

Supporting Practices for use by Educational Assistants: **Reading**

**Catholic Star Division
Educational Assistants Conference
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(2.5 hours)**

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Agenda

Today we will:

- discuss teaming – What EAs do to support students' reading;
- review the **components of reading**;
- examine the *Collaborative Planning Tool for Reading*;
- explore some evidence-based practices within these components of reading: **phonemic awareness, phonics, fluency, vocabulary, and comprehension**;
and
- summarize.

Activity – 5 minutes

- For 2.5 minutes **list** some ways you can support students' reading.
 - **Draw** a line under your list.
 - For 2.5 minutes **share** your list, and **listen** to others doing the same.
 - **Add** new ideas below your line.
-

Some ways I can support my students' reading...

About Reading

Proficient reading evolves from a growing awareness of the five components of reading, and the relationships between them. The five components are phonemic awareness, phonics, fluency, vocabulary, and comprehension of text, and these can be represented in an arch, titled **Components of Reading** (page 5). Note that while each of the components on the arch is necessary, none is sufficient by itself. Only when taken together are they sufficient for students to be able to construct meaning from text (National Institute of Child Health and Human Development, 2000).

If students are to become proficient readers, therefore, they must know:

- how spoken words are composed of sounds (phonemes);
- how spoken words can be deconstructed into sounds;
- how sounds can be blended to construct words;
- how letters, or groups of letters (graphemes), represent sounds;
- how linking these letters to sounds and blending these sounds to form words leads to effective decoding;
- how adequate *practice* at decoding leads to accuracy, speed, and automaticity in recognizing words;
- how the automatic recognition of words leads to fluent reading;
- how fluent reading releases attention from the mechanics of reading to the processes of comprehending; and
- how the use of strategies for comprehending text increases their capacity to become more sophisticated readers.

Another way to capture this notion is that readers need to have the skills of phonemic awareness and phonics to decode accurately many words. Accurate decoding, along with reading the words quickly, enables them to read text fluently and have time to comprehend it. Also, if they know the meanings of most of the words within the passage, and if they can use a variety of strategies for comprehending, then they will be able to make sense of the text.

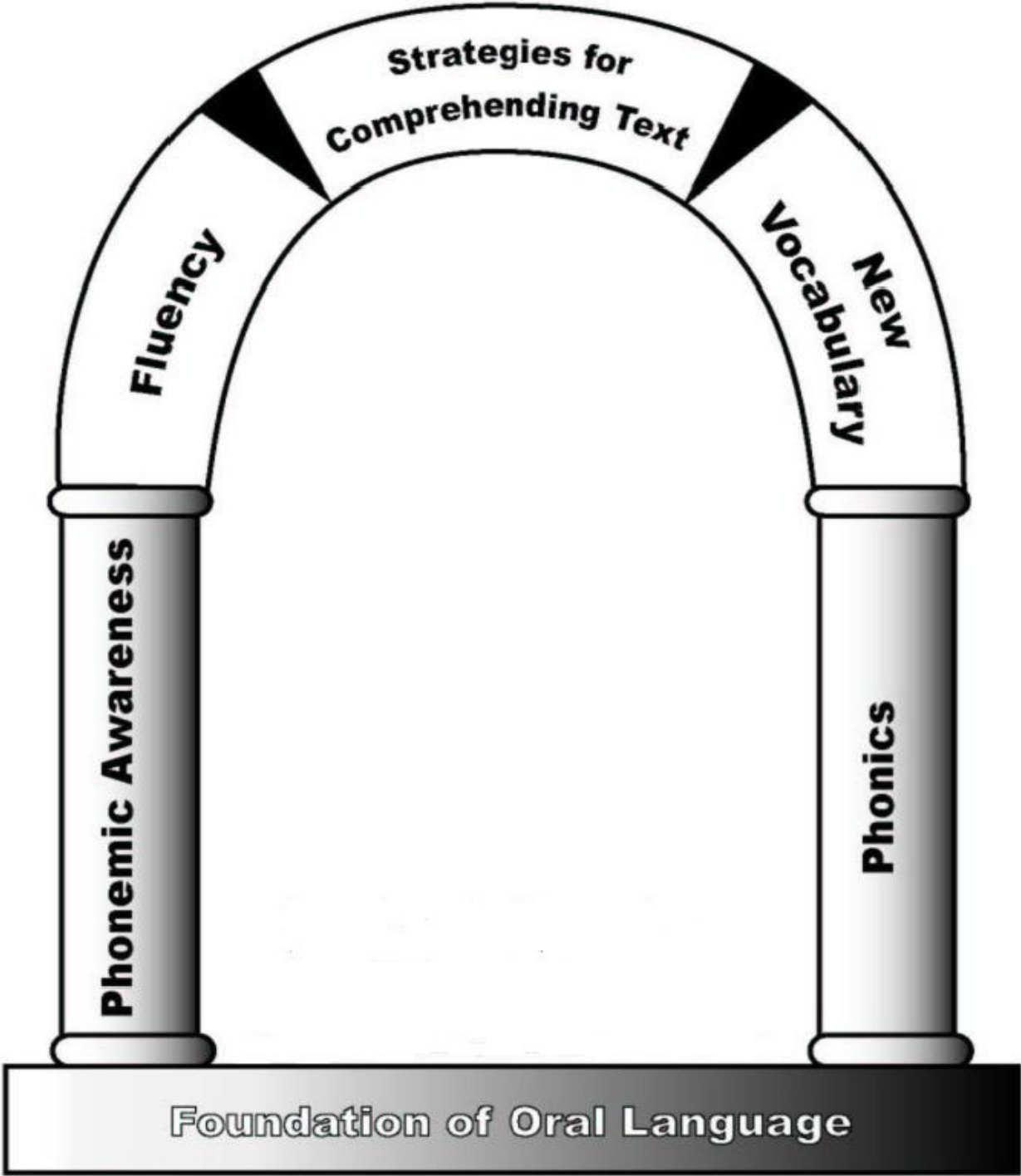
The bottom part of the arch – **Foundation of Oral Language** – represents a process that is ongoing from birth and definitely impacts learning to read. Oral language develops *indirectly* from birth by listening, by being read to by others, having conversations, and through reading independently. If students can accurately decode a word, and if this word is known to them, (i.e., it is within their oral vocabulary), then they might understand the meaning of the word. This understanding will help them make sense of what they are reading.

Students usually learn the beginning skills of reading (phonemic awareness and phonics) in kindergarten and grade one, and then move quickly along to become fluent readers – decoding the words with accuracy and speed within more challenging text throughout the grades – simultaneously learning new vocabulary and strategies for comprehending text. Some students, however, take a longer time to learn the skills and strategies needed for proficient reading. EAs can have a valuable role in helping to support these students – *who might be any age* – by guiding their practising of certain components of reading. Practice is necessary for proficiency. The reinforcement and encouragement that students receive from EAs can only help to improve their ability to read well.

The practices within this book are aligned with the components of reading, and are intended as response to need, rather than age. For example, two students (one age 8 and the other age 13) might have difficulty in accurately decoding words. Both students will need practice in decoding skills.

Information about how the components of reading work together and clarity around what students must do to become proficient readers can help educators decide where support is needed and purposefully align their practices.

Components of Reading



Collaborative Planning Tool for Reading

Student: _____ Grade: __ Date: _____

School: _____

Participants: Teacher: _____ EA: _____

Description of the student’s specific reading needs, identified by the teacher’s assessments and the EA’s observations:

From the description above, this student needs support in:

Phonemic Awareness	Phonics	Fluency
<input type="checkbox"/> identifying individual sounds (p. 24) <input type="checkbox"/> identifying positions of sounds (p. 24) <input type="checkbox"/> segmenting words into syllables (p.25) <input type="checkbox"/> blending sounds to form words (p. 26) <input type="checkbox"/> segmenting words into sounds (p. 27) <input type="checkbox"/> deleting, adding, and substituting sounds (p. 29) <input type="checkbox"/> ... <input type="checkbox"/> ... <input type="checkbox"/> ...	<input type="checkbox"/> becoming familiar with the alphabet (p.43) <input type="checkbox"/> linking letters, or groups of letters, to sounds (p. 45) <input type="checkbox"/> blending sounds to form words (p. 46) <input type="checkbox"/> using spelling patterns (p. 48) <input type="checkbox"/> reading decodable words, sentences, and books (p. 49) <input type="checkbox"/> using strategies to decode unknown words (p. 52) <input type="checkbox"/> reviewing some basic phonic skills (p. 54) <input type="checkbox"/> ... <input type="checkbox"/> ... <input type="checkbox"/> ...	<input type="checkbox"/> knowing what fluent reading sounds like (p. 81) <input type="checkbox"/> recognizing words quickly (p. 81) <input type="checkbox"/> reading text at the <i>independent</i> level of reading (p. 82) <input type="checkbox"/> orally rereading passages and graphing results (p. 84) <input type="checkbox"/> orally rereading passages with others (p. 86) <input type="checkbox"/> practising reading with a high degree of success (p. 89) <input type="checkbox"/> recognizing high-frequency words (p. 91) <input type="checkbox"/> ... <input type="checkbox"/> ... <input type="checkbox"/> ...
<input type="checkbox"/> Related web resources (p. 37)	<input type="checkbox"/> Related web resources (p. 76)	<input type="checkbox"/> Related web resources (p. 125)

In the blank boxes, add other practices matched to the student’s needs from his/her classroom reading instruction.
 Collaborative Planning Tool for Reading (continued)

From the description on the previous page, this student needs support in:

Vocabulary	Comprehension of Text	
<input type="checkbox"/> learning vocabulary <i>indirectly</i> (pp. 134 to 136) <input type="checkbox"/> learning vocabulary <i>directly</i> (pp. 137 to 141)	Increasing Comprehension <i>Before</i> Reading: <input type="checkbox"/> identifying the purpose (p. 179) <input type="checkbox"/> previewing (p. 179)	<i>During</i> Reading: (continued) <input type="checkbox"/> using the RAP strategy (p. 194) <input type="checkbox"/> coding the text (p. 195) <input type="checkbox"/> making <i>tt</i> , <i>ts</i> , and <i>tw</i>

<ul style="list-style-type: none"> <input type="checkbox"/> using computer technology to learn vocabulary (p. 141 to 142) <input type="checkbox"/> learning meaningful parts of words (prefixes, suffixes, and roots) (p. 143 to 145) <input type="checkbox"/> using semantic organizers (pp. 146 to 147) <input type="checkbox"/> learning strategies for figuring out the meanings of unknown words (pp. 148 to 149) <input type="checkbox"/> ... <input type="checkbox"/> ... <input type="checkbox"/> ... <input type="checkbox"/> ... <input type="checkbox"/> ... 	<ul style="list-style-type: none"> <input type="checkbox"/> building/using background knowledge (p. 179) <input type="checkbox"/> organizing reading (before, during, and after) (p. 180) <input type="checkbox"/> predicting and confirming (p. 180) <input type="checkbox"/> using the <i>Directed Reading Thinking Activity</i> (p. 180) <input type="checkbox"/> using K-W-L (p. 180) <input type="checkbox"/> reviewing kinds of text (p. 181) <input type="checkbox"/> reviewing common structures (p. 182) <input type="checkbox"/> applying strategies good readers use (p. 183) <input type="checkbox"/> finding known and unknown parts of text (p. 183) <input type="checkbox"/> reading challenging material (p. 183) <input type="checkbox"/> using FLASH (p. 183) <input type="checkbox"/> using the Pre-Reading Plan (p. 184) <p><u>During Reading:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> asking questions (p. 191) <input type="checkbox"/> interacting (p. 191) <input type="checkbox"/> constructing meaning (p. 192) <input type="checkbox"/> using <i>Reciprocal Teaching</i> (p. 192) <input type="checkbox"/> using graphic organizers (p. 193) <input type="checkbox"/> using <i>Questioning the Author</i> (p. 193) <input type="checkbox"/> generating questions (p. 194) 	<ul style="list-style-type: none"> <input type="checkbox"/> connections (p. 196) <input type="checkbox"/> using fix-it strategies (p. 197) <p><u>After Reading:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> using different ways to show understanding (p. 211) <input type="checkbox"/> doing quick writes (p. 211) <input type="checkbox"/> using the QARs strategy (p. 212) <input type="checkbox"/> answering open-ended questions (p. 212) <p>Understanding Narratives:</p> <ul style="list-style-type: none"> <input type="checkbox"/> using a story map (p. 212) <input type="checkbox"/> retelling (p. 213) <input type="checkbox"/> answering questions about the story (p. 213) <input type="checkbox"/> using the SPOT strategy (p. 213) <p>Understanding Expository Text:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identifying the main idea and details (p. 214) <input type="checkbox"/> finding similarities and differences (p. 214) <input type="checkbox"/> distinguishing between fact and opinion (p. 214) <input type="checkbox"/> relating ideas in text (p. 214) <input type="checkbox"/> identifying chronological order (p. 214) <input type="checkbox"/> using SQ4R strategy (p. 214) <input type="checkbox"/> ... <input type="checkbox"/> ... <input type="checkbox"/> ...
<ul style="list-style-type: none"> <input type="checkbox"/> Related web resources (p. 173) 	<ul style="list-style-type: none"> <input type="checkbox"/> Related web resources (p. 234) 	

In the blank boxes, add other practices matched to the student’s needs from his/her classroom reading instruction.
Note: This tool is linked to the practices within this book. The page numbers indicate where to find them. These do not constitute a complete reading program; they complement the student’s existing classroom instruction.

About Cue Cards

EAs might use the cue cards:

- **to encourage students to do things for themselves**
[Cue cards remind students to use certain skills and strategies (e.g., how to *revise, edit, and/or self-evaluate* their writing, or how to write a paragraph).];
- **to increase motivation**
[Cue cards support students' immediate application of a skill or strategy. They can focus on *applying* the skill or strategy rather than on *recalling* it. This reduces the demand on memory.]; or
- **to encourage self-monitoring and independence**
[To indicate its usefulness, students can put small check marks on cue cards after they have used something on it.].

Refer to the steps below to help introduce a particular cue card or reproducible.

Modelling the Use of a Cue Card

- | | |
|----|---|
| 1. | Give a description of the cue card and explain to the student WHERE he/she can use it and WHY it is helpful. |
| 2. | Model the cue card in action. Think out loud during the demonstration. |
| 3. | Collaboratively use the cue card in action with the student. |
| 4. | Give guidance and feedback while the student applies the information on the cue card by him/herself. |

In the following days: Catch students *independently* using certain cue cards and give them positive feedback. Encourage students to monitor their use of cue cards by having them make check marks on, or highlighting parts of, the card to show its usefulness.

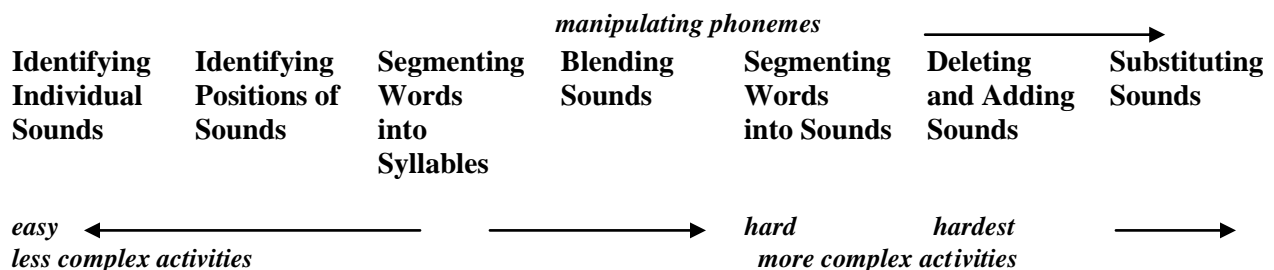
About Phonemic Awareness

Phonemic awareness is the ability to hear, identify and manipulate (move, combine, and delete) the sounds (phonemes) in words. English uses about 44 phonemes (sounds) to create an infinite set of spoken words. For example, the word *go* consists of two sounds; /g/ and /ō/; the word *bell* consists of three sounds, /b/, /e/, and /l/; and the word *frog* consists of four sounds, /f/, /r/, /o/, and /g/. Note that each speech sound is represented between slash marks /__/. This insight, that every spoken word is made up of a sequence of sounds, is essential for learning to read an alphabetic language wherein the sounds are represented by letters.

Phonemic awareness can help students learn to spell. When they learn that sounds and letters are related, then they can use that knowledge as they spell words. This linking of letters to sounds is called phonics. Without phonemic awareness, phonics makes no sense.

There is a *developmental progression* in phonemic awareness that moves from identifying individual sounds, to identifying positions of sounds, to blending and segmenting sounds, and to deleting, adding, and substituting sounds. Refer to **A Sequence of Skills for Phonemic Awareness** (below). EAs will find this progression useful for understanding the larger picture of phonemic awareness, and where on the continuum some students might need support.

The following diagram shows the levels of phonemic awareness.



□ Using Boxes and Tokens

Have students draw two or three horizontally connected boxes on a sheet of paper. As students hear **each syllable** in a word, have them slide a token in each box from left to right.

Ask: *How many syllables do you hear?*

□ Using a Tapping Wand

Have students practise tapping the syllables with special wands. Start by using compound words and gradually introduce two, three, and four syllable words.

Ask: *How many syllables can you tap in the word _____?*

Blending Sounds to Form Words



Activities for *oral blending* can help students to hear how sounds are put together to make words. Blending activities can begin with blending sounds in words having two to four sounds.

□ Blending Sounds

Have students use their fingers as cues to help them remember when they going from one sound to the next.

Have them hold up fingers and say the sounds slowly, blending each one onto the next. At the end, ask them to say the word fast.

/m/ ... /a/ ... /n/ man
(slowly putting 3 fingers together)

Procedure for Blending Sounds	
Hold up one finger and say the first sound slowly. <i>/a/</i>	
Hold up another finger and say the next sound slowly. Blend it onto the first sound. ... <i>/t/</i> Say the word fast. <i>at</i>	

Sound Boxes



/a/

/c/



/t/

/ar/



/m/

/f/



/a/

/i/



/t/

/sh/



/s/

/b/



/a/

/l/



/n/

/a/



/d/

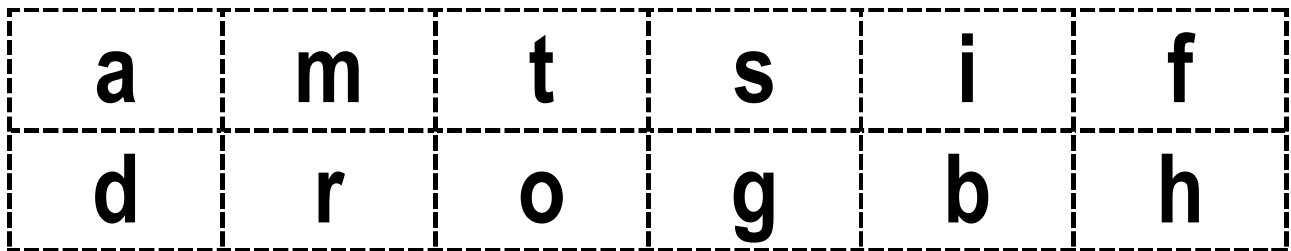
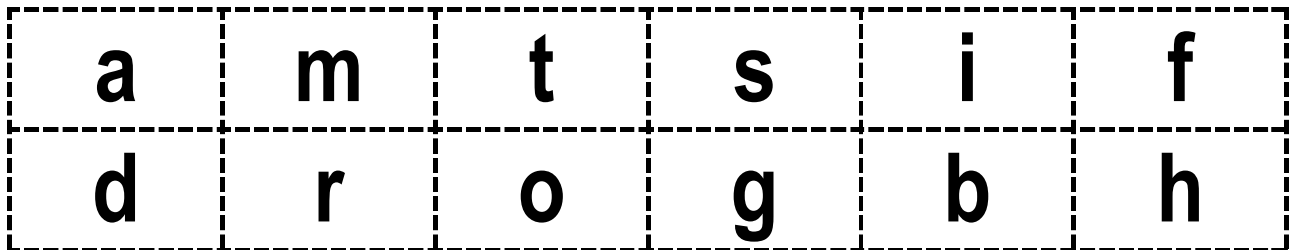
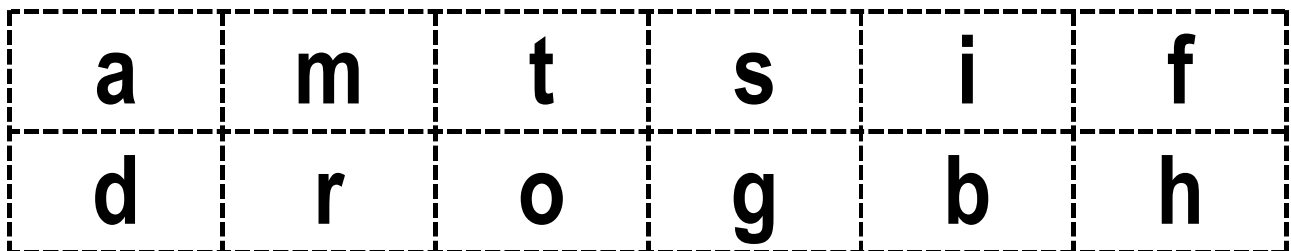
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The *Magic Dozen* Sounds

Represented by 12 Letters

Students can blend combinations of 12 sounds, represented by these 12 letters, into a significant number of consonant–short vowel–consonant (CVC) words and several consonant–consonant–short vowel–consonant (CCVC) words.

Reproduce these sets of 12 letters, have students cut them apart, and then, working with them, blend the sounds together to form words. A list of possible words is below.



Students can make these words from the *Magic Dozen* Sounds!

/a/ represented by a			/i/ represented by i		/o/ represented by o	
at	gag	ram	big	hit	dog	hot
bad	had	rat	bit	if	dot	rot
bag	hag	sad	did	it	fog	smog
bat	ham	sag	dig	rib	frog	tot
dad	hat	Sam	fig	rid	hog	trot
dam	mad	sat	fit	rig		
drag	mat	tag	grit	sit		
fat	rag		hid			

Creating Decodable Words and Sentences

Students can create their own decodable text from correspondences they have learned – they will be *encoding* (transferring oral language into written language). Older students, who are struggling with reading, can make up sentences for younger students, their reading buddies. Students can *repeatedly read* their sentences, decoding the letters or groups of letters and blending them together to form words. With this practice they will become faster and more accurate at blending sounds to decode and recognize the words – they will be building fluency.

The following examples of sounds, words, and sentences will help in planning for this activity.

16 sounds and the letters that represent them:

sounds	/a/	/m/	/t/	/s/	/i/	/f/	/d/	/r/
letters	a	m	t	s	i	f	d	r

sounds	/o/	/g/	/l/	/h/	/u/	/b/	/n/	/k/
letters	o	g	l	h	u	b	n	c, k, ck

Some words the student can make from these sounds and the letters that represent them:

/a/	/m/	/t/	/s/	/s/	/i/	/f/	/d/	/r/	/o/	/g/	/l/	/h/	/b/	/n/	/k/
a	man	tag	sad	slim	if	fad	dad	rag	on	gad	lad	had	bag	nab	can
am	mat	tick	Sam	slip	ill	fan	dam	ram	off	gag	lag	hand	bad	Nan	cat
and	Matt	Tim	sag	slit	in	fast	Dan	ran		gift	land	hat	band	nob	clock
at	mill	Tom	sand	slob	it	fat	did	rat		glad	last	hot	bat	not	cob
an	miss	tot	sat	stick		fig	dig	rib		glass	lid	hill	big		cram
	mitt	trot	sick	still		fill	dog	Rick		grill	lift	hit	bit		cud
		tub	sift	sun		fit	dot	rid		grit	lit		blast		kick
			sit			fog	drag	rig			log		but		kid
			slam			frog	drill	rim			lot				kill
			slat			fun		rob							
			slid					rub							
			slim					run				/u/			
												us			

Sentences:

From the above list of words and some high-frequency words ([no], [go], [yes], [the], [to], [get], [gets], [is]) students can create the following sentences:

- Dad (**is**) not fit (**to**) (**go**).
- Nick, Rick, and Tom had (**to**) (**go**) and (**get**) a gift.
- Dad (**is**) mad and sad.
- (**Is**) it a fat cat? (**Yes**), it (**is**) a fat cat at (**the**) mat.
- Rick can lift, drag, or kick (**the**) big, fat stick.
- Rub (**the**) slim cat and sit at (**the**) mat.
- Let Nick and Rick dig and drill in (**the**) sand.
- (**The**) frog and (**the**) fast rat ran (**to**) (**the**) sand. At last it (**is**) land!
- (**Is**) Tim in (**the**) big, hot tub? (**Yes**), Tim (**is**) in (**the**) hot tub. It (**is**) a blast.
- Can (**the**) frog hop (**to**) (**get**) off land?
- Tom, Tim, and Sam slid on (**the**) sand.
- (**The**) frog (**gets**) sick and can not hop.
- Nick, Rick, and Tom sit in (**the**) sun at (**the**) clock.
- Dad can not run fast. Dad (**is**) not fit (**to**) run (**the**) big hill.
- (**Is**) it a mat? (**Is**) it a rat? (**No**), it (**is**) a fat frog on (**the**) sand.
- (**The**) big, fat rat and frog sat in (**the**) sun at the big, fast rig.

Note: These sentences are intended for practising the 16 sounds on page 15. They sound silly, but students can have fun making them.

As students learn more sounds and their corresponding letters or groups of letters they will be able to read more words and to create more interesting sentences.

Levels of Reading

There are three levels of text for reading: ***Independent***, ***Instructional***, and ***Frustrational***. Each level is described below with percentages for accuracy of decoding and word recognition. EAs can quickly find the *appropriateness of the text* the student is reading by calculating the student's accuracy of decoding and word recognition and then comparing it to this chart describing the levels of reading.

This information is critical for planning support. Suitable reading materials for building fluency must be within the student's *independent level* –where he/she identifies 95% or more of the words correctly when reading connected text – where the student will make five or fewer errors in every 100 words. This is material the student can read on his/her own *without* help.

Levels	Independent	Instructional	Frustrational
Accuracy of Decoding and Word Recognition	<ul style="list-style-type: none"> • identifies 95% or more of the words correctly • reads <i>without</i> help 	<ul style="list-style-type: none"> • identifies 90% to 94% of the words correctly • reads <i>with</i> help 	<ul style="list-style-type: none"> • identifies less than 90% of the words correctly • has great difficulty reading, even with help

Refer to **Levels of Reading** (page 15) so reading materials can be matched to a student’s *independent* level of reading.

To have a student *effectively* practise to improve fluency, the EA must know (from the classroom teacher) the student’s *independent* level of reading and then have at hand a variety of books (fiction and non-fiction) and informational texts matched to that level.

EAs can also use the procedure below to confirm quickly the suitability of the text, so the student can have consistently successful experiences when reading text on his/her own.

Finding the Suitability of the Text	
•	Have the student read aloud a passage (of at least 100 words) from the selected text.
•	On a separate sheet of paper put a ✓ (check mark) for every word correctly pronounced and an ✕ for each word mispronounced. Put the ✓s and ✕s in rows that match the text the student is reading (see below). Every time the student begins a new line, drop down and begin a new row of markings. Another way to record quickly would be to have a copy of the text and put ✓s and ✕s directly on top of the words.
•	After the reading, calculate the overall accuracy by counting the number of words read correctly, and dividing this number by the total number of words in the passage (× 100%). Refer to Calculating Accuracy of Word Recognition (page 103). Students can read <i>independently</i> if they can recognize 95%, or more, of the words in a passage.

Passage	EA’s recording <i>(aligned to the words in the text)</i>
<i>She curled up on her bed and tried to shut out all the confusing thoughts. Her eyelids were just starting to droop when someone knocked at the door. She sighed ...</i> (at least 100 words)	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✕ ✕ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

Repeated, Oral Reading *with Peers*

1.	<p>Preparation:</p> <ul style="list-style-type: none"> • Partner two students with similar reading abilities. Partner #1 will be the <i>student</i> and Partner #2 will be the <i>tester</i>; then they will reverse the roles. • Have two different selections of text matched to each student's <i>independent level</i> of reading (where each student can read his/her passage with 95% or more accuracy in word recognition) • Make two copies of each passage; obtain three or four different coloured highlighters and a timer. 		
2.	<p>Start with the <i>student</i> (Partner #1) reading his/her passage aloud and having the <i>tester</i> (Partner #2) setting the timer for <u>one minute</u>.</p>		
3.	<p>As the <i>student</i> reads, the <i>tester</i> highlights the words (on a copy of the <i>student's</i> passage) that the <i>student</i> has difficulty recognizing. If the <i>student</i> spends too long trying to decode a particular word (hesitates for more than 3 seconds), have the <i>tester</i> tell him/her the word so he/she can continue reading. Count certain words as errors and others not as errors:</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%; padding-right: 20px;"> <p>Count as errors:</p> <ul style="list-style-type: none"> • words not read within 3 seconds, • substitutions, • omissions, • mispronunciations, or • reversals (words not read in the correct order). </td> <td style="vertical-align: top; width: 50%;"> <p>Do not count as errors:</p> <ul style="list-style-type: none"> • self-corrections within 3 seconds, • additions (insertions), • repetitions of the same correct word, • variations in pronunciation due to dialect, or • incorrect reading of a name that does not change the text's meaning. </td> </tr> </table> <p>Numbers are counted as words if read correctly within the context of the passage.</p>	<p>Count as errors:</p> <ul style="list-style-type: none"> • words not read within 3 seconds, • substitutions, • omissions, • mispronunciations, or • reversals (words not read in the correct order). 	<p>Do not count as errors:</p> <ul style="list-style-type: none"> • self-corrections within 3 seconds, • additions (insertions), • repetitions of the same correct word, • variations in pronunciation due to dialect, or • incorrect reading of a name that does not change the text's meaning.
<p>Count as errors:</p> <ul style="list-style-type: none"> • words not read within 3 seconds, • substitutions, • omissions, • mispronunciations, or • reversals (words not read in the correct order). 	<p>Do not count as errors:</p> <ul style="list-style-type: none"> • self-corrections within 3 seconds, • additions (insertions), • repetitions of the same correct word, • variations in pronunciation due to dialect, or • incorrect reading of a name that does not change the text's meaning. 		
4.	<p>Have the <i>tester</i> stop the timing after one minute, and mark with a slash (/) (on a copy of the <i>student's</i> passage) the last word read by the <i>student</i>. Have the <i>student</i> read to the end of the passage. If the <i>student</i> finishes reading the whole passage in <i>less than one minute</i>, then have him/her return to the beginning and continue reading until the minute has ended.</p>		
5.	<p>Have the <i>tester</i> calculate the number of words read correctly in one minute</p> <ul style="list-style-type: none"> • total words read – errors = words correct per minute (wcpm) 		
6.	<p>Have the <i>student</i> plot the wcpm on a graph.</p>		
7.	<p>Before starting the repeated reading, have the <i>student</i> and/or <i>tester</i> discuss any words that were difficult to read. Give lots of encouragement and praise.</p>		
8.	<p>Start the repeated reading. Use a different coloured highlighter for each reading so it is easier to calculate the number of wcpm. Have the <i>student</i> read the same passage three or four more times.</p>		
9.	<p>Reverse the roles. Partner #1 becomes the <i>tester</i> and Partner #2 becomes the <i>student</i>.</p>		
10.	<p>Have both students discuss the activity and the results.</p>		

Norms for Repeated, Oral Reading

Educators can use this chart to set fluency goals and make decisions about their students' progress in building fluency.

grade	percentile	fall wcpm	winter wcpm	spring wcpm	average weekly improvement *
1	90		81	111	1.9
	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
	10		6	15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
	10	68	82	93	0.8
7	90	180	192	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
8	90	185	199	199	0.4
	75	161	173	177	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6
	10	77	84	97	0.6

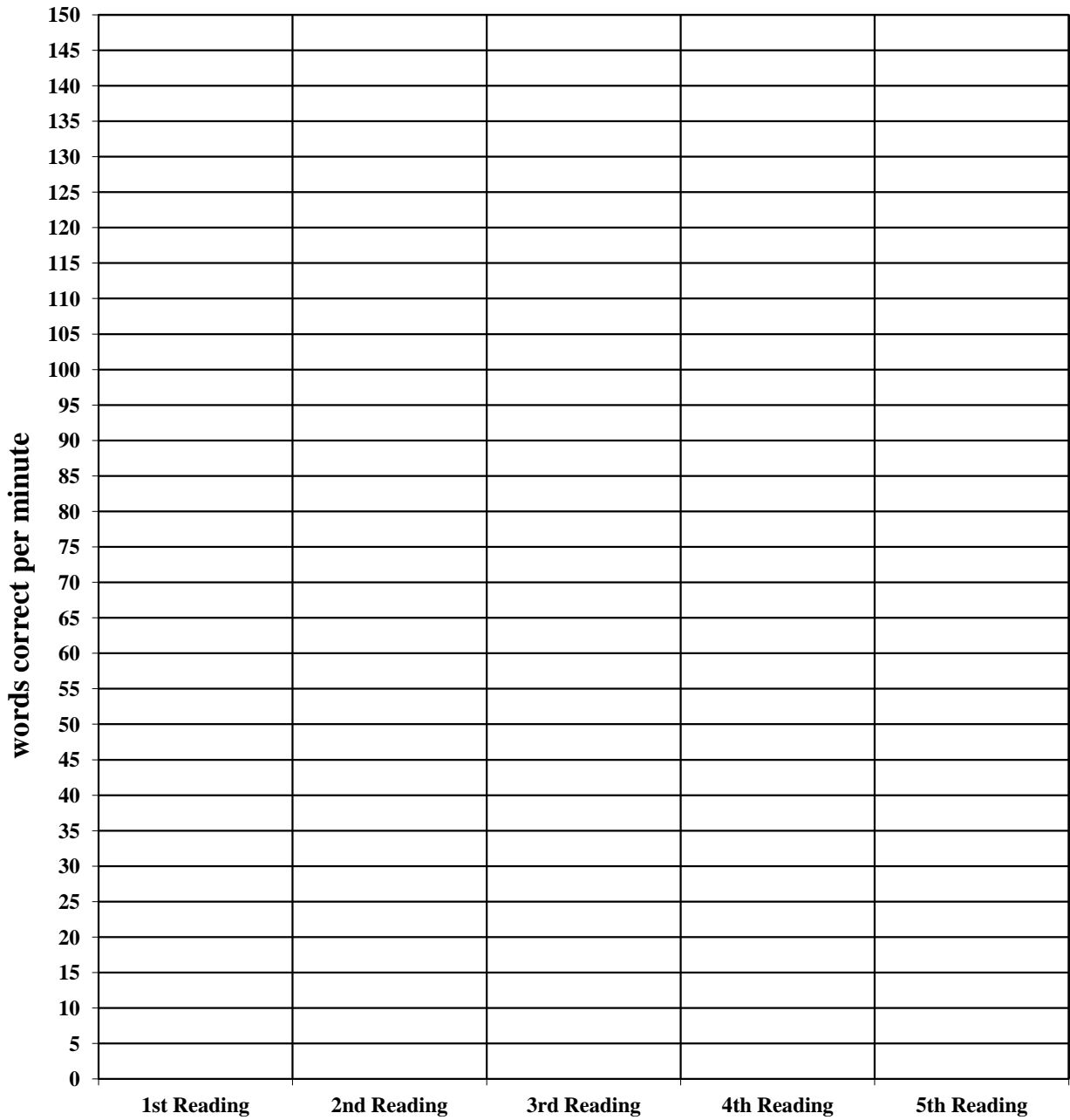
*average growth in wcpm per week

Source: Hasbrouck, J., & Tindal, G. (2005). *Oral reading fluency: 90 years of measurement* (Tech. Rep. No. 33). Eugene, Oregon: University of Oregon, College of Education, Behavioral Research and Teaching. Available at http://www.brtprojects.org/techreports/ORF_90Yrs_Intro_TechRpt33.pdf Reprinted with permission.

Graph for Repeated, Oral Reading – 150

Name: _____ Grade: __ Date: _____

Title of reading: _____



100 High-Frequency Words				100 High-Frequency Words			
a	from	may	there	a	from	may	there
about	get	more	these	about	get	more	these
after	go	my	they	after	go	my	they
all	had	no	this	all	had	no	this
an	has	not	time	an	has	not	time
and	have	now	to	and	have	now	to
are	he	of	two	are	he	of	two
as	her	on	up	as	her	on	up
at	him	one	use	at	him	one	use
be	his	or	very	be	his	or	very
been	how	other	was	been	how	other	was
but	I	out	water	but	I	out	water
by	if	over	way	by	if	over	way
call	in	people	we	call	in	people	we
can	into	said	were	can	into	said	were
come	is	see	what	come	is	see	what
could	it	she	when	could	it	she	when
day	its	so	where	day	its	so	where
did	just	some	who	did	just	some	who
do	like	than	will	do	like	than	will
down	long	that	with	down	long	that	with
each	look	the	word	each	look	the	word
find	made	their	would	find	made	their	would
first	make	them	you	first	make	them	you
for	many	then	your	for	many	then	your

These 100 words account for 50% of all the words in texts. Rapid recognition of these words helps to build a foundation for fluent reading. They are in alphabetical order.

Adapted from three lists: (Fry, Kress, & Fountoukidis, 2000; Pinnell & Fountas, 1998; Sitton, 1995)

Generic Bookmarks for New Vocabulary

Name: _____

Topic: _____



Word: _____

Definition:

Sketch:

Word: _____

Definition:

Sketch:

Word: _____

Definition:

Sketch:

Name: _____

Topic: _____



Word: _____

Definition:

Sketch:

Word: _____

Definition:

Sketch:

Word: _____

Definition:

Sketch:

Name: _____

Topic: _____



Word: _____

Definition:

Sketch:

Word: _____

Definition:

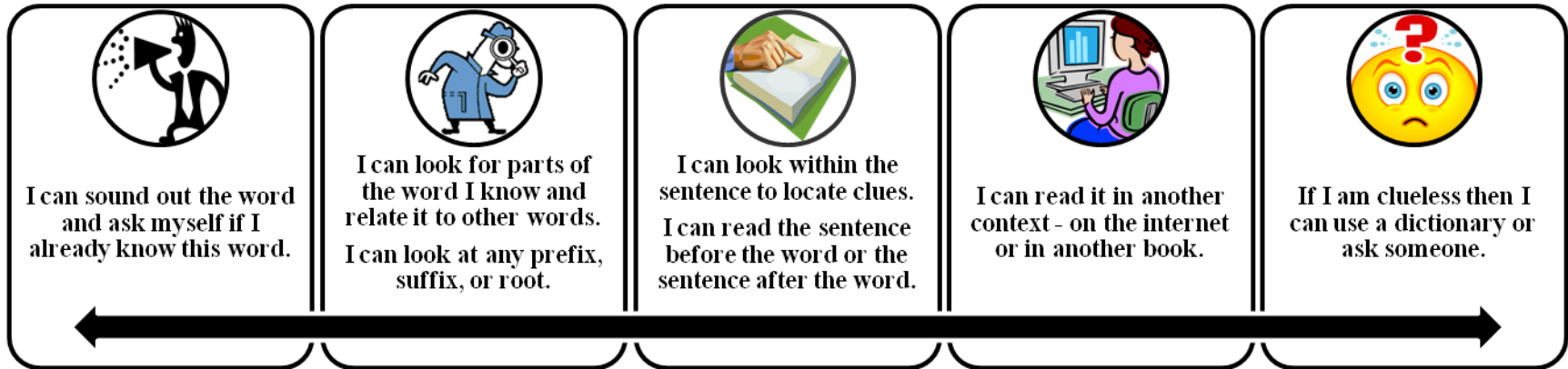
Sketch:

Word: _____

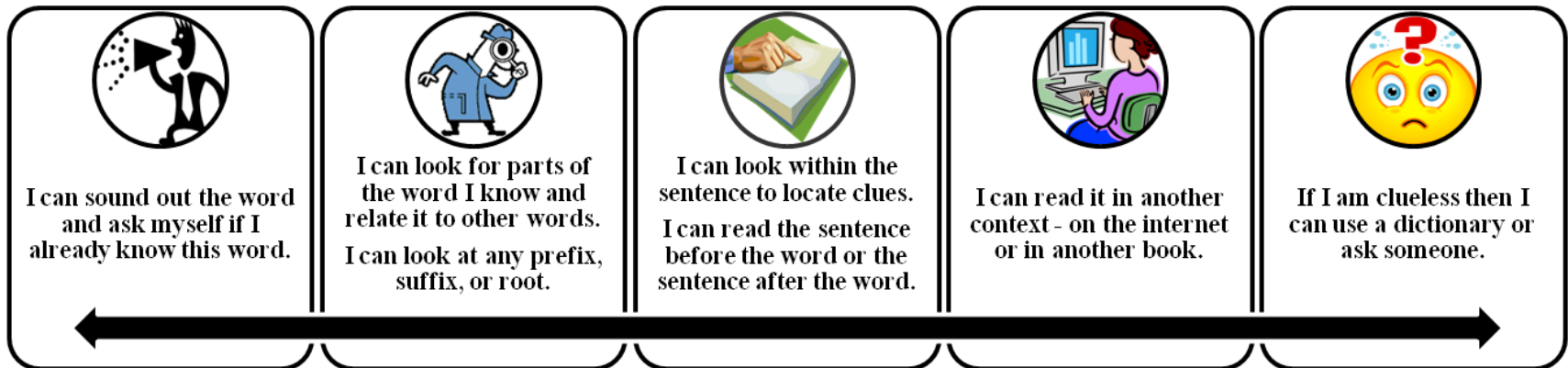
Definition:

Sketch:

Strategies for Figuring Out Unknown Words



Strategies for Figuring Out Unknown Words



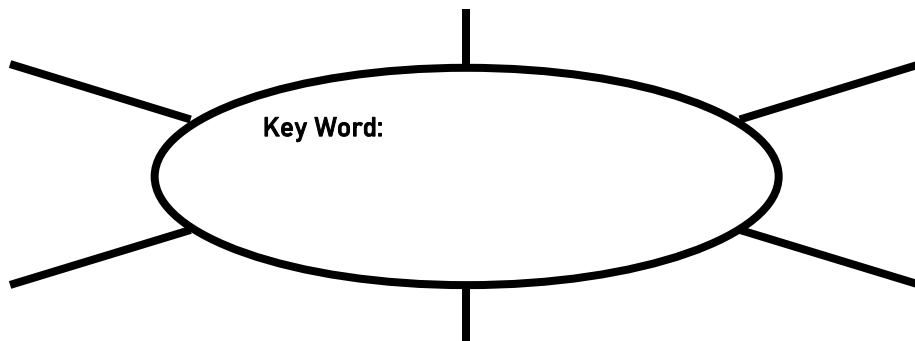
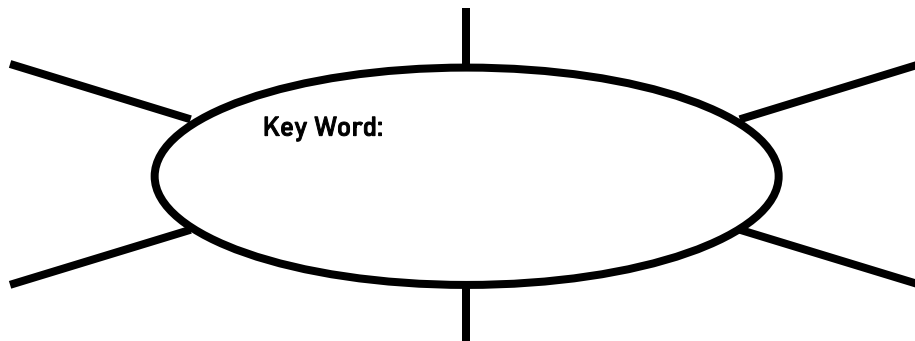
Semantic Mapping with Vocabulary

Name: _____ **Grade:** ____ **Date:** _____











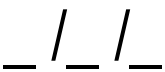
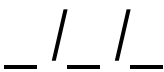














Subject: _____







Topic: _____

Select two key words from the text you are going to read and put one in each oval. Attach other words, phrases, or pictures associated with this word around the oval. This activates any information you already have (your prior knowledge) about this word. As you read, continue to put new ideas around the oval as they form in your mind.



Bookmark for *Fix-It* Strategies

<i>Fix-It</i> Strategies 		<i>Fix-It</i> Strategies 	
I can do these things to understand what I read:		I can do these things to understand what I read:	
	Reread a sentence or a section that is confusing.		Reread a sentence or a section that is confusing.
	Go back to where the text made sense.		Go back to where the text made sense.
	Read on to see if it makes sense.		Read on to see if it makes sense.
	Slow down or speed up.		Slow down or speed up.
compare/contrast sequencing cause/effect ...	Notice the structure of the text.	compare/contrast sequencing cause/effect ...	Notice the structure of the text.
	Break an unknown word into parts, sound out each part, and then blend the parts together.		Break an unknown word into parts, sound out each part, and then blend the parts together.
	Highlight any unknown words and then look them up in the dictionary/ glossary or use Google.		Highlight any unknown words and then look them up in the dictionary/ glossary or use Google.
 BK	Make a link with what I already know (background knowledge).	 BK	Make a link with what I already know (background knowledge).
	Ask myself a question about the reading and try to answer it.		Ask myself a question about the reading and try to answer it.
	Use any pictures in the text.		Use any pictures in the text.
	Visualize what is happening.		Visualize what is happening.
	Retell what I have read.		Retell what I have read.
	Ask a teacher or another student for help.		Ask a teacher or another student for help.

QARs Cue Card (Question-Answer Relationships)		QARs Cue Card (Question-Answer Relationships)	
Where do I find answers to questions?		Where do I find answers to questions?	
<p>On the page!</p> 	<p>Right there! The answer is in the text. The words used in the question and the words used for the answer can usually be found in the same sentence.</p>	<p>On the page!</p> 	<p>Right there! The answer is in the text. The words used in the question and the words used for the answer can usually be found in the same sentence.</p>
<p>Between the lines!</p> 	<p>Think and search! The answer is in the text. The words used in the question and the words used for the answer are <i>not</i> found in the same sentence. They come from <i>different</i> parts of the text.</p>	<p>Between the lines!</p> 	<p>Think and search! The answer is in the text. The words used in the question and the words used for the answer are <i>not</i> found in the same sentence. They come from <i>different</i> parts of the text.</p>
<p>In my head!</p> 	<p>On my own! The text got you thinking, but the answer is inside your head. So think about it and use what you already know to answer the questions.</p>	<p>In my head!</p> 	<p>On my own! The text got you thinking, but the answer is inside your head. So think about it and use what you already know to answer the questions.</p>

Adapted from: Raphael, T.E. (1984). Teaching learners about sources of information for answering comprehension questions. *Journal of Reading*, 27, 303-311.

Some Web Resources for Reading

Phonemic Awareness

- ❑ <https://fcrr.org/student-center-activities>
Florida Centre for Reading Research – Student Centre Activities
downloadable centre activities (grades K to 3) to make and use for reinforcing the skills of phonemic awareness

- ❑ <http://grover.concordia.ca/abracadabra/en/index.php>
ABRACADABRA
free, interactive web-based literacy program for primary students (Canadian)

Phonics

- ❑ <http://www.speld-sa.org.au/services/phonics-books.html>
The Specific Learning Difficulties Association of South Australia (SPELD SA)
The SPELD SA phonics books are free to use. There are currently 190 books available and 149 sets of worksheets to complement them. The books are grouped in a developing order based on the order of sounds introduced in Jolly Phonics – an early literacy program.

- ❑ <https://fcrr.org/student-center-activities>
Florida Centre for Reading Research – Student Centre Activities
downloadable centre activities (K to 3 and grades 4 to 5) to make and use for reinforcing phonics

Fluency

- ❑ <http://www.readworks.org/books/passages>
ReadWorks
free reading passages and books (Grades K to 12)

- ❑ <https://newsela.com/about/solutions/>
newsela
free news articles – the “same passage” is converted into 5 different reading levels

- ❑ <https://fcrr.org/student-center-activities>
Florida Centre for Reading Research – Student Centre Activities
pre-made cards with high-frequency words and complementary games (K to Grade 1)

Vocabulary

- ❑ <https://rewordify.com/>
Rewordify
online software where students can enter sentences or paragraphs and instantly view an easier version of the text, for faster understanding

Comprehension

- ❑ <http://textcompactor.com/>
Text Compactor
free online tool for summarizing and simplifying text where students can copy and paste digital text into a box, use a slider to determine the percentage of text, and view the summary

Website addresses tend to change. They can usually be found under the name of the site. These websites are current as of September 2020.

Introducing the Mammals!

You are a mammal. Your pet dogs and cats are mammals. An elephant is a mammal and so is a whale. When you learn about animals, the first you learn about are probably mammals. Not all mammals are made the same way. Most of the mammals you see will be **placental**. If you are in Australia you will see a lot of marsupials. Monotremes are tough to find. There aren't many of those left in the world.

Mammals with Eggs

Monotremes were the first mammals. How do scientists know? They actually lay **eggs**. Monotremes are more closely related to reptiles than any other mammal. They have not yet evolved a way to have their babies live. Examples of monotremes are a duck-billed platypus and the spiny anteater.

Mammals with Pouches

There are many more **marsupials** than monotremes. Kangaroos, koalas, bandicoots, and possums. You'll find a lot of them in Australia. Australia is an island continent. Because of its isolation, placental mammals didn't take hold in their ecosystems. Australia is like a mammalian time capsule. Marsupials are special mammals that give birth to their young live, but the babies mature in **pouches**. While they are in the pouch they suckle on the mother's milk for nourishment.



GREY KANGAROOS
ARE MARSUPIALS
FROM AUSTRALIA.



POLAR BEARS ARE
PLACENTAL MAMMALS
FOUND IN THE ARCTIC.

Like You and Me

Placental mammals are the dominant form of mammal on the planet. Placental mammals deliver their young live and ready for action. Although the babies might still need some work, much of the basic development is done inside of the female's **placenta**. When the baby is born, it still needs some raising and education. Mammalian mothers will usually stick around and help in that learning process. There are no pouches. The baby must walk or be carried.

Placental mammals are everywhere, even in the oceans. A group called cetaceans includes dolphins and whales. They are mammals that evolved and returned to the ocean. They still breathe air and even have tiny hairs like other mammals, but they live their whole lives in the water.

Source: http://www.biology4kids.com/files/vert_mammal.html

April 30, 2008

The Colossal (Huge) Squid*

* *Rewordify* was used to simplify this text. <http://rewordify.com/>

A **colossal** (huge) squid floats in a tank at a museum in New Zealand giving scientists their first close look at the **rare** and **elusive** (hard to see/hard to catch) **leviathan** (monster).

The giant was caught by a fishing boat off the coast of Antarctica in February 2007. At 26 feet (8 meters) long, it is believed to be the largest cephalopod ever captured.

Experts froze the animal, a female, soon after its capture to **preserve it** (keep it) for study. **Biologists** (experts on living things) are now thawing the squid and have already begun analyzing its unique features, including **swiveling** (turning/rotating) hooks found on the ends of its tentacles and eyes as big as dinner plates.

Scientists believe **colossal** (huge) squid may grow as long as 46 feet (14 meters), but because the creatures live at such great depth – up to 6,500 feet (1,980 meters) – sightings are **extremely** (very) rare.

The species was first identified in 1925 from two tentacles found in the stomach of a sperm whale.



Fun activity: Build a squid at <http://squid.tepapa.govt.nz/>