter writing skills. One to one correspondence and sight word recognition is strengthened through the reading and matching of words found in a print-rich environment (e.g., calendar, labels, charts, and word walls).

• Read Aloud - sharing alphabet books reinforces learners’ letter recognition skills. The teacher models effective reading strategies.

• Shared Reading - modeling of appropriate interactive reading behaviors by the teacher and/or other learners promotes exposure to and encourages automaticity with grade level materials. Shared reading encourages learner participation in the reading process and familiarity with text.

• Guided Reading - working with small, flexible groups, the teacher uses appropriate guided reading strategies to bridge the gap between the student’s instructional level and grade level expectations. To build the use of the three cueing systems, self-monitoring, fluency, and comprehension, teachers should refer to “Prompts to Support the Use of Strategies” and “What Good Readers Do” (see appendix). The teacher selects materials (“little books”) that are neither “too easy nor too difficult” for the learner to read and comprehend.

• Independent Reading - allows learners the opportunity to practice reading using a variety of strategies with self-selected and/or teacher-suggested materials. Ask learners to retell the story or passage they read. Learners are able to discuss, share, and reflect on what has been read.
- **Shared/Interactive Writing** - modeling appropriate writing strategies increases students' awareness of letter-sound relationships and meaningful print.

- **Independent Writing** - allows the student the opportunity to utilize the basic alphabetic principle and concepts of print acquired throughout the Language Arts/Reading block. Learners should be encouraged to utilize standard writing conventions and invented spelling when writing for authentic purposes (e.g., journal writing, reading responses).

- **Working With Words** - engages learners in hands-on, interactive activities to promote letter-sound relationships. Word recognition needs to be supported by offering text that is predictable and meaningful (e.g., rhyming books, nursery rhymes, decodable texts).

**Assessment data should be used to make decisions regarding daily instruction, intervention, and acceleration.**

Refer to the **Intervention Strategies/Activities Section** of this document for specific intervention strategies addressing the tested items.
EMERGENT READER SCREENING ASSESSMENT

<table>
<thead>
<tr>
<th>Emergent Reader Screening Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Test 1</strong></td>
</tr>
<tr>
<td>Alphabet Knowledge</td>
</tr>
<tr>
<td>A. Recognition: Naming the Letters</td>
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<tr>
<td>• Upper Case Letters</td>
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<tr>
<td>• Lower Case Letters</td>
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<tr>
<td>B. Sounds: Saying Letter Sounds</td>
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<tr>
<td>C. Production: Writing the Letters</td>
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<tr>
<td><strong>Test 2</strong></td>
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<tr>
<td>Concept of Words in Print</td>
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<tr>
<td><strong>Test 3</strong></td>
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<tr>
<td>Phonemic Awareness and Phonics</td>
</tr>
<tr>
<td>A. Sound-Picture Matching</td>
</tr>
<tr>
<td>B. Spelling Test</td>
</tr>
<tr>
<td>C. Sound-Letter Correspondence</td>
</tr>
<tr>
<td><strong>Test 4</strong></td>
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<tr>
<td>Word Recognition</td>
</tr>
<tr>
<td>A. Color-and-Number Word Recognition Test, (optional)</td>
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<tr>
<td>B. Sight Word Recognition Test</td>
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<tr>
<td><strong>Test 5</strong></td>
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<tr>
<td>Oral Reading and Comprehension Record</td>
</tr>
</tbody>
</table>

INFORMAL PLACEMENT CRITERIA

LEVEL I  The learner knows fewer than 20 letters of the alphabet, has little or no phonemic awareness, and/or concept of words, and/or word recognition.

LEVEL II The learner knows more than 20 letters of the alphabet, has basic phonemic awareness, an unstable concept of words, and little or no word recognition in isolation.

LEVEL III The learner knows all the letters of the alphabet, at least 15 sounds, and has a general concept of words with a basic ability to recognize words in isolation.

GRADE LEVEL The learner knows all the letters/sounds of the alphabet, has a strong concept of words, and a strong ability to recognize words in isolation.
DIRECTIONS FOR ADMINISTERING ASSESSMENT

Test 1: Alphabet Knowledge

Section A: Recognition - Naming the Letters
   - Upper Case Letters
   - Lower Case Letters

Section B: Sounds - Saying Letter Sounds

Section C: Production - Writing the letters

TEST 1: SECTION A
RECOGNITION: Naming the Letters

Time: approximately 5 minutes per learner
Teacher:

采纳 the learner to point to and name each of the letters on his/her copy of the alphabet, both capital and lower case. Check (✓) responses and indicate errors or omissions by circling the incorrect responses on the Student Record Form, Section A.

Accept only correct answers or if the learner corrects his/her error(s) quickly.

Note: If the learner has to recite or look at the alphabet strip for clues, do not give credit for the response.

TEST 1: SECTION B
SOUNDS: Saying Letter Sounds

Time: approximately 5 minutes per learner
Teacher:

Asks each learner to point to the letters on Test 1: Alphabet Knowledge and sound out the letters. For example, the letter "B" sound will be /b/; the "C" sound could be /s/ or /k/. In the case of letters with 2 sounds, either sound will be accepted as a correct response.
### Teacher Record Form

**TEST 1: ALPHABET KNOWLEDGE**

**Section A: Recognition - Naming Letters**

Codes: ✓ = correct   O = incorrect   S = unknown sounds

<table>
<thead>
<tr>
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<th>C</th>
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<th>D</th>
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<td>✓</td>
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Section B: Sounds - Saying Letter Sounds

/26

Division of Language Arts/Reading
### Student Record Form

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<td>Z</td>
<td>X</td>
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</tbody>
</table>
TEST 1: SECTION C
PRODUCTION: Writing the letters

Time: approximately 15 to 20 minutes (whole class or small groups)
Teacher:

Call letters in the order below. Have student(s) write the letters in the box on the Student Record Form, Section B.
Accept capital or lower case letters as well as reversals. If there are reversals, make note of them.

🌟 z k w d o m
❤ f n e h b q
☆ l s g p j u
🌟 x t a y r i
😊 c v
TEST 1: Alphabet Knowledge
Section C: Production/Writing The Letters

<table>
<thead>
<tr>
<th>☎️</th>
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</tr>
</thead>
<tbody>
<tr>
<td>💖</td>
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<tr>
<td>🌟</td>
<td></td>
<td></td>
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<tr>
<td>🌸</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>😊</td>
<td></td>
<td></td>
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</tbody>
</table>

Teacher Comments:

Division of Language Arts/Reading
TEST 2: Concept of Words in Print

*Concept of Words in Print* assesses the child’s ability to match the spoken word to the printed word (one-to-one matching). This concept is assessed by having the child point to words in print as he/she “pretend” reads memorized text. It also assesses the ability of the student to identify specific words in a line of print.

**Time:** approximately 20 to 30 minutes (individually or in small groups)

**Note:** This test may be used as one page or cut out and stapled to form a “little book”.

**Prior to administering the test (optional):** Model the act of “reading” using a Big Book, pointing to each word you read. You may use any big book you have available.

**Teacher:**

1. Give student(s) a copy of the *Concept of Words in Print* test.

2. Ask the student(s) to point to each word as the teacher and student read pages 1 through 5 together.

3. Ask students to find and circle:
   1. on page 1 the word BOY
   2. on page 2 the word LIKES
   3. on page 3 the word FUN
   4. on page 4 the word BIKE
   5. on page 5 the word EVERYONE
# Spelling Scoring Sheet

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<tr>
<th></th>
<th>1 point</th>
<th>2 points</th>
<th>3 points</th>
<th>4 points</th>
<th>5 points</th>
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<tbody>
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<td>v, f</td>
<td>vn, fn</td>
<td>ven, fen</td>
<td>van</td>
<td></td>
</tr>
<tr>
<td></td>
<td>va, fa</td>
<td></td>
<td>fan</td>
<td></td>
<td></td>
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<tr>
<td>pet</td>
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<td>pt, bt</td>
<td>pat, bat</td>
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<tr>
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<td>pa, ba</td>
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<td>pit, bit</td>
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<td>t, d</td>
<td>tr, dr</td>
<td>tre, trey</td>
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<tr>
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<td>j, g</td>
<td>jr, gr</td>
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</tr>
<tr>
<td>skate</td>
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<td></td>
<td>st, ct</td>
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</tbody>
</table>

*Do not include the example as part of the scoring.*

Division of Language Arts/Reading
TEST 4: Word Recognition

Section A: Color and Number Word Recognition Test - may be used to determine which color and number words the student recognizes. This is an optional assessment.

Section B: Sight Word Recognition Test - includes a list that represents 39% of words found in basal reading programs as well as children’s literature books.

SECTION A: Color and Number Word Recognition Test (Optional)

Time: approximately 10 to 15 minutes

Teacher:

- Have students look at the words on the Color and Number Word Recognition Test.
- Do not tell the students that some words are color words and some words are number words.
- Ask the child to read from his/her Word Recognition list, starting at the top and reading down. Have the child track the words with his/her finger or slide a card slowly down the list.
- Record the responses on the teacher’s copy.
# Student Color and Number Word Recognition Test

**Directions:** Ask each child to color the oval or to write the number that matches each word.

<table>
<thead>
<tr>
<th>blue</th>
<th>three</th>
</tr>
</thead>
<tbody>
<tr>
<td>six</td>
<td>yellow</td>
</tr>
<tr>
<td>green</td>
<td>one</td>
</tr>
<tr>
<td>four</td>
<td>orange</td>
</tr>
<tr>
<td>brown</td>
<td>two</td>
</tr>
<tr>
<td>five</td>
<td>red</td>
</tr>
<tr>
<td>purple</td>
<td>seven</td>
</tr>
<tr>
<td>nine</td>
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</tr>
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<tr>
<td>ten</td>
<td>pink</td>
</tr>
<tr>
<td>gray</td>
<td>eight</td>
</tr>
</tbody>
</table>

Name ___________________________ Date _____________

Division of Language Arts/Reading
SECTION B: Sight Word Recognition

Time: 5 to 8 minutes per student
Materials: 2 copies of the *Sight Word Recognition* Test, student copy and teacher copy.
Teacher:

- Ask the child to read from his/her sight word list, starting at the top and reading down. Have the child track the words with his/her finger or slide a card slowly down the list.
- Record the responses on the teacher’s copy.
- If a child reads 80% of the *Sight Word List* correctly, this indicates the child’s ability to recognize words commonly found in first grade basal programs as well as student’s literature.
## SIGHT WORD RECOGNITION TEST

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
<td>and</td>
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<td>3.</td>
<td>to</td>
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<td>4.</td>
<td>a</td>
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<td>5.</td>
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<td>35.</td>
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</table>

This list of sight words represents 39% of the words found in the first grade basal reading programs as well as children’s literature books.

**High:** 0 - 2 Errors

**Moderate:** 3 - 7 Errors

**Low:** 8+ Errors

<p>| | |</p>
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>✓</td>
<td>correct</td>
</tr>
<tr>
<td>O</td>
<td>incorrect, skip, does not know</td>
</tr>
</tbody>
</table>

Student’s Name ___________________________ Date _____________

Division of Language Arts/Reading
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<td>1.</td>
<td>the</td>
<td>19.</td>
<td>they</td>
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<td>3.</td>
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<td>all</td>
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<td>up</td>
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<td>16.</td>
<td>she</td>
<td>34.</td>
<td>her</td>
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<td>17.</td>
<td>for</td>
<td>35.</td>
<td>have</td>
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<tr>
<td>18.</td>
<td>can</td>
<td>36.</td>
<td>out</td>
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</table>
TEST 5: Oral Reading and Comprehension Record

Purpose: This assessment is used to determine whether or not students are achieving and maintaining grade level reading proficiency. It also allows the teacher to ascertain which reading strategies are secured or mastered and which need further instructional support.

Time: 5 to 8 minutes per child

Materials: Appropriate Benchmark Books:
End of Year Kindergarten Benchmark Book (i.e., I Went Walking)
End of First Grade Benchmark Book (i.e., Little Bear)

Teacher:

 далее Give the student a copy of the passage to be read.
 далее Read the title to the student.
 далее Ask the student to read the story. Encourage the student to try to read it. Suggest to the student that he/she may skip unknown words.
 далее As the student reads, the teacher records the actual word and its miscue on a copy of the text using the miscue legend marks.

Miscue Legend

Use following marks to indicate miscues made by the student while reading the passage.

<table>
<thead>
<tr>
<th>Miscue</th>
<th>Symbol</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>substitution</td>
<td>incorrect substitution</td>
<td>house...to her new home...</td>
</tr>
<tr>
<td>omission</td>
<td></td>
<td>...to her new home...</td>
</tr>
<tr>
<td>insertion</td>
<td></td>
<td>...to her new home...</td>
</tr>
<tr>
<td>*self-correction</td>
<td>SC</td>
<td>house SC...to her new home...</td>
</tr>
<tr>
<td>*repetition</td>
<td></td>
<td>...to her new home...</td>
</tr>
</tbody>
</table>

*Not to be counted as errors.

PLEASE NOTE: Proper nouns and mispronunciations due to dialect or accent are not to be counted as errors.
TEST 5: Oral Reading and Comprehension Record (continued)

If the student was able to read most of the story, ask the following comprehension questions: "What happened in the story?" If necessary, prompt the student to identify main character(s), setting (place), problem, events, and final outcome (solution).

Record student responses below (comprehension section).

Complete the Oral Reading and Comprehension Record below. Circle the number that indicates the reading behavior. Add for an overall score.

**Miscues**
0 - No attempt to read
1 - Excessive errors or omissions
2 - Many errors or omissions
3 - Few errors or omissions
4 - No/minimal errors or omissions

**Self-Monitoring**
0 - No attempt to correct
1 - Minimal attempts to correct
2 - Many attempts with some non-meaningful word substitutions
3 - Corrects most errors or substitutes to preserve meaning
4 - Corrects each error or no errors made

**Use of 3 Cueing Systems (meaning, structure, visual)**
0 - No attempt to use cues
1 - Minimal attempts to use cues
2 - Attempts to use picture clues or one other cue
3 - Attempts to use more than one cue frequently
4 - Attempts/uses more than one cue consistently

**Fluency**
0 - No attempt to read
1 - Word-by-word, unconnected, long hesitations
2 - Some phrasing, some omissions, some repetitions
3 - Generally smooth phrasing, few repetitions, rhythm
4 - Consistently smooth phrasing, no repetitions, lively rhythm

**Comprehension**
0 - No response
1 - Little or no understanding of story/key points, sequence
2 - Some general understanding but unclear on key points
3 - Adequate understanding of story but unclear on some details
4 - Full understanding of story/key points and details

<table>
<thead>
<tr>
<th>Overall Score</th>
<th>Status</th>
<th>Guide to Grade Level Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-9</td>
<td>Less than Adequate = L</td>
<td>Uses text with intensive Less-Pro strategies.</td>
</tr>
<tr>
<td>10-14</td>
<td>Minimally Adequate = M</td>
<td>Uses text with Less-Pro strategies.</td>
</tr>
<tr>
<td>15-17</td>
<td>Adequate = A</td>
<td>Uses text with teacher support/independently.</td>
</tr>
<tr>
<td>18-20</td>
<td>Proficient = P</td>
<td>Uses texts independently.</td>
</tr>
</tbody>
</table>

Overall Score ________  Status
# STUDENT RECORD SHEET FOR PRE AND POST TEST

<table>
<thead>
<tr>
<th>Student’s ID#:</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s Name:</td>
<td></td>
</tr>
<tr>
<td>School:</td>
<td>Reading Coordinator:</td>
</tr>
<tr>
<td>Tutor:</td>
<td>Date:</td>
</tr>
<tr>
<td>Duration of Tutoring: (i.e., 6 months)</td>
<td>Starting Date:</td>
</tr>
<tr>
<td>Total Number of Sessions: (30 minutes in each session)</td>
<td>Ending Date:</td>
</tr>
<tr>
<td>Time of Tutoring:</td>
<td></td>
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</tbody>
</table>

## TEST DATE:

<table>
<thead>
<tr>
<th>TEST 1: ALPHABET KNOWLEDGE:</th>
<th>PRETEST</th>
<th>POST TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition, Sounds and Production</td>
<td>Known Upper Case</td>
<td>/26</td>
</tr>
<tr>
<td></td>
<td>Known Lower Case</td>
<td>/26</td>
</tr>
<tr>
<td></td>
<td>Letter Sounds</td>
<td>/26</td>
</tr>
<tr>
<td></td>
<td>Letters Produced</td>
<td>/26</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>TEST 2: CONCEPT OF WORDS IN PRINT</th>
<th>PRETEST</th>
<th>POST TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identifies Words in Print</td>
<td>/15</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>TEST 3: PHONEMIC AWARENESS</th>
<th>PRETEST</th>
<th>POST TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sound-Picture Matching</td>
<td>/8</td>
</tr>
<tr>
<td></td>
<td>Spelling</td>
<td>/26</td>
</tr>
<tr>
<td></td>
<td>Sound/Letter Correspondence</td>
<td>/20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEST 4: WORD RECOGNITION</th>
<th>PRETEST</th>
<th>POST TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color Word Recognition (Optional)</td>
<td>/11</td>
<td>/11</td>
</tr>
<tr>
<td>Number Word Recognition (Optional)</td>
<td>/11</td>
<td>/11</td>
</tr>
<tr>
<td>Sight Word Recognition</td>
<td>/36</td>
<td>/36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEST 5: ORAL READING AND COMPREHENSION RECORD</th>
<th>PRETEST</th>
<th>POST TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest: <em>I Went Walking</em></td>
<td>Score</td>
<td>Score</td>
</tr>
<tr>
<td>Post Test: <em>Little Bear</em></td>
<td>Score</td>
<td>Score</td>
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</tbody>
</table>

## LEVEL OUTCOME:

Division of Language Arts/Reading
# Class Record Sheet:
Emergent Reader Screening Assessment

<table>
<thead>
<tr>
<th>Students</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<th>7</th>
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<th>17</th>
<th>18</th>
<th>19</th>
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<tbody>
<tr>
<td>Mastery</td>
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<td>20</td>
<td>20</td>
<td>4</td>
<td>6</td>
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</tbody>
</table>

*M = Less than Adequate (0-9)  
M = Minimally Adequate (10-14)  
A = Adequate (15-17)  
P = Proficient (18-20)  

School: ___________________________  
Teacher: ___________________________  
Date: ___________________________
# Class Record Sheet:
**Emergent Reader Screening Assessment**

<table>
<thead>
<tr>
<th>Mastery:</th>
<th>Recognition: Naming the Letters (Upper Case)</th>
<th>Recognition: Naming the Letters (Lower Case)</th>
<th>Sounds: Saying Letter Sounds</th>
<th>Production: Writing the Letter</th>
<th>Concept of Words in Print</th>
<th>Sound-Letter Correspondence</th>
<th>Color Word Recognition Test</th>
<th>Number Word Recognition Test</th>
<th>Sight Word Recognition Test</th>
<th>Oral Reading and Comprehension Record</th>
<th>Oral Reading and Comprehension Record</th>
</tr>
</thead>
<tbody>
<tr>
<td>20/26</td>
<td>20/26</td>
<td>20/26</td>
<td>5</td>
<td>6/8</td>
<td>20/-16</td>
<td>9/11</td>
<td>9/20</td>
<td>9/11</td>
<td>29/36</td>
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<td>Students:</td>
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<td>*Score</td>
<td>*Status</td>
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</tbody>
</table>

*L = Less than Adequate (0-9)  M = Minimally Adequate (10-14)  A = Adequate (15-17)  P = Proficient (18-20)*

School: ______________________  Teacher: ______________________  Date: ________________
ASSESSMENT OVERVIEW (2nd - 5th Grade)

The purpose of diagnostic testing is to analyze the student’s reading strengths and weaknesses. The administration of, time needed, and specific procedures to follow will be determined by the diagnostic instrument used.

The following materials are currently available in Miami-Dade County Public Schools. These materials support the M-DCPS Comprehensive Reading Plan.

1. *Benchmark Assessment Books*
   Comprehensive Reading Plan

   These materials are designed to assess achievement and maintenance of grade level reading proficiency.

   **Grades K-2 Benchmark Handbook**
   M-DCPS Division of Language Arts/Reading
   pages 12-13

   **Grades 3-5 Benchmark Handbook**
   M-DCPS Division of Language Arts/Reading
   pages 18-21

   Phone: 305-995-1949

2. *Developmental Reading Assessment*
   Celebration Press

   This inventory is a practical research based resource used to assess reading progress and guide instruction.

   ISBN 0-673-57707-4
   Phone: 1-800-552-2259
   Fax: 614-771-7361
   Address: Celebration Press
   4350 Equity Drive
   Columbus, OH 42228
Additional Suggested Sources for Diagnostic Instruments

1. Informal Reading Inventory Preprimer to Twelfth Grade - 5th Edition
   P. Burns  B. Roe
   Houghton Mifflin Company

   This is a popular test widely used by pre-service and in-service teachers to assess students' reading progress. Its scope is preprimer through grade twelve, and is composed of four forms each including a student booklet and a teacher booklet.

   ISBN 0-359-90346-7
   Phone: 1-800-733-2828
   Fax: 1-800-733-2098
   Address: Houghton Mifflin
            Elementary Division
            13400 Midway Road
            Dallas, TX 75244

2. Flynt-Cooter Informal Reading Inventory for the Classroom
   E. Sutton Flynt  R. Cooter
   Prentice Hall

   This informal inventory provides current and future teachers with a simple straight forward means of assessing reading competencies of students at Pre-K to Grade Twelve.

   ISBN: 0-89797-534-6
   Phone: 1-800-922-0579
   Fax: 1-800-455-6991
   Address: Prentice Hall
            200 Old Tappan Road
            Old Tappan, NJ 07675

3. Taking a Reading: A Teacher's Guide to Reading Assessment
   Southern California Comprehensive Assistance Center

   This teacher's guide to reading assessment provides classroom teachers with the diagnostic information needed to inform their reading instruction. The twelve assessment tools included in the document assess reading, phonics, and writing for students in Kindergarten through Third Grade.

   Phone: 562-922-6343
   Fax: 562-940-1861
   Address: Southern CA Comprehensive Assistance Center
            Attention: Phyllis Davis
            9300 Imperial Highway
            EC-299
            Downey, CA 90242

4. Qualitative Reading Inventory - II
   L. Leslie  J. Caldwell
   Prentice Hall

   This is an informal reading inventory designed to assess the reading ability at emergent through junior high levels. It includes narrative and expository passages at each level, questions to assess prior knowledge, word lists, and passages with pictures for early reading levels.

   ISBN: 0-573-99086-9
   Phone: 1-800-922-0579
   Fax: 1-800-455-6991
   Address: Prentice Hall
            200 Old Tappan Road
            Old Tappan, NJ 07675
Tutoring Forms Overview

1. Word Bank List - is used to list the words that the child learns to read.

2. High Frequency Word List - introduce these words as part of the Student's Word Bank.

3. My 100 Words - is a visual record of the child's vocabulary growth in the Word Bank. The child colors a box for each new word that he/she has learned.

4. Book Log - is used to list the books that are read by the student.

5. Alphabet and Beginning Consonant Chart - are pasted on the tutoring box for easy reference when the child has difficulty remembering the letters of sounds.

6. Handwriting Form - is pasted on the tutoring box and provides direction for the formation of upper and lower case letters.

7. Short Vowel Families - offers lists of short vowel words to be used with Making Rhyming Word Families Activity.

8. Suggested Sequence for Long Vowel Study - offers lists of long vowel words to be used with the Long Vowel Non-Rhyming Words Activity.

9. Trade Books for Emergent Readers List

10. Level I: Early Emergent Reader Lesson Plan Outline

11. Level II: Emergent Reader Lesson Plan Outline

12. Level III: Early Reader Lesson Plan Outline

13. Student Record Sheet for Pre and Post Test

14. Class Record Sheet

15. Materials Overview
<table>
<thead>
<tr>
<th>Word Bank List</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
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</tbody>
</table>

Now color in 10 spaces on your 100 chart!
| the       | girl    | road  |
| at        | yellow  | boy   |
| an        | mother  | move  |
| with      | swim    | horse |
| my        | sheep   | king  |
| go        | old     | once  |
| did       | put     | sometimes |
| run       | very    | family |
| red       | green   | never |
| bus       | eat     | paper |
| get       | happy   | try |
| see       | play    | visit |
| like      | what    | grandfather |
| to        | every   | ago |
| she       | work    | eggs |
| box       | farm    | clouds |
| and       | bear    | barn |
| dog       | rabbit  | table |
| up        | new     | dear |
| a         | was     | are |
| you       | all     | his |
| in        | they    | out |
| of        | said    | you |
| he        | her     | for |
| will      | not     | on |
| in        | can     | I |
| it        | do      | with |
| my        | have    | little |
| that      | at      | up |
| what      | we      | is |
| toy       | afternoon | home |

Please note that the words typed in bold represent 39% of the words found in First Grade basal programs as well as children's literature.
<table>
<thead>
<tr>
<th>10</th>
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</table>

Name ______________________  Beginning Date _____  Ending Date _____

The student colors in a box for each new word that he/she has learned.
| Beginning Consonants |  |  
|---------------------|---|---
| b                   | ball | kite |
| c                   | cat | lamp |
| d                   | dog | moon |
| f                   | fish | nose |
| g                   | gum | pen |
| h                   | hat | rug |

Name: ______________________  Date: ______________________

Note: Paste this chart on the tutoring box for easy reference when the child has difficulty remembering the letters of sounds.
Note: Paste this form on the tutoring box. The model provides direction for the formation of upper and lower case letters.
Short Vowel Families

Short A:
AT: bat, cat, fat, hat, mat, pat, rat, sat, that, flat, chat
AN: can, fan, man, pan, ran, tan, van, plan, than
AB: cab, dab, lab, tab, crab, grab, scab, stab
AD: bad, dad, had, mad, pad, sad, glad
AG: bag, rag, wag, nag, zag, flag, brag, drag
AM: am, bam, dam, ham, jam, ram, Sam, clam, slam, sham, wham, swam
AP: cap, lap, map, nap, tap, chap, clap, flap, slap, snap
ASH: bash, cash, dash, rash, sash, crash, flash, smash, trash
AND: band, hand, land, sand, brand, stand
ANK: bank, sank, tank, blank, flank, crank, drank, prank, spank, thank
ANG: bang, sang, rang, clang
ALL: ball, call, fall, hall, mall, tall, wall, small

Short E:
ID: bed, fed, led, red, Ned; wed, bled, fled, sled, shed
EG: beg, keg, meg, peg
EN: Ben, den, hen, men, pen, ten, then, when
ET: bet, jet, let, met, net, pet, set, wet, vet
ECK: deck, neck, peck, speck, check, wreck
ELL: bell, fell, sell, tell, well, shell, smell, spell

Short I:
ID: bid, did, kid, hid, lid, slid, skid
IG: big, dig, pig, rig, wig, zig
IN: bin, fin, pin, tin, win, chin, skin, spin, thin, twin
IP: dip, hip, lip, sip, tip, zip, chip, chip, whip, skip, clip, flip, slip, snip, drip, grip, trip
IT: bit, kit, fit, hit, lit, pit, sit, skit, spit
ICK: lick, kick, pick, sick, tick, chick, thick, click, flick, slick, brick, trick
ILL: will, ill, fill, hill, kill, mill, will, chill, drill, grill, skill, spill, still
ING: bing, king, ring, sing, bring, sling, swing, thing
INK: ink, mink, pink, rink, wink, blink, drink, stink, think
Short O:
OB: cob, job, rob, gob, mob, sob, blob, glob, slob, snob
OG: dog, fog, hog, jog, log, clag, slog, frog
OP: cop, hop, pop, mop, top, chop, drop, flop, shop, slop, stop
OT: cot, dot, got, hot, lot, not, pot, rot, blot, plot, shot, slot, spot
OCK: dock, lock, rock, sock, block, clock, flock, shock, smock

Short U:
UB: cub, tub, rub, club, grub, snub, stub
UG: bug, dug, hug, jug, mug, rug, tug, drug, plug, slug, snug
UM: gum, hum, drum, glum, plum, slum, chum
UN: bun, fun, gun, run, sun, spun, stun
UP: up, cup, pup,
UT: but, cut, gut, hut, nut, rut, shut
UCK: buck, duck, luck, tuck, yuck, cluck, pluck, stuck, truck
UFF: buff, cuff, huff, muff, puff, stuff
UMP: bump, jump, dump, hump, lump, pump, plump, stomp, thump
USH: gush, hush, mush, rush, blush, flush, brush, crush
Suggested Sequence for Long Vowel Study

A - Sort by Sound and Patterns

Long "a" spelled with silent "e"

ate  cave  lane  bake  face  save  cake
gave  rate  came  lake  rave  made  make
sake  place  same  take  name

Long "a" spelled with "ai"

paint  train  fail  rain  mail  rail  pail
nail  wait  sail  trail  tail

Long "a" spelled with "ay"

day  play  lay  jay  way  say  pay
ray  may  stay  gray  bay

E - Sort by Sound and Patterns

Long "e" spelled with two "e's"

bee  need  sleep  queen  free  feed  see
three  sweet  deed  green  seen  feel  seed
tree  meet  feet  keep  sheep  week  reed

Long "e" spelled with "ea"

bean  mean  seal  clean  real  dream  each
sea  read  seat  teach

(to be continued on next page)
Suggested Sequence for Long Vowel Study Continued

I - Sort by Sound and Patterns

Long "i" spelled with silent "e"

bike  fine  like  ride  time  five  nine
tide  bite  hide  line  side  white  ice
slide  dime  kite  nice  smile  drive  mice
bride

Long "i" spelled with "igh"

high  night  sight  fright  light  right  sight
tight  might  fight

Long "i" spelled with "y"

cry  fly  my  sky  try  sly  why
by  dry  shy  fry

O - Sort by Sound and Patterns

Long "o" spelled with silent "e"

bone  hole  rope  hose  hope  close  nose
stone  rose  doze  drove  note  those  smoke

Long "o" spelled with "oa"

boat  coat  goat  float  road  soap  toad
toast  moat  foam  coal  foal

Long "o" spelled with "ow"

grow  know  show  slow  snow  blow  flow

(to be continued on next page)

Division of Language Arts/Reading
Suggested Sequence for Long Vowel Study Continued

**U - Sort by Sound and Patterns**

Long "u" with silent "e"

<table>
<thead>
<tr>
<th>blue</th>
<th>clue</th>
<th>glue</th>
<th>true</th>
<th>cute</th>
<th>use</th>
<th>cube</th>
</tr>
</thead>
<tbody>
<tr>
<td>mule</td>
<td>rule</td>
<td>fuse</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Long "u" with "ew"

<table>
<thead>
<tr>
<th>new</th>
<th>grew</th>
<th>chew</th>
<th>drew</th>
<th>few</th>
<th>flew</th>
<th>knew</th>
</tr>
</thead>
<tbody>
<tr>
<td>threw</td>
<td>stew</td>
<td>pew</td>
<td>crew</td>
<td></td>
<td></td>
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</tbody>
</table>
# Trade Books for Emergent Readers

<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
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<tbody>
<tr>
<td>A is for Angry</td>
<td>Boynton, Sandra</td>
</tr>
<tr>
<td>A Sign Language Alphabet</td>
<td>Fain, Kathleen</td>
</tr>
<tr>
<td>All Fall Down</td>
<td>Wildsmith, Brian</td>
</tr>
<tr>
<td>Alphabet Parade</td>
<td>Chwast, Seymour</td>
</tr>
<tr>
<td>Alphabetics</td>
<td>MacDonald, Suse</td>
</tr>
<tr>
<td>Brown Bear, Brown Bear</td>
<td>Martin, Bill</td>
</tr>
<tr>
<td>Cat on the Mat</td>
<td>Wildsmith, Brian</td>
</tr>
<tr>
<td>Chick and the Duckling</td>
<td>Ginsburg, Mira</td>
</tr>
<tr>
<td>Chicka Chicka Boom Boom</td>
<td>Martin, Bill</td>
</tr>
<tr>
<td>Five Little Ducks</td>
<td>Raffi</td>
</tr>
<tr>
<td>Flying</td>
<td>Crews, Donald</td>
</tr>
<tr>
<td>Foot Book</td>
<td>Dr. Seuss</td>
</tr>
<tr>
<td>Go Dog Go</td>
<td>Eastman, P.D.</td>
</tr>
<tr>
<td>Happy Egg</td>
<td>Kraus, Robert</td>
</tr>
<tr>
<td>Hattie and the Fox</td>
<td>Fox, Mem</td>
</tr>
<tr>
<td>I Hunter</td>
<td>Hutchins, Pat</td>
</tr>
<tr>
<td>On Market Street</td>
<td>Lobel, Anita</td>
</tr>
<tr>
<td>Polar Bear, Polar Bear, What Do You Hear?</td>
<td>Martin, Bill</td>
</tr>
<tr>
<td>Quick as a Cricket</td>
<td>Wood, Audrey</td>
</tr>
<tr>
<td>Rosies Walk</td>
<td>Hutchins, Pat</td>
</tr>
<tr>
<td>Silly Sally</td>
<td>Wood, Audrey</td>
</tr>
<tr>
<td>Ten Nine Eight</td>
<td>Bang, Molly</td>
</tr>
<tr>
<td>The Handmade Alphabet</td>
<td>Rankin, Laura</td>
</tr>
</tbody>
</table>

*Note:* Tutor may recommend these books to students to instill a love of books and to encourage library visits.

Division of Language Arts/Reading
### Level I: Early Emergent Reader Lesson Plan Outline

(Tutor Completes One Every Tutoring Session)

<table>
<thead>
<tr>
<th>Early Emergent Reader Plan</th>
<th>Activities/Names of Books</th>
<th>Time: 30 min.</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rereading Familiar Materials</td>
<td></td>
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</tr>
<tr>
<td>1. Read class “chunk.”</td>
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<td>5 min.</td>
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<tr>
<td>2. Reread yesterday’s book.</td>
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<td>5 min.</td>
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<tr>
<td>3. Record book title in Book Log.</td>
<td></td>
<td>5 min.</td>
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</tr>
<tr>
<td>Exploring Words &amp; Sounds (Phonics)</td>
<td></td>
<td>10 min.</td>
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</tr>
<tr>
<td>1. Read Word Cards from the story.</td>
<td></td>
<td>10 min.</td>
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</tr>
<tr>
<td>2. Record known words in Word Bank List.</td>
<td></td>
<td>10 min.</td>
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</tr>
<tr>
<td>3. Make new Word Cards.</td>
<td></td>
<td>10 min.</td>
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</tr>
<tr>
<td>4. Match unknown words to text.</td>
<td></td>
<td>10 min.</td>
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</tr>
<tr>
<td>5. Select one Word Bank Activity.</td>
<td></td>
<td>10 min.</td>
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</tr>
<tr>
<td>6. Select one Phonics Activity.</td>
<td></td>
<td>10 min.</td>
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</tr>
<tr>
<td>Writing to Read</td>
<td></td>
<td>5-7 min.</td>
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<tr>
<td>1. Choose a page in the story.</td>
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<td>5-7 min.</td>
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<tr>
<td>2. Read words on the page.</td>
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<td>5-7 min.</td>
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<tr>
<td>3. Draw a line for words heard in the sentence.</td>
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<td>5-7 min.</td>
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<tr>
<td>4. Elongate the sounds heard in the word.</td>
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<td>5-7 min.</td>
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<tr>
<td>5. Write the sounds heard in the word.</td>
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<td>5-7 min.</td>
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<tr>
<td>6. Acknowledge attempts.</td>
<td></td>
<td>5-7 min.</td>
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<tr>
<td>7. Optional: Select one Writing to Read Activity.</td>
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<td>5-7 min.</td>
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<tr>
<td>Reading New Material</td>
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<tr>
<td>1. Introduce new story.</td>
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<tr>
<td>2. Read new story with support.</td>
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<tr>
<td>3. Read new story alone.</td>
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<td>5 min.</td>
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</tbody>
</table>

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*Read/See/Remember/Write*
- Sound boxes
- Match/Read/Say

---

*Reading Strategy*
- Sounding Out
- Making Sense
- Using Picture Clues
- Reading smoothly
- Comparing

---

Division of Language Arts/Reading
# Student Record Sheet for Pre and Post Test

<table>
<thead>
<tr>
<th>Student's ID#</th>
<th>Teacher</th>
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<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Reading Coordinator</th>
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<table>
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<th>School</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Tutor</th>
<th>Time of Tutoring</th>
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<table>
<thead>
<tr>
<th>Duration of Tutoring: (i.e. 6 months)</th>
<th>Starting Date</th>
<th>Ending Date</th>
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| Total Number of Sessions: (30 Minutes in each session) | |
|--------------------------------------------------------| |

<table>
<thead>
<tr>
<th>Test Date</th>
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</table>

## Test 1: Alphabet Knowledge
- Known Lower Case: /26 /26
- Known Upper Case: /26 /26
- Letter Sounds: /26 /26
- Letters Produced: /26 /26

## Test 2: Concept of Words in Print
- Identifies Words in Print: /5 /5

## Test 3: Phonemic Awareness
- Sound-Picture Matching: /8 /8
- Phonics: Spelling: /26 /26
- Phonics: Sound/Letter Correspondence: /20 /20

## Test 4: Word Recognition
- Color Words (Optional): /11 /11
- Number Words (Optional): /11 /11
- Sight Word Recognition Test: /36 /36

## Test 5: Oral Reading and Comprehension Record
- Beginning of First Grade Benchmark Book (i.e. 'Go Dog Go')
- End of the Year First Grade Benchmark Book (i.e. 'Little Bear')

## Level Outcome:

---

Division of Language Arts/Reading
# Class Record Sheet

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<th>Students</th>
<th>Mastery</th>
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<th>26/26</th>
<th>4/5</th>
<th>8/16</th>
<th>20/26</th>
<th>11/9</th>
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<th>29/36</th>
<th>Score*</th>
<th>Status*</th>
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*L = Less than Adequate (0-9);  M = Minimally Adequate (10-14);  A = Adequate (15-17);  P = Proficient (18-20)

School: ________________  Teacher: ________________  Date: ________________
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Materials Overview
Level I, Level II, Level III

- Reading selections (Books provided by the teacher)
- Appropriate Lesson Plan Form
- Book Log Form
- Word Bank List Form
- My 100 Words Form
- Blank Cards for Word Bank and student’s name
- Zip Lock Baggies
- Alphabet Cards: 2 sets - 1 uppercase & 1 lowercase
- Alphabet Poster (Log)
- Picture Cards
- Blank Paper
- Pencils
- Crayons
- Alphabet Strip
- Word Family Cards
- Consonant Blends & Digraphs Picture Cards
### Description of America Reads! Miami Reads! Materials

<table>
<thead>
<tr>
<th>Materials</th>
<th>Materials Description</th>
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<tbody>
<tr>
<td><strong>America Reads! Primary Tutorial Program</strong></td>
<td>This tutorial guide provides intervention strategies for first grade readers who are experiencing difficulty in learning to read. Also, it includes an Intensive Care Unit (ICU) component that provides intervention strategies for second through fifth grade.</td>
</tr>
<tr>
<td><strong>America Reads! Training Video and Workbook</strong></td>
<td>This video is a demonstration of the America Reads! Tutorial. It provides intervention strategies to assist tutors to be more effective in the delivery of the tutorial plan. The workbook serves as a reinforcement of the concepts presented in the tutorial video.</td>
</tr>
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</table>
| **America Reads! Buddy Reading Program**       | This program is designed to build the reading fluency of developing readers. It can be used with a wide range of readers from elementary to high school. This module consists of 4 handbooks:  
  - Buddy Reading School Handbook  
  - Buddy Reading School Training Handbook  
  - Buddy Reading Volunteer Handbook  
  - Buddy Reading Volunteer Training Handbook                                                                                                                         |
| **America Reads! At Home Guide**               | This guide assists parents in helping their child become a better independent reader. It includes reading activities, reading tips, and ways to make reading a part of their child’s everyday life.                                                                                                           |
| **America Reads! At Home Training Kit**        |                                                                                                                                                                                                                                                                                                                                                       |
| **America Reads! Reading Coordinator Handbook** | This handbook contains the guidelines to assist the Reading Coordinator in the implementation of the America Reads! Tutorial Program at the school site.                                                                                                                                           |
| **America Reads! Tutor Handbook**              | This handbook contains the necessary guidelines that delineates the tutor roles, responsibilities and regulations when working with students.                                                                                                                                                 |
References
REFERENCES


The School Board of Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA), as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963, as amended, prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978, prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

School Board Rules 6Gx13-4A-1.01, 6Gx13-4A-1.32, and 6Gx13-5D-1.10 prohibit harassment and/or discrimination against an employee or student on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference or disability.

Veterans are provided re-employment rights in accordance with P.L. 93-308 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

Revised 10/31/97